



Application

19835 - 2024 Safe Routes to School Infrastructure
20410 - Fridley SRTS Improvements Project
Regional Solicitation - Bicycle and Pedestrian Facilities

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Primary Contact

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What Grant Programs are you most interested in? Regional Solicitation - Bicycle and Pedestrian Facilities

Organization Information

Name: FRIDLEY, CITY OF

Jurisdictional Agency (if different):

Organization Type: City

Organization Website:

Address: 7071 UNIVERSITY AVE NE

County: Anoka

Phone: 763-571-3450
City State/Province Postal Code/Zip Phone Ext.

Fax:

PeopleSoft Vendor Number 0000020945A1

Project Information

Project Name Fridley SRTS Improvements Project

Primary County where the Project is Located Anoka

Cities or Townships where the Project is Located: Fridley

Jurisdictional Agency (If Different than the Applicant): N/A

Brief Project Description (Include location, road name/functional class, type of improvement, etc.)

The City of Fridley Safe Routes to Schools Improvements Project proposes to install infrastructure recommended within the approved Safe Routes to School Plans for two Fridley Public School campuses in close proximity to each other: Hayes Elementary and Fridley Middle School (FMS). These SRTS project elements will also benefit the students of Fridley High School (FHS), which is located directly across the street from FMS.

These improvements include 1) construction of a multi-use trail on 7th Street between Mississippi Street and 61st Avenue; 2) construction of a multi-use trail on 61st Avenue between University Avenue Service Rd and West Moore Lake Dr; 3) construction of a multi-use trail on the northside of Commons Park/Fridley Middle School between 7th Street and Jackson Street; and, 4) installation of rectangular rapid flashing beacons (RRFBs) at the intersections of Mississippi Street with 7th Street and Monroe Street.

This project will improve the safety of students walking, biking, and rolling to Fridley Public School campuses, fill gaps within the City of Fridley's trail network, and enhance connectivity between residents and important community destinations including schools, the Fridley Community Center, Commons Park, the library, transit stops, and more.

(Limit 2,800 characters; approximately 400 words)

TRANSPORTATION IMPROVEMENT PROGRAM (TIP) DESCRIPTION - will be used in TIP if the project is selected for funding. See MnDOT's TIP description guidance.

Construct multi-use trail on MSAS 312 from CSAH 6 to 61st Avenue; Construct multi-use trail on MSAS 302 from University Avenue Service Rd to West Moore Lake Dr; Construct multi-use trail by Commons Park/Middle School from 7th Street to Jackson Street.

Include both the CSAH/MSAS/TH references and their corresponding street names in the TIP Description (see Resources link on Regional Solicitation webpage for examples).

Project Length (Miles)

1.4

to the nearest one-tenth of a mile

Project Funding

Are you applying for competitive funds from another source(s) to implement this project?

No

If yes, please identify the source(s)

N/A

Federal Amount

\$1,000,000.00

Match Amount

\$253,000.00

Minimum of 20% of project total

Project Total

\$1,253,000.00

For transit projects, the total cost for the application is total cost minus fare revenues.

Match Percentage

20.19%

Minimum of 20%

Compute the match percentage by dividing the match amount by the project total

Source of Match Funds

City of Fridley Capital Investment Fund

A minimum of 20% of the total project cost must come from non-federal sources; additional match funds over the 20% minimum can come from other federal sources

Preferred Program Year

Select one:

2028

Select 2026 or 2027 for TDM and Unique projects only. For all other applications, select 2028 or 2029.

Additional Program Years:

2025, 2026, 2027

Select all years that are feasible if funding in an earlier year becomes available.

Project Information

If your project has already been assigned a State Aid Project # (SAP or SP)

Please indicate here SAP/SP#.

N/A

Location

County, City, or Lead Agency

City of Fridley

Name of Trail/Ped Facility:

7th Street Trail; 61st Avenue Trail; Middle School Trail

(example: CEDAR LAKE TRAIL)

IF TRAIL/PED FACILITY IS ADJACENT TO ROADWAY:

Road System	MSAS
<i>(TH, CSAH, MSAS, CO. RD., TWP. RD., CITY STREET)</i>	
Road/Route No.	312; 302
<i>(Example: 53 for CSAH 53)</i>	
Name of Road	7th St; 61st Ave
<i>(Example: 1st ST., Main Ave.)</i>	
TERMINI: Termini listed must be within 0.3 miles of any work	
From:	
Road System	CSAH; City Street;
<i>(TH, CSAH, MSAS, CO. RD., TWP. RD., CITY STREET)</i>	
Road/Route No.	6; University Ave Service Rd
<i>(Example: 53 for CSAH 53)</i>	
Name of Road	Mississippi St; University Ave Service Rd;
<i>(Example: 1st ST., Main Ave.)</i>	
To:	
Road System	MSAS; MSAS
<i>DO NOT INCLUDE LEGAL DESCRIPTION; INCLUDE NAME OF ROADWAY IF MAJORITY OF FACILITY RUINS ADJACENT TO A SINGLE CORRIDOR</i>	
Road/Route No.	302; 315
<i>(Example: 53 for CSAH 53)</i>	
Name of Road	61st Ave; West Moore Lake Dr
<i>(Example: 1st ST., Main Ave.)</i>	
In the City/Cities of:	Fridley
<i>(List all cities within project limits)</i>	
IF TRAIL/PED FACILITY IS NOT ADJACENT TO ROADWAY:	
Termini: Termini listed must be within 0.3 miles of any work	
From:	MSAS 312
To:	Jackson Street
Or	
At:	
In the City/Cities of:	
<i>(List all cities within project limits)</i>	
Primary Types of Work (Check all that apply)	
Multi-Use Trail	Yes
Reconstruct Trail	
Resurface Trail	
Bituminous Pavement	
Concrete Walk	
Pedestrian Bridge	
Signal Revision	
Landscaping	
Other (do not include incidental items)	ADA Improvements, Curb & Gutter, Patching, Striping, Rectangular Rapid Flashing Beacons
BRIDGE/CULVERT PROJECTS (IF APPLICABLE)	
Old Bridge/Culvert No.:	
New Bridge/Culvert No.:	
Structure is Over/Under (Bridge or culvert name):	
Zip Code where Majority of Work is Being Performed	55432
Approximate Begin Construction Date (MO/YR)	05/01/2027
Approximate End Construction Date (MO/YR)	11/30/2027
Miles of Pedestrian Facility/Trail (nearest 0.1 miles):	1.4
Miles of trail on the Regional Bicycle Transportation Network (nearest 0.1 miles):	0
Is this a new trail?	Yes

Requirements - All Projects

All Projects

1. The project must be consistent with the goals and policies in these adopted regional plans: Thrive MSP 2040 (2014), the 2040 Transportation Policy Plan (2018), the 2040 Regional Parks Policy Plan (2018), and the 2040 Water Resources Policy Plan (2015).

Check the box to indicate that the project meets this requirement. Yes

Briefly list the goals, objectives, strategies, and associated pages: This project meets the following goals/objectives/policies within the 2040 TPP:

Goal B: The regional transportation system is safe and secure for all users.

Objective: Reduce crashes and improve safety and security for all modes of passenger travel and freight transport.

Strategy B1: Incorporate safety and security considerations for all modes and users throughout the processes of planning, funding, construction, operation.

Strategy B6: B6. Regional transportation partners will use best practices to provide and improve facilities for safe walking and bicycling, since pedestrians and bicyclists are the most vulnerable users of the transportation system.

Goal C: People and businesses prosper by using a reliable, affordable, and efficient multimodal transportation system that connects them to destinations throughout the region and beyond.

Objective: Increase transit ridership and the share of trips taken using transit, bicycling and walking.

Objective: Improve multimodal travel options for people of all ages and abilities to connect to jobs and other opportunities, particularly for historically underrepresented populations.

Strategy C1: Regional transportation partners will continue to work together to plan and implement transportation systems that are multimodal and provide connections between modes. The Council will prioritize regional projects that are multimodal and cost-effective and encourage investments to include appropriate provisions for bicycle and pedestrian travel.

Strategy C2. Local units of government should provide a system of interconnected arterial roads, streets, bicycle facilities, and pedestrian facilities to meet local travel needs using Complete Streets principles.

Strategy C17: Regional transportation partners will provide or encourage reliable, cost-effective, and accessible transportation choices that provide and enhance access to employment, housing, education, and social connections for pedestrians and people with disabilities.

Goal E: The regional transportation system advances equity and contributes to communities' livability and sustainability while protecting the natural, cultural, and developed environments.

Objective: Increase the availability and attractiveness of transit, bicycling, and walking to encourage healthy communities and active car-free lifestyles

Strategy E3: Regional transportation partners will plan and implement a transportation system that considers the needs of all potential users, including children, senior citizens, and persons with disabilities, and that promotes active lifestyles and cohesive communities. A special emphasis should be placed on promoting the environmental and health benefits of alternatives to single-occupancy vehicle travel.

(Limit 2,800 characters; approximately 400 words)

3. The project or the transportation problem/need that the project addresses must be in a local planning or programming document. Reference the name of the appropriate comprehensive plan, regional/statewide plan, capital improvement program, corridor study document [studies on trunk highway must be approved by the Minnesota Department of Transportation and the Metropolitan Council], or other official plan or program of the applicant agency [includes Safe Routes to School Plans] that the project is included in and/or a transportation problem/need that the project addresses.

List the applicable documents and pages: Unique projects are exempt from this qualifying requirement because of their innovative nature.

This project meets the goals of multiple, intersecting local plans including:

The 2040 Comprehensive Plan
(https://www.ci.fridley.mn.us/DocumentCenter/View/7479/Fridley_2040-Comprehensive-Plan_w-Appendices_012221?bidId=)

Policy: The City will identify, prioritize and take steps to remedy gaps and lack of connectivity within City sidewalk and trail networks; and plan for needed changes in updates to the City's Active Transportation Plan. (page 133).

Goal: Provide more bike/walk opportunities and keep them maintained for year-round community use (page 134).

Action Step: The City should continue to expand the existing trail network to service all neighborhoods and areas of the city (page 137).

The Fridley Active Transportation Plan, approved by the City Council in 2020, lists the 61st Avenue Trail and 7th Street Trail as high priority projects (attached, page 47).

The approved Safe Routes to School Plan for Hayes Elementary lists the 7th Street Trail and intersection improvements at Mississippi Street with 7th Street and Monroe Street as priority projects (attached, page 19-20).

The approved Safe Routes to School Plan for Fridley Middle School lists the Middle School Trail and 61st Avenue Trail as priority projects (attached, page 19-20).

(Limit 2,800 characters; approximately 400 words)

4. The project must exclude costs for studies, preliminary engineering, design, or construction engineering. Right-of-way costs are only eligible as part of transit stations/stops, transit terminals, park-and-ride facilities, or pool-and-ride lots. Noise barriers, drainage projects, fences, landscaping, etc., are not eligible for funding as a standalone project, but can be included as part of the larger submitted project, which is otherwise eligible. Unique project costs are limited to those that are federally eligible.

Check the box to indicate that the project meets this requirement. Yes

5. Applicant is a public agency (e.g., county, city, tribal government, transit provider, etc.) or non-profit organization (TDM and Unique Projects applicants only). Applicants that are not State Aid cities or counties in the seven-county metro area with populations over 5,000 must contact the MnDOT Metro State Aid Office prior to submitting their application to determine if a public agency sponsor is required.

Check the box to indicate that the project meets this requirement. Yes

6. Applicants must not submit an application for the same project in more than one funding sub-category.

Check the box to indicate that the project meets this requirement. Yes

7. The requested funding amount must be more than or equal to the minimum award and less than or equal to the maximum award. The cost of preparing a project for funding authorization can be substantial. For that reason, minimum federal amounts apply. Other federal funds may be combined with the requested funds for projects exceeding the maximum award, but the source(s) must be identified in the application. Funding amounts by application category are listed below in Table 1. For unique projects, the minimum award is \$500,000 and the maximum award is the total amount available each funding cycle (approximately \$4,000,000 for the 2024 funding cycle).

Multiuse Trails and Bicycle Facilities: \$250,000 to \$5,500,000

Pedestrian Facilities (Sidewalks, Streetscaping, and ADA): \$250,000 to \$2,000,000

Safe Routes to School: \$250,000 to \$1,000,000

Check the box to indicate that the project meets this requirement. Yes

8. The project must comply with the Americans with Disabilities Act (ADA).

Check the box to indicate that the project meets this requirement. Yes

9. In order for a selected project to be included in the Transportation Improvement Program (TIP) and approved by USDOT, the public agency sponsor must either have a current Americans with Disabilities Act (ADA) self-evaluation or transition plan that covers the public right of way/transportation, as required under Title II of the ADA. The plan must be completed by the local agency before the Regional Solicitation application deadline. For future Regional Solicitation funding cycles, this requirement may include that the plan has undergone a recent update, e.g., within five years prior to application.

The applicant is a public agency that employs 50 or more people and has a completed ADA transition plan that covers the public right of way/transportation. Yes

Date plan completed: 02/11/2019

Link to plan:

<https://www.ci.fridley.mn.us/DocumentCenter/View/5355/City-of-Fridley-ADA-Transition-Plan?bidId=>

The applicant is a public agency that employs fewer than 50 people and has a completed ADA self-evaluation that covers the public right of way/transportation.

Date self-evaluation completed:

Link to plan:

Upload plan or self-evaluation if there is no link

Upload as PDF

10. The project must be accessible and open to the general public.

Check the box to indicate that the project meets this requirement. Yes

11. The owner/operator of the facility must operate and maintain the project year-round for the useful life of the improvement. This includes assurance of year-round use of bicycle, pedestrian, and transit facilities, per FHWA direction established 8/27/2008 and updated 4/15/2019. Unique projects are exempt from this qualifying requirement.

Check the box to indicate that the project meets this requirement. Yes

12. The project must represent a permanent improvement with independent utility. The term "independent utility" means the project provides benefits described in the application by itself and does not depend on any construction elements of the project being funded from other sources outside the regional solicitation, excluding the required non-federal match.

Projects that include traffic management or transit operating funds as part of a construction project are exempt from this policy.

Check the box to indicate that the project meets this requirement. Yes

13. The project must not be a temporary construction project. A temporary construction project is defined as work that must be replaced within five years and is ineligible for funding. The project must also not be staged construction where the project will be replaced as part of future stages. Staged construction is eligible for funding as long as future stages build on, rather than replace, previous work.

Check the box to indicate that the project meets this requirement. Yes

14. The project applicant must send written notification regarding the proposed project to all affected state and local units of government prior to submitting the application.

Check the box to indicate that the project meets this requirement. Yes

Requirements - Bicycle and Pedestrian Facilities Projects

1. All projects must relate to surface transportation. As an example, for multiuse trail and bicycle facilities, surface transportation is defined as primarily serving a commuting purpose and/or that connect two destination points. A facility may serve both a transportation purpose and a recreational purpose; a facility that connects people to recreational destinations may be considered to have a transportation purpose.

Check the box to indicate that the project meets this requirement. Yes

Multiuse Trails on Active Railroad Right-of-Way:

2. All multiuse trail projects that are located within right-of-way occupied by an active railroad must attach an agreement with the railroad that this right-of-way will be used for trail purposes.

Check the box to indicate that the project meets this requirement.

[Upload Agreement PDF](#)

Check the box to indicate that the project is not in active railroad right-of-way. Yes

Multiuse Trails and Bicycle Facilities projects only:

3. All applications must include a letter from the operator of the facility confirming that they will remove snow and ice for year-round bicycle and pedestrian use. The Minnesota Pollution Control Agency has a resource for best practices when using salt. Upload PDF of Agreement in Other Attachments.

Check the box to indicate that the project meets this requirement. Yes

Upload PDF of Agreement in Other Attachments.

Safe Routes to School projects only:

4. All projects must be located within a two-mile radius of the associated primary, middle, or high school site.

Check the box to indicate that the project meets this requirement. Yes

5. All schools benefitting from the SRTS program must conduct after-implementation surveys. These include the student travel tally form and the parent survey available on the National Center for SRTS website. The school(s) must submit the after-evaluation data to the National Center for SRTS within a year of the project completion date. Additional guidance regarding evaluation can be found at the MnDOT SRTS website.

Check the box to indicate that the applicant understands this requirement and will submit data to the National Center for SRTS within one year of project completion. Yes

Requirements - Bicycle and Pedestrian Facilities Projects

Specific Roadway Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES

	Cost
Mobilization (approx. 5% of total cost)	\$57,000.00
Removals (approx. 5% of total cost)	\$69,000.00
Roadway (grading, borrow, etc.)	\$11,000.00
Roadway (aggregates and paving)	\$37,000.00
Subgrade Correction (muck)	\$0.00
Storm Sewer	\$57,000.00

Ponds	\$0.00
Concrete Items (curb & gutter, sidewalks, median barriers)	\$162,000.00
Traffic Control	\$16,000.00
Striping	\$9,000.00
Signing	\$3,000.00
Lighting	\$0.00
Turf - Erosion & Landscaping	\$63,000.00
Bridge	\$0.00
Retaining Walls	\$0.00
Noise Wall (not calculated in cost effectiveness measure)	\$0.00
Traffic Signals	\$0.00
Wetland Mitigation	\$0.00
Other Natural and Cultural Resource Protection	\$0.00
RR Crossing	\$0.00
Roadway Contingencies	\$72,000.00
Other Roadway Elements	\$0.00
Totals	\$556,000.00

Specific Bicycle and Pedestrian Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Path/Trail Construction	\$301,000.00
Sidewalk Construction	\$0.00
On-Street Bicycle Facility Construction	\$0.00
Right-of-Way	\$0.00
Pedestrian Curb Ramps (ADA)	\$130,000.00
Crossing Aids (e.g., Audible Pedestrian Signals, HAWK)	\$50,000.00
Pedestrian-scale Lighting	\$0.00
Streetscaping	\$0.00
Wayfinding	\$0.00
Bicycle and Pedestrian Contingencies	\$216,000.00
Other Bicycle and Pedestrian Elements	\$0.00
Totals	\$697,000.00

Specific Transit and TDM Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Fixed Guideway Elements	\$0.00
Stations, Stops, and Terminals	\$0.00
Support Facilities	\$0.00
Transit Systems (e.g. communications, signals, controls, fare collection, etc.)	\$0.00
Vehicles	\$0.00
Contingencies	\$0.00
Right-of-Way	\$0.00
Other Transit and TDM Elements	\$0.00
Totals	\$0.00

Transit Operating Costs

Number of Platform hours	0
Cost Per Platform hour (full loaded Cost)	\$0.00
Subtotal	\$0.00
Other Costs - Administration, Overhead, etc.	\$0.00

PROTECT Funds Eligibility

One of the new federal funding sources is Promoting Resilient Operations for Transformative, Efficient, and Cost-Saving Transportation (PROTECT). Please describe which specific elements of your project and associated costs out of the Total TAB-Eligible Costs are eligible to receive PROTECT funds. Examples of potential eligible items may include: storm sewer, ponding, erosion control/landscaping, retaining walls, new bridges over floodplains, and road realignments out of floodplains.

INFORMATION: [Promoting Resilient Operations for Transformative, Efficient, and Cost-Saving Transportation \(PROTECT\) Formula Program Implementation Guidance \(dot.gov\)](#).

Response: No project elements are eligible for PROTECT funding.

Totals

Total Cost	\$1,253,000.00
Construction Cost Total	\$1,253,000.00
Transit Operating Cost Total	\$0.00

Measure 1A: Relationship Between Safe Routes to School Program Elements

Response:

The City implements a SRTS program in partnership with Fridley Public Schools (FPS). Examples within the 6E categories include:

Evaluation: Evaluation of current conditions was fundamental in developing the approved SRTS plans for Hayes Elementary and FMS which guide this project. The SRTS plans include an assessment of the existing conditions, barriers, and opportunities for safety improvements near the schools. Data collection includes student travel tallies, informational interviews, and parent surveys. Staff also studied crash reports to develop this application. Following installation of grant-funded infrastructure, staff will repeat counts of students walking/biking to school and evaluate the impact of the project on crash reduction.

Education: The City's Public Safety Department hosts an annual Safety Camp to teach youth traffic and bike safety skills. Scholarships to the camp are available to ensure the camp is financially accessible. FPS provides Walk to School and Bike to School safety tips to parents and makes the information available on its website. The City has an Active Transportation Map printed in English and Spanish to distribute at events. The City hosts bike skills training such as a winter bicycle course and a bicycle rodeo.

Encouragement: The City's Recreation Department has a bike fleet that is regularly used during youth camps to encourage bike riding and use of bikeways. They also coordinate intergenerational bike-based programming. Two public Bike Fix-It stations are in Fridley with a third funded and planned for installation in the project area in 2024.

Equity: The City prioritized projects in its Active Transportation Plan (ATP) with a focus on equity to ensure that residents have safe, comfortable infrastructure to reach transit or commute without a car. Additionally, the City, FPS, and other partners reduce barriers to biking by hosting an annual bike/helmet giveaway that distributes hundreds of bikes to community members. The City clears snow from all public bike/walk facilities and prioritizes snow removal along routes reaching school campuses.

Engagement: The SRTS plans informing this application included engaging with students and parents on current facilities and desired needs. This application was developed in coordination with representatives from FPS. Additionally, public outreach was held during the creation of the ATP which lists these projects as high priority. The City is in regular coordination with FPS' transportation coordinator to address transportation issues.

Engineering: Previous engineering improvements include installation of other infrastructure in the SRTS plans that have been well received, including new multi-use trails, medians to reduce crossing distance, and speed feedback signs.

(Limit 2,800 characters; approximately 400 words)

Measure A: Project Location and Impact to Disadvantaged Populations

Select one:

The project, or the issue/barrier being addressed by the project, is specifically named in an adopted Safe Routes to School plan* Yes

The project, while not specifically named, is consistent with an adopted Safe Routes to School plan highlighting at least one of the school(s) to which it is meant to provide access

The project is identified in a locally adopted transportation/mobility plan or study and would make a safety improvement, reduce traffic or improve air quality at or near a school

The school(s) in question do not have Safe Routes to School plan(s)

Measure A: Average share of student population that bikes or walks

Average Percent of Student Population 15.0%

Measure B: Student Population

Student population within one mile of the school

278.0

Measure A: Engagement

i. Describe any Black, Indigenous, and People of Color populations, low-income populations, disabled populations, youth, or older adults within a ½ mile of the proposed project. Describe how these populations relate to regional context. Location of affordable housing will be addressed in Measure C.

ii. Describe how Black, Indigenous, and People of Color populations, low-income populations, persons with disabilities, youth, older adults, and residents in affordable housing were engaged, whether through community planning efforts, project needs identification, or during the project development process.

iii. Describe the progression of engagement activities in this project. A full response should answer these questions:

1. What engagement methods and tools were used?
2. How did you engage specific communities and populations likely to be directly impacted by the project?
3. What techniques did you use to reach populations traditionally not involved in community engagement related to transportation projects?
4. How were the project's purpose and need identified?
5. How was the community engaged as the project was developed and designed?
6. How did you provide multiple opportunities for Black, Indigenous, and People of Color populations, low-income populations, persons with disabilities, youth, older adults, and residents in affordable housing to engage at different points of project development?
7. How did engagement influence the project plans or recommendations? How did you share back findings with community and re-engage to assess responsiveness of these changes?
8. If applicable, how will NEPA or Title VI regulations will guide engagement activities?

Response:

This SRTS project benefits students of Hayes Elementary, as well as FMS and FHS. In 2022-2023, 75% of FPS students qualified for free/reduced lunch and 74% of students identified as BIPOC. In addition to benefiting the students of FPS, the new facilities will serve diverse and low-income populations living near the project area. The project area is within Census Tract 512.02 where 31.4% of residents are people of color, 29.8% of families make less than 185% of the poverty level, and 13.7% of residents are disabled according to ACS Data.

The need for this project was identified in multiple plans including the approved SRTS Plans for Hayes Elementary and FMS, the City's ATP (adopted in 2020), and the Mississippi Street Roadway Modification Plan. The SRTS Plans identify all project components as priorities. Feedback used to develop the SRTS Plan was gathered by directly interviewing students and using the schools as trusted messengers to gather feedback from parents. The ATP lists the 7th Street trail and 61st Avenue trail as high priority segments. Feedback used to develop the ATP was gathered through online surveys, the Social Pinpoint platform, and in-person meetings. It was reviewed by the City's citizen-led Environmental Quality and Energy Commission. There were over 500 unique visits to the project webpage and over 200 comments were provided.

While developing this application, the City also sent a project-specific mailer to 238 properties within the project area advertising an in-person open house and online survey to provide multiple avenues to share feedback. The mailer included text in multiple languages offering translation services to share the information. Response to the project from the surrounding neighborhood was positive. The City has previously successfully built trail connections in the area, and respondents acknowledged that they have seen increased walking/biking to school as well as use by the surrounding neighborhood.

As a result of the engagement process, the City added in the Middle School Trail connection between 7th Street to Jackson Street. While this trail segment is listed as a priority in the SRTS plan, it was not listed in the City's ATP because it is not adjacent to a roadway. However, members of the surrounding community commented on the number of students utilizing a goat path through the area and how they face barriers during the winter as it's currently unplowable. The neighbors also commented on the desire for this segment for recreational use. This change was brought back to the City's Environmental Commission for approval. The City will ensure that all NEPA and Title VI regulations are followed.

Measure B: Disadvantaged Communities Benefits and Impacts

Describe the project's benefits to Black, Indigenous, and People of Color populations, low-income populations, children, people with disabilities, youth, and older adults. Benefits could relate to:

- ? pedestrian and bicycle safety improvements;
- ? public health benefits;
- ? direct access improvements for residents or improved access to destinations such as jobs, school, health care, or other;
- ? travel time improvements;
- ? gap closures;
- ? new transportation services or modal options;
- ? leveraging of other beneficial projects and investments;
- ? and/or community connection and cohesion improvements.

This is not an exhaustive list. A full response will support the benefits claimed, identify benefits specific to Disadvantaged communities residing or engaged in activities near the project area, identify benefits addressing a transportation issue affecting Disadvantaged communities specifically identified through engagement, and substantiate benefits with data.

Acknowledge and describe any negative project impacts to Black, Indigenous, and People of Color populations, low-income populations, children, people with disabilities, youth, and older adults. Describe measures to mitigate these impacts. Unidentified or unmitigated negative impacts may result in a reduction in points.

Below is a list of potential negative impacts. This is not an exhaustive list.

- ? Decreased pedestrian access through sidewalk removal / narrowing, placement of barriers along the walking path, increase in auto-oriented curb cuts, etc.
- ? Increased speed and/or cut-through traffic.
- ? Removed or diminished safe bicycle access.
- ? Inclusion of some other barrier to access to jobs and other destinations.

Response:

This project includes the installation of RRFBs at two intersections and construction of multi-use trails where there are currently either only sidewalks or no facilities in areas with high representation of BIPOC and low-income residents. This diversity is reflected in FPS enrollment. This project is located in census tract 512.02 where 31.4% of residents are POC, 29.8% of families make less than 185% of the poverty level, and 13.7% of residents are disabled according to ACS Data. The proposed RRFBs are proven to increase yielding rates, making crossings safer for students and residents that need additional crossing time due to age/disability. The RRFBs will make it safer for residents to reach their destinations, including the library which provides important services such as free WIFI, computers, and job training.

The project also provides important connections to transit, including a linkage along 61st Ave to the existing Route 10 stop at TH47 and 61st Ave where an F Line BRT stop is planned. During Network Next planning, Metro Transit estimated that 46% of Route 10 riders are POC or live in low-income households. This project will make it safer and more desirable for residents to scooter or bike to transit and the adjacent multi-modal transit hub (including bike lockers, racks, and water fountains) being constructed in 2024. By facilitating alternate modes to the stop, the trail will reduce travel times and increase convenience of transit. The 61st Ave trail will make it easier for students from FMS and FHS to reach after-school programming located at the Fridley Community Center (FCC) by bike or scooter. The projects provide improved access to Commons Park where the City holds events and summer camp programming. Commons Park will be reconstructed in 2026 to include a fully accessible playground. This project will rectify ramps at four non-ADA intersections identified in the City's ADA Transition Plan. Since the trails will be installed an existing parking lane, the project will result in the narrowing of 61st Ave and 7th St. It is anticipated that this will result in reduced speeds in the project area making it safer for all modes of traffic to reach Commons Park, FCC, FMS, and FHS.

Potential negative impacts include the loss of on-street parking in front of fifteen homes. However, the parking lane on the other side of the street will remain, ensuring sufficient parking. Residents were notified of the potential change and no concerns were received. If funding is awarded, the City will stage construction to avoid impacts to schools while in session. The City will also regularly communicate construction impacts such as road closures to residents to minimize disruptions.

(Limit 2,800 characters; approximately 400 words):

Measure C: Affordable Housing Access

Describe any affordable housing developments?existing, under construction, or planned?within 1/2 mile of the proposed project. The applicant should note the number of existing subsidized units, which will be provided on the Socio-Economic Conditions map. Applicants can also describe other types of affordable housing (e.g., naturally-occurring affordable housing, manufactured housing) and under construction or planned affordable housing that is within a half mile of the project. If applicable, the applicant can provide self-generated PDF maps to support these additions. Applicants are encouraged to provide a self-generated PDF map describing how a project connects affordable housing residents to destinations (e.g., childcare, grocery stores, schools, places of worship).

Describe the project?s benefits to current and future affordable housing residents within 1/2 mile of the project. Benefits must relate to affordable housing residents. Examples may include:

- ? specific direct access improvements for residents
- ? improved access to destinations such as jobs, school, health care or other;
- ? new transportation services or modal options;
- ? and/or community connection and cohesion improvements.

This is not an exhaustive list. Since residents of affordable housing are more likely not to own a private vehicle, higher points will be provided to roadway projects that include other multimodal access improvements. A full response will support the benefits claimed, identify benefits specific to residents of affordable housing, identify benefits addressing a transportation issue affecting residents of affordable housing specifically identified through engagement, and substantiate benefits with data.

Response:

There are 357 publicly subsidized rental housing units in census tracts within a 1/2 mile of the 7th Street roundabout, 7th Street Trail, and 61st Avenue Trail; 359 publicly subsidized rental housing units within a 1/2 mile of the Middle School trail, and 266 publicly subsidized rental housing units within a 1/2 mile of the Monroe Street roundabout. Additionally, Axle Apartments, which contains 262-units affordable at 80% AMI and Callisto Commons, under construction with a planned 169-units affordable at least 60% AMI are within 1/2 mile of the project area. Naturally occurring affordable housing occurs throughout the city with an estimated 54.2% of homes valued below \$300,000. Of note, Village Green (an affordable housing community offering rents based on 30% of adjusted income with 103 units for seniors and 92 units for families) is along the 7th Street Trail and Brandes Place (a supported housing community with 16 units) is approximately 200 feet from the 61st Avenue trail.

The new trail segments provide connections between affordable housing and FMS and FHS. All trail segments are located entirely within the schools' walkshed meaning these students (including those living in Village Green and Brandes Place) are not offered busing services. The 7th Street trail also provides an improved connection between students living in affordable housing and Hayes Elementary across Mississippi St. The trails also provide connections to Commons Park and Hayes Elementary where the City's Recreation Department holds its summer programming and the FCC where FPS holds its summer camp programming. These trails will improve the safety of students reaching this programming during the summer while parents work. The FCC is also the location of the Fridley Senior Center which offers social, recreational, and educational programs. The new connections will allow seniors in Village Green and other affordable housing safer connections to access this community amenity. Additionally, the 61st Avenue trail provides a new shared use trail connection between affordable housing and the Route 10 bus stop which is a proposed F Line BRT stop.

(Limit 2,800 characters; approximately 400 words):

Measure D: BONUS POINTS

Project is located in an Area of Concentrated Poverty:

Project?s census tracts are above the regional average for population in poverty or population of color (Regional Environmental Justice Area): Yes

Project located in a census tract that is below the regional average for population in poverty or populations of color (Regional Environmental Justice Area):

Upload the ?Socio-Economic Conditions? map used for this measure. 1701894718587_Socio Economic combined.pdf

Measure A: Gaps, Barriers, and Continuity/Connections

Response:

This project fills important gaps within the City's existing trail network. 61st Ave is a two-lane roadway with ADTs between 3,107- 3,975 in the project area. It currently has a four-foot sidewalk in varying condition. The speed limit is 30 miles per hour, but residents comment cars frequently drive higher speeds. In 2022, the City adopted a 20 mile per hour school zone on 61st Ave between 7th Street and West Moore Lake Dr. The 61st Ave multi-use trail will replace the existing sidewalk on the northside of the roadway to provide a safe route for multi-modal transportation. The trail will directly connect to the FCC, FMS, and FHS campuses. It fills a gap between existing/funded trails on University Ave (a Tier 1 Alignment) and West Moore Lake Dr. The existing West Moore Lake Dr trail connects to trails on Medtronic Parkway and Central Ave which are Tier 1 RBTN Alignments., providing an important link between Tier 1 RBTN segments.

7th Street is a two-lane roadway with an ADT of 2,104. There is a sidewalk on the east side of the roadway between 61st Ave and 63rd Ave and on the west side of the roadway between 63rd Ave and Mississippi St requiring pedestrians to cross the street. Cars are frequently parked in the shoulder in front of Commons Park although sufficient parking facilities exist. The speed limit on 7th St is 30 miles per hour, but residents comment cars frequently drive higher speeds. The 7th St trail will be installed on the east side of the street, replacing an existing sidewalk south of 63rd Ave and adding new facilities north of 63rd where there are currently none on that side of the street. The southern termini of the 7th Street trail will be an existing trail section on 7th St spanning 61st Avenue to 53rd Ave that includes a Tier 2 RBTN alignment. The northern termini is Mississippi St which is a Tier 1 RBTN alignment where a trail is proposed under the Mississippi Street Roadway Modification Study. As a result, the 7th St trail section links a Tier 1 RBTN alignment and Tier 2 RBTN alignment and provide linkages to FCC, FMS, FHS, and Hayes Elementary.

The Middle School trail connection linking 7th Street to Jackson Street will provide a direct trail connection between the new 7th Street trail and FMS. The area is currently mowed grass which cannot be plowed in the winter and is muddy when it rains. Students reaching FMS from the north must otherwise walk an additional ¼ mile to reach the campus.

The RRFBs are located along Mississippi St which is a Tier 1 RBTN Corridor where Anoka County is replacing four way stops with roundabouts. The entering ADT at Mississippi St and Monroe St is 5,025 and entering ADT at Mississippi St and 7th St is 5,600.

(Limit 2,800 characters; approximately 400 words)

Upload Map

Please upload attachment in PDF form

1701896654521_Bike Maps Combined.pdf

Measure B: Deficiencies corrected or safety or security addressed

Response:

Currently, the sidewalks on 7th Street and 61st Avenue do not meet the City's active transportation needs because they 1) do not allow for multimodal uses such as bicyclists or scooters, 2) require users to cross from one side of the street to the other to reach their destination, and 3) are not ADA-compliant. The proposed trails provide a safe, continuous trail for multimodal uses to reach multiple school campuses and community destinations. There have been multiple crashes in the past seven years between cars and roadway users, many of which have been students traveling to or from school. Within the past seven years, there has been two reported crashes between cars and bicyclists and one reported crash between a car and scooter on 7th St within the project area. Of these crashes, one bicyclist and the scooter rider were both children. Within the past seven years, there has been one reported crash between a car and a bicyclist and one reported crash between a car and a pedestrian on 61st Ave within the project area. The bicyclist and pedestrian in both accidents were children, and the accident with the pedestrian was fatal. Additionally, a child riding a bicycle was hit by a car at the intersection of 61st Ave and 7th St. In total, there have been six accidents between cars and other modes, of which five involved children, within the project area in the past seven years. The number of accidents, and the high proportion of which involving children, speaks to both the number of children walking/biking in the area as well as the safety deficiencies of the current design. The proposed multi-use trails will make the area safer by reducing points of conflict between cars and other modes and creating greater separation between bicyclists/scooters and cars. The project will also result in the roadway being narrowed which is proven to reduce driver speed. As a result of reduced speed, the number and severity of crashes should be reduced. The project also proposes to install RRFBs along roundabouts on Mississippi St. A 2023 research report from the Local Road Research Board showed that RRFBs show better driver-yielding rate, which is important as the proposed crossings are how students from the south must reach Hayes Elementary. This project addresses safety concerns submitted during the parent surveys as well as the low rates of biking shown in the student tallies (only 2% for FMS and .8% for Hayes Elementary). As stated by one public comment on the project "I believe that these new paths will not only help keep kids that walk to school safer but will encourage more travel via walking and bicycling from the public in general. FMS/FHS and the Commons park areas are highly traveled for both school and recreation and will benefit greatly by the new paths."

(Limit 2,800 characters; approximately 400 words)

Transit Projects Not Requiring Construction

If the applicant is completing a transit application that is operations only, check the box and do not complete the remainder of the form. These projects will receive full points for the Risk Assessment.

Park-and-Ride and other transit construction projects require completion of the Risk Assessment below.

Check Here if Your Transit Project Does Not Require Construction

Measure A: Risk Assessment - Construction Projects

1. Public Involvement (48 Percent of Points)

Projects that have been through a public process with residents and other interested public entities are more likely than others to be successful. The project applicant must indicate that events and/or targeted outreach (e.g., surveys and other web-based input) were held to help identify the transportation problem, how the potential solution was selected instead of other options, and the public involvement completed to date on the project. The focus of this section is on the opportunity for public input as opposed to the quality of input. NOTE: A written response is required and failure to respond will result in zero points.

Multiple types of targeted outreach efforts (such as meetings or online/mail outreach) specific to this project with the general public and partner agencies have been used to help identify the project need. Yes

100%

At least one meeting specific to this project with the general public has been used to help identify the project need.

50%

At least online/mail outreach effort specific to this project with the general public has been used to help identify the project need.

50%

No meeting or outreach specific to this project was conducted, but the project was identified through meetings and/or outreach related to a larger planning effort.

25%

No outreach has led to the selection of this project.

0%

Describe the type(s) of outreach selected for this project (i.e., online or in-person meetings, surveys, demonstration projects), the method(s) used to announce outreach opportunities, and how many people participated. Include any public website links to outreach opportunities.

Response:

Multiple types of outreach have been conducted throughout the development of this project. This project is outlined as a priority within the City's approved ATP as well as the approved SRTS Plans for Hayes Elementary School and FMS. The City identified projects for the ATP based on public feedback collected as part of the Finding Your Fun in Fridley campaign which included 102 surveys and 200 online comments. The SRTS plans included 50 surveys completed by guardians of FMS students and 45 surveys completed by guardians of Hayes Elementary parents. Of parents whose students did not walk or bike to school at FMS, 74% of parents indicated safety of intersections, 55% of parents indicated amount of traffic, and 35% of parents indicated sidewalks and trails impacted their decision. The lack of a protected walk on 7th Street was indicated as a barrier that prevented students from walking to Hayes within the survey comments submitted by parents as was the need for additional traffic controls at Monroe/Mississippi Street. In preparing a grant application for this project, the City created a website (FridleyMN.gov/SafeRoutesToSchool) and a project survey. Notices of the potential project including an invitation to an open house and a website link were sent to 238 properties within the project area. Four residents attended the open house and five residents submitted letters/phone calls/emails. Residents in the area are familiar with similar projects as the City has recently completed other trail projects in the area including the construction of a segment of the 7th Street trail between 61st Avenue and 53rd Avenue in 2022. During the development phase of that project, the City held an on-site open house and hosted a demonstration project showing the proposed roadway geometry and trail layout that is similar to this project which was positively received. The proposed project was also reviewed with the City's Environmental Quality and Energy Commission (EQEC), which advises the City on Active Transportation policy and implementation, over a series of two meetings. Plans for this project were shared with representatives from FPS including representatives from leadership, the School Board, and Athletics, who expressed enthusiasm for the project. Following feedback from residents, EQEC and FPS, it was determined to include the Middle School segment as outlined in the SRTS plan. The City also determined that, within residential areas, the proposed roadway would be within the existing parking lane along 7th Street and 61st Avenue instead of the City right-of-way within front yards based on the feedback from residents within this and previous trail projects.

(Limit 2,800 characters; approximately 400 words)

2. Layout (16 Percent of Points)

Layout includes proposed geometrics and existing and proposed right-of-way boundaries. A basic layout should include a base map (north arrow, scale; legend;* city and/or county limits; existing ROW, labeled; existing signals;* and bridge numbers*) and design data (proposed alignments; bike and/or roadway lane widths; shoulder width;* proposed signals;* and proposed ROW). An aerial photograph with a line showing the project's termini does not suffice and will be awarded zero points. *If applicable

Layout approved by the applicant and all impacted jurisdictions (i.e., cities/counties/MnDOT. If a MnDOT trunk highway is impacted, approval by MnDOT must have occurred to receive full points. A PDF of the layout must be attached along with letters from each jurisdiction to receive points. Yes

100%

A layout does not apply (signal replacement/signal timing, stand-alone streetscaping, minor intersection improvements). Applicants that are not certain whether a layout is required should contact Colleen Brown at MnDOT Metro State Aid ? colleen.brown@state.mn.us.

100%

For projects where MnDOT trunk highways are impacted and a MnDOT Staff Approved layout is required. Layout approved by the applicant and all impacted local jurisdictions (i.e., cities/counties), and layout review and approval by MnDOT is pending. A PDF of the layout must be attached along with letters from each jurisdiction to receive points.

75%

Layout completed but not approved by all jurisdictions. A PDF of the layout must be attached to receive points.

50%

Layout has been started but is not complete. A PDF of the layout must be attached to receive points.

25%

Layout has not been started

0%

Attach Layout

Please upload attachment in PDF form

Additional Attachments

1701901329395_23-11-17 SRTS AC LOS City of Fridley.pdf

Please upload attachment in PDF form

3. Review of Section 106 Historic Resources (10 Percent of Points)

No known historic properties eligible for or listed in the National Register of Historic Places are located in the project area, and project is not located on an identified historic bridge Yes

100%

There are historical/archeological properties present but determination of ?no historic properties affected? is anticipated.

100%

Historic/archeological property impacted; determination of ?no adverse effect? anticipated

80%

Historic/archeological property impacted; determination of ?adverse effect? anticipated

40%

Unsure if there are any historic/archaeological properties in the project area.

0%

Project is located on an identified historic bridge

4. Right-of-Way (16 Percent of Points)

Right-of-way, permanent or temporary easements, and MnDOT agreement/limited-use permit either not required or all have been acquired Yes

100%

Right-of-way, permanent or temporary easements, and/or MnDOT agreement/limited-use permit required - plat, legal descriptions, or official map complete

50%

Right-of-way, permanent or temporary easements, and/or MnDOT agreement/limited-use permit required - parcels identified

25%

Right-of-way, permanent or temporary easements, and/or MnDOT agreement/limited-use permit required - parcels not all identified

0%

5. Railroad Involvement (10 Percent of Points)

No railroad involvement on project or railroad Right-of-Way agreement is executed (include signature page, if applicable) Yes

100%

Signature Page

Please upload attachment in PDF form

Railroad Right-of-Way Agreement required; negotiations have begun

50%

Railroad Right-of-Way Agreement required; negotiations have not begun.

0%

Measure A: Cost Effectiveness

Total Project Cost (entered in Project Cost Form):	\$1,253,000.00
Enter Amount of the Noise Walls:	\$0.00
Total Project Cost subtract the amount of the noise walls:	\$1,253,000.00
Points Awarded in Previous Criteria	
Cost Effectiveness	\$0.00

Other Attachments

File Name	Description	File Size
City of Fridley Active Transportation Plan.pdf	City of Fridley Active Transportation Plan	4.5 MB
City of Fridley SRTS Improvement Project Regional Solicitation Grant Resolution.pdf	City of Fridley Council Resolution/Commitment of Winter Maintenance	44 KB
City of Fridley SRTS Improvements Project Layouts.pdf	City of Fridley SRTS Improvements Project Layouts	8.0 MB
City of Fridley SRTS Improvements Project Map.pdf	City of Fridley SRTS Improvements Project Map	301 KB
Fridley MS Final Plan.pdf	Fridley Middle School SRTS Plan	7.5 MB
Fridley SRTS One Page Project Description.pdf	City of Fridley One Page Project Summary	363 KB
Hayes ElementaryFinal Plan.pdf	Hayes Elementary School SRTS Plan	6.2 MB
Letters of Support.pdf	Letters of support from Anoka County, EQEC, and Fridley Public Schools	383 KB
Parent Surveys.pdf	Hayes Elementary School and Fridley Middle School Parent Surveys	697 KB
Project Area Photos.pdf	City of Fridley Photos of Project Area	1.1 MB
Project Community Map.pdf	Map of Project within the Context of Surrounding Community.	924 KB

Appendix G. Student Hand Tally

The following is a summary of a hand tally of student transportation behavior. In the fall of 2016, students at Fridley Middle School were asked how they traveled to and from school on a number of midweek school days. This report is a direct export from the National Safe Routes to School Data Collection System, which processed the tallies and generated this report.

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

School Name: Fridley Middle School

Set ID: 21798

School Group: Fridley SRTS

Month and Year Collected: September 2016

School Enrollment: 0

Date Report Generated: 10/27/2016

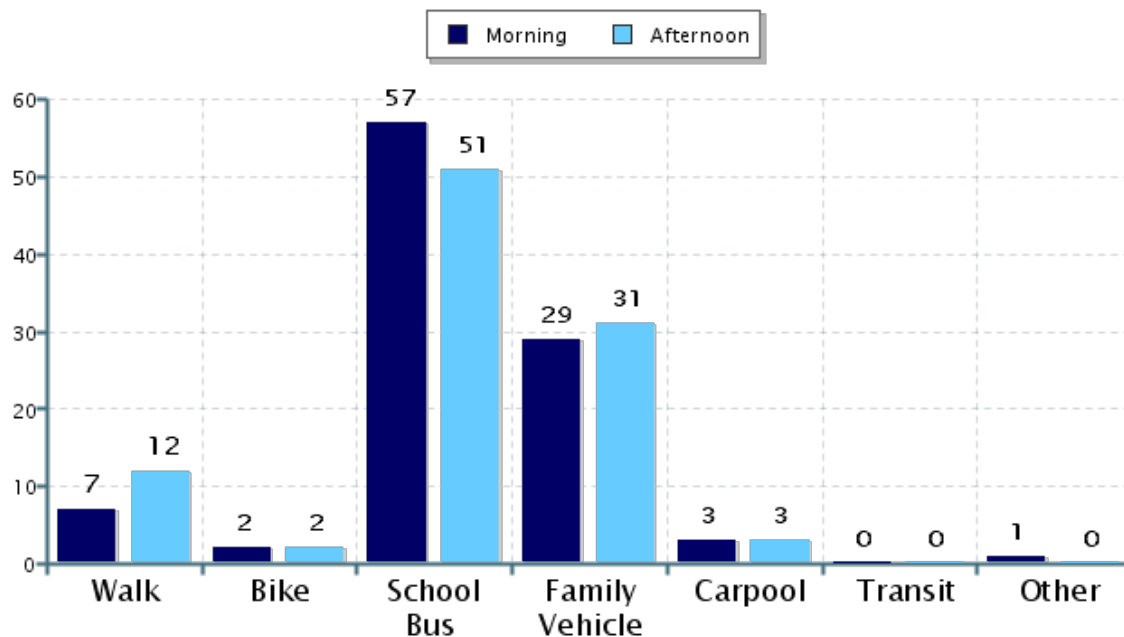
% of Students reached by SRTS activities: Don't Know

Tags:

**Number of Classrooms
Included in Report:** 49

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

Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

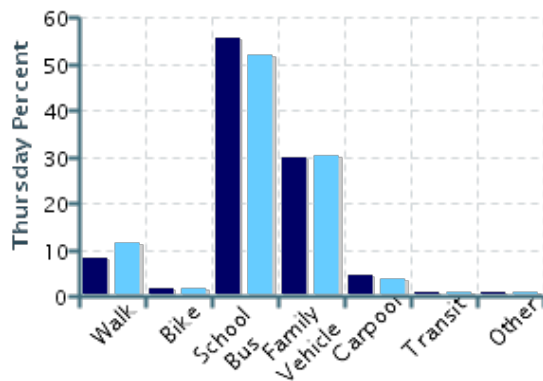
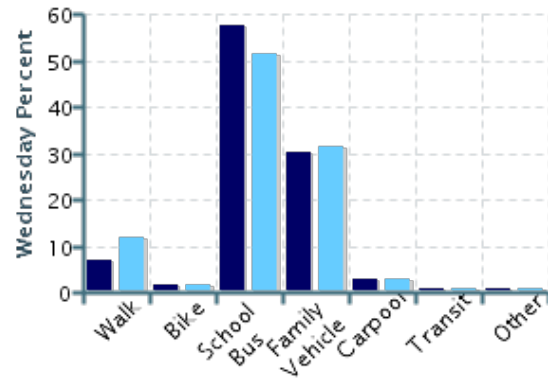
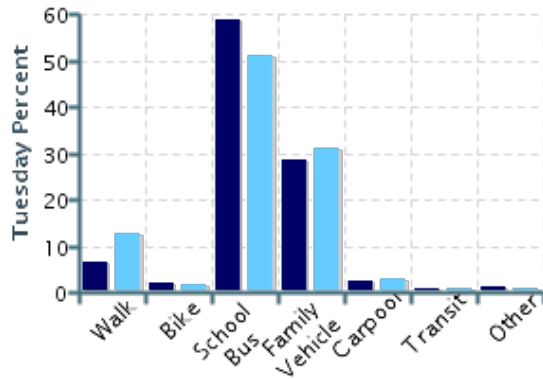
	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	2334	7%	2%	57%	29%	3%	0.5%	0.8%
Afternoon	2193	12%	2%	51%	31%	3%	0.5%	0.5%

Percentages may not total 100% due to rounding.



Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

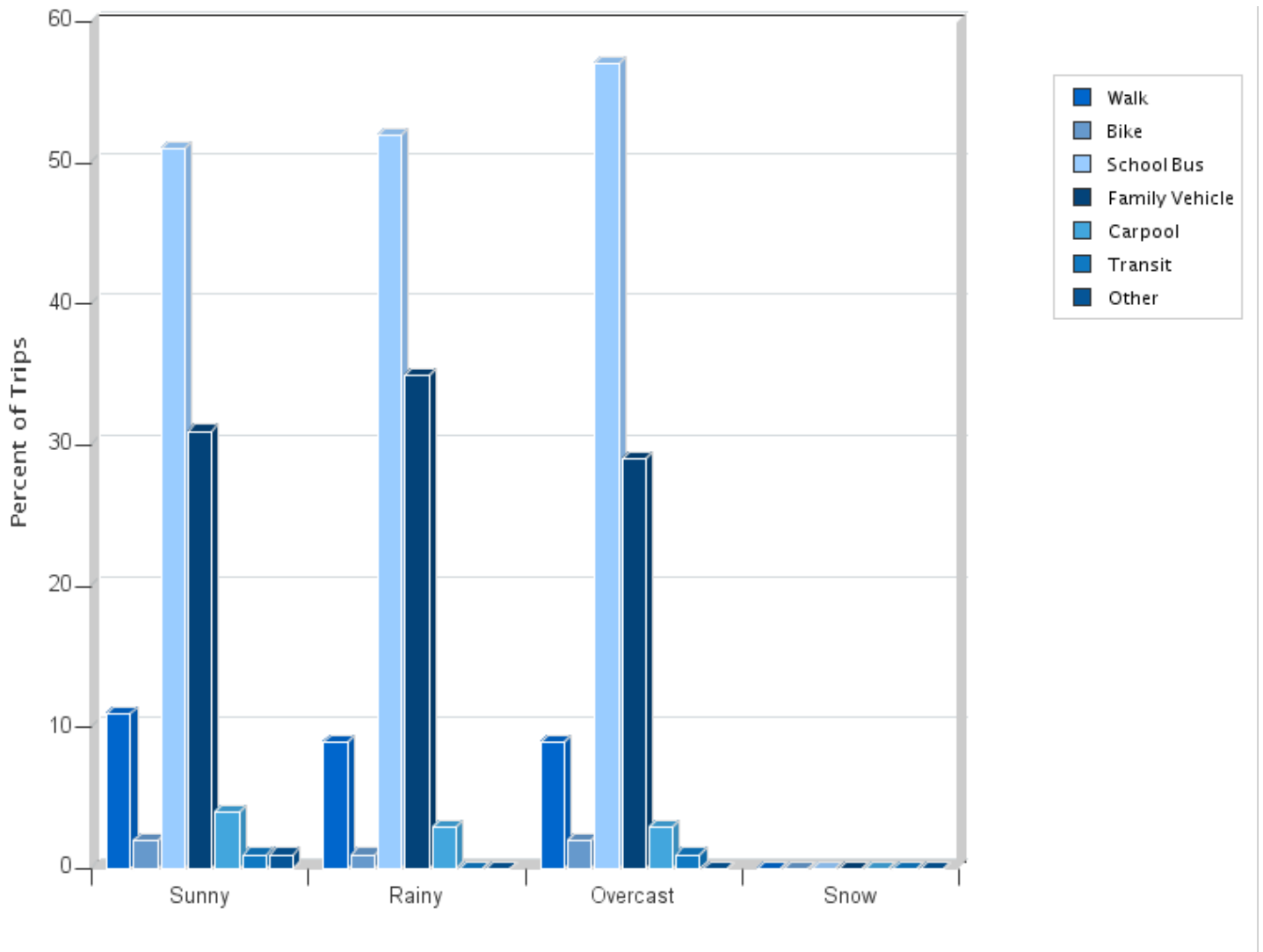


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	752	7%	2%	59%	28%	2%	0.4%	1%
Tuesday PM	722	13%	2%	51%	31%	3%	0.4%	0.6%
Wednesday AM	803	7%	1%	57%	30%	3%	0.6%	0.6%
Wednesday PM	760	12%	2%	52%	31%	3%	0.4%	0.4%
Thursday AM	779	8%	2%	55%	30%	4%	0.4%	0.5%
Thursday PM	711	12%	2%	52%	30%	4%	0.6%	0.4%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	960	11%	2%	51%	31%	4%	0.5%	0.9%
Rainy	774	9%	1%	52%	35%	3%	0.3%	0.4%
Overcast	2336	9%	2%	57%	29%	3%	0.6%	0.3%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Appendix G. Student Hand Tally

The following is a summary of a hand tally of student transportation behavior. In the fall of 2016, students at Hayes Elementary were asked how they traveled to and from school on a number of midweek school days. This report is a direct export from the National Safe Routes to School Data Collection System, which processed the tallies and generated this report.

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

School Name: Hayes Elementary School

Set ID: 21799

School Group: Fridley SRTS

Month and Year Collected: September 2016

School Enrollment: 0

Date Report Generated: 10/27/2016

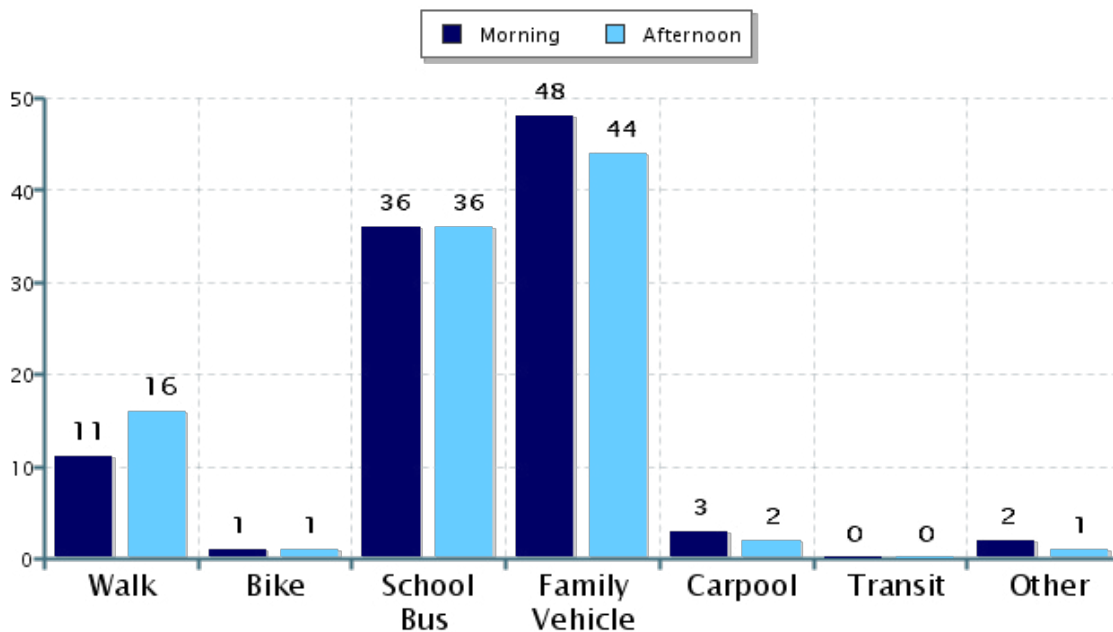
% of Students reached by SRTS activities: Don't Know

Tags:

**Number of Classrooms
Included in Report:** 18

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

Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

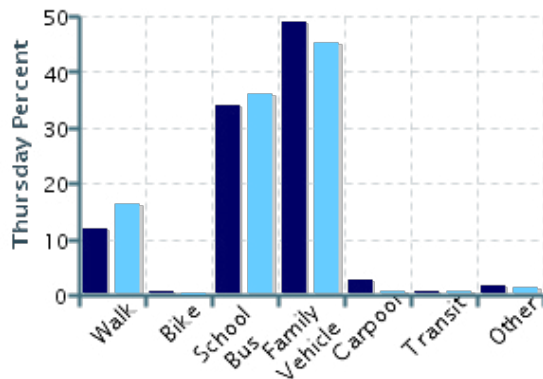
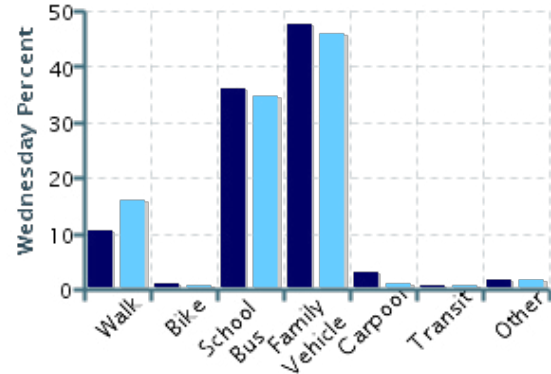
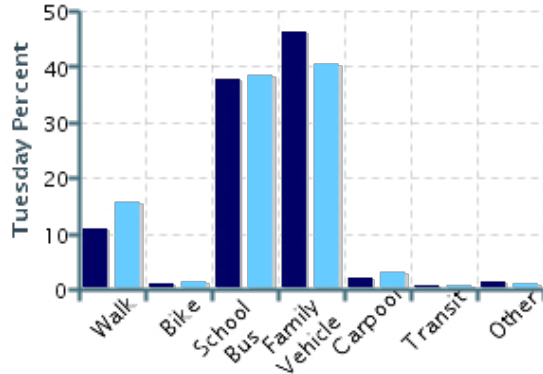
	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1036	11%	0.8%	36%	48%	3%	0.3%	2%
Afternoon	947	16%	0.6%	36%	44%	2%	0.4%	1%

Percentages may not total 100% due to rounding.



Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

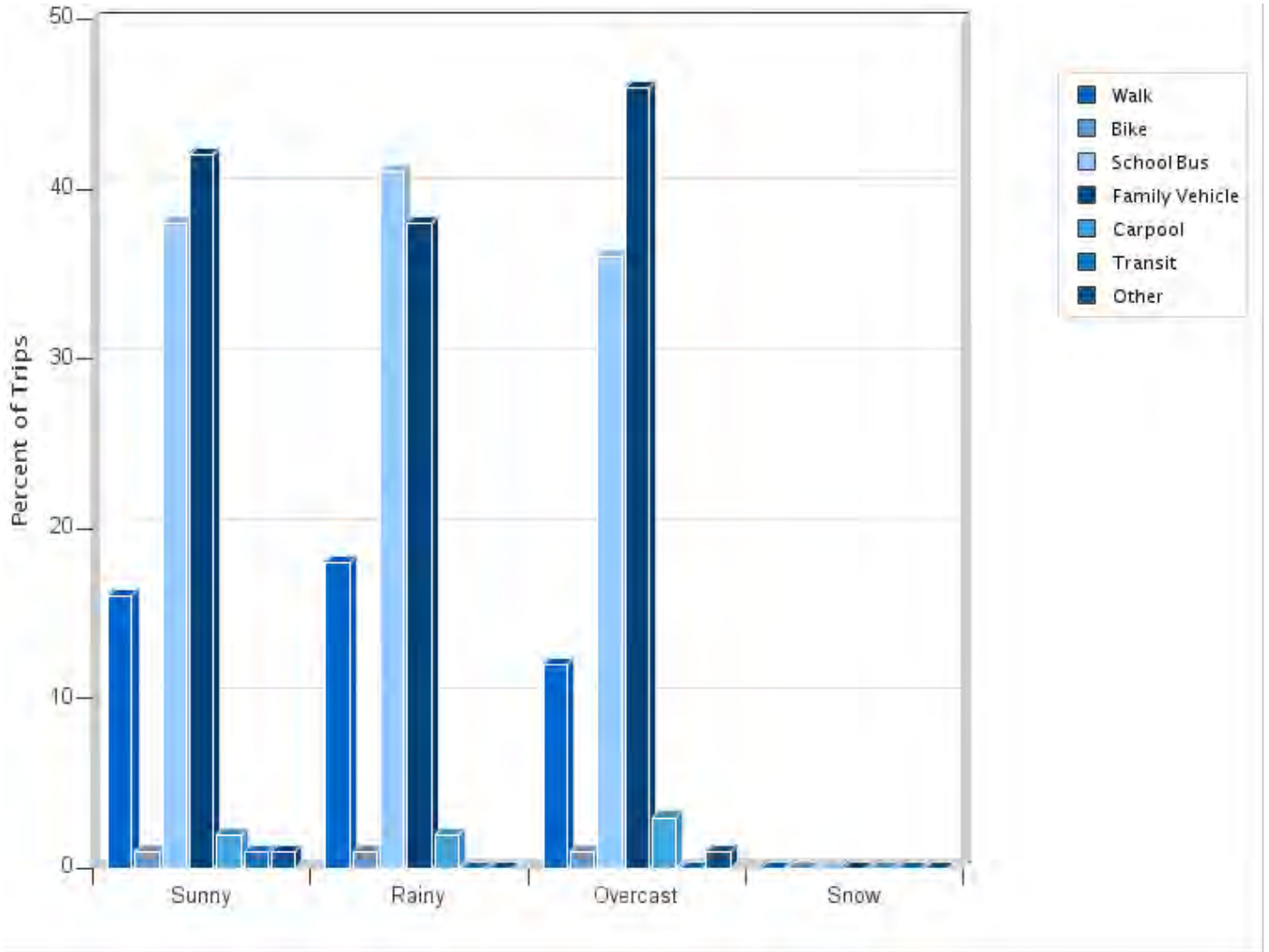


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	354	11%	1%	38%	46%	2%	0.3%	1%
Tuesday PM	334	16%	1%	38%	40%	3%	0.6%	0.9%
Wednesday AM	351	11%	0.9%	36%	48%	3%	0.3%	2%
Wednesday PM	324	16%	0.6%	35%	46%	0.9%	0.3%	2%
Thursday AM	331	12%	0.3%	34%	49%	3%	0.3%	2%
Thursday PM	289	16%	0%	36%	45%	0.7%	0.3%	1%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	387	16%	0.5%	38%	42%	2%	0.5%	0.8%
Rainy	102	18%	1.0%	41%	38%	2%	0%	0%
Overcast	1081	12%	0.6%	36%	46%	3%	0.5%	1%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

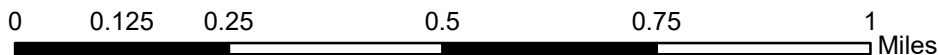
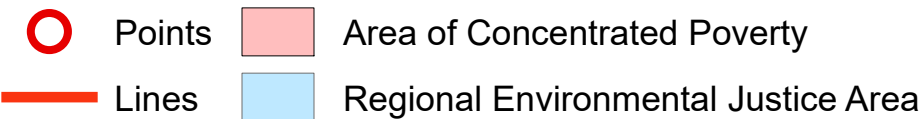
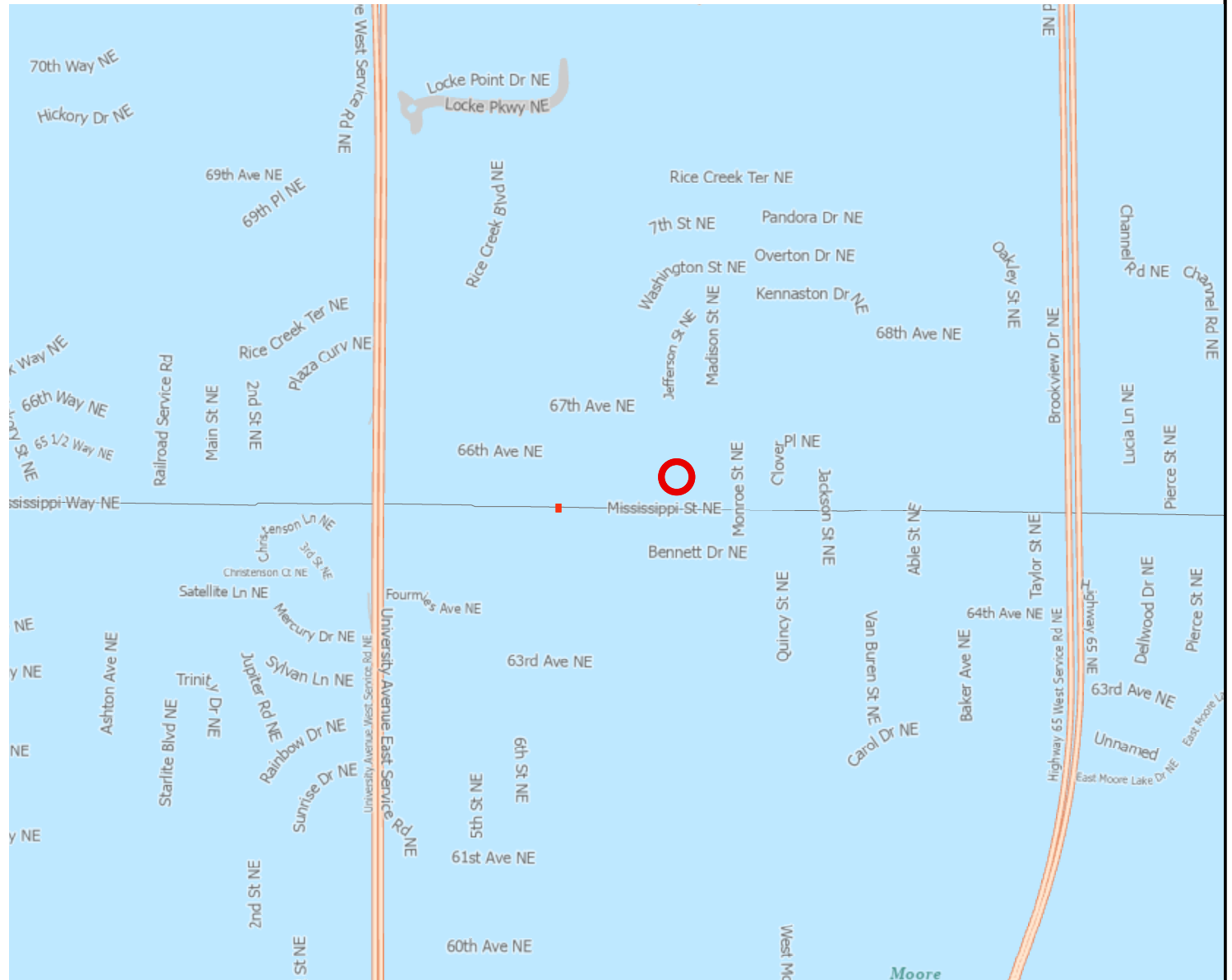
Socio-Economic Conditions

Safe Routes to Schools Project: 7th Street RRFB | Map ID: 1698939616845

Results

Total of publicly subsidized rental housing units in census tracts within 1/2 mile: 357

Project located in census tract(s) that are ABOVE the regional average for population in poverty or population of color.



Created: 11/2/2023
LandscapeRSA2



For complete disclaimer of accuracy, please visit <http://giswebsite.metc.state.mn.us/gis/site/notice.aspx>

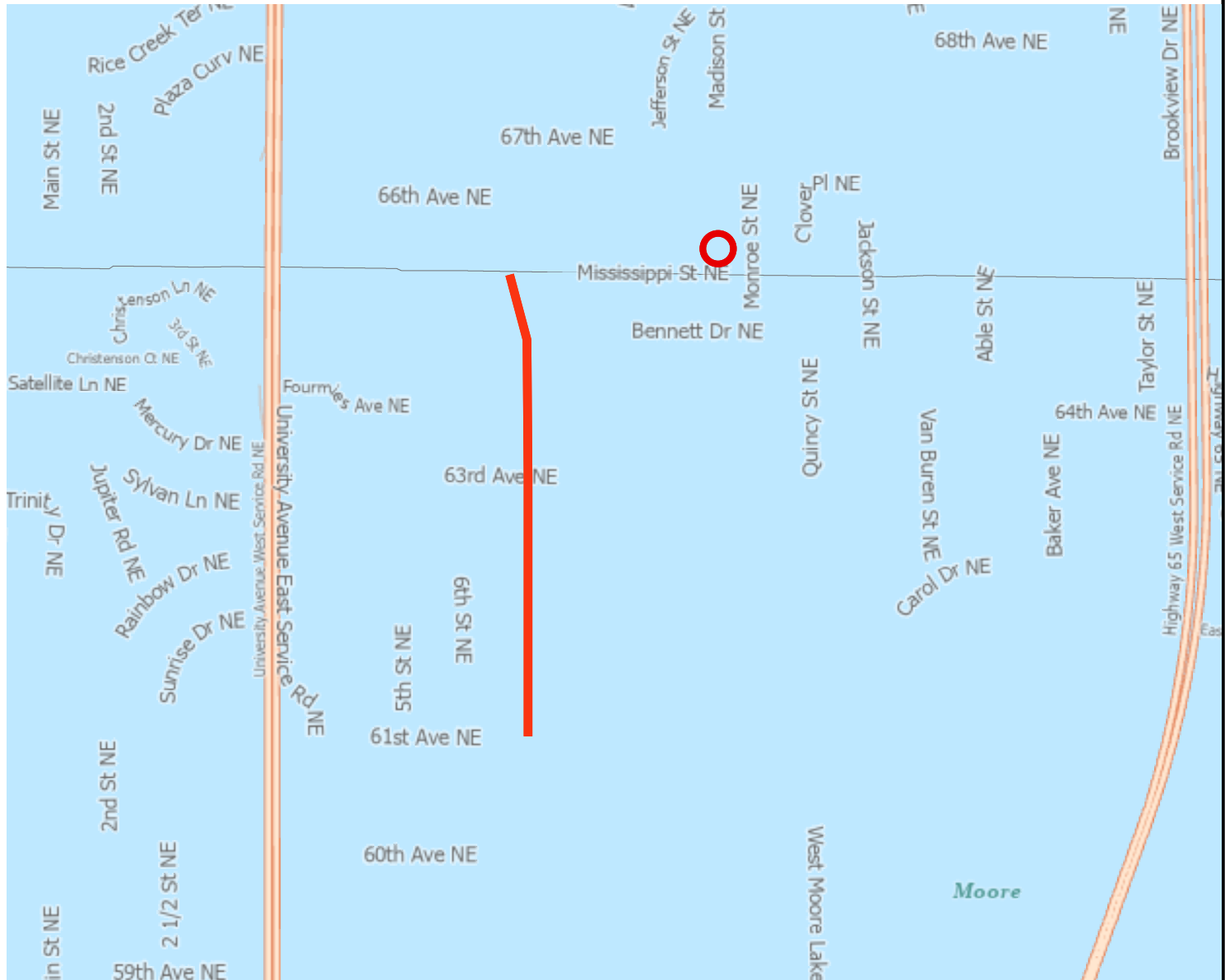






Socio-Economic Conditions

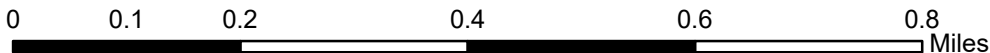
Results

Total of publicly subsidized rental housing units in census tracts within 1/2 mile: 357

Project located in census tract(s) that are ABOVE the regional average for population in poverty or population of color.



-  Points
-  Lines
-  Area of Concentrated Poverty
-  Regional Environmental Justice Area



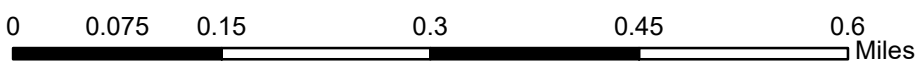
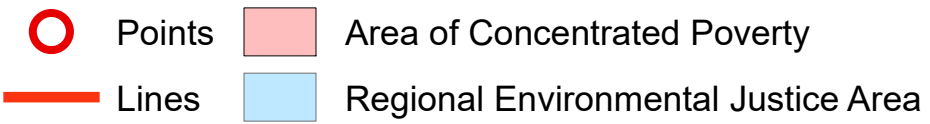
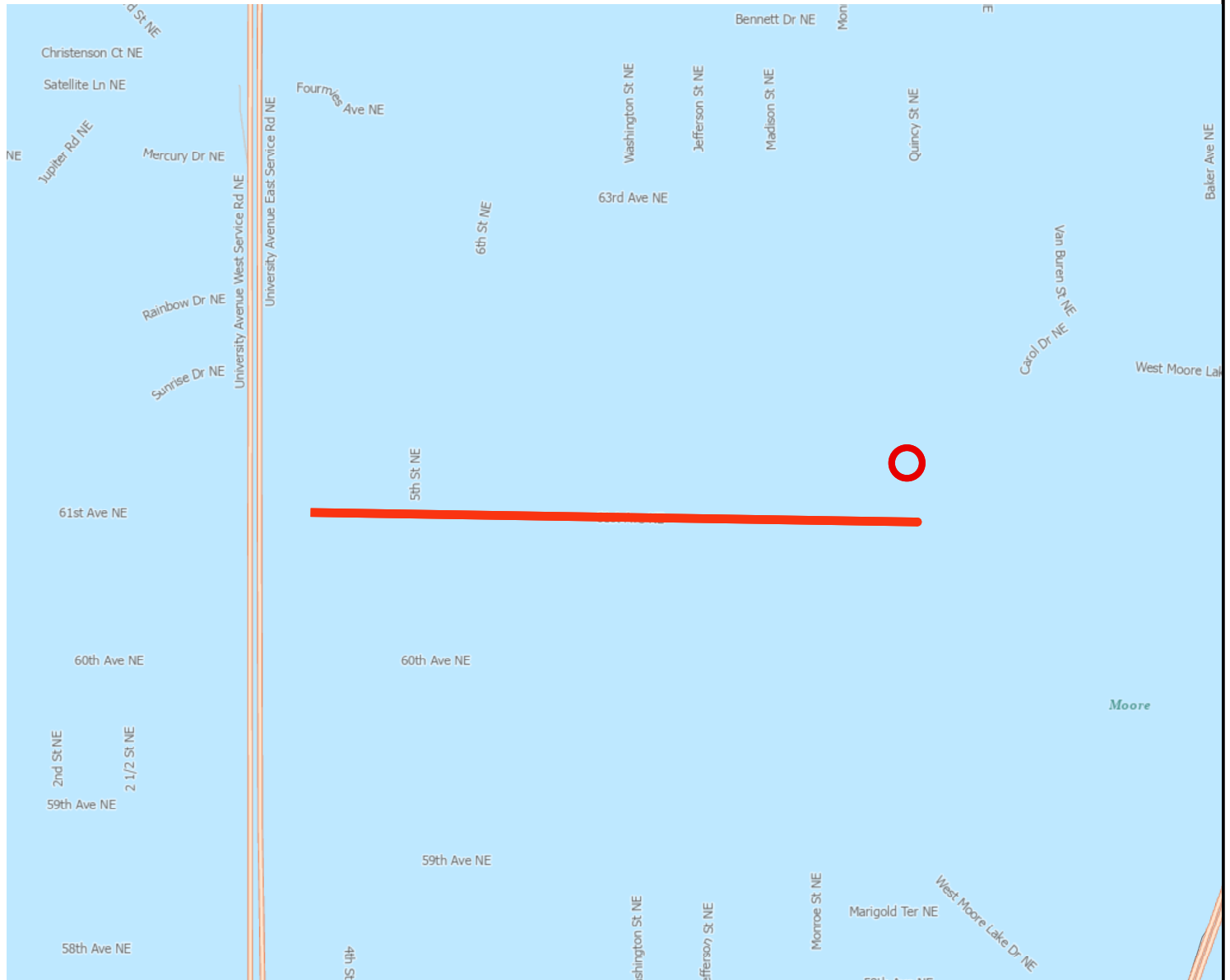
Socio-Economic Conditions

Safe Routes to Schools Project: Fridley SRTS- 61st Ave Trail | Map ID: 1697641642719

Results

Total of publicly subsidized rental housing units in census tracts within 1/2 mile: 357

Project located in census tract(s) that are ABOVE the regional average for population in poverty or population of color.



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LandscapeRSA2



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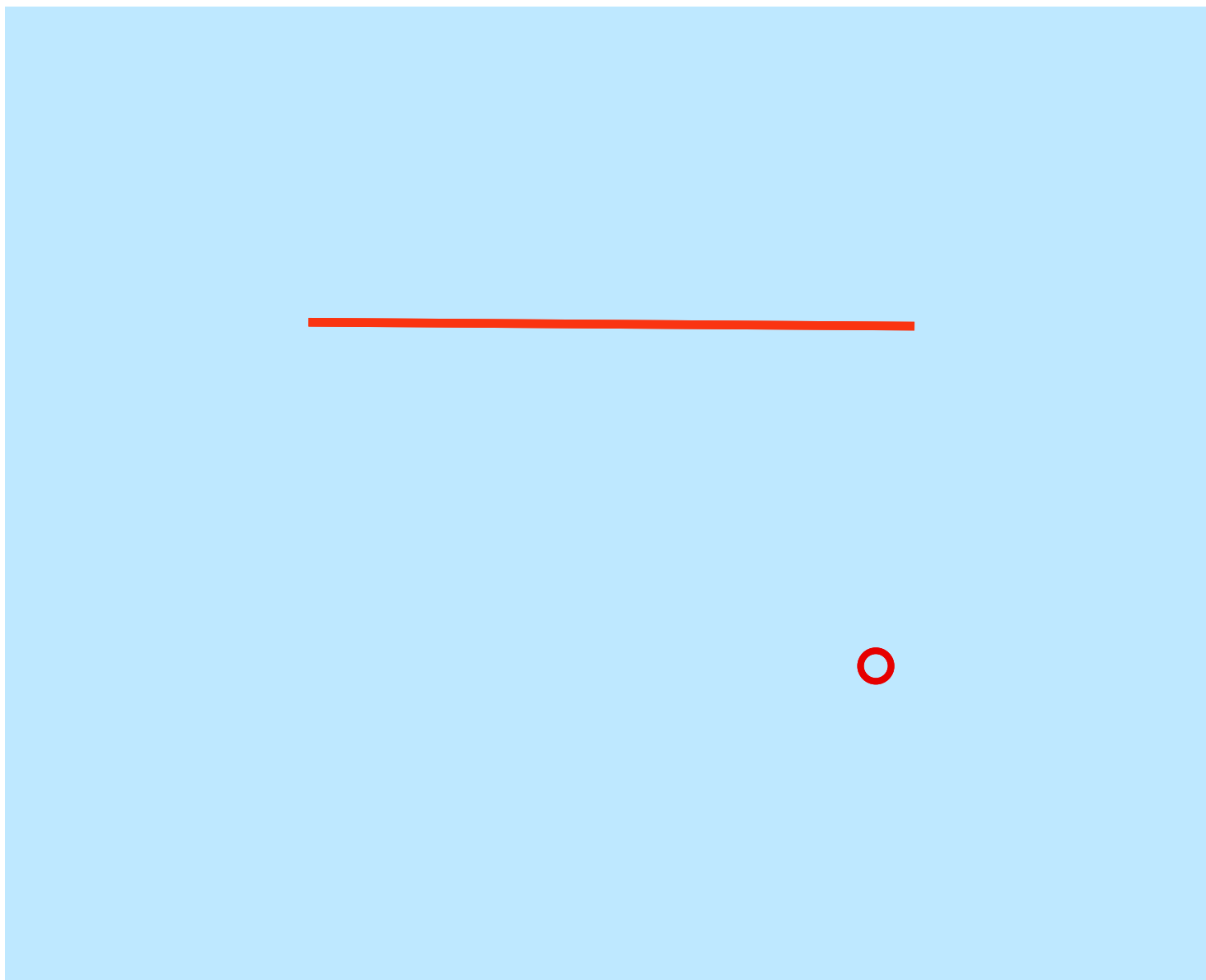
Socio-Economic Conditions





Safe Routes to Schools Project: SRTS Middle School Trail | Map ID: 1701889301868

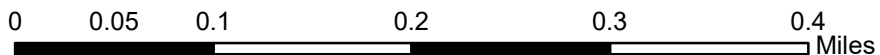
Results

Total of publicly subsidized rental housing units in census tracts within 1/2 mile: 359

Project located in census tract(s) that are ABOVE the regional average for population in poverty or population of color.



-  Points
-  Lines
-  Area of Concentrated Poverty
-  Regional Environmental Justice Area



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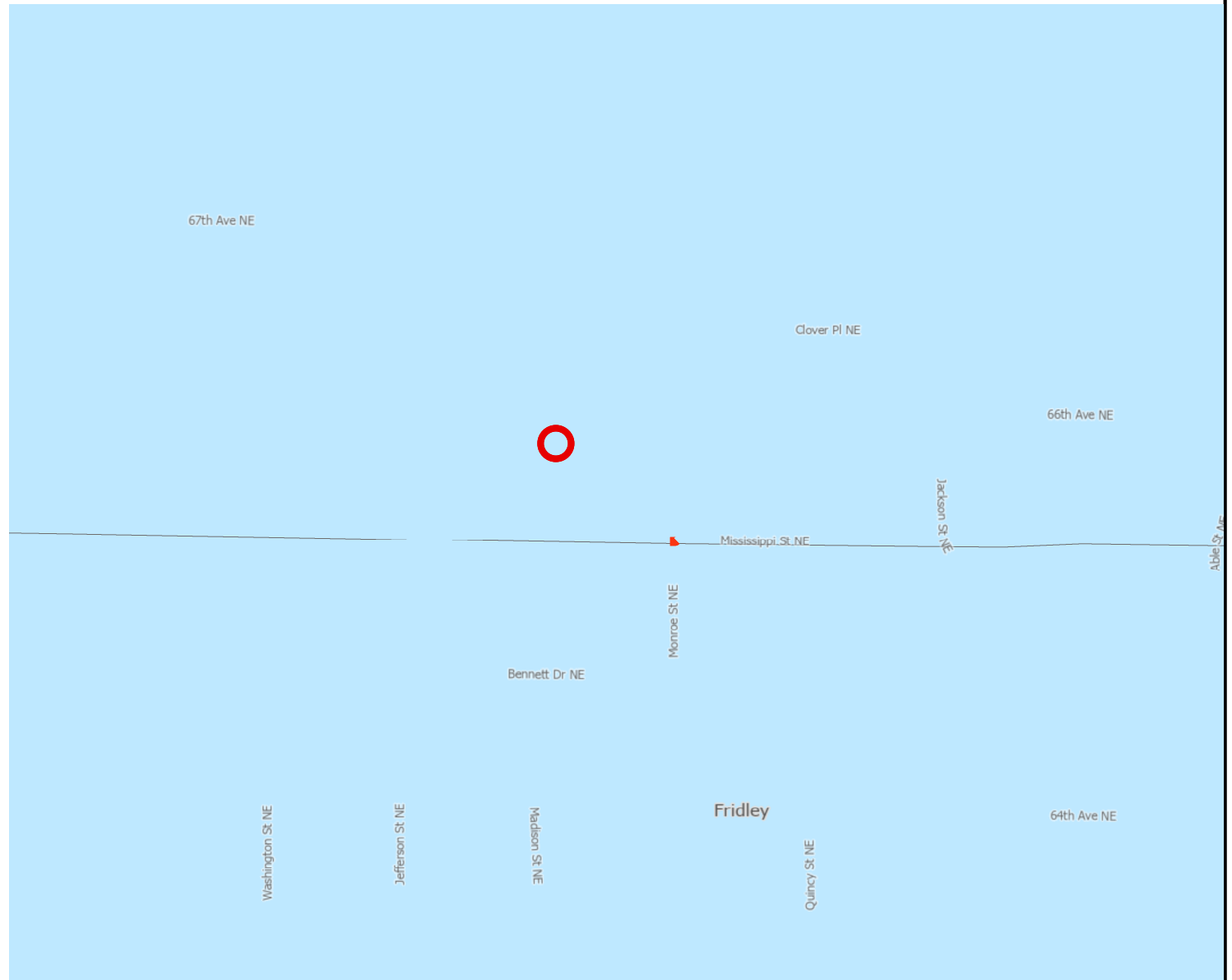
Socio-Economic Conditions





Safe Routes to Schools Project: SRTS Monroe St Roundabout | Map ID: 1701794836378

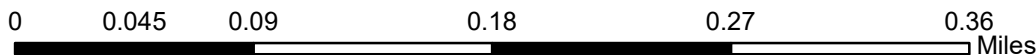
Results

Total of publicly subsidized rental housing units in census tracts within 1/2 mile: 266

Project located in census tract(s) that are ABOVE the regional average for population in poverty or population of color.



-  Points
-  Lines
-  Area of Concentrated Poverty
-  Regional Environmental Justice Area



Created: 12/5/2023
LandscapeRSA2

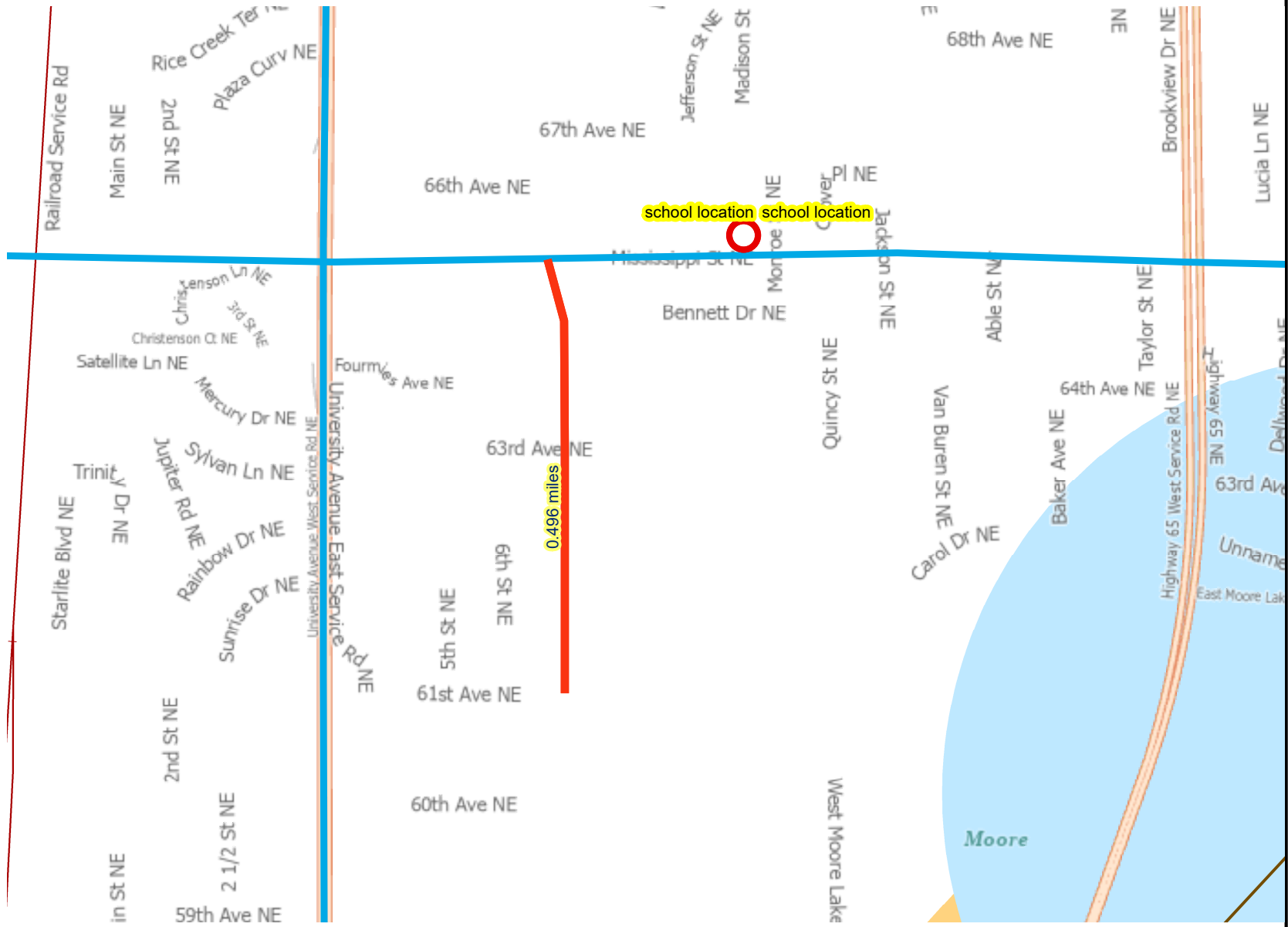


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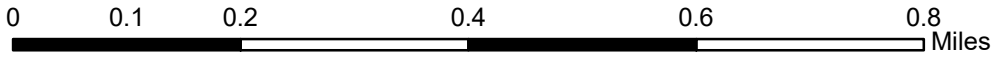


Project to RBTN Orientation

Safe Routes to Schools Project: SRTS 7th Street Avenue Trail | Map ID: 1701879360759



- Project Points
- RBTN Tier 1 Alignment
- Project
- Principal Arterials
- RBTN Corridor Centerlines
- Minor Arterials
- + + Railroads
- RBTN Tier 1
- RBTN Tier 2



Created: 12/6/2023
LandscapeRSA6

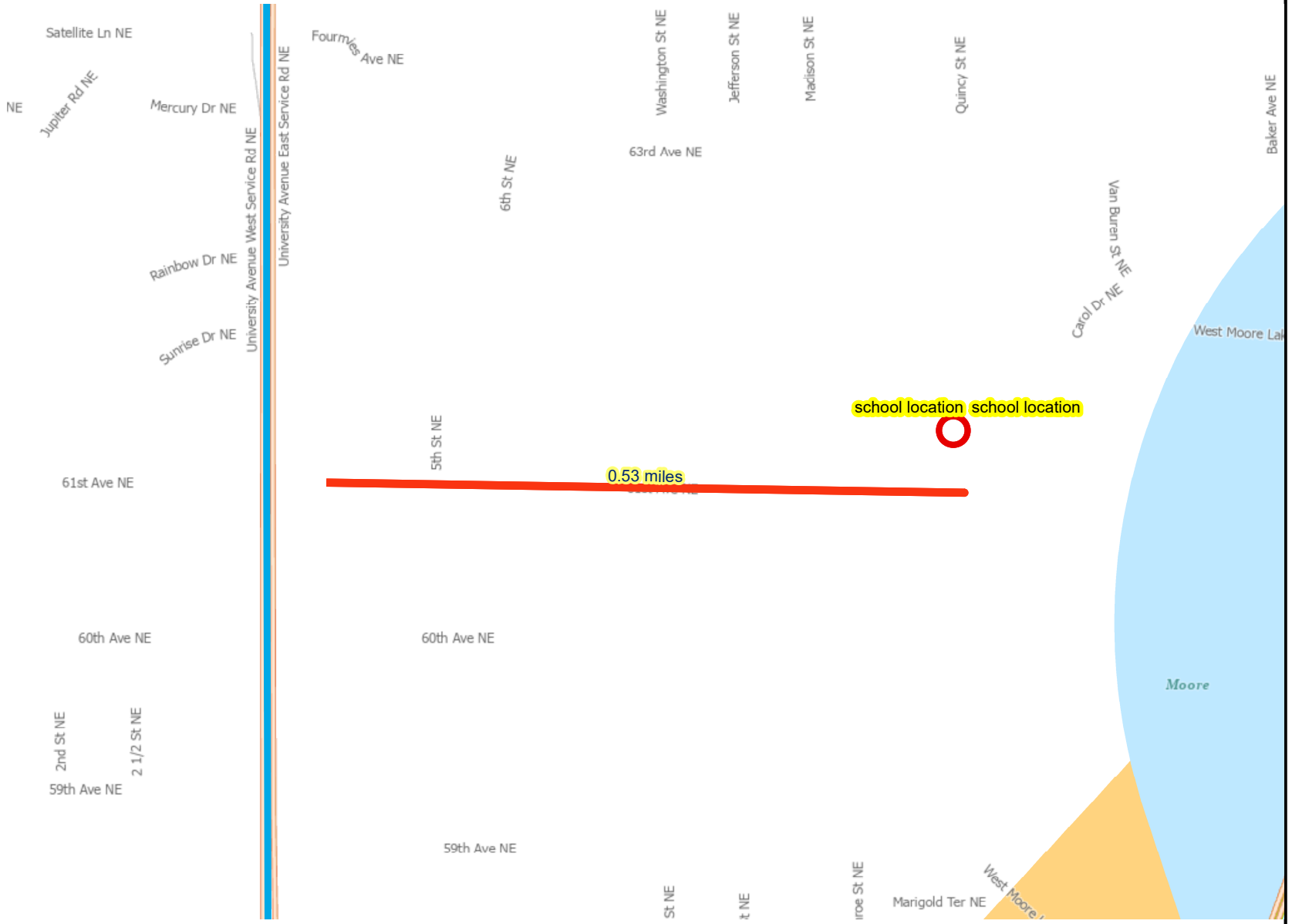









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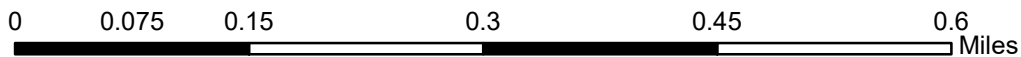


Project to RBTN Orientation

Safe Routes to Schools Project: Fridley SRTS- 61st Ave Trail | Map ID: 1697641642719



-  Project Points
-  Project
-  RBTN Tier 1 Alignment
-  Principal Arterials
-  Minor Arterials
-  RBTN Tier 2
-  RBTN Tier 1



Created: 10/18/2023
LandscapeRSA6






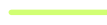


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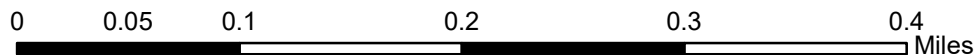


Project to RBTN Orientation

Safe Routes to Schools Project: SRTS Middle School Trail | Map ID: 1701889301868



-  Project Points
-  Project
-  Principal Arterials
-  Minor Arterials
-  RBTN Tier 1
-  RBTN Tier 2



Created: 12/6/2023
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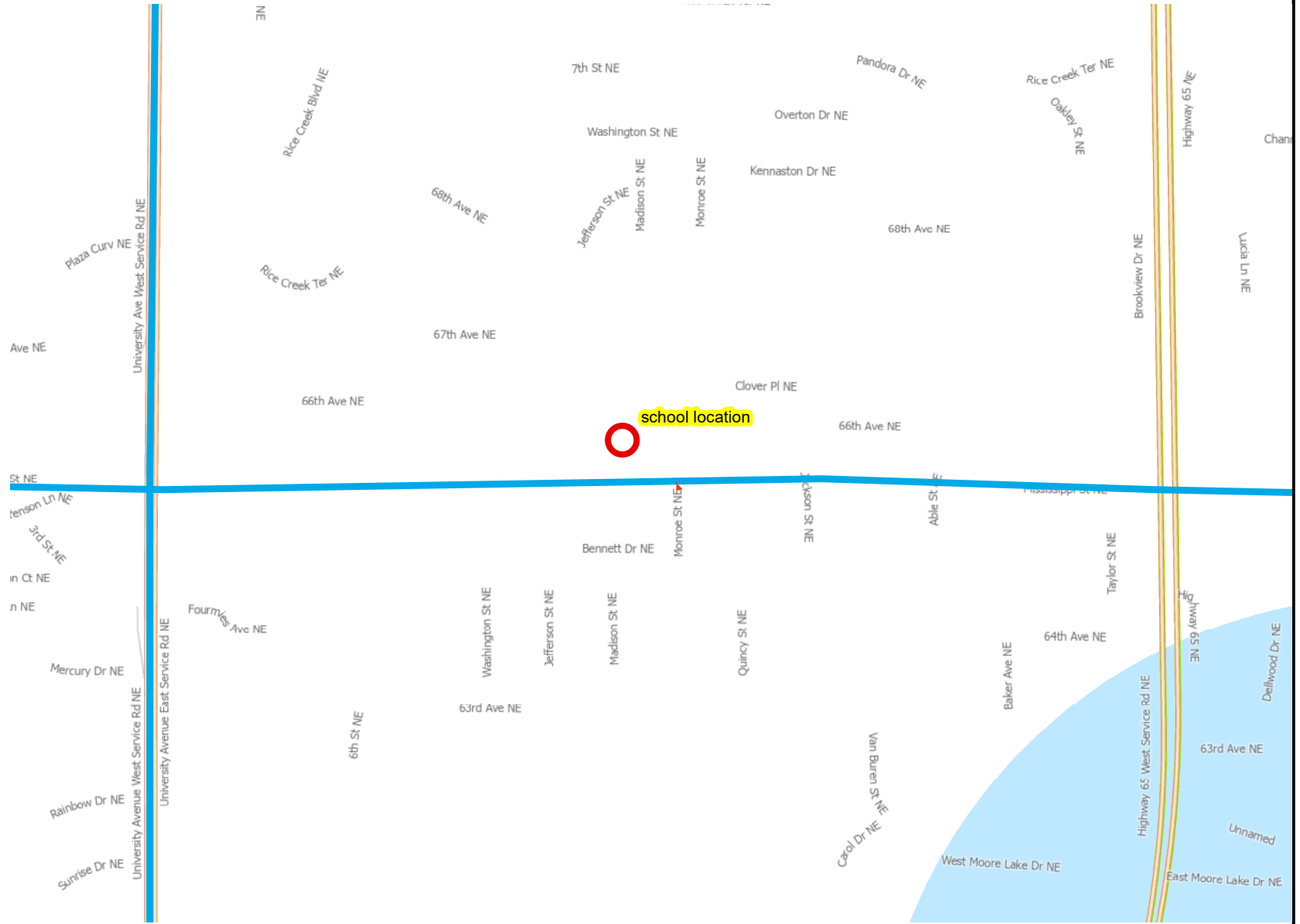








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Project to RBTN Orientation

Safe Routes to Schools Project: SRTS Monroe St Roundabout | Map ID: 1701794836378



-  Project Points
-  RBTN Tier 1 Alignment
-  Principal Arterials
-  Minor Arterials
-  RBTN Tier 2
-  RBTN Tier 1



Created: 12/5/2023
LandscapeRSA6

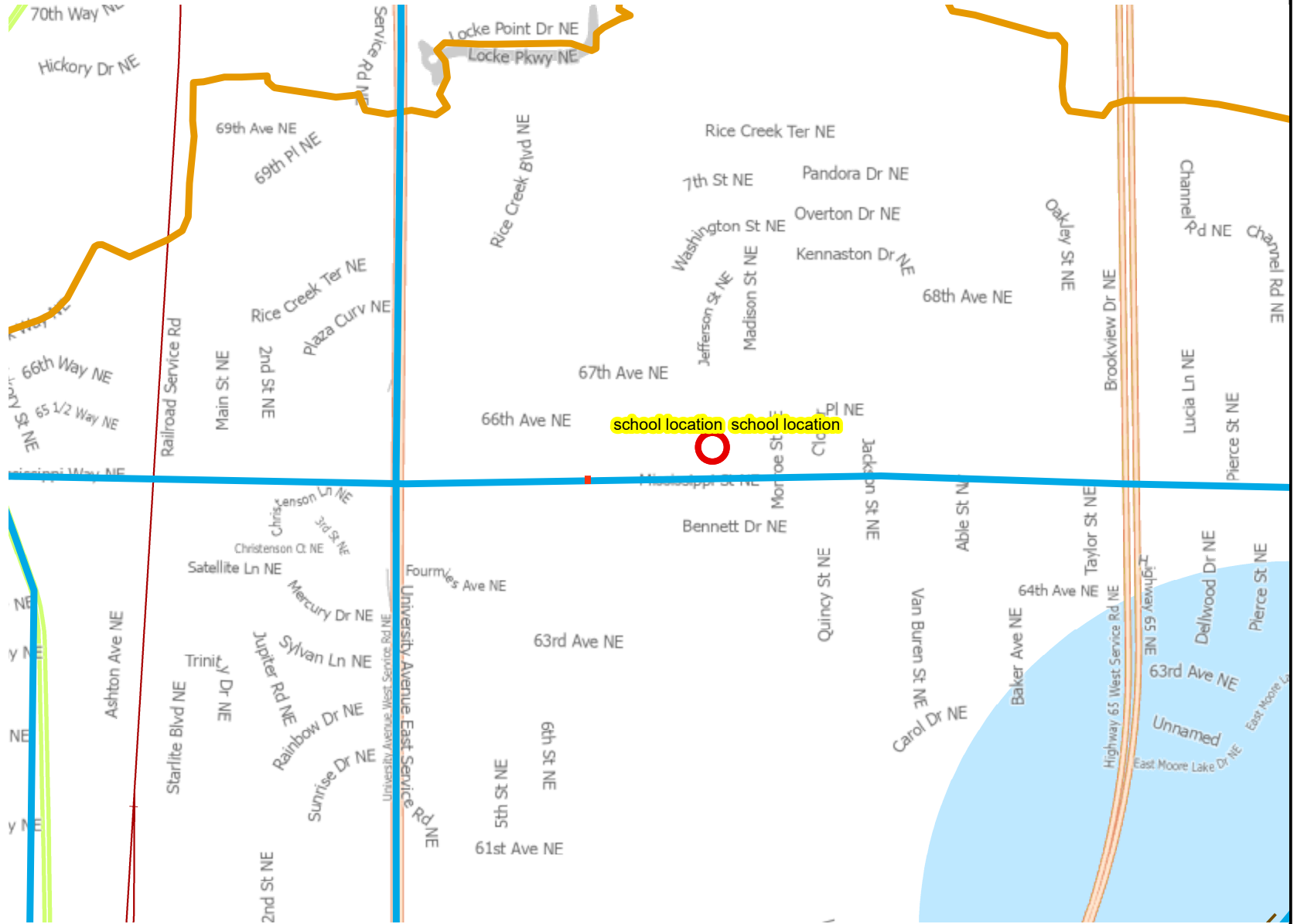


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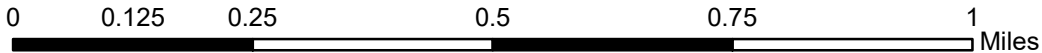


Project to RBTN Orientation

Safe Routes to Schools Project: 7th Street RRFB | Map ID: 1698939616845



- Project Points
- Project
- RBTN Tier 1 Alignment
- RBTN Tier 2 Alignment
- RBTN Corridor Centerlines
- Minor Arterials
- + Railroads
- RBTN Tier 1
- Principal Arterials
- RBTN Tier 2



Created: 11/2/2023
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Anoka County

TRANSPORTATION DIVISION

Highway

Joseph J. MacPherson, P.E.
County Engineer

November 17, 2023

Jim Kosluchar
Public Works Director/City Engineer
City of Fridley
7071 University Avenue NE
Fridley, MN 55432

RE: City of Fridley Safe Routes to School (SRTS) Grant Application

Dear Mr. Kosluchar:

Anoka County supports the City of Fridley's proposed SRTS funding application to improve the pedestrian and bicyclist access to schools within the city.

The proposed improvements will provide a better connection between Fridley Public School's campuses and neighboring residential communities through active transportation improvements.

The installation of multiuse trails that connect to school campuses in our community will provide a positive impact to students at Hayes Elementary, Fridley Middle School, Fridley High School, and the Fridley Community Center. The proposed improvements will help improve safety for students walking/biking to and from school as well as to extra-curricular activities at the Commons Park and Fridley Community Center.

If you have any questions, or need additional information, please let us know.

Sincerely,

Joe MacPherson, P.E.
County Engineer

Our Passion Is Your Safe Way Home

1440 Bunker Lake Boulevard N.W. ▲ Andover, MN 55304-4005
Office: 763-324-3100 ▲ Fax: 763-324-3020 ▲ www.anokacounty.us/highway

Affirmative Action / Equal Opportunity Employer

Active Transportation Plan

2nd Edition

Adopted by the Fridley Council
February 11, 2020

Engineering Department
Community Development Department
February 2020

Introduction

The City of Fridley is committed to providing residents with safe opportunities for walking, biking, and other non-automobile transportation. The Active Transportation Plan (the Plan) guides the City's planning and construction of infrastructure needed for a well-maintained sidewalk and trail system.

The 1st edition of the Plan was written in 2013 based on the City's 2030 Comprehensive Plan. In the following years, many of the Plan's original goals have been achieved and a new 2040 Comprehensive Plan has been developed. This 2nd edition reflects the progress that has been made as well as the new Comprehensive Plan goals related to Active Transportation.

Purpose

This plan's purpose is to guide the City's installation and maintenance of infrastructure needed to achieve mobility equity and support opportunities for active transportation (walking, biking, assisted mobility, transit, etc.). It is well documented that increased walking and biking improves health and quality of life. Additionally, improved active transportation infrastructure can increase a community's desirability, encourage higher spending at commercial establishments, and reduce crime. Shifting travel from vehicles to transit, bikes, and walkways also decreases the greenhouse gas emissions associated with transportation, which is the largest contributor of greenhouse gas emissions in the United States according to the Environmental Protection Agency. In a city such as Fridley, where residents face many barriers to movement due to high-volume roadways and railways, a well-developed trail and sidewalk network is particularly important to increasing sense of place and community connection.

- 2.1% of Fridley residents walk to work compared to 2.8% on average; 0.4% of Fridley residents bicycle to work; 4.8% of Fridley residents take public transportation to work (*2013-2017 American Community Survey 5-Year Estimates*).
- 4.6% of working age Fridley residents do not have a car (*2013-2017 American Community Survey 5-Year Estimates*).
- 62% of millennials, currently the largest generation of home buyers, prefer living in walkable communities that have short commutes (*National Association of Realtors, 2017 National Community and Transportation Preference Survey*).
- People under 35 are more likely to use a park or trail for commuting than for recreation (*2017 Minnesota Statewide Health Assessment*).
- Only 52% of Minnesotans meet physical activity recommendations; of these, 62% do so by including walking as part of their regular physical activity (*Minnesota Walks, 2016*).
- The percentage of children walking and biking to school had dropped significantly within one generation- 48% in 1969 compared to 13% in 2009 (*Hayes Elementary Safe Routes to Schools*).

When engaging in active transportation planning, it is important to consider and account for the causes and consequences of disparities related to racial and economic inequity. Populations of color use parks half as often as white populations. Furthermore, populations of color experience higher rates of poverty, which may limit transportation opportunities or ability to take time to

visit parks and trails. Age and disabilities are also factors that may lead to limited mobility. According to *Minnesota Walks*, prevalence of inactivity is highest in rural areas, among people of color, older adults, persons with disabilities, those with less education, women and lower-income groups. These demographic trends are relevant, because they can help the City 1) identify priority areas for needed trails and sidewalks and 2) address historical inequalities that prevent full participation of different groups.

Vision

The vision for this plan is that *Fridley residents and visitors of all ages, abilities, and socio-economic status will feel safe and comfortable using the city's active transportation infrastructure to walk, bike, and roll for transportation and outdoor recreation.*

All Ages and Abilities = Triple AAA infrastructure

"All ages" means planning and designing infrastructure for independent users ranging from school-aged children to seniors.

"All abilities" means planning and designing for independent users utilizing mobility devices such as motorized wheelchairs, as well as those with other impairments that may require special accommodations.

Goals

The goals of the Plan are to:

- 1) Improve the connectivity of the city by constructing active transportation infrastructure
- 2) Design active transportation infrastructure to provide a comfortable experience for users of all ages, abilities, and socio-economic status
- 3) Integrate living streets concepts into reconstruction and development projects
- 4) Maintain trails and sidewalks to allow for satisfactory, year-round use

Supporting Documents

Increasing multi-modal options throughout the City was frequently identified throughout the 2040 Comprehensive Plan as a strategy to enhance Fridley as a safe, vibrant, friendly, and stable community. Relevant objectives of the Comprehensive Plan to the Active Transportation Plan include:

- Plan for safe transportation routes for all modes of transportation
- Incorporate Living Streets design and operations principles during road reconstruction and redevelopment
- Provide a variety of transportation options to enable people to get to jobs, shopping, and recreational opportunities in the community
- Encourage increased car sharing, biking, walking, and transit usage to reduce traffic congestion in the community

The 2040 Comprehensive Plan directed staff to update the Active Transportation Plan once every five years to prioritize current needs for sidewalk and trail connections, and to incorporate newly adopted Safe Routes to Schools Plans. In addition to the 2040 Comprehensive Plan, the following approved plans inform and support this document:

- 1) [City of Fridley Americans with Disabilities Act \(ADA\) Transition Plan](#)
- 2) [University Avenue and Highway 65 Corridor Study](#)
- 3) [East River Road Corridor Study](#)
- 4) [NorthStar TOD Master Plan](#)
- 5) [Regional Bike Barriers Study](#)
- 6) Safe Routes to School Plans for [Stevenson Elementary](#), [Hayes Elementary](#), [North Park Elementary](#), and [Fridley Middle School](#)

[City of Fridley ADA Transition Plan](#)

The ADA transition plan was approved by the Fridley City Council on February 11, 2019. This plan guides the City in its efforts to ensure that pedestrian facilities within the public right-of-way are compliant with the American Disabilities Act and meet the accessibility needs of all residents. New facilities are presumed and required by the ADA transition plan to be ADA compliant. This plan recognizes the ADA Transition Plan as the guiding document related to ADA compliance within the city.

[Parks Master Plan](#)

The City's first Parks Master Plan was in the development process during the drafting of this Plan. Both plans recognize the importance of trails for increasing opportunities for outdoor recreation and exercise as well as improved community engagement through enhanced connectivity. This plan recognizes the Parks Master Plan as the guiding document on trails and sidewalks within the parks as well as wayfinding between parks and trails. The Active Transportation Plan will serve as the guiding document for trails and sidewalks along roadways.

Community Outreach

In addition to the community outreach that was performed in conjunction with the above plans, the City conducted community surveys related to trails and sidewalks as part of the Finding Your Fun in Fridley campaign. This campaign was used to gather feedback on the Fridley Parks and Trails systems to be used for the Parks Master Plan and Active Transportation Plan. Feedback was gathered using the Polco platform, a survey tool, and the Social Pinpoint platform, a mapping and survey tool. 503 unique users visited the Social Pinpoint site 1488 times. 103 of those users left comments on the map (see **Appendix A, Figure 1**). A total of 223 comments were left on the map and 78 surveys were completed. An identical survey was posted on Polco and received 24 responses. An example of the survey is included in **Appendix B**. A list of all comments related to trails is included in **Appendix C**. Common themes throughout the survey were:

- An overall desire for increased connectivity throughout the City

- Difficulty and feeling of unsafety at certain crossings (e.g. along University Avenue, Highway 65, and 53rd)
- Increased maintenance of existing trails
- Need for improved wayfinding signage
- Increased lighting along trails

When asked where they preferred to ride their bike, residents indicated:

Where do you prefer to ride your bike?	
On the road	9%
Striped on road bike lane	22%
Protected on road bike lane (i.e. separated by posts)	25%
Off road bike trail	58%

Table 1. Preferred bike location

Additionally, surveys were distributed amongst the Fridley Senior Center in February of 2019; 14 surveys were completed. Respondents indicated that they wanted more trails closer to home; increased maintenance of trails; more benches; more fountains, and more wayfinding signage.

Specific content related to plan development, outreach, and implementation was solicited from the Environmental Quality and Energy Commission, which served as the steering committee for this Plan.

Existing Conditions

While Fridley began growing in the 1940s, the city’s population rapidly increased during the 1950s through 1960s before leveling off. Fridley is once again experiencing a period of growth with an expected population increase from current levels of approximately 27,500 to an estimated 32,500 residents by 2040. This growth is driven in large part by a transition from single family to multi-family housing. As the city has grown, it has become a younger and more diverse community. While Fridley was 96% white in 1990, the most current data indicates that Fridley is 67% white (*Fridley 2040 Comprehensive Plan*). The average age of the population has decreased from 37.1 years old in 2010 to 35.4 old in 2015.

Race	2000 Percent	2015 Percent
White	88.7	67.2
Black or African American	3.4	14.0
American Indian/Alaskan Native	0.8	1.1

<i>Race</i>	<i>2000 Percent</i>	<i>2015 Percent</i>
Asian	3.0	7.1
Two or more races	2.9	3.4
Hispanic or Latino	2.6	7.2
Other	1.2	0.0

Table 2. Fridley demographics

Like many first-ring suburbs, Fridley’s developed during a time when land use planning and travel modes were shifting away from walking and mass transit to auto-focused design. Highway 65, Trunk Highway 47, and Interstate 694 carry cars at high volumes and speeds through Fridley, presenting many barriers to free movement throughout the city. Other arterial roads, like East River Road, Osborne Rd, and Mississippi St, can also create safety issues for pedestrians and bicyclists. Railways and natural features, like Rice Creek present further barriers, dividing the city into a grid. The Regional Bikeways Barriers Study identified several Tier 1- Tier 3 freeway and railroad barrier crossing areas in the City including East River Road and TH 47.

Fridley’s existing trail system provides residents with opportunities to walk and bike to key locations (see **Appendix A, Figure 2**). The primary regional trail corridors through Fridley include the Mississippi River Trail and the Rice Creek West Regional Trail which continues from the Fridley border with New Brighton to its intersection with the Mississippi River Trail near Locke Lake. The Mississippi River Trail is a route through ten states along the Mississippi River, and includes both on-road, unstriped sections and off-road trail in Fridley.

As part of the Plan development, the Environmental Quality and Energy Commission completed a Strengths Weaknesses Opportunities and Threats (SWOT) analysis of the city’s active transportation system:

<u>Strengths</u>	<u>Opportunities</u>
<ul style="list-style-type: none"> • Strong regional employment • Net gain of commuters • NorthStar Train stop • Public Works/engineering departments that are open to trails • Strong partnerships with watershed districts • More awareness of benefits of trails and their ability to connect people to the city’s amenities 	<ul style="list-style-type: none"> • Prioritize regional connections and destinations, new campus, new residents, and community groups/volunteers • Many county roads are up for resurfacing (goal trail one side, sidewalk other side) • Residents have new needs, ability to beautify/regreen/placemaking • ADA Transition Plan

<u>Weakness</u>	<u>Threats</u>
<ul style="list-style-type: none"> • Many roads are outside city control • City is bisected by transit corridors • Financial conditions, • City originally formatted without walks 	<ul style="list-style-type: none"> • Development may increase numbers of automobiles • Plans to increase active transportation opportunities can be sidelined by lack of easements or a few vocal residents • Increased infrastructure requires increased maintenance • University Ave and TH 65 crossings are dangerous

Table 3. SWOT analysis of Fridley's Active Transportation Network

The Fridley trail system is not on a regular maintenance schedule. Patching of the trails is performed on a complaint driven basis. A condition rating of the trail was last performed in 2013 (see **Appendix A, Figure 3**).

Future Improvements

While there are options for walking and biking in Fridley, significant gaps in the network still exist. A list of streets designated for trails and sidewalks was developed for the 1st edition of the Active Transportation Plan (see **Appendix D**). Many of the priority connections from this map that were identified in the original version of the Plan have since been completed (Main Street, West Moore Lake Drive). However, some of the identified connections have yet to be completed, and other segments have risen or fallen in priority. Based on resident feedback, staff analysis, and best practices, the following routes were identified as focus areas for this planning cycle:

- 1) Roads shown in the 2040 Comprehensive Plan as existing or planned "major collector and "other arterial roads," and "minor expander streets" (see **Appendix A, Figure 4**).
- 2) Sidewalks adjacent to high density residential or employment areas, including along Fireside Drive, 83rd Avenue, and Main Street (see **Appendix A, Figure 5, 6, and 7**).
- 3) Sidewalks and trails identified in Safe Routes to Schools plans or other destinations of interest
- 4) Sidewalks within the Transit-Overlay District

These routes were evaluated for bi-directional walking and bike facilities, and then prioritized based on the following categories (**Appendix E**):

- The service level along the existing route
- The number of connections made within the active transportation network

- Destinations of interest along the route including employment centers, transit stops, high density housing, commercial areas

Based on each route’s attributes, it was assigned a point score on a 0-3 scale for each of the categories (see **Table 3**). Segments with a total of 6-9 points were deemed highest priority during this plan cycle and are bolded. However, other routes within this list or identified in **Appendix D** may be pursued based on factors such as new development or road construction.

Route	Form	Existing facilities (0 = facility exists on focus side of the road; 1= comparable facility on other side of road; 2= safe shoulder; 3= no facilities)	Trail connections (0= no trail connections formed -3= multiple connections formed)	Demand (0= no demand; 1= low demand; 2= medium demand; 3= high demand based on number of destinations, transit, employment, density)	Total
<u>East-West Routes</u>					
83rd Avenue (Springbrook Apartments to University)	Walk	3	1	2	6
Osborne Rd (Central Ave to City border)	Walk	1	1	1	3
Fireside	Walk	3	1	2	6

Route	Form	Existing facilities (0 = facility exists on focus side of the road; 1= comparable facility on other side of road; 2= safe shoulder; 3= no facilities)	Trail connections (0= no trail connections formed -3= multiple connections formed)	Demand (0= no demand; 1= low demand; 2= medium demand; 3= high demand based on number of destinations, transit, employment, density)	Total
73rd avenue; northside	Bike (or expand southside trail) and walk	1	3	3	7
Mississippi St	Bike	3	3	3	9
East Moore Lake (Highway 65 to Old Central)	Walk	1	1	2	4
Rice Creek Rd	Bike and walk	2	3	1	6
61st Avenue	Bike	3	3	3	9
Gardena Avenue	Bike and walk	2	1	3	6
60 th Avenue (Main St to 3 rd St)	Walk	1	1	2	4
59 th Avenue (Main St to 3 rd St)	Walk	1	1	2	4
58 th Avenue (Main St to 3 rd St)	Walk	1	1	2	4
57 th Place (Main St to 3 rd St)	Walk	1	1	2	4

Route	Form	Existing facilities (0 = facility exists on focus side of the road; 1= comparable facility on other side of road; 2= safe shoulder; 3= no facilities)	Trail connections (0= no trail connections formed -3= multiple connections formed)	Demand (0= no demand; 1= low demand; 2= medium demand; 3= high demand based on number of destinations, transit, employment, density)	Total
57th Avenue	Bike and walk except where existing	3	3	3	9
North Park Elementary Sidewalks (Lynde, Filmore and Regis)	Walk	3	1	2	6
53rd Avenue	Bike and walk except where existing	3	3	3	9
49th Avenue	Bike and walk	3	2	1	6
44th Avenue	Bike and walk	3	3	2	8
<i>North- South routes*</i>					
East River Road (Osborne Rd to Manomin Park)	Walk	1	2	3	6
East River Road (Manomin Park to Mississippi St)	Bike and Walk	3	3	3	9

Route	Form	Existing facilities (0 = facility exists on focus side of the road; 1= comparable facility on other side of road; 2= safe shoulder; 3= no facilities)	Trail connections (0= no trail connections formed -3= multiple connections formed)	Demand (0= no demand; 1= low demand; 2= medium demand; 3= high demand based on number of destinations, transit, employment, density)	Total
East River Rd Mississippi St to River Edgeway)	Bike and walk	3	1	3	7
Main Street (83 rd Avenue to Osborne Rd)	Bike and walk	2	2	2	6
Main Street (61 st Ave to 57 th Ave)	Walk	1	1	2	4
2 nd Street (61 st Ave to 57 th Ave)	Walk	1	1	2	4
2 1/2 Street (61 st Ave to 57 th Ave)	Walk	1	1	2	4
3 rd Street (61 st Ave to 57 th Ave)	Walk	1	1	2	4
University Ave (Osborne Rd to 69th); eastside	Walk	1	3	3	7
University Ave (69th to Mississippi St); westside	Bike and walk	1	2	2	5

Route	Form	Existing facilities (0 = facility exists on focus side of the road; 1= comparable facility on other side of road; 2= safe shoulder; 3= no facilities)	Trail connections (0= no trail connections formed -3= multiple connections formed)	Demand (0= no demand; 1= low demand; 2= medium demand; 3= high demand based on number of destinations, transit, employment, density)	Total
University Ave (Mississippi St to 57th); westside	Bike and walk	3	3	3	9
7th St (Mississippi to 53rd)	Bike and walk except where existing	3	3	3	9
Central Ave (Osborne Rd to Highway 65); eastside	walk	1	2	2	5
Matterhorn Drive	Bike and walk	2	1	2	5
*references to University Avenue refer to University Avenue and/or associated service road and/or associated service road					

Table 3. Identification and prioritization of focus areas

Transit Overlay District

The Transit Overlay District (TOD) is an overlay zoning district surrounding the NorthStar Commuter Rail Station. The purpose of this zoning district is to encourage dense, mixed use, pedestrian-friendly development, increase multi-modal connections, and decrease automobile use. In order to achieve these goals, this zoning overlay district has different requirements related to active transportation infrastructure including:

- Decreased setbacks
- Reduced parking
- Improved lighting
- Required installation of minimum six-foot sidewalks by developer

Sidewalk installation is a necessary component to achieving the goal of the Transit Overlay District; however, a patchwork of sidewalks creates an unsafe walking experience. When a property is developed within the Transit Overlay District in a manner that would require installation of minimum six-foot sidewalks, the City will require the installation of sidewalks at the property if there will be a connection formed with an existing sidewalk or imminently planned sidewalk. If there is no existing sidewalk or imminently planned sidewalk, the property owner shall grant the City an easement sufficient for installation of the six-foot sidewalk as well as a fee equal to the cost of installation of that sidewalk based on standard square footage rates. This fee shall be kept in a separate TOD fund and used exclusively on sidewalk installation within the Transit Overlay District.

Highway 65

While Highway 65 is currently not identified as a focus area route, opportunities may arise as a result of land use changes to make the roadway safer for pedestrians and bicyclists. Long range planning of this corridor should incorporate active transportation and living streets principles.

Design Options


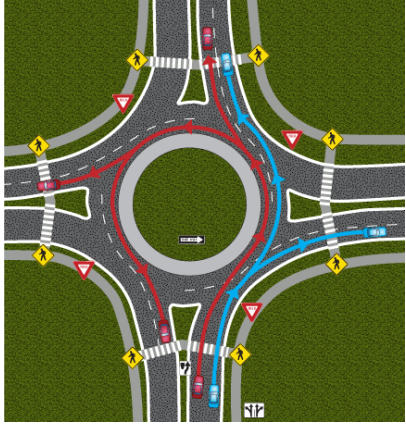
It is the City's intent to provide adequate infrastructure to accommodate walking and biking on both sides of a given roadway in order to reduce unsafe crossings and provide convenient access to destinations. However, occasions may arise where it is not feasible either financially, logistically, or spatially to accommodate infrastructure on both sides. In these cases, the City will seek to provide infrastructure of sufficient width to accommodate users in both directions as well as provide adequately spaced crossing facilities.




Providing active transportation infrastructure that allows users of all ages and abilities to feel safe and comfortable extends beyond simple installation of a trail or sidewalk. The experience of the user must be incorporated into the design in order to avoid non-functional facilities. Examples of undesirable design flaws include conflicts with other modes or users, barriers in the travel path, or unsafe/nonexistent termini and connections. When trails and roadways are designed or reconstructed, these barriers should be reduced and eliminated to the extent feasible. Examples of such design features include:




- Pedestrian crosswalks that require crossing more than two lanes of traffic at a time
- Lack of facilities on one side of the road, without sufficient crossing facilities
- Narrow sidewalks (less than 5 feet in width)
- Narrow shared-use paths (less than 8 feet for one-way traffic or less than 10 feet for two-way traffic)
- Roundabouts without designated crosswalks
- Short signal times without pedestrian refuges
- Lack of buffer zones between sidewalks and fast-moving street traffic
- Obstruction of walkways due to telephone poles, signage, etc.
- Trails or sidewalks that terminate with unsafe landings or subsequent connections.
- Bike lanes with insufficient bicyclist protection on high traffic streets (i.e. sharrows only)

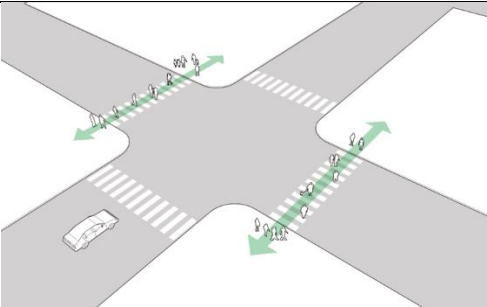

Infrastructure Design

Additionally, the following types of design options may be employed to improve the pedestrian or bicyclist experience.

Type	Photo	Advantages/Disadvantages	Use
<p>Curb extensions: a method of physically narrowing the roadway at a crossing</p>	 <p>(nacto.org)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Increases pedestrian visibility • Decreases crossing distance • Creates additional public space that can be used for stormwater management or landscaping • Prevents parking near intersections • Pavement reduction <p>Disadvantages</p> <ul style="list-style-type: none"> • Cost of new curbing • Conflicts with turn lanes • Increased green space to maintain • Challenges snowplowing 	<ul style="list-style-type: none"> • High pedestrian traffic intersections • Areas with high speed issues
<p>Roundabout</p>	 <p>(MnDOT.org)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Improved flow of traffic • Decreased wait times at intersections • Creates additional public space that can be used for stormwater management or landscaping <p>Disadvantages</p> <ul style="list-style-type: none"> • Cost of new curbing • Increased space requirement • Pedestrian barrier if crosswalks are not installed • Challenges snow plowing 	<ul style="list-style-type: none"> • High traffic intersections • Roundabouts in Fridley will follow accepted practices for installing pedestrian facilities

<p>Chicane: offset curb extensions</p>	 <p>(nacto.org)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Decreased driving speeds • Increased public space • Creates additional public space that can be used for stormwater management or landscaping <p>Disadvantages</p> <ul style="list-style-type: none"> • Cost of new curbing • Conflicts with turn lanes • Increased green space to maintain • Challenges snow plowing 	<ul style="list-style-type: none"> • Residential or low volume streets that need traffic calming • Can be created using temporary measures such as bollards or traffic control
<p>Islands/Medians</p>	 <p>(nacto.org)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Decreased exposure time for pedestrian in the intersection • Creates additional public space that can be used for stormwater management or landscaping <p>Disadvantages</p> <ul style="list-style-type: none"> • Cost of new curbing • Use of space • Maneuverability of plows 	<ul style="list-style-type: none"> • Intersections where pedestrians must cross more than two lanes of traffic or adjacent to schools. • Medians should have a “nose” which extends past the cross walk
<p>Decreased lane width</p>	 <p>(nacto.org)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Decreased driving speeds • Increased available space for alternative modes • Low cost to re-stripe • Reduced crossing distances • Potential for less impervious surface <p>Disadvantages</p> <ul style="list-style-type: none"> • Accommodation of emergency vehicles or heavy-duty vehicles 	<ul style="list-style-type: none"> • Areas with excessive road widths

		<ul style="list-style-type: none"> • Potential for decreased driver comfort 	
Raised crossing/speed tables	 <p>(nacto.org)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Increased pedestrian visibility • Decreased speed <p>Disadvantages</p> <ul style="list-style-type: none"> • Interrupted trail flow • Difficulty plowing • Increased signage 	<ul style="list-style-type: none"> • High traffic cross walks • Roads where target speeds can't be achieved using conventional calming method
Colored bike facilities	 <p>(nacto.org)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Increased visibility • Increased awareness of illegal parking <p>Disadvantages</p> <ul style="list-style-type: none"> • Increased cost and maintenance 	<ul style="list-style-type: none"> • Mixed use areas such as on-road bike lanes
Protected bike lane	 <p>(dezipline.com)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Increased visibility and protection • Decreased speeds <p>Disadvantages</p> <ul style="list-style-type: none"> • Installation/uninstallation time or conflict with snowplows and snow storage 	<ul style="list-style-type: none"> • Mixed use areas such as on-road bike lanes

<p>Leading pedestrian interval (Lpi): A 3-7 second head start for pedestrians entering an intersection</p>	 <p>(nacto.org)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Increases visibility • Gives pedestrian priority • Low cost • Shown to reduce collisions as much as 60% (nacto.org) <p>Disadvantages</p> <ul style="list-style-type: none"> • Requires retiming other signals • Increased delay for cars 	<ul style="list-style-type: none"> • Signalized intersections with heavy amounts of pedestrian traffic and turning traffic (i.e. University Ave; Highway 65)
<p>Rectangular Rapid Flashing Beacon (i.e. HAWK system)</p>	 <p>(fhwa.dot.gov)</p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Increases visibility • Advanced warning for cars • May substitute for stop signs where warranted by traffic counts <p>Disadvantages</p> <ul style="list-style-type: none"> • Increased cost • Requires driver education 	<ul style="list-style-type: none"> • High traffic crosswalks

Living Streets

Often, the most cost-effective time to install pedestrian and bike facilities and other supporting infrastructure, is during road reconstruction. Many of Fridley's roads were designed over-wide rendering them suitable candidates for updates. For this reason, the City has adopted the following Living Streets Policy to guide the City in road-redesign.

Living Streets refers to streets designed to be safe, efficient, balanced, and environmentally sound. Living Streets create more livable communities by promoting the mobility, accessibility and convenience of all modes, purposes, and users while also mitigating the environmental impacts of impervious surface.

Components of a Living Street

The components of Living Streets include infrastructure that allows for the safe transportation of all modes, purposes, and users as well as the accompanying landscaping and stormwater management facilities. Within the City of Fridley, there is no singular design prescription for Living Streets. Each Living Street will be designed based upon the unique characteristics of the project area. Examples of the components of a Living Street include:

- Trails, sidewalks, and on-street, striped bike lanes
- Median islands
- Accessible pedestrian signals
- Curb extensions/bump outs
- Narrower travel lanes/road diets
- Speed limits and other traffic calming improvements
- Safe crossing facilities, including pavement markings
- Safe and effective lighting
- Diverse tree plantings
- Stormwater management
- Pollinator-friendly/water efficient landscaping
- Bike racks
- Benches
- Water fountains
- Waste receptacles
- Public art
- Other components as determined based on latest and best "Living Streets" standards

Project Triggers

The City will incorporate Living Streets components into the City's transportation network during new construction, reconstruction, rehabilitation, and changes in allocation of pavement space on an existing roadway or following a corridor study.

Factors for analysis

The City will use the Policy and the attached Living Streets worksheet included in **Appendix F** to determine if incorporation of Living Streets components is practical and feasible for each project. The worksheet will be presented to Council and included with the project file.

Exceptions

The City will incorporate Living Streets Components in all projects except for the following reasons:

- A) The project involves a transportation system on which certain modes and users are prohibited either by law or significant safety reasons
- B) The street jurisdiction (Anoka County of the State of Minnesota for non-city streets) refuses suggested plans
- C) The cost of accommodation is excessively disproportionate to the need or probable use
- D) The corridor has severe topographic, environmental, historic or natural resource constraints
- E) There is a well-documented absence of current and future need
- F) Other exceptions are allowed when recommended by the Public Works, Building & Community Standards, Parks and Recreation, and Police and Fire departments, and approved by the City Council

Where segregated facilities cannot be provided for pedestrians and cyclists, the constructed roadway shall reflect the character of shared space, with appropriate mechanisms to calm vehicular traffic and provide a safe, reliable, integrated, and interconnected surface transportation network.

Jurisdiction:

Where projects involve other jurisdictions, such as Anoka County or the State of Minnesota, the City will fully work with those jurisdictions to ensure compliance with this policy.

Private Development

Private development is an important component of creating a comfortable experience for bikers and pedestrians. In some situations, a biker or pedestrian may reach their destination safely, only to encounter significant obstacles between the public right-of-way and front door. Design guidelines such as the Hennepin County Active Living Design Checklist (**Appendix G**) have been created as tools to make the built environment more conducive to active transportation.

Winter Maintenance

Maintaining passable sidewalks and bus stops in the winter is essential to ensuring that residents can live car free and pursue active lifestyles year-round. Additionally, Americans with Disabilities Act (ADA) Title II Regulation §35.133 requires maintaining ADA-compliant access to walkways year-round, which includes snow and ice clearing.

As sidewalks and trails directly benefit public users rather than just the immediate property owner, and as passable sidewalks require a continuously cleared path, it is the City’s policy to undertake a municipality-led snow removal program. Under this program, the City takes responsibility for clearing snow and ice from all City-owned sidewalks and trails using municipal staff.

The City prioritizes snow removal in the following order:

- 1) Collector streets (red lines)
- 2) Local streets and priority sidewalks and trails (i.e. trail leading to schools)
- 3) Remaining sidewalks and trails
- 4) Bus stops

A map of the City’s 2020 plowing policy is included in **Appendix H**. As new trails and sidewalks are constructed, they will be incorporated into this policy.

Infrastructure Maintenance

Trails, sidewalks, and bike lanes require regularly scheduled maintenance to remain functional. Potential trail maintenance includes repainting, seal coating, crack sealing, pavement patching, resurfacing, reconstruction, vegetation removal, etc. The City has developed the following maintenance schedule for active transportation infrastructure:

Activity	Description	Frequency
Trail and bike lane sweeping	Physical removal of debris in trails and bike lanes that can pose safety hazards; bike lanes positioned next to the gutter line frequently accumulate gravel and other debris	Three times a year minimum and in response to known issue
Vegetation removal	Physical removal of vegetation that overhangs onto the sidewalk poses a safety hazard	Two times per year and response to known issue; in cases in which vegetation originates from private property will be referred to the Neighborhood Preservation Specialist
Restriping	Striping of bike lanes and crosswalks can deteriorate overtime, reducing visibility	Every year for latex; for other materials as identified by inspection

Pavement condition inspection and rating	Inspection of pavement and striping using a standardized inspection method to determine needed maintenance	Bi-annually
Seal coating	Seals the surface and small cracks of existing asphalt pavement to prolong pavement life	Based on pavement condition rating and programming
Crack sealing	Material application to seal cracks in order to prevent intrusion of water and debris and create a smooth riding surface	Based on pavement condition rating and programming
Pavement patching	Material application to patch potholes in order to prevent intrusion of water and debris and create a smooth riding surface	Following staff inspection or reported issues
Resurfacing	Removal and replacement of the top layer of asphalt	Based on pavement condition rating and programming
Reconstruction	Full removal and replacement of asphalt or concrete	Based on pavement condition rating and programming

Based on the bi-annual pavement condition rating, trails and sidewalks will be placed on a schedule for sealing, resurfacing, and reconstruction.

Implementation

During this plan cycle, the City will implement the following activities:

- 1) Install active transportation infrastructure in conformance with the Plan’s goals
 - o Provide funding through the Capital Investment Program
 - o Pursue grant funding to support the construction of active transportation infrastructure
- 2) Evaluate zoning code language to ensure conformity with Plan
- 3) Implement Living Streets policy within street reconstruction projects

- 4) Coordinate with other agencies maintaining jurisdiction over roads in Fridley to align their projects with the purpose and goals of the Active Transportation Plan
- 5) Develop and fund pavement maintenance plan to program trail and sidewalk maintenance
- 6) Perform winter maintenance of trails and sidewalks in conformance with the goals outlined in this plan
- 7) Conduct education, outreach, and engagement to pedestrians, cyclists, and drivers related to active transportation and safety

Sources

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- Metropolitan Council. Regional Bicycle Barriers Study. <https://metrocouncil.org/Transportation/Planning-2/Transit-Plans,-Studies-Reports/Bike-Pedestrian-Planning/Regional-Bikeway-Barriers-Study.aspx>. Accessed October 14, 2019.
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- Minnesota Department of Transportation. Minnesota Walks, 2016. <http://www.dot.state.mn.us/peds/documents/planning-research/minnesota-walks-2017-final.pdf>. Accessed October 14, 2019
- National Association of Realtors, 2017 National Community and Transportation Preference Survey. <https://www.nar.realtor/reports/nar-2017-community-preference-survey>. Accessed October 14, 2019
- United States Census Bureau. 2013-2017 American Community Survey 5-Year Estimates. <https://www.census.gov/programs-surveys/acs/technical-documentation/table-and-geography-changes/2017/5-year.html>. Accessed October 14, 2019

Appendix A. Figures

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Figure 1: Map of Social Pinpoint Comments

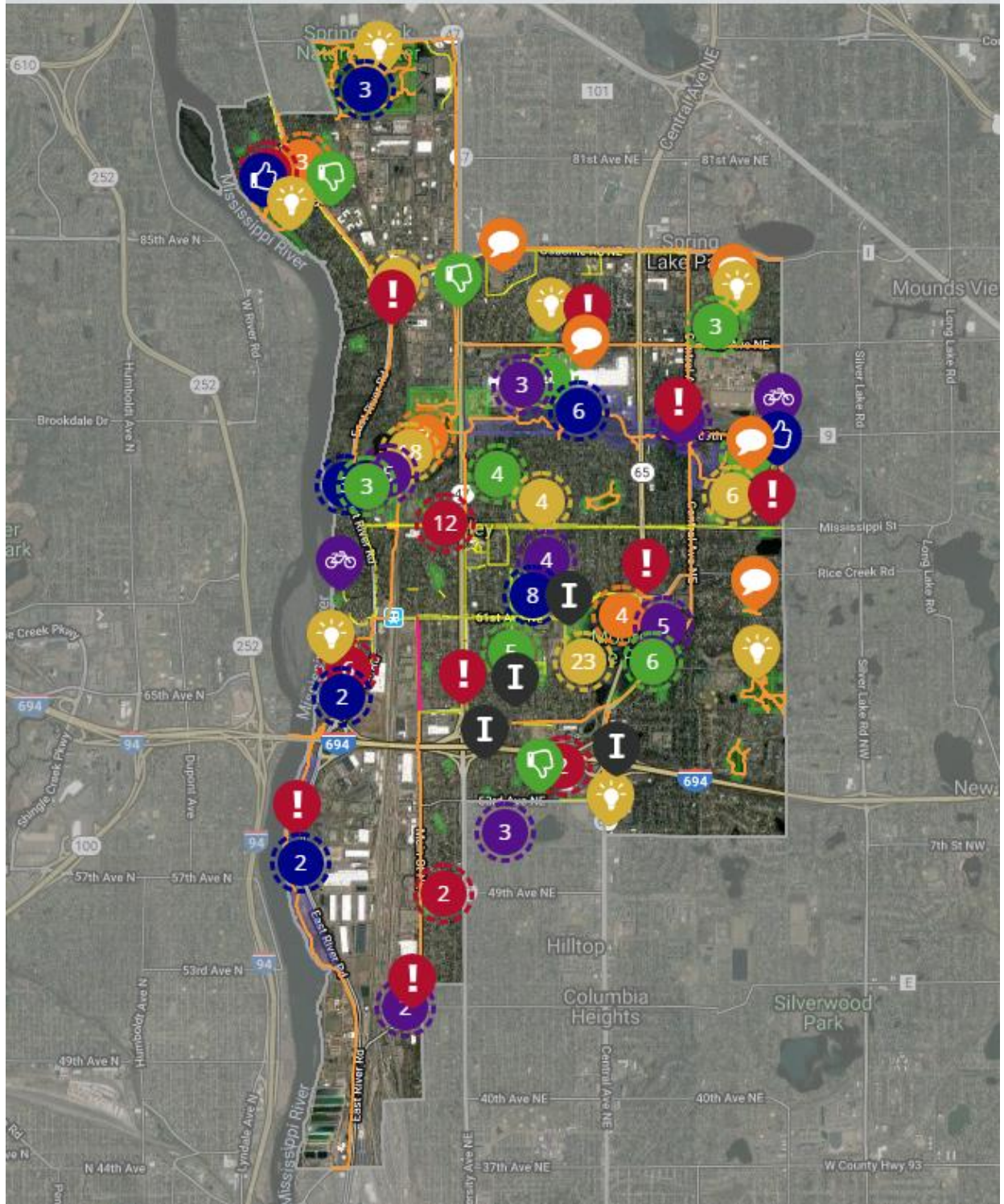


Figure 2. Map of existing active transportation network

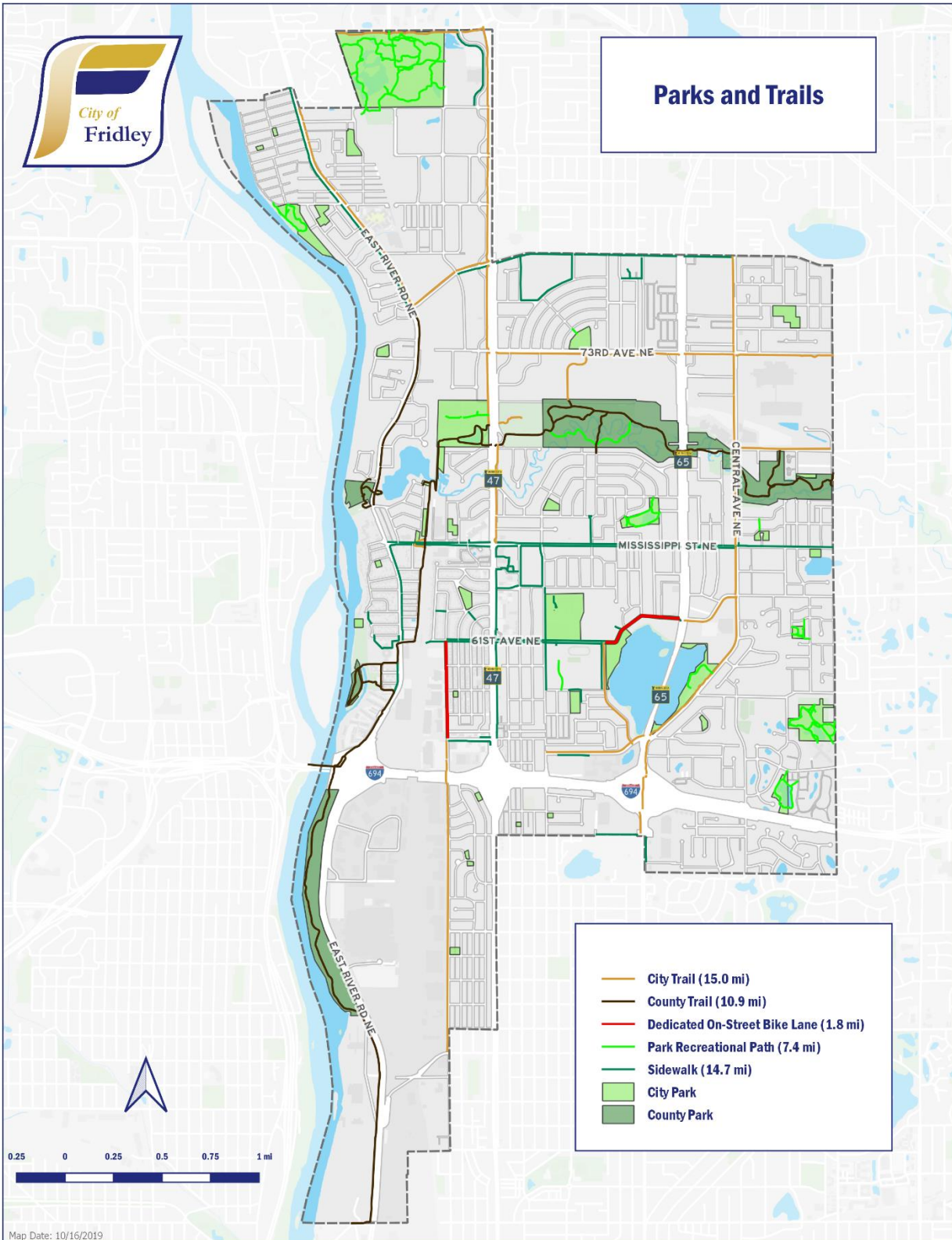


Figure 3. Trail conditions

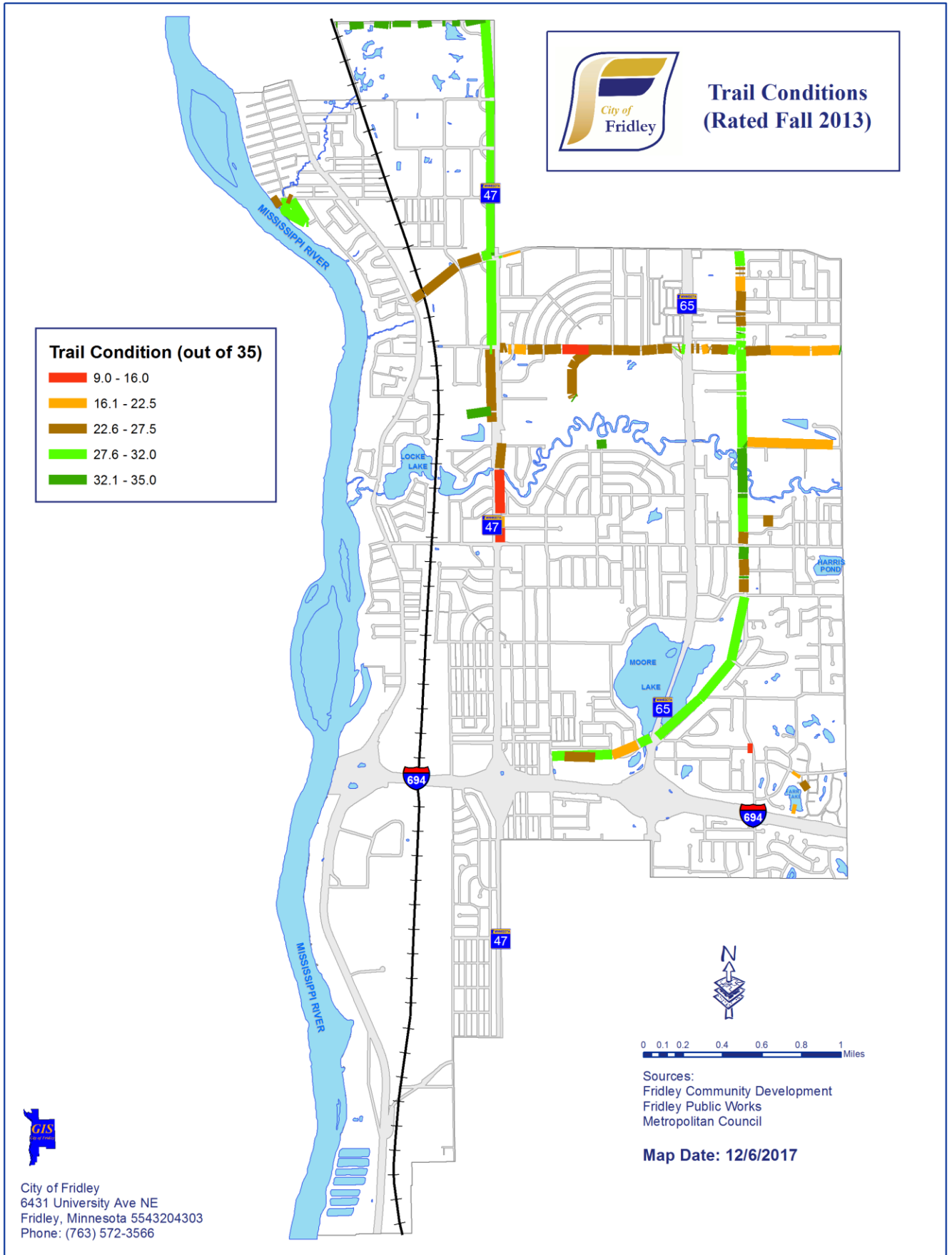


Figure 4. Existing and Planned Functional Class Roads

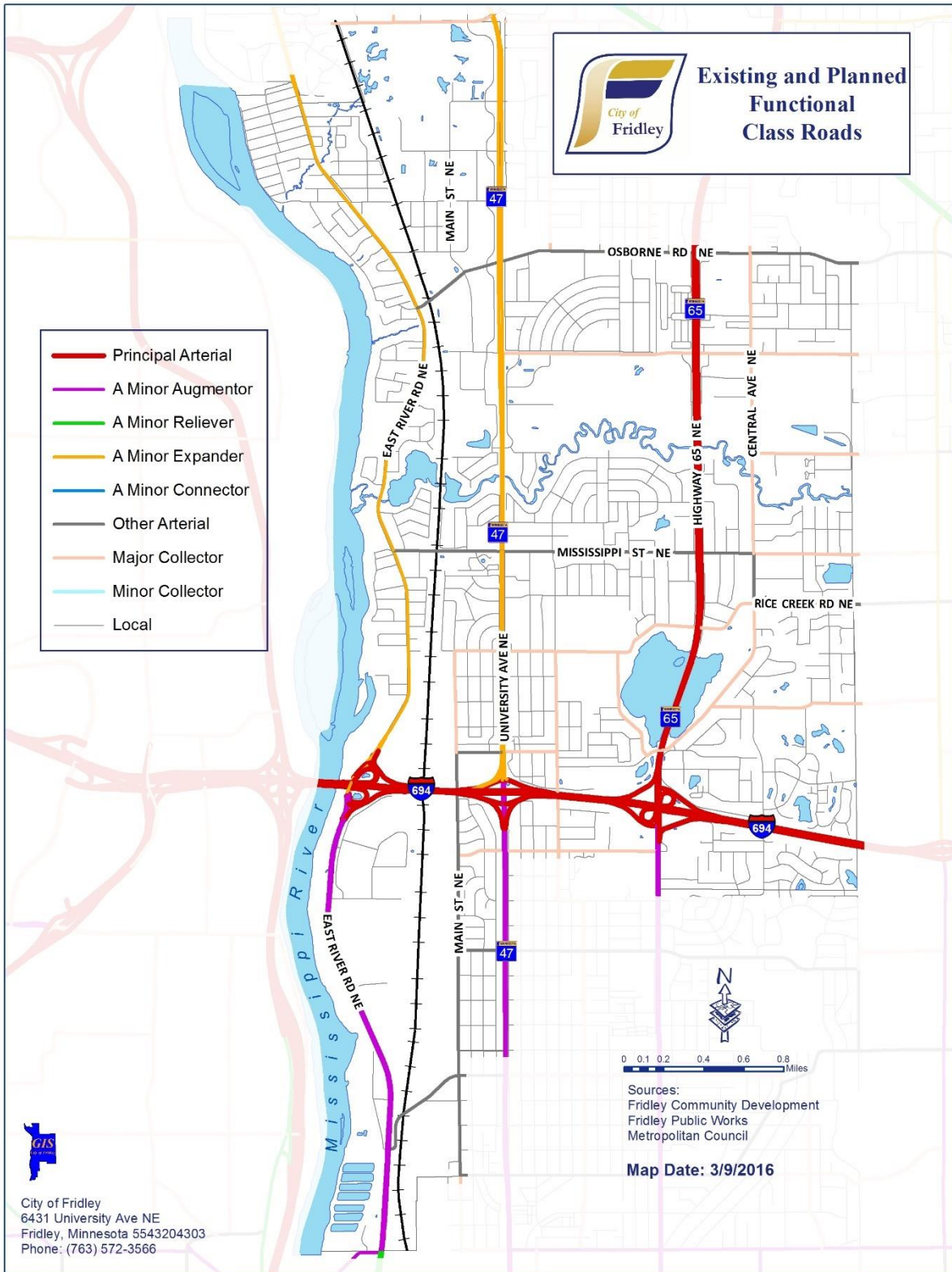


Figure 5. Relative Employment Density

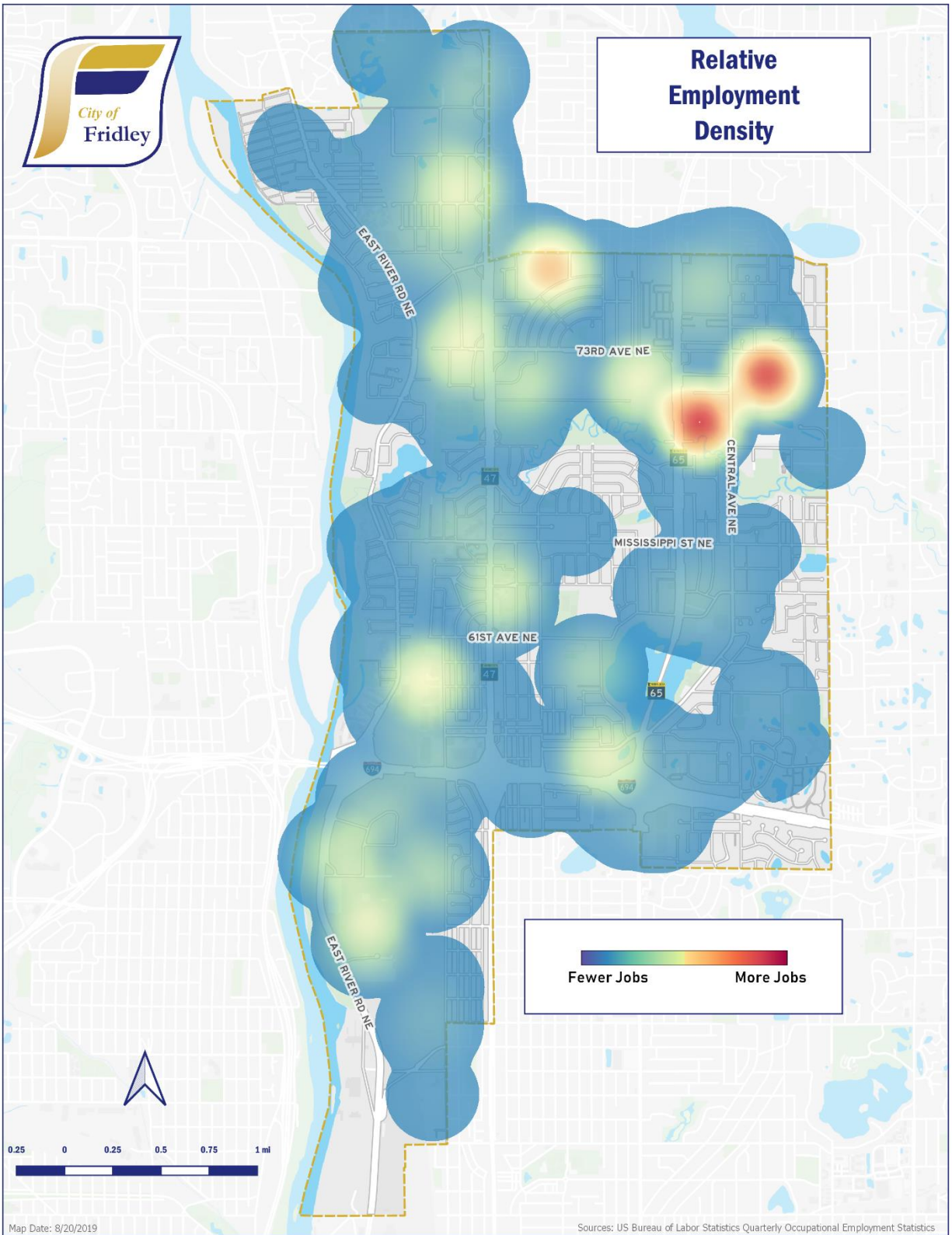


Figure 6. Relative Transit Ridership

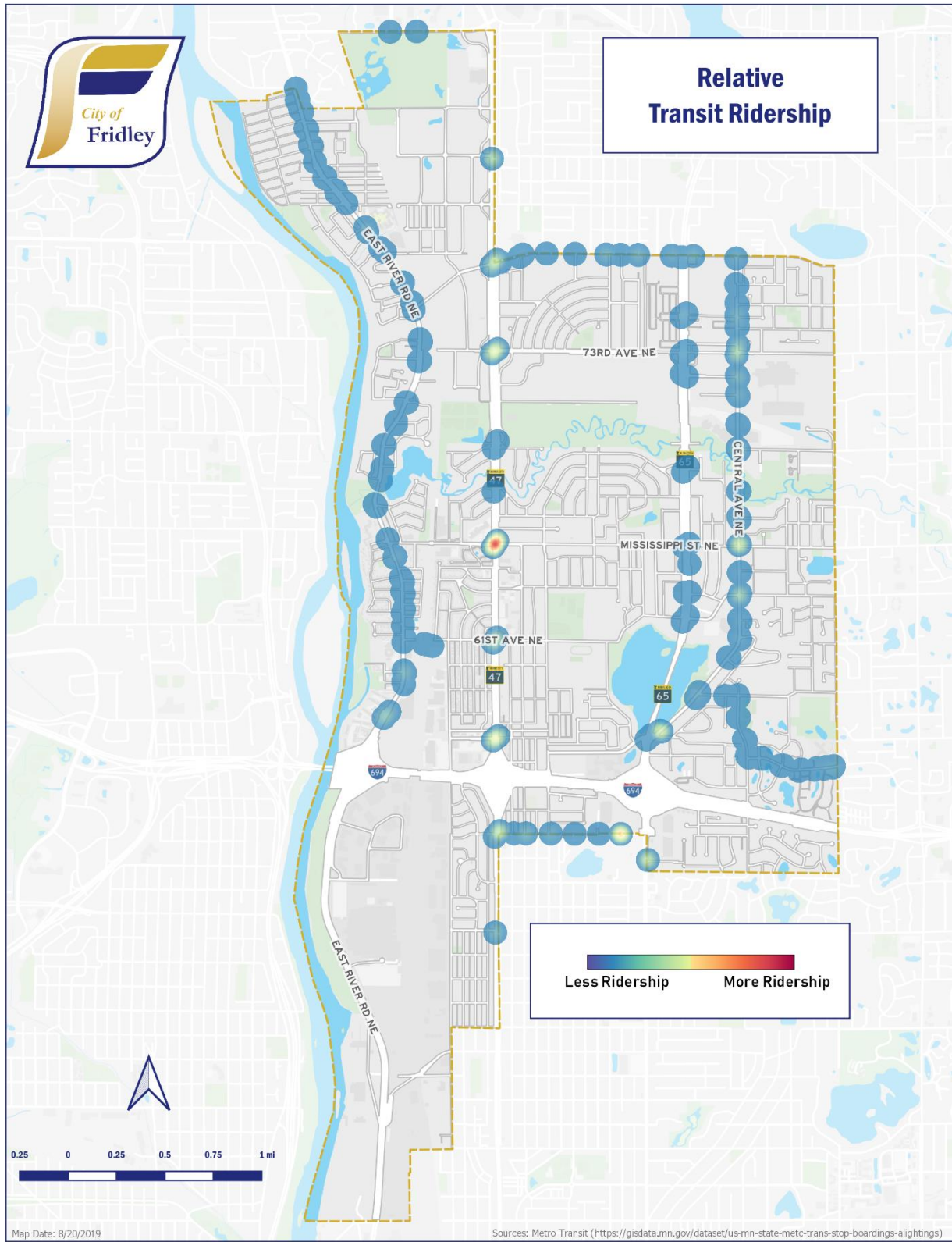
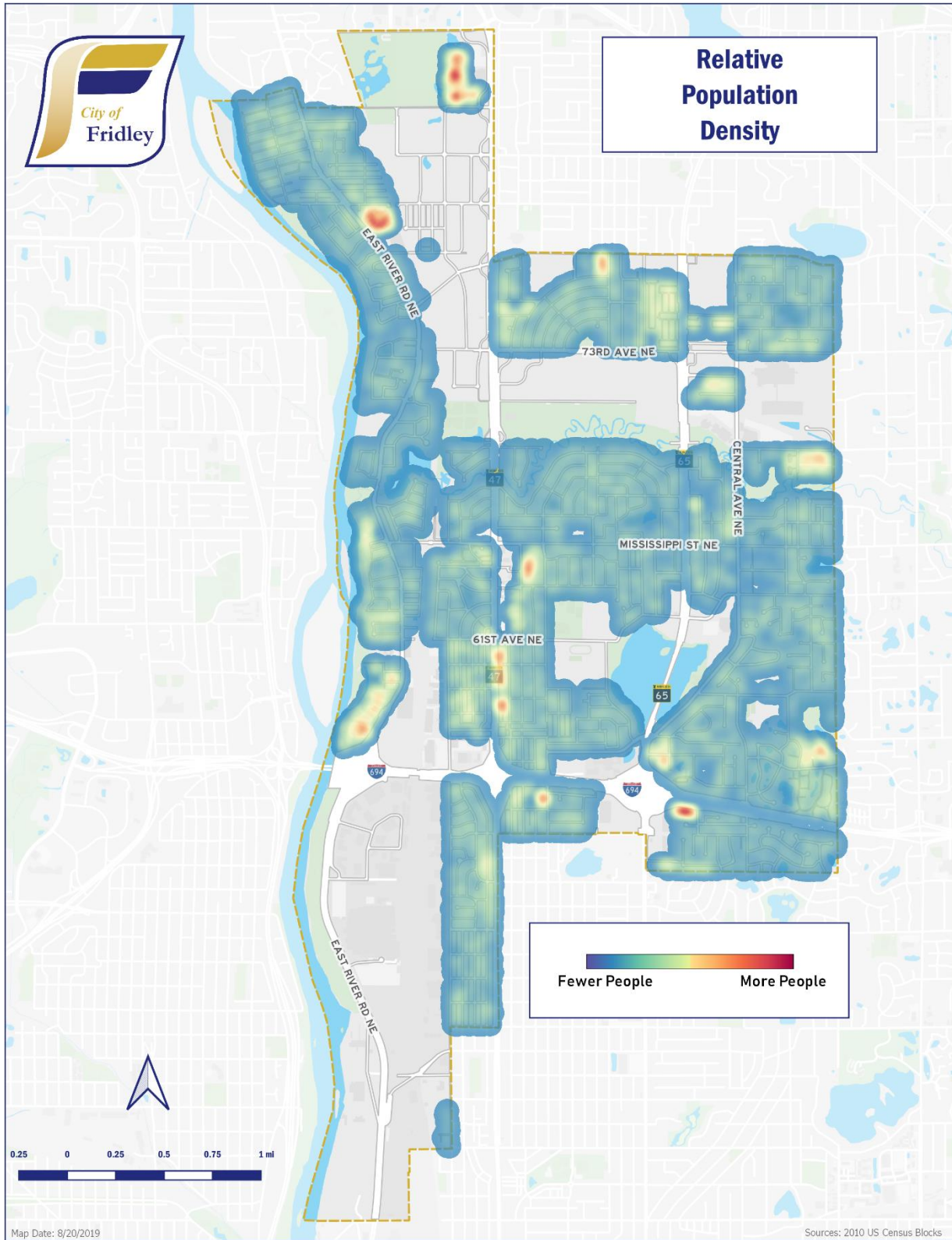


Figure 7. Relative Population Density



Appendix B. Social Pinpoint and Polco Survey

The City of Fridley is taking a close look at our parks and trails as part of a new campaign—Finding Your Fun in Fridley. We want to know more about how and where you find your fun in Fridley parks, trails and other outdoor spaces. We are asking for feedback through an optional survey. We want to hear what you like, don't like, and would like to see in our outdoor recreation areas. Your feedback will be used to help guide our programming, amenities, and future development make sure parks and trails meet the needs of all residents. Thank you!

How often do you/your family visit a Fridley Park?

Daily Weekly Monthly A few times a year Never

Where are your favorite parks and trails outside Fridley? What do you love to do there?

What improvements or additions to existing parks and amenities would you/your family support in Fridley parks? Circle all.

Improve playgrounds

Improve wayfinding signage

Expand/improve walking loops in parks

Add/improve picnic shelters and benches

Provide shared equipment/ability to check out recreation equipment (lawn games, paddle boards, canoes, sports equipment, kick sleds, ice skates, sleds)

Add park buildings with community gathering rooms and bathrooms

Add dog park

Add splash pad

Add wading pool

Add community gardens

Add pickleball

Add multi-use fields/courts for all sports

Add frisbee golf

Other: _____

How you you/your family like to utilize Fridley parks in the wintertime? Circle all.

Ice Skating

Hockey

Sledding

Cross-County Skiing

Warming House

Hiking/waling/snowshoeing

Broomball

Other: _____

Where do you/your family prefer to ride your bikes in Fridley? Circle all.

On the road

Striped on-road bike lane

Protected on-road bike lane (separated from cars with posts)

Off road bike lane (separated from road by boulevard)

What recreation and community programs would you like to see in Fridley parks and facilities?

Looking ahead 10-15 years, how would you like to be using Fridley's parks, programs, and facilities?

What other comments, ideas, concerns, or suggestions do you have regarding Fridley parks, trails, and recreation programs?

Do you live and/or work in Fridley? Circle all.

I live in Fridley

I do not live in Fridley

I work in Fridley

I do not work in Fridley

Please circle all the age groups that include your you/your family.

5 and younger

6-9

10-13

14-17

18-24

25-34

35-44

45-54

55-64

65-74

75 and older

Appendix C. Social Pinpoint and Polco Comments

Social Pinpoint Demographics

Age Group in Family (76 responses)	Percentage
5 and under	17.9%
6-9	11.1%
10-13	6.8%
14-17	8.0%
18-24	4.9%
25-34	13.6%
35-44	17.9%
45-54	5.6%
55-64	5.6%
65-74	6.8%
75 and older	1.9%

Social Pinpoint and Polco Trail Comments

Location	Comment
44th Ave bridge	A protected bike path over the 44th Ave bridge would be a great connector between Main and the River Road.
44th Ave bridge	This bridge has too wide of lanes for 30MPH cars - it also has too narrow a sidewalk for *anyone*. Reduce the lane sizes and increase the sidewalk and/or add a bike lane. Also, there's consistently a huge pile of sand on the east side of the bridge where the sidewalk begins.
49th Ave	HORRIBLE CROSSING UNIVERSITY
53rd Ave	53rd desperately needs a sidewalk to connect the bus route with retail between university and central.
53rd Ave	Bus stops along 53rd are an embarrassment prioritizing car to the safety of those who take the bus is an equity issue. Putting a sign on the side of the road without any place to stand but in the street is awful and keeps people from getting out of their cars to take public transit.
53rd Ave	Crossing the street from Sullivan Lake to Target is extremely dangerous.
57th Ave	Dedicated bike/walking paths along 57th would help connect the neighborhoods to the new shopping at Fridley Market

57th Ave	This is a statement from this website. It appears that the city agrees with you on this issue. The City has received grant funding for a future trail on the east side of 7th Street from 53rd Avenue to 61st Avenue, and on the north side of 57th Avenue from 7th Street to University Avenue. This construction is currently planned for 2021. Open houses will occur during the design phase of the project prior to construction.
61st Ave	A dedicated set of bike trails between the NorthStar line and shopping off 65 would benefit all the new housing at 61st and University.
61st Way by Tri-Star Insulation	I know this isn't the city directly but the section of the trail directly North of this business was not plowed at all for the last 2 or so months of snowfall this year. How is anyone supposed to safely use the Fridley Station/Run/Park and walk their children across to Stevenson from the park and ride lot?
69th Ave trail at Shamrock Lane	I know it's not a "park" area, but Shamrock Lane is a deadend that is hidden from view and has frequent... issues....at the end of the road after dark. Needs to be either closed completely off, better patrolled, or developed. Is it city-owned land? Could housing go here? At the very least, some street lighting could go a long way.
69th Ave trails at Shamrock Lane	The trail on the north side of 69th ends right before the tracks at the edge of the city. Would be great if it extended all the way to Shamrock and could connect with the Moundsview sidewalk on the other side. Really unsafe for pedestrians that get squeezed into oncoming traffic at the RR crossing here, especially in winter.
69th Ave trails at Shamrock Lane	The sign here needs to be much better to indicate which direction is for the rice creek trail and which is for the southbound trail.
73rd Ave	Bike path/trail in poor shape, needs improvement/resurfacing.
73rd Ave	I bike-commute to work and agree: this trail is in poor shape. I'd bike in the road, but right east-bound lane is almost as bad as the trail.
73rd Ave	Idea: create a "neckdown" here on 73rd where traffic temporarily reduces to two lanes using bollards. People using this trail could travel directly to Madsen Park which is about to get a shiny new basketball court.
73rd Ave	If you ever see bicyclists (including kids) riding in the road instead of on the trail that is immediately adjacent - it is

	likely because the road is like glass - kept in pristine shape, but the trail is sadly neglected.
7th St	7th could use a dedicated, and separated bike/walking lane on its entire length.
7th St	I wish Columbia Heights would change the curbing here to make it clear to cyclists that it's OK to continue 7th St.
Central Avenue Trail	Would be awesome if the Old Central trail could be a "raised path" - one that eliminates the "whoops" of going up and down through the driveways and intersections. The trail itself would act as a wide speedbump. There is only one stoplight along its entire stretch, and it wouldn't interfere. All other intersections are 4-way stops.
City-wide	Add more sidewalks between parks
City-wide	I wish there were safer ways to cross the roads that the bike trails are on. Cars frequently ignore the crosswalk signs and drive right through as our family is preparing to cross.
City-wide	Install Emergency Call Boxes in appropriate parks/places around town (picture is from UMN Campus).
City-wide	Work with Columbia Heights/Minneapolis to connect us to the downtown skyway system. Central Ave would never need plowing again.

L1: Vehicles/Rail/Bike/Peds
L1.5: Bike Expressway (optional)
L2: Bikes/Pedestrians
Roof: Walkway/Park/Gardens

Or, go all out on an artery and push rail underground with parking/utilities/water storage/emergency shelter. We should build underground more in MN...

	Construct it all in logical phases. Plan a hyperloop phase, and Elon might be onboard...haha!
City-wide	As the transportation department does road renovation, I would like to see more parks and neighborhoods being connected to the Rice Creek and Mississippi trail systems.
City-wide	Please plow the trails in the winter. A lot of people use them year around, but they get very dangerous in the winter.
City-wide	Add accessible spaces, and perhaps electric vehicles, on a rental basis if needed, to convey people without mobility, or who have no ability to walk so far to enjoy what others can enjoy, at community gardens, docks to fish, paths to

enjoy (even if those path times are restricted with vehicles with wheels).

City-wide	Connect the parks to one another via improved or additional trails so we can bike further as a family. I would like to bike from where we live (near Fridley high school) to the Mississippi River but crossing University is dangerous.
City-wide	More dedicated bike paths that connect all of the parks, including Anoka County Locke Park
City-wide	Keep bikes off the road
City-wide	just keep the trails maintained
City-wide	Add lighting through the trails so our community feels safe.
Community Park	Continue the trail north to connect to spring brook and continue the flow of bike/pedestrian traffic off of East River Road and University.
Connection between Rice Creek Trail and 73rd Ave Trail	Trail is in need of maintenance
East River Rd	This section of the trail along E. River Road (from Ironton Street to Osborne Rd is never cleaned in the winter. Why? I noticed that other parts of the trail further south are kept open and cleared.
East River Rd	finish the trail or sidewalk down to Mississippi St.
East River Rd	We really need to connect this area to Manomin Park along the west side of ERR as well without the need to cross ERR and then back over again. Actually, this is a problem all along the western side of ERR going north to Osborne. Walking in general in this part of Fridley is frustrating at best.
East River Road	Trees and brush need to be trimmed. Trees have dead branches hanging from them and could fall on somebody using the Mississippi River trail. Brush is growing out into the trail.
East River Road	Bush growing through someone's fence on the west side of East River road and Glencoe street. Blocks the sidewalk and makes it unsafe.
East River Road	There is a stretch with no sidewalk from Mississippi Street to Rice Creek Way. It's extremely dangerous walking on East River Road with traffic.
East River Road	While I would dance a happy dance if a sidewalk was put in here (on the western side of EER), I'm sure that's unlikely. So how about a segregated walking / biking lane to keep traffic and pedestrians / bikers safe? People do it anyway, so some safety features would be amazing.

East River Road	Bike trail along East River Rd
East River Road north of Mississippi St	No sidewalk on this stretch of East River Road.
Edgewater Gardens	Connect trail to the street with a paved path
Edgewater Gardens	Connect trail to street with a paved path
Flanery Park	Perimeter paved trail, as there are no sidewalks or shoulders for passing walkers to travel safely on.
Fridley High School	This asphalt path needs to be replaced. We use this quite often for biking and walking and it is in really bad condition.
Harris Park	Harris Park would really benefit by having a crossing area on Mississippi St. This park doesn't have a parking area and the sidewalk on Mississippi is across the street. It would be much safer for walking/biking families if a crosswalk existed here.
Highway 65	Could there be sign telling drivers on Hwy 65 to yield to pedestrians in crosswalk? I have seen someone hit when a driver didn't stop behind the crosswalk.
Innsbruck Nature Center	The signage within the park needs repair. Would suggest that local schools field trip here to learn more about the local ecosystem, and possibly to facilitate a clean up effort.
Innsbruck Nature Center	Too hidden.
Ironton Street NE to 85th Ave	We need a path from end of Ironton Street NE to 85th Ave so this neighborhood can safely access the nature center and cross the railroad properly. Clear out the woods/homeless at the end of Ironton Street. Alcohol usage and drug sales is very apparent at Ruth circle and in the woods. Making a bike / walking path for children is very necessary. Bringing more people outside will help keep this activity down.
Islands of Peace Regional Park	IT's too secluded for me to feel comfortable there alone.
Islands of Peace Regional Park	Enjoy walking the paths at Islands of Peace
Islands of Peace Regional Park	Great access over River for biking and Is of Peace Park offers a unique water level view of River, which makes you feel one with the River at the shoreline. City should promote the unique access/views for the handicapped at this park. Group homes for the handicapped would love to come here if there were accessible restrooms.
Islands of Peace Regional Park	I don't feel safe walking here.
Lifetime Fitness	Would like to create a shortcut trail here to connect Old Central and East Moore Lake for walkers and cyclists that don't want to go all the way around Moore Lake Commons.
Locke County Park	This is another part of the trails that can be quite secluded, maybe a few blue posts in the more secluded areas?

Locke County Park	Enjoy the access to both paved and dirt trails, dirt trails were kept well groomed last year. Keep it up!
Locke County Park	Really like these trails
Locke County Park	I parked here once to access the Rice Creek trail (had to jump through the woods to get to the trail). Felt very unsafe - it feels secluded and not well cared for. Noticed a car loitering when I got back. Might have been nothing but felt like an unsafe situation for sure.
Locke County Park	This parking area is closed. There is also no parking along either Old Central or 69th Ave. This makes it pretty difficult to find and get to an entrance to these trails if you don't live in the neighborhood. I know the parking area is Anoka Cty and that it is closed due to dumping. But I'd like to think there is a better solution than just closing it.
Locke County Park	I did notice some homeless men at this point in the woods 30 Apr 19. They didn't seemed to be causing issues but still i would keep an eye open for them if you have Kids.
Locke County Park	The entrance to the trails here could be clearer
Locke County Park	Definitely agree it would be nice to be cleared of ice in the winter
Locke County Park	I would like it if the trail in Locke Park was cleared in the winter. However I realize that it is a county park and is also not heavily used.
Locke County Park	Locke Park needs more lighting and less vangrences.
Locke Lake	Strongly agree! This is the perfect place to add a bridge over the tracks and create a loop walk for Locke Lake
Locke Lake	Circular path around Locke Lake
Locke Lake neighborhood	Neighborhood does not have a safe way to connect to the trail and park on the other side of the train tracks.
Main St trail	Please continue the great new bike path on Main further south.
Main St Trail	Right now on the walking path along the side of main street. Looking to expand that area
Main St trail at 49th Ave	trail does not connect with street.
Main St trail at 49th Ave	Would be nice to connect the new trail on Main with some other major roads. 49th between is very dangerous with cars and semis.
Manomin Regional Park	I love the trails at Manomin.
Medtronic Parkway	This bike path along Medtronic pkwy needs repair/repaving. Maybe Medtronic \$\$\$ can "adopt" it and fix it up with a grant/donation to the city?
Mississippi St	Sidewalks on Mississippi are so close to the road! They can feel very unsafe when walking or running, especially with small children. Lower the speed limit, make a 2 lane with

the shared center turn lane or widen the boulevard between the sidewalk and the road.

- Mississippi Regional Trail at 694 Trail under the bridge and just before and after could use some attention, The mirror that was on the north side of the bridge was great for seeing around the bend, I would love to see that replaced (recently disappeared.)
- Mississippi Regional Trail along East River Road The Mississippi River Regional Trail is poorly lit and can be creepy. Tonight from my house, I saw a woman walking strictly on the center median down East River Road; I assume she felt unsafe on the trail.
- Mississippi St Would be nice to see blinking lights around the stop signs for drivers on Mississippi. Recently I saw a driver run this stop sign. They were approaching fast, and I believe they did not see the sign in time to stop.
- Mississippi St I agree, the water needs to run under the sidewalk and the sidewalks should be cleaned often.
- Mississippi St I rode my bike here several times a week and these sidewalks are narrow and right next to the road. I'm™ always nervous about being hit even though I'm™ on the sidewalk.
- Mississippi St With dense residential, several N/S crossings, the library and Hayes, Mississippi is heavily used by pedestrians. Sidewalks are narrow and deteriorated. They are unfit for bikes. It's terrifying to ride a bike E/W on Mississippi for the entirety of the 4-lane part, there is no where to go except in the right traffic lane. Widen the north sidewalk (Hayes school side) to a full shared-use bike path from E River Rd to Old Central or reduce Miss St. to 2 lane with center L/R turn lane + bike path.
- Mississippi St The sidewalk under the railroad bridge is so dangerous. It is slippery with algae all summer and super icy in the winter.
- Mississippi St Many of us agree with this statement. These are some of the most heavily used sidewalks in Fridley.
- Mississippi St I agree with this as do many others. The sidewalk is very narrow and old. The traffic on Mississippi Street is traveling too fast and drivers aren't looking for pedestrians or bikers. I have noticed a lot more people walking, running and biking on this street and the sidewalk than had been using it in years past.
- Mississippi St Mississippi Street feels very unsafe as a biker. Please consider changing it to a single lane each direction, with a center shared turn lane, and adding protected bike paths along it to connect with the River Road

Mississippi St	Sidewalks on Mississippi are so narrow and traffic is so fast!
Mississippi Regional Trail under East River Rd between Locke Lake and Manomin Regional Park	The walking path, under the road, looks like a spook house. Any chance it could be hosed down? Thank you for painting over the graffiti.
Mississippi Regional Trail under East River Rd between Locke Lake and Manomin Regional Park	I'd prefer an over-the-road option here anyway. I won't use this area for safety reasons.
Mississippi St	Take Mississippi Ave down to 3 lanes (center turn lane) the entire stretch from East River Road to Old Central.
Mississippi St at Monroe St	Possibly a sign for drivers saying "yield to pedestrian in crosswalk". I recently was walking in the crosswalk across Mississippi when a driver essentially tried to beat me through the intersection instead of let me finish crossing.
Mississippi St	It also has a small pebble problem which is quite dangerous esp. when I'm running with my double wide stroller. I would also like to emphasize the MAJOR ice/snow build up problem besides for my selfish running reasons there is NO WAY anyone in a wheelchair would be able to use this entire section from 2nd St to Hickory St during the winter, I often have to run ON Mississippi for that entire section during the winter.
Mississippi St	On Mississippi - traffic is 4 lanes which seems unnecessary and encourages higher speeds, yet leaves little room for peds and bikes.
Moore Lake Dr trails	I agree with the other commenter - this trail is in terrible condition. My son (age 10) and I ride in the road on E Moore Lake as it's smooth as glass compared to the trail. Also this small section of road DOES NOT need to be 4 lanes - two would be just fine.
Moore Lake Dr trails	The trail along this road seems to be old and the asphalt is really starting to disintegrate.
Moore Lake Park	There is not sufficient lighting to make the park safe for evening walks.
Moore Lake Park	I would like to see a full walking loop around Moore Lake
Moore Lake Sand Dunes	I'd love to see more science or historical info here (what are we protecting? Why?)
Moore Lake Sand Dunes	Add pathways, signage, historical info, and parking
North of Little League Fields	This asphalt path needs to be replaced. We use this quite often for biking and walking and it is in really bad condition.

North of Little League Fields	The asphalt sidewalk along the north side of the Little League fields is crumbling and badly needs repair. This sidewalk connects 59th Ave. with the road on the south side of the High School, and is frequently used by bikers, joggers, and students walking to FMS & FHS. It is also frequently used by Little League baseball & High School softball fans.
Old Central Ave at Moore Lake Park Osborne	Need a trail here - it's a busy interchange We enjoy walking and biking a lot. The trail along Osborne is abysmal, and really needs improving, and I'm disappointed with the lack of sidewalks and paved paths in general.
Plaza Park	This is the one and only place I've experienced an event where I felt threatened, ONE TIME ONLY. This is a place I run 3x a week and I'm confident on the trail overall but having a 'blue post' light/emergency button/camera in this secluded of an area would be great!
Plaza Park Railroad	Connect trail to street with a paved path In general, I'd like to see more and safer railroad crossings for bikes. There are only a few and using the underground situation at the station with a bike is both annoying and creepy when there are few other people around. Seems like an assault waiting to happen.
Rice Creek	The Rice Creek Water Trail is a beautiful asset, but be warned: it is treacherous in spots with downed trees.
Rice Creek	Rice Creek Water Trail needs some attention. Two of us tried kayaking it from Long Lake to Locke Lake in May (yes, the water is much higher than most years), but it is really treacherous. This is where we both were dumped out of our boats by 3 downed trees spanning the creek (picture shows a tree that was maneuverable).
Rice Creek Trail between Edgewater Gardens and Community Park	Trail from Edgewater Gardens Park to Community Park is very scary the way it is designed with chainlink fence on both sides of trail - no where to escape an attacker/secluded.
Rice Creek Trail underpass under 65	The lights haven't been on for a few years now. Vandals broke them and no one seems to realize how important they are to the safety of the users. I have gone through this wet and dark tunnel many times passing other people who would also appreciate some lighting to see what we are stepping in.

Rice Creek Trail underpass under 65	As a female who walks alone, I don't feel safe using the underpass. The only other option is crossing the road. Traffic speeds horribly here, so I would prefer a crosswalk (even just a painted one with flashing warning lights).
Rice Creek Trail underpass under 65	The tunnel under 65 needs lighting turned back on. Additionally, with a bus stop located on either side of 65, the tunnel need to be cleared and maintained throughout the winter. I've seen people trying to cross 65 through the median, and it's horribly unsafe.
Rice Creek Trails Rice Creek Trails	I enjoy running on these trails Like hiking here and it is supposed to end up at MS river. Signage is very poor, confusing which way to go or no directions. No clearing during winter which is very dangerous when icy.
Rice Creek Trails	Like hiking here, but is should be connected to other trails. Signage is very poor, confusing which way to go. No clearing during winter which is very dangerous when icy.
Rice Creek Trails	Need regular police patrol. A kid swung a branch at me while biking through the trail one Saturday morning.
Rice Creek Trails	One time I biked there, I met up with a bunch of kids walking there. One of the kid made some racial gesture at me and one of the kid swung a branch at me. Fortunately, he missed. I am a trained 5th Degree Black Belt so I was not afraid. However, after that incident, I feel safety is an issue. Law enforcement should regularly patrol the area. It's just a matter of time before a crime occur.
Rice Creek Trails	Lack of parking to trail seen from central/69th ave near Medtronics. I drive by there daily, see there is a trail and would like to walk, but never have because I don't know where to park.
Rice Creek Trails	The trail along the train tracks is nice but needs to be repacked and needs more lighting.
Rice Creek Trails in Community Park	Or a pedestrian bridge over the tracks to the Mississippi River Regional Trail (there are city-owned parcels to the west side of the tracks where a non-existent road was planned).
Rice Creek Way and 66 1/2 Ave	Wayfinding for Mississippi River Trail when it leaves the path and follows the road (like here) is not easy to see or follow. Perhaps something right under the street sign with clear north/south direction markings would be better.
River corridor	It would be AWESOME if there were bike trail along the whole river corridor through Fridley. The lack of connectivity seems really limiting for anyone looking for a long ride.

River Edge Way	How do you get here? Only by boat, or along the shoreline from the Islands of Peace? I didn't even know the park existed until this map illuminated it.
Riverfront Regional Park	I like Riverfront Park, but sometimes I feel safety can be a concern.
Ruth Circle Park	We need to have Ruth Circle Park updated and added a walking/bike path around the Green space for children to be safe. These business's trucks drive fast. No place for kids to ride bikes safely. A lot of drug and alcohol usage and sales at Ruth Circle. We need a safe path from Ruth Circle to Springbrook Nature Center. Please clear out homelessness and trash at the end of Ironton St NE by Ruth Circle. Doesn't feel safe here. We need to bring up the value and safety of this neighborhood!
Springbrook Nature Center	love walking the boardwalk loop
Sylvan Hills Park	Traffic always speeds by park and runs stop sign. Dangerous for children who wander to close to road. Nearby neighbors trying to help to no avail
University Ave at 57th Ave	Very dangerous pedestrian intersection
University Avenue at 57th Ave	Agreed to "Very Dangerous Pedestrian Intersection"
University Ave at 69th Ave	I would like to see a safer crossing here for bikers and walkers
University Avenue at Mississippi	Seems either the move of the fire station the service road could be closed and turns on red allowed.
University Ave Trail	Looks like there are some signs in place and there is some progress on the new road and trail! As someone that is in the new housing, I hope people will use the trails instead of cutting through our back yard like they have been.
University Ave Trail	Trail or sidewalk on both sides of university so you don't need to cross back and forth as you walk or bike.
University Ave Trail	This trail is in poor condition
University Ave Trail	Agreed especially currently as it is the only way to get into the Locke park trail system unless you want to run/walk along 71st Ave
University Ave Trail	Maybe it is already in the works but adding the last stretch of trail to be able to walk to city hall - not really sure what to do in the roundabout when I am on foot.
University Ave Trail	The trail is pretty bad. Tree roots are pushing up through the path and the asphalt is crumbling.
University Ave Trail	I have seen a lot of families and individual bikers, walkers, and runners trying to get use this trail that has been closed for quite a while now. It seems that it could be reopened a lot sooner if the city chose to make it happen. It is a vital

link between University, Locke Park, and points east and west.

University Ave Trail	Excited to see how this trail gets repaired/replaced as the new housing goes in and city hall is completing. Hoping it is well-integrated with existing trails! In the meantime, it would be nice to have some "trail closed ahead" signs as a courtesy.
University Ave Trail	Trail is in need of maintenance and repaving
University Ave Trail	Trail is in need to maintenance
University Ave Trail	Trail is in horrible condition and needs to be resurfaced.
University Ave Trail	The university trail could use some trees to provide shade and also maybe block some wind.
University Ave Trail	The bike trail that is along University Avenue around Rice Creek and Mississippi is in bad shape. I would like to see the black top kept free of mud, sand, small branches, leaves. Maybe sweep once in awhile because it's a great bike path system.
University Avenue	On the walking trails... from Peace Islands all the way to Medtronic park and beyond. Love the walking and biking trails. WOULD LOVE to have biking trails that go over/under University Ave. Very dangerous intersection to go with families
University Avenue	General Comment: I realize this may fall under Metro Transit, but as a former transit-user, it would be great to make the crosswalks on University safer for transit users at the bus stop locations.
University Avenue Trail in Community Park	Send this section of University Ave underground to connect the Fridley Civic Complex to the Community Park.

Survey Results- Where do you wish you could walk/ride your bike but don't feel safe

- Sidewalk by Park Plaza Cooperative
- 7th St south of where the sidewalk ends
- Drainage under Highway 65 underpass
- 49th between Main and University
- Anywhere near Cub foods
- Around Flanery Park
- Gardena, Old Central Ave corridor
- East River Road
- Under pass under ERR to Manomin
- A route over railroad not shared by cars on Mississippi and Manomin
- Crossing 73rd to walk on the trail between University and 65
- The underground tunnel at the North Star.

Crossing University

The grocery store (57th ave).

We enjoy biking and would like to see more bike amenities

Crossing university to continue on the Rice creek trail - I wish there was a pedestrian/bike bridge

Osborne Rd, trails to coon rapids dam regional park

Moving north and south across Rice Creek and 694 requires biking in traffic or following a winding route

We don't feel safe anywhere in the city. We do not want to walk or bike anywhere we have a automobile!

Crossing Hwy 65 and University.

The trail through the woods by Locke Park is secluded with no lights and can be unnerving even during the day

Crossing University at 61st is very dangerous. I would love to go to the other side and walk but I usually stay on one side because it is safer not to cross University.

Springbrook - The bike path along University is unpleasant and has too many busy crossings to be usable by families. Ideally, the bike path that enters the SW corner of Community park would continue to follow the train track to the SW corner of Springbrook. But that is maybe a long term pipe-dream. Also, the bike path from Riverfront Regional Park connects well to the 694 bridge but needs to continue North to Chase Island and Manomin Park. The existing connections are embarrassments and basically unusable by anyone not intimately familiar with the neighborhood. From 61st (Northstar) north to Manomin the only options are to bike on University (not safe for adults let alone kids) or have enough knowledge to be cross to the station, use the bike path to Rice Creek Way, and be able to bike through the neighborhood. There are few sidewalks/paths in almost any area that are good for running/biking. We run around the community center in the winter and while the path near Medtronic is good, everything else is mostly on the streets. The path on Osborne is terrible, we tried to bike to Bob's Produce last summer and the potholes made it not worth it to use the path, even with little kids with us. Rice Creek Trail is wonderful, but I don't always feel safe in that area due to a lot of questionable characters around. I hope the new center in place of the arena will help with that, and I'm happy to see patrol cars going through there every so often.

The bike tunnel under Hwy 65 needs lighting and is almost always flooded, especially in the Spring. I can't ride thru there without getting splattered and dirty.

I feel safe throughout Fridley.

Nowhere

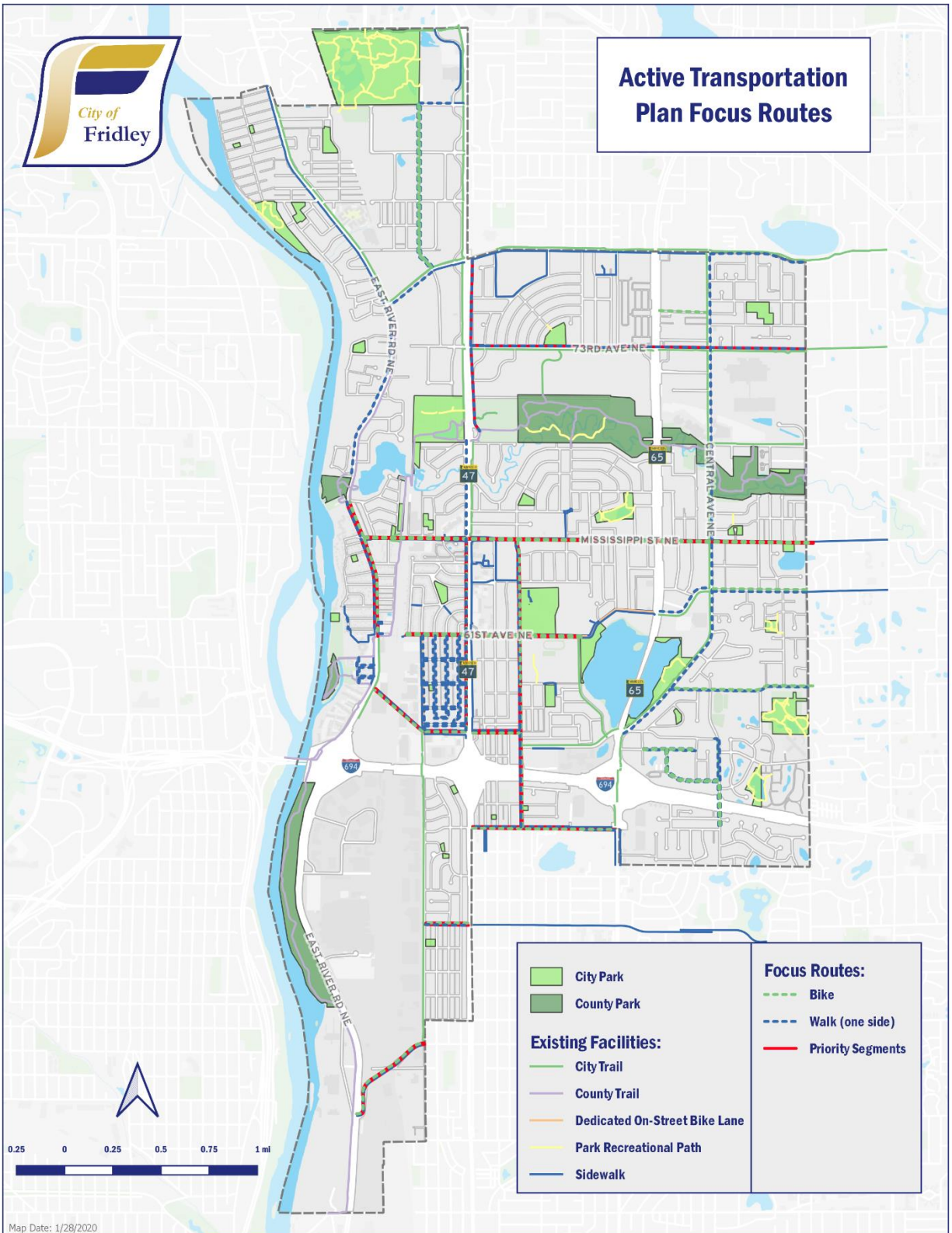
The bike tunnel under Hwy 65 needs lighting and is almost always flooded, especially in the Spring. I can't ride thru there without getting splattered and dirty.

On the Mississippi River trail, but it's so dark.. Not many street lights and trees are over grown

Appendix D. Streets Designated for Trails/Sidewalks



Appendix E. Focus and Priority Areas



Appendix F. Living Streets Worksheet

Project Narrative

- 1) Project Name:
- 2) Roadway Jurisdiction:
- 3) Project Boundaries:
- 4) Project Manager
- 5) Is the project area, or streets it intersects, referenced in any of the following plans?
City's Active Transportation Plan
City's ADA Transition Plan
Safe Routes to School Plan (Hayes, North Park, Stevenson, Fridley Middle)
Roadway Corridor Study (ex: East River Road corridor study, TH 47/65 corridor study)
Transit Overlay District
Parks Master Plan
Local Water Management Plan
Watershed Management Plans
Emerald Ash Borer Mitigation Plan
Other
- 6) If so, how does the plan reference Living Street components within the project area or streets it intersects?

Existing Conditions

- 7) Describe existing and projected modal volumes, if available:

Volumes	Existing	Projected (Year)
Average Daily Traffic		
Pedestrian Counts		
Bicycle Counts		
Truck Volumes		
Transit Volumes		
Speed Conditions		

- 8) Detail crash data, if available, and known conflict locations:
 - a. Do crashes tend to be between certain modes?
 - b. Are there known conflict points between specific modes?
- 9) Who are the users of the project area and through what mode do they travel?

10) How does the existing area accommodate different modes travelling north-south and/or east-west?

11) Describe any public transit facilities along the project area:

12) Describe any significant destinations along the routes or for which the project area is a connector (schools, parks, libraries, Civic Campus, commercial corridors):

13) Are there areas of identified speeding or other dangerous driving?

14) Describe any barriers to pedestrian/bicyclist movement in the project area:

15) How does the existing area manage stormwater?

16) Are there known water quality or quantity concern in the project area or downstream of the project area?

17) Describe the existing landscaping:

18) Mark any Living Streets components that exist in the project area and on intersecting streets:

- Trails, sidewalks, and on-street, striped bike lanes
- Median islands
- Accessible pedestrian signals
- Curb extensions/bump outs
- Narrower travel lanes/road diets
- Speed limits and other traffic calming improvements
- Safe crossing facilities, including pavement markings
- Safe and effective lighting
- Diverse tree plantings
- Stormwater management
- Pollinator-friendly/water efficient landscaping
- Bike racks
- Benches
- Water fountains
- Waste receptacles
- Public art
- Other components as determined based on latest and best "Living Streets" standards

19) Are there any areas that are "under-lit"?

20) Describe any user needs/challenges along the project corridor that you have observed or been informed of:

Proposed Conditions:

- 1) What public engagement has been done or is planned related to Living Streets components?
- 2) What additional bike/pedestrian connections does the proposed facility accommodate?
- 3) How does the proposed facility accommodate different modes north-south and/or east-west?
- 4) How does the proposed facility assist different modes in reaching significant destinations?
- 5) How does the proposed conditions align with any applicable long-term plans?
- 6) How does the proposed conditions address any areas of identified speeding or driving?
- 7) Does the project propose any tree removal? How does the proposed landscaping enhance the urban forest or promote pollinator habitat/water-efficient landscaping?
- 8) How does the proposed project improve any identified water quality or quantity concerns within or downstream of the project area?
- 9) Does the proposed project remediate any design challenges that prevent pedestrian/bicyclist movement?
- 10) Provide an alternative cross section that was considered, list trade-offs associated with alternative cross-section:
- 11) If Living Streets components are not included, what is the reason for exception:
 - ___ The project involves a transportation system on which certain modes and users are prohibited either by law or significant safety reasons.
 - ___ The street jurisdiction (Anoka County of the State of Minnesota for non-city streets) refuses suggested plans.
 - ___ The cost of accommodation is excessively disproportionate to the need or probable use.
 - ___ The corridor has severe topographic, environmental, historic or natural resource constraints.
 - ___ There is a well-documented absence of current and future need.

____ Other exceptions are allowed when recommended by the Public Works, Building & Community Standards, Parks and Recreation, and Police and Fire departments, and approved by the City Council.

Please explain and provide supporting evidence why this project meets [should be allowed?] the above exception:

Appendix G. Hennepin County Active Design Checklist

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Active Living Design Checklist



Maple Grove, MN

January 2012



Active Living Hennepin County Active Living Design Checklist January 2012

Introduction and Overview

The majority of people get their daily exercise by incorporating activities such as walking, biking, and gardening into their routines, not by a workout at a health club. The ease or difficulty of doing these activities plays a significant role in how active and subsequently how healthy a person is.

It is now recognized that how a community is designed, from land uses to site layout, impacts the health of its residents. Because of this, land use planning and transportation are evolving to incorporate design elements that improve community health.

The goal is to make the built environment conducive – and perhaps even seductive – to exercise. The principles are simple. Locate a mix of uses in close proximity to encourage fewer automobile trips. Build the pedestrian and bicycle infrastructure that accommodates these forms of transportation. Assure that residents have access to recreational areas and mass transit.

It is essential to not just answer the question, “Can you walk there?” but, “Will you walk there?” When you are forced to walk across a parking lot full of vehicles to reach a business, the message is being sent that this is a place for cars rather than people. When the elevator is the first thing you see when you enter a building, but you have to search for the staircase, which are you likely to choose? Is the sidewalk well-lit and designed at a pedestrian scale, or does it feel dangerous?

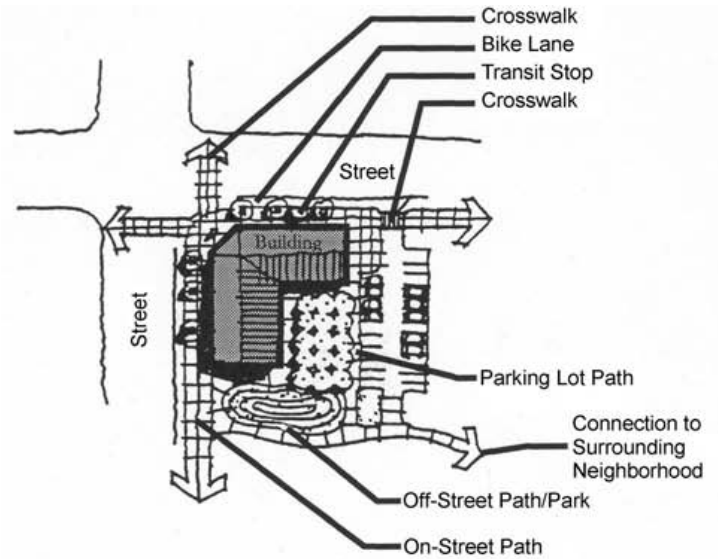
This holistic approach has benefits beyond those of improved health. Reduced automobile emissions, less congestion, prevention of sprawl, life-cycle communities, and social interaction are just some of the additional benefits of active living design.

These guidelines are intended to be used to start the conversation. They may be used by a developer to evaluate how supportive their proposed development is of active living principles. They may be used by planning commission members to identify opportunities to improve a project. Cities may elect to make certain elements requirements or incorporate a point system. These guidelines are intended to be flexible, thought-provoking and exciting.

Each community is unique, and some elements will be influenced by the context (rural vs. urban) and values of the residents. Use this tool as a starting point to identify how future land use, infrastructure, and development decisions can reap long-term health benefits for your residents.

BUILDING LOCATION AND SITING

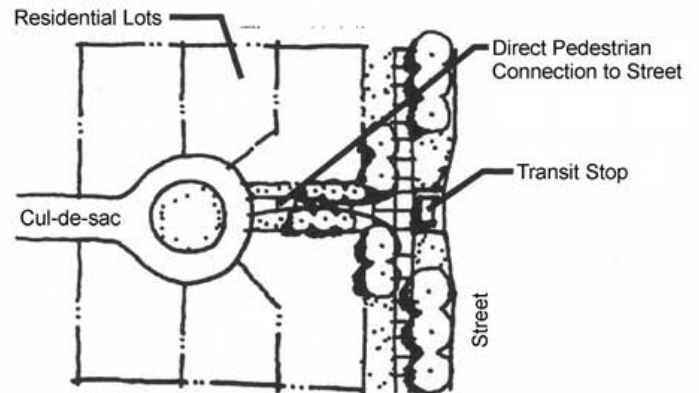
- 1. Buildings are sited in ways to make the entries or intended uses clear to and convenient for pedestrians.
- 2. Buildings are connected to public streets via sidewalks.
- 3. Public safety is considered during building location and site connectivity decisions using CPTED (Crime Prevention Through Environmental Design) principles, including connection to well-lit sidewalks that are buffered by street trees or other amenities.
- 4. Pedestrian level building windows front the street, and entrances are well-lit for user security.
- 5. Locate buildings near or at the lot line and orient them to the street.



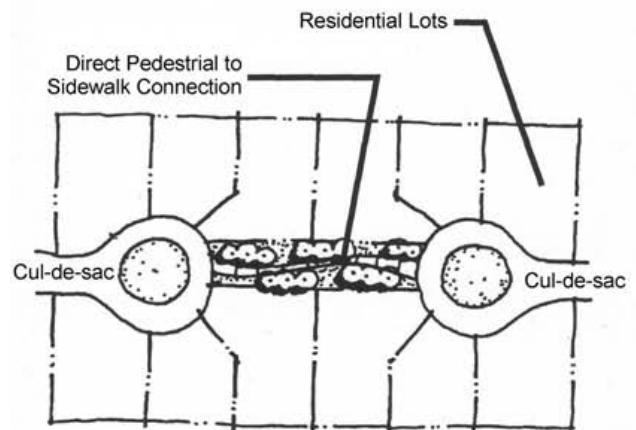
Pedestrian-oriented Commercial Design

ACCESS TO TRANSIT

- 1. Locate main building entrances so they are oriented to public transit stops and higher density buildings along transit corridors.
- 2. Provide signage that includes a map with nearby destinations and the distance, time, route, and calories burned to the nearest or next transit stop.
- 3. If project has transit stop, encourage transit use by furnishing pedestrian conveniences.
 - a. Design sidewalks to comfortably accommodate pedestrians, including those with disabilities: a minimum of five feet wide in all areas, and 8-12 feet in walkable areas such as town centers and mixed use developments.
 - b. Consider incorporating transit benches and shelter into the side of the building.



Sidewalk cut-through to street



Sidewalk cut-through to street

PARKS, OPEN SPACES, AND RECREATION FACILITITES

- 1. When planning a new development, use cluster development principles to aggregate open space in one common area rather than dispersing open space among private lots. Where possible, provide residents with access to open space within a ten-minute walk.
- 2. Locate new projects near existing public and private recreational facilities and encourage development of new facilities, including indoor activity spaces.
- 3. Use site design to orient development towards nearby parks and recreation facilities.
- 4. Locate buildings near parks or other public open spaces.
- 5. Design parks, open spaces, and recreational facilities to complement the cultural preferences of the local population, and to accommodate a range of age groups.
- 6. Create partnerships with organizations to sponsor and maintain green spaces and gardens.
- 7. Provide paths, running tracks, playgrounds, sports courts, and drinking fountains.
- 8. When designing offices and commercial spaces, provide exercise facilities or walking paths nearby.
- 9. Make green spaces available for use as community gardens or meeting areas.
- 10. Consider adjacent trails and opportunities to complete, enhance, and promote one mile circuits.
- 11. Design courtyards, gardens, terraces, and roofs that can serve as outdoor spaces for recreation for children and adults
- 12. When designing playgrounds, provide flexible space by including ground markings indicating dedicated areas for sports and multiple use.
- 13. Preserve or create natural terrain in children's outdoor play areas.
- 14. Provide appropriate lighting for sidewalks and active play areas to extend opportunities for physical activity into the evening.
- 15. In the design of parks and playgrounds, create a variety of climate environments to facilitate activity in different seasons and weather conditions.

VEHICLE AND BICYCLE PARKING MANAGEMENT

- 1. Design parking facilities to safely accommodate pedestrian, bicycle, and transit access to the building. Consider installing sidewalks and crosswalks to connect parking to allow for safe pedestrian movement through the parking lot.
- 2. Design parking lots to facilitate shared parking between businesses. Consider designing parking lots as multi-use spaces for off-hour activities, such as

farmer's markets or recreational spaces.





Bicycle corral

- 3. Provide a majority of auto parking behind or under the building.
- 4. Install secure bicycle parking in multi-family residential sites at a ratio of one parking space for every 1 – 5 residential units. Indoor bicycle racks, controlled-access bicycle storage room, bicycle lockers, and bicycle corrals are secure parking options. Provide secured bicycle parking in a safe environment that is weather protected.

- 5. Install one bicycle parking space for every 10 - 20 non-residential off-street vehicle parking spaces.
- 6. Install short-term bicycle parking adjacent to building entrances so it is visible to all guests.



On-street bicycle parking
www.pedbikeimages.org / Dustin White



Bicycle parking near building entrance

STREETSCAPING / PLAZAS

- 1. Create attractive sidewalks and plaza spaces that meet or exceed ADA requirements and are well-maintained.
- 2. Seek partnerships with community groups to maintain and program plazas to maximize types of uses.
- 3. Locate public plazas along popular pedestrian streets and near transit stops.
- 4. Make plazas accessible to bicyclists.
- 5. Create plazas that are level with the sidewalk.
- 6. Design plazas that allow for diverse functions.



Jamison Square: Portland, OR

- 7. Design plazas to accommodate use in a variety of weather conditions.
- 8. Utilize tree canopy over sidewalks and streets.
- 9. Utilize pedestrian level lighting.
- 10. Utilize benches along walkways.
- 11. Create a buffer to separate pedestrians from moving vehicles using street furniture, trees, and other sidewalk infrastructure.
- 12. Provide seating, drinking fountains, restrooms, and other infrastructure that support increased frequency and duration of walking.

- 13. Provide pedestrian level lighting along streets and outdoor paths.
- 14. Include trees and objects of visual interest on streets and sidewalks.
- 15. Make sidewalk widths consistent with their use (see Transit 3. a.).
- 16. Provide enhanced pedestrian crossings at intersections such as countdown timers, medians or additional signage, and at any mid-block crossings as well.



Pedestrian refuge median



Countdown timer

- 17. If development includes roadway construction, design curb extensions along sections of the sidewalk that tend to attract greater pedestrian congestion.

- 18. When designing large urban-scale developments, create on-site pathways as extensions to public sidewalks.
- 19. Create or orient paths and sidewalks toward interesting views.
- 20. Provide marked, measured walking paths on sites as part of a wayfinding system targeted to pedestrians and bicyclists.
- 21. Make streets and paths universally accessible. Create:
 - a. Paths that are smooth, sufficiently wide, and that have curb cuts and turning radii adequate for a wheelchair or walker. <http://www.access-board.gov/prowac/alterations/guide.htm>
 - b. Paths with auditory crossing signals, adequate crossing times, clear signage, visible access ramps, and connections to walking, cycling, and public transit routes.

STREET CONNECTIVITY

- 1. In large-scale developments, design well-connected streets with sidewalks and keep block sizes between 500 – 800 feet. Provide mid-block pedestrian connections approximately every 300 feet.
- 2. On arterials, provide potentially signalized, full-movement intersections for connections with collector or local streets. Locate these approximately every one-quarter (¼) mile along arterial streets.
- 3. On arterials, place non-signalized, potentially limited movement, collector or local street intersections at intervals of about one-eighth (1/8) mile between full movement collector or local street intersections.
- 4. Align new streets to safely connect with planned or existing streets. Especially consider the needs of pedestrians, bicyclists and potential transit riders.
- 5. Include only through streets (no dead-end/cul de sacs) except in cases where such streets are clearly designed to connect with future streets on abutting land
- 6. Avoid creating pedestrian over- and underpasses that force pedestrians to change levels.
- 7. Design dedicated pedestrian and bicycle paths that continue beyond dead-end streets to provide access to destinations even where cars cannot pass.
- 8. Minimize addition of mid-block vehicular curb cuts on streets with heavy foot traffic.
- 9. Provide signage and warning systems where sidewalks cross driveways and parking access.



Midblock pedestrian crossing

BIKEWAYS

- 1. Ensure sightlines are not adversely impacted at intersections with bikeways and other points where the street form changes, in order to mitigate potential visibility issues and turning conflicts.
- 2. Avoid potential conflicts between cyclists and opening car doors—for example, by widening parking lanes or creating buffered bike lanes where appropriate.



Wide parking lane near bike lane

- 6. Consider bicycle sharing programs to increase access to bicycles for employees, residents, and visitors.
- 7. Use on-street markings or signage to visually reinforce the separation of areas for bicyclists and motorists.
- 8. Expand existing bikeways where use has exceeded capacity.



National Complete Streets Coalition,
<http://www.completestreets.org/>



Bicycle stair ramp

- 3. Design Greenways into development so that residents can commute to work and also recreate. Connect them to the regional park system.
- 4. Consider shared-use paths in areas with viewing attractions.
- 5. Construct bicycle ramps along outdoor stairways, such as those on “step streets” so that those on bicycles can roll their bikes up/down stairs to continue their journey.

TRAVEL DEMAND MANAGEMENT

- 1. Travel Demand Management (TDM) Plan has been prepared with the following Active Living considerations:
 - a. Provide education and encouragement for walking, bicycling, and transit.
 - b. Provide secure bicycle parking.
 - c. Provide locker and shower facilities for employees.
 - d. Design complete streets to encourage walking, bicycling, and transit

INTERNAL BUILDING FEATURES AND BUILDING OPERATION

- 1. Locate community rooms and centers of activity near stairs rather than elevators to encourage stair use.
- 2. Place stairs in visible, convenient and well-traveled areas to encourage their use.
- 3. Integrate stair design features that are colorful, inviting and provide users with the perception of safety.



Photo courtesy of Paulsen Architects, Mankato, MN



Blue Cross Blue Shield "Do" Campaign

- 4. Locate point-of-decision prompts near elevators, at stairs, and in stairwells to encourage stair use.
- 5. Provide brochures such as walking route maps, health information, local park locations and recreation programs via kiosks or other educational methods.

LARGE-SCALE DEVELOPMENTS

- 1. Incorporate a mix of uses, for example: residences, offices, schools, retail stores, cultural and community spaces, and recreational facilities.
- 2. Develop a policy so that building space is available to walkers, exercise groups, and community members during off hours.
- 3. Design public open spaces as part of large-scale developments.
- 4. Design roads to have the minimum number of lanes and minimum lane width as practicable. Use additional right of way to provide bicycle and pedestrian facilities.



- 5. Incorporate Complete Streets principles.
- 6. Incorporate traffic calming street additions such as curb extensions, medians, and speed bumps.
- 7. Consider other physical design measures where appropriate, for example:
 - a. Horizontal deflections such as curved roadway alignments
 - b. Vertical deflections such as raised intersections or crossings
 - c. Traffic diverters, roundabouts, and mini-traffic circles
 - d. Signal phasing plan with a protected left-turn lag phase
 - e. Signage (e.g. “Yield to Pedestrian,” “Stop for Pedestrian in Crosswalk,” and “Share the Road”)
 - f. Avoidance of right turn slip lanes and wide curb radii
- 8. Provide safe walking and bicycle paths between densely populated areas and destinations such as grocery stores and farmers’ markets.
- 9. Design commercial sites to accommodate pedestrians, bicyclists, vehicles, and trucks safely and conveniently. Provide infrastructure such as bike racks and drinking fountains.



SCHOOLS

- 1. Design school sports and physical activity facilities to allow for public use outside of school hours.
- 2. Encourage schools to participate in a Safe Routes to School program.
- 3. Locate new schools to allow/promote walkability.

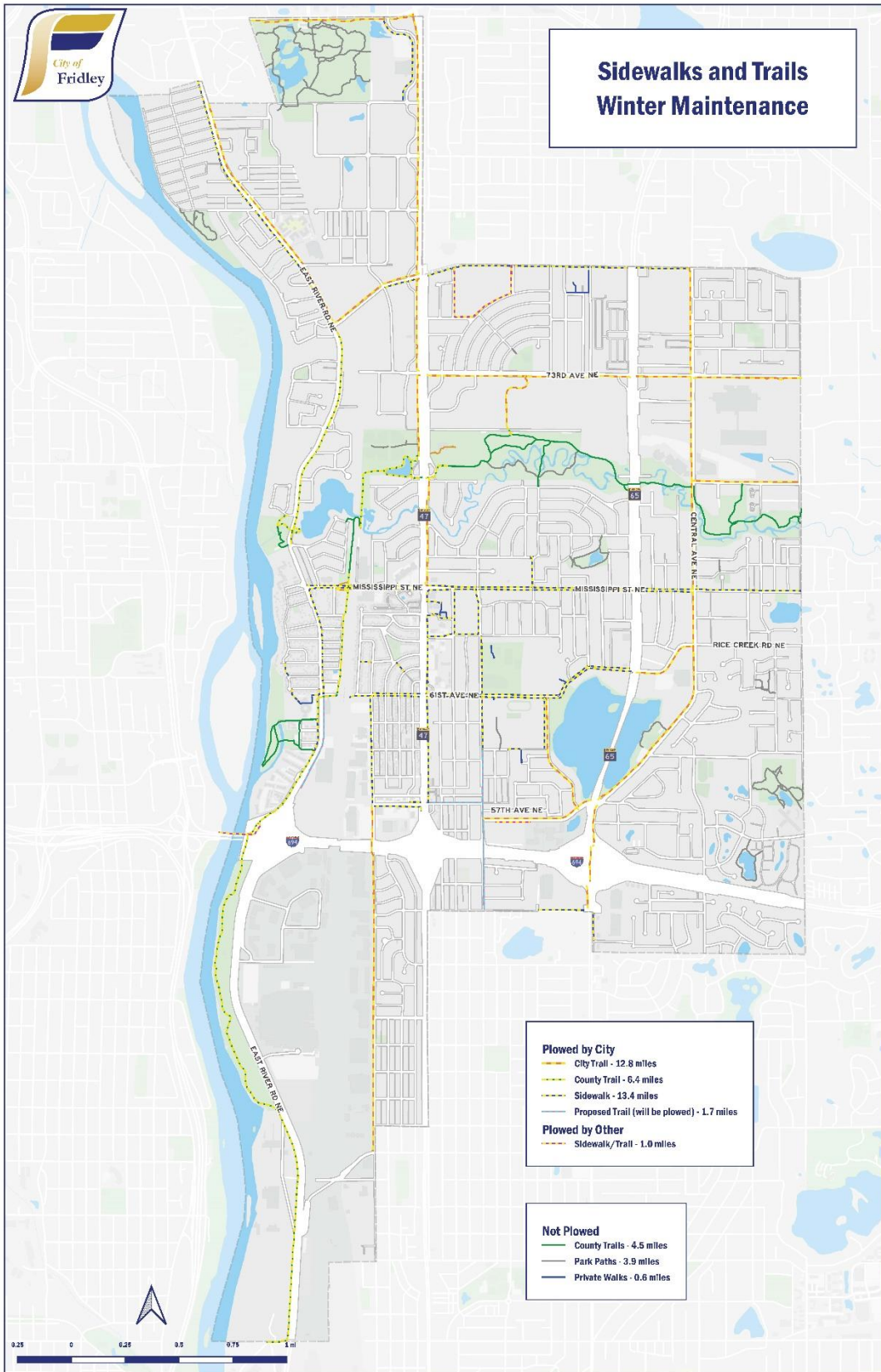


This document was created by the Development Policy Committee of Active Living Hennepin County with contributions from numerous individuals and sources.

Special thanks and recognition goes to the New York City (NYC) Active Design Guidelines. For more information on the NYC guidelines please visit: www.nyc.gov/adg

Photo Credits: Unless otherwise noted, all photos are courtesy of www.pedbikeimages.org / Dan Burden

Appendix H. Winter Maintenance Policy



Resolution No. 2023-141

**Approving a Regional Solicitation Grant Application to the Metropolitan Council
for the Safe Routes to School Improvements Project**

Whereas, the Regional Solicitation Program provides federal transportation funding for projects as part of the Metropolitan Council’s federally required continuing, comprehensive and cooperative transportation planning process for the seven-county Twin Cities Metropolitan Area; and

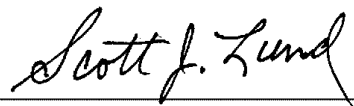
Whereas, the Metropolitan Council is accepting candidate projects for the Fiscal Years 2028-2029 and providing up to 80 percent of the project construction cost for transportation projects; and

Whereas, the City of Fridley is seeking Regional Solicitation funds to construct improvement projects outlined in the approved Safe Routes to Schools Plans for Fridley Middle School and Hayes Elementary.

Now therefore be it resolved, that the City Council of the City of Fridley hereby:

1. Authorizes the submittal of a 2024 Regional Solicitation application for the construction of the Safe Routes to School Improvements Project; and
2. Commits to providing the required 20% match for the project; and
3. Commits to maintaining the project for year-round use following construction.

Passed and adopted by the City Council of the City of Fridley this 27th day of November, 2023.



Scott J. Lund – Mayor

Attest:



Melissa Moore – City Clerk

Proposed Shared-Use Path (61st Avenue NE)

Fridley, Minnesota

University Ave East Service Rd to West Moore Lake Drive (1 of 2)

December 2023



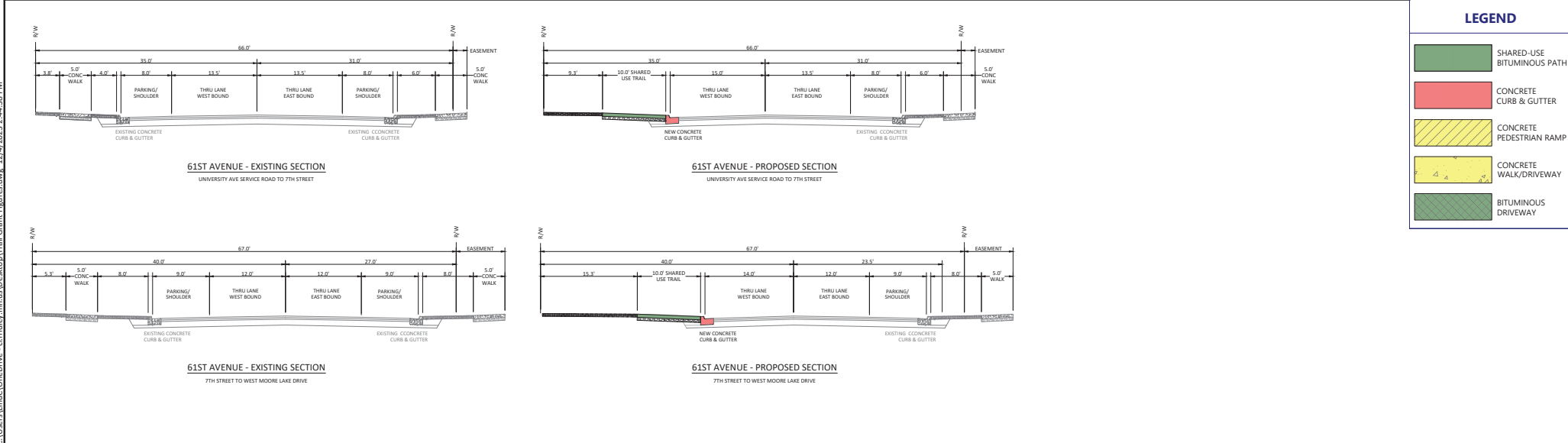
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Proposed Shared-Use Path (61st Avenue NE)

Fridley, Minnesota

University Ave East Service Rd to West Moore Lake Drive (2 of 2)

December 2023



LEGEND

- SHARED-USE BITUMINOUS PATH
- CONCRETE CURB & GUTTER
- CONCRETE PEDESTRIAN RAMP
- CONCRETE WALK/DRIVEWAY
- BITUMINOUS DRIVEWAY

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Proposed Shared-Use Path (7th Street NE)

Fridley, Minnesota

61st Avenue to Mississippi Street (1 of 2)

December 2023



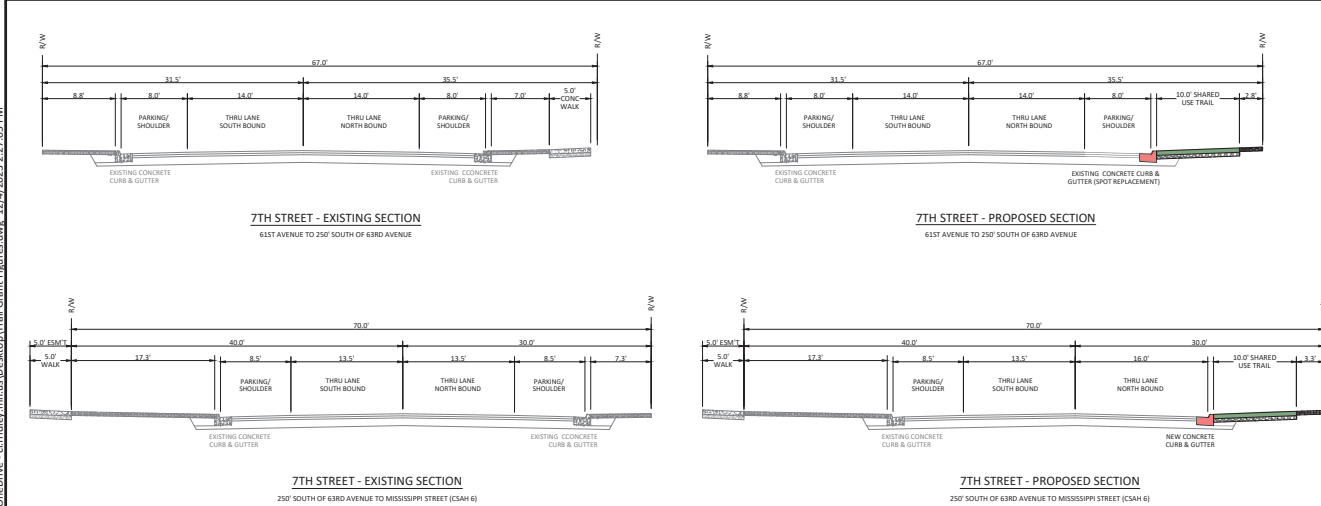
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Proposed Shared-Use Path (7th Street NE)

Fridley, Minnesota

61st Avenue to Mississippi Street (2 of 2)

December 2023



LEGEND

	SHARED-USE BITUMINOUS PATH
	CONCRETE CURB & GUTTER
	CONCRETE PEDESTRIAN RAMP
	CONCRETE WALK/DRIVEWAY
	BITUMINOUS DRIVEWAY



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Project Map



Hayes
Elementary
School

MISSISSIPPI ST NE



UNIVERSITY AVE NE

7TH ST NE

Commons
Park

Fridley
Middle
School

61ST AVE NE

Fridley
Community
Center

Fridley
High
School

WEST MOORE LAKE DR NE

— Proposed Trail (City)
● Proposed Intersection Modification

0

0.25

0.5 mi



Safe Routes to School

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

MAY 2017

FRIDLEY MIDDLE SCHOOL

Fridley Public Schools, Fridley, MN



ACKNOWLEDGMENTS

The following key people/entities participated in the Safe Routes to School (SRTS) plan efforts for Fridley Public Schools. Their creativity, energy, and commitment were critical to the success of this effort.

JULIE JONES

City of Fridley

CINDY MCKAY

Fridley Public Schools

JIM KOSLUCHAR

City of Fridley

DENNIS CRAFT

Fridley Public Schools

KAY QUALLEY

City of Fridley

JACK FORSLUND

Anoka County

GRETCHEN ETZLER

Anoka County

BRANDON BRODHAG

City of Fridley

MATTHEW BOUCHER

Fridley Public Schools

MARK MICKELSON

Fridley Public Schools/
Fridley Police Department

BEN RICHARDS

Fridley Public Schools

JOHN PIOTRASCHKE

Fridley Public Schools





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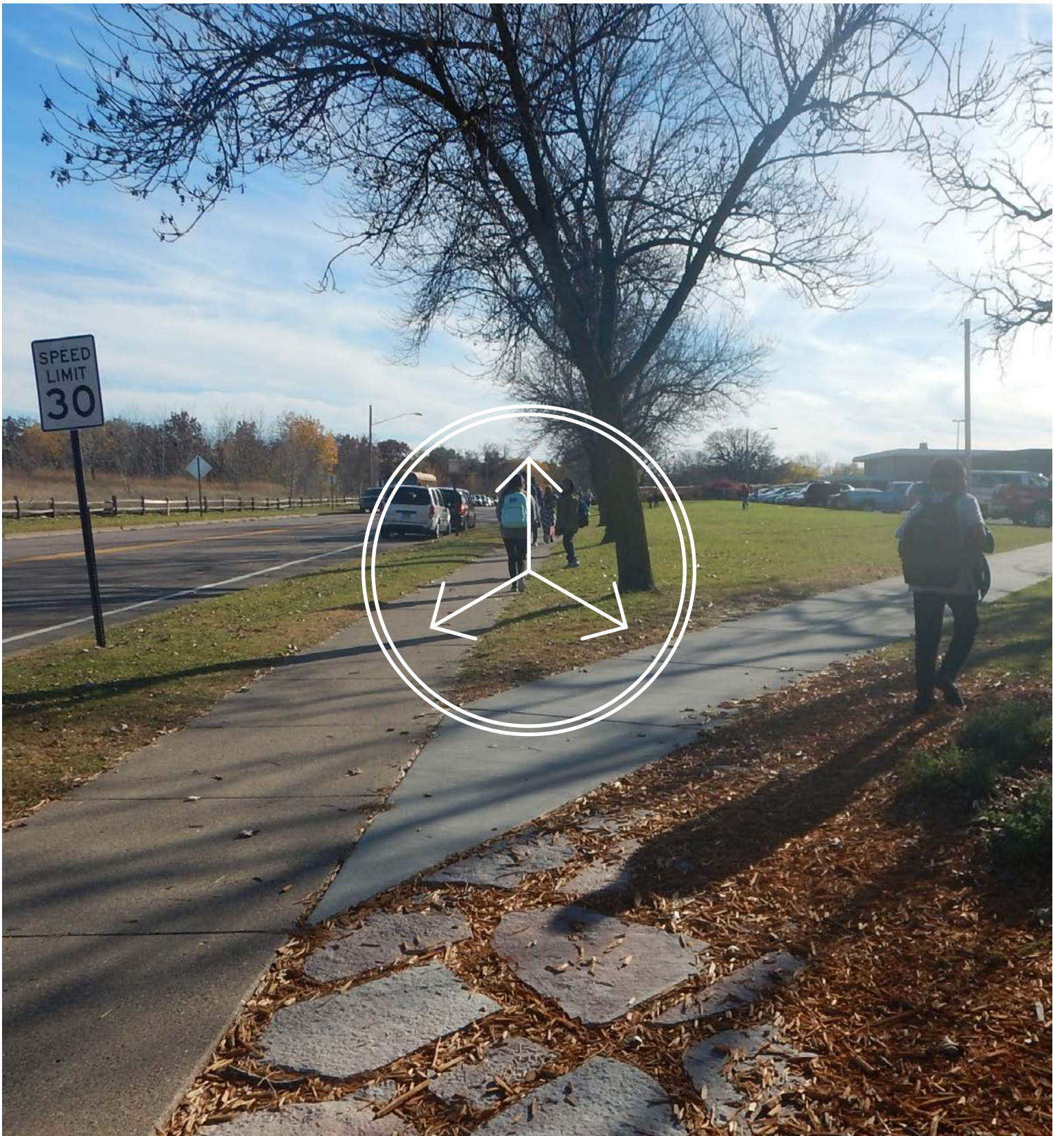
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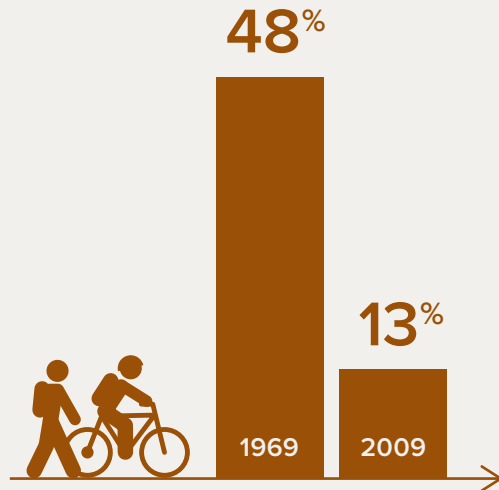
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01

INTRODUCTION + CONTEXT

Why Safe Routes to School?



THE PERCENTAGE OF CHILDREN WALKING OR BIKING TO SCHOOL HAS DROPPED PRECIPITOUSLY WITHIN ONE GENERATION



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 the recommended 60 minutes of daily physical activity during the trip to and from school



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance*



Are less likely to suffer from depression and anxiety

THE VICIOUS CYCLE OF INCREASED TRAFFIC LEADING TO REDUCED WALKING AND BICYCLING:



Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school

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



The Six Es

Safe Routes to School programs use a variety of strategies to make it easy, fun and safe for children to walk and bike to school. These strategies are often called the “Six Es.”



Education

Programs designed to teach children about traffic safety, bicycle and pedestrian skills, and traffic decision-making.



Encouragement

Programs that make it fun for kids to walk and bike, including incentive programs, regular events or classroom activities.



Engineering

Physical projects that are built to improve walking and bicycling conditions.



Enforcement

Law enforcement strategies aimed at improving driver behavior near schools and ensuring safe roads for all users.



Evaluation

Strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.



Equity

Is an overarching concept that applies to all of the E's, ensuring that all residents have access to and can take advantage of the resources provided through the program.



Navigating this Plan

Below is a roadmap for navigating the way through this plan. Use it to find all the information you need for helping students be safer and more active!



Programs

Getting kids to walk and bike to school requires fun and engaging programs for schools and families. Turn to this section for recommended events, activities, and strategies that will get students moving.



Infrastructure

Ensuring the safety of students on their trips to and from school means upgrading the streets. See this section for suggestions to improve the safety, comfort and convenience of walking and biking, including paint, signage, and signals.



How to get involved

The more people involved with a local Safe Routes to School process, the more successful it will be! Use this section to find out how you can be a part of this important initiative.



Appendices

There is more information available than could fit in this plan. For additional resources, turn to this section.



The Vision

In the spring of 2016, Fridley Public Schools (ISD 14) was awarded a Minnesota Department of Transportation (MnDOT) Safe Routes to School (SRTS) planning assistance grant to develop an SRTS Plan. In addition to Fridley Middle School, R.L. Stevenson Elementary and Hayes Elementary were selected to receive this planning assistance.

This plan was made possible by support from MnDOT and developed in coordination with the city and the school district. It is the product of several meetings and visits to Fridley, plus discussions with city employees, teachers, school staff, students, and community members. The plan offers recommendations on how to make it easy, fun and safe for children to walk and bike to school.

The following pages offer both program and infrastructure suggestions - all of which fall under the 6 E's model described on page 6. All recommendations are intended to be on an approximate five-year timeline. While not all of these recommendations can be implemented immediately, it is important to achieve short-term successes while laying the groundwork for progress toward some of the larger and more complex projects.



ADDITIONAL SRTS PLANNING IN THE AREA

FURTHER READING

Fridley and Columbia Heights have engaged in SRTS planning over the past few years. In 2013, SRTS plans were completed for Columbia Academy Middle School, Highland Elementary School, and Valley View Elementary School in Columbia Heights. Additionally, a plan was completed for North Park Elementary School in Fridley.



APPENDIX

FURTHER READING

The main body of this plan is intended to be concise in an effort to provide the most pertinent information to the reader. There are several resources in the appendix section for those interested in learning more about SRTS, including specific roles for implementing SRTS, the SRTS planning process at a glance, existing conditions, and talking points to effectively communicate messages related to SRTS.



Fridley Middle School in Context

Fridley Middle School is located in the north-central portion of Fridley along 61st Avenue NE, an east-west artery through the area. University Avenue NE runs to the west of campus and Highway 65 NE runs to the east of campus, both of which serve as north-south thoroughfares. During the 2016-2017 school year, there were 809 students enrolled. The school draws students from within the City of Fridley as well as students who reside within the Northwest Suburban Integration School District who may choose to open enroll within the eight district consortium (about 40% open enroll overall; see maps in the Appendix L).

Based on a the 2016 survey, the majority of parents report their children traveling to and from school by family vehicle (36%) or school bus (49%), while a significant portion walk (13%). These percentages vary by distance from school. More than 44% of students living within a half mile of school report walking, 28% report receiving a ride in a family vehicle, and 28% take the school bus. As the distance from school increases to one mile or greater, the share of walking trips decreases, and family vehicle and school bus trips increase (55% and 37%, respectively). See the appendix for in-person observations about student travel modes.

University Avenue and Highway 65 NE are significant barriers to walking and biking to Fridley Middle School. Between 2006 and 2015, no crashes involving vehicles and a bicyclist or pedestrian were reported within a one-half mile radius of the school. Seventy-four percent of parents reported the safety of intersections and crossings and 58% reported weather or climate affected their decision to allow their children to walk or bike to school.



APPENDIX

FURTHER READING

The summary on this page takes information from a more detailed existing conditions report found in the appendix. There you'll find a report that talks about how students and parents report traveling to and from school, a map showing pedestrian and bicyclist-involved crashes, and a map of residences of students who attend Fridley Middle School. This information helped planners and community stakeholders develop the best strategies for increasing safety and comfort for students walking and biking to school.



02

PROGRAMS



Introduction to Programs

The Safe Routes to School movement acknowledges that infrastructure changes are a necessary but insufficient condition for shifting school travel behavior. Programs are a necessary component of any successful SRTS plan.

While engineering improvements such as sidewalks, crosswalks, and bikeways are important, equally important are **education** programs to give children and families basic safety skills, **encouragement** programs to highlight walking and bicycling to school as fun and normal, **enforcement** against unsafe and illegal motorist behavior, and **evaluation** of the impact of investments and non-infrastructure efforts. Often, programs that help to get more kids walking and biking lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking and biking safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost.



Existing Programs

Fridley Public Schools and Fridley Middle School have actively been working towards providing safe and inviting spaces around the school campus for students. This foundation of encouraging student travel safety is valuable for expanding programs to encourage more students to walk and bike. Here are a few programs that already exist in Fridley and at Fridley Middle School:

- Police Department provides a bike helmet clinic and sells bike helmets at a discount
- Wellness programs and encouragement from school staff
- Summer safety camp with police and fire departments
- Partnership with Free Bikes 4 Kidz and Alina Health for bike giveaways
- Targeted enforcement by Fridley Police Department
- Crossing guards (on campus)
- Safety communication sent home to parents (see www.fridley.k12.mn.us/page.cfm?p=2799)
- City prioritizes snow maintenance on sidewalks near schools
- Bike Rodeo for seniors (not at the school)

Program Recommendations

The following programs were identified as priority programs for Fridley Middle School during the SRTS planning process. These programs were selected to meet the interest and needs of the school community in the near term (one to five years).

Each recommended program shows the “E” it falls under, plus suggested lead, support, and priority.



APPENDIX

FURTHER READING

For a complete list of all potential programs and descriptions, see (link to online tool forthcoming)

Recommended Programs List



PROGRAM	WHICH "E"?	PROGRAM LEADER	PROGRAM SUPPORT	PRIORITY
Bus Drop and Walk/ Park and Walk¹	Encouragement	Fridley Public Schools	School staff	Short term
Walk/Bike to School Day	Encouragement	Fridley Public Schools	Parents, school staff	
Law Enforcement²	Enforcement	Fridley Police Department	City of Fridley	
Classroom Competitions	Encouragement	School staff	Fridley Public Schools	
Student led project³	Education/ Encouragement	Fridley Planning Department	Fridley Public Schools	Medium term
Bicycle maintenance courses	Education	Fridley Community Education	Fridley Public Schools	
Walk! Bike! Fun! Curriculum	Education	Fridley Public Schools	School staff	

REFERENCES AND NOTES

1 Identified as a priority by School District transportation director

2 Work with officers to do observations and enforcement, and provide a consistent, visible presence over several weeks at a time; recommended to do observations and enforcement on 61st Ave in particular; evaluate before and after infrastructure improvements to compare driver behavior (coordinate with City of Fridley)

3 A Fridley Middle School geometry class participated in an intersection redesign in November 2016. Additional computer science and art classes expressed interest in piloting the design using low cost treatments (paint, cones, etc.)

Fridley Middle School 6th grader receives honors as hero for rescuing injured homeowner

**BY SAM LENHART
SUN FOCUS NEWSPAPERS**

A 6th grader from Fridley Middle School was recognized by the Fridley Police Department and Fridley Public Schools Feb. 14 for his role in assisting an injured homeowner earlier this month.

While walking to school, Colby Hanson heard calls for help after Laurie Harms, 58, slipped on ice and fractured her hip. Hanson rushed to Harms side and rendered aid, called 911 and waited with her until paramedics arrived.

Harms credited Hanson for saving her life. "I believe you saved my life," said Harms. "I can't

thank you enough for what you did for me." Harms said her neighborhood doesn't get a lot of traffic and if it wasn't for Hanson she could of been laying outside in 12 degree weather until school got out. "It could of been much worse," said Hanson.

When paramedics arrived, Harms was rushed to the hospital where she had a total hip replacement.

During the recognition ceremony, Hanson was presented with a Fridley Middle School Excellent Citizen Award and a certificate from the Fridley Police Department.

Contact Sam Lenhart at sam.lenhart@ecm-inc.com.

Fridley student Colby Hanson was recognized for his role in assisting an injured homeowner. L to r: Fridley Middle School Principal Matthew Boucher, Colby Hanson, Fridley police school liaison officer Mark Mickelson and Laurie Harms. (Sun Focus photo by Sam Lenhart)

Creating walkable neighborhoods are important for enhancing intergenerational connections and community resiliency. Just recently, a Fridley Middle School student who was walking to school helped assist a neighbor who had fallen on the ice.

Program Descriptions

The following descriptions provide more information about the recommended programs found in the table on the previous page.

Bus Drop and Walk/Park and Walk

This program is designed to give those who ride the bus or commute with a parent a chance to get physical exercise before school. School administration should choose a location a quarter to half mile away from school where drop off from buses and parent vehicles can occur on a single day. Not all students are able to walk or bike the whole distance to school; they may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs.

Additional Resources

National Safe Routes to School Guide: http://guide.saferroutesinfo.org/encouragement/park_and_walk.cfm



Walk/Bike to School Day

Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in the fall. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event. These events can be held for more than a day,

Additional Resources

MnDOT Walk and Bike to School Day: http://www.dot.state.mn.us/mnsaferoutes/programs/walk_to_school_day.html



Classroom Competitions

Competitions and contests reward students by tracking the number of times they walk, bike, carpool or take transit to school. Contests can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and bragging rights. Inexpensive incentives - such as stickers, bike helmets, or class parties - can be used as rewards for participation. Examples include a Golden Sneaker Award classroom competition or a Walk and Bike to School Day challenge.

Additional Resources

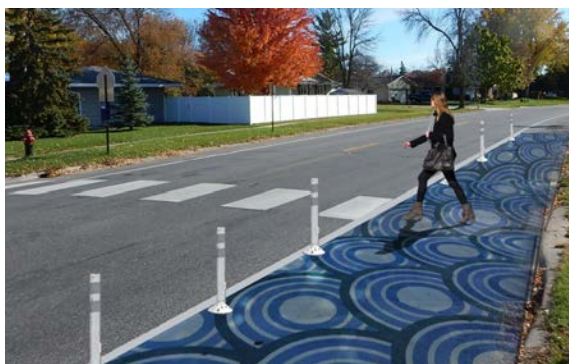
Page 5-7 of this encouragement guide: http://guide.saferroutesinfo.org/pdf/SRTS-Guide_Encouragement.pdf





Student Led Project

Student led SRTS projects allow students to be involved in shaping behavior in and around schools. Students have an easier time communicating with their peers, and involving them with planning infrastructure or programs gives them ownership and a stake in the success of SRTS at their school. Fridley Middle School students were given a lesson in SRTS, curb extensions and the importance of short crossing distances in November of 2016.



Additional Resources

Student Leader Guide: <http://www.saferoutespartner-ship.org/resources/toolkit/guide-engaging-middle-school-youth>

Bicycle Maintenance Courses

Learning bike repair skills encourages students and families to bicycle to school and empowers students to take charge of their own transportation. A bicycle mechanic training can be made available to students as a one-time basics lesson or as a multi-session course. This training can be offered after school or on weekends, and can be combined with an earn-a-bike program, bike rodeo, or bicycle safety/skills trainings.



Walk! Bike! Fun! Curriculum

Pedestrian safety education aims to ensure that every child understands basic traffic laws and safety rules. It teaches students basic traffic safety, sign identification, and decision-making tools. Training is typically recommended for first- and second-graders and teaches lessons such as “look left, right, and left again”. Curriculum often includes three parts: in-class lessons, mock street scenarios, and on-street practice. Walk! Bike! Fun! includes lessons for both safe walking and biking, although the latter is recommended for students in fifth grade and older. This curriculum was developed by The Bicycle Alliance of Minnesota with support from the Minnesota Department of Transportation and Blue Cross Blue Shield of Minnesota. It teaches safe traffic behavior through classroom activities and on-the-streets skills practice.



Additional Resources

Minnesota Walk! Bike! Fun!: <http://www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf>







Introduction to Infrastructure

In addition to program recommendations, changes to the streetscape are essential to making walking and biking to school safer and more comfortable.

The initial field review and subsequent meetings yielded specific recommendations to address the key identified barriers to walking and bicycling at Fridley Middle School.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and cycling in the neighborhood, but rather the key conflict points and highest priority infrastructure improvements to improve walking and cycling access to the school. The recommendations range from simple striping changes and school signing to more significant changes to the streets, intersections and school infrastructure.

All engineering recommendations are shown on the Recommended Infrastructure Improvements Map on page 19 and described in the table on page 20. It should be noted that funding is limited and all recommendations made are planning-level concepts only. Additional engineering studies will be needed to confirm feasibility and final costs for projects.



WINTER MAINTENANCE

FURTHER READING

In colder climates, it is important to consider how winter can affect the safety and comfort for youth walking and biking to school. See Appendix J for information related to winter maintenance that will allow kids to stay active and healthy year round.



APPENDIX

FURTHER READING

For a complete list of infrastructure to increase bicyclist and pedestrian safety and comfort, turn to Appendix H. The toolkit found here will help you brainstorm additional improvements for Fridley.

EXISTING INFRASTRUCTURE



View of West Moore Lake Drive looking west immediately east of campus. Improved bicycle facilities are planned by the City of Fridley for this segment.



View of West Moore Lake Drive and 61st Ave NE



High quality bicycle parking is available to students and staff in a visible and prominent area of campus.



View of entrance/exit to Middle School parking lot at dismissal.

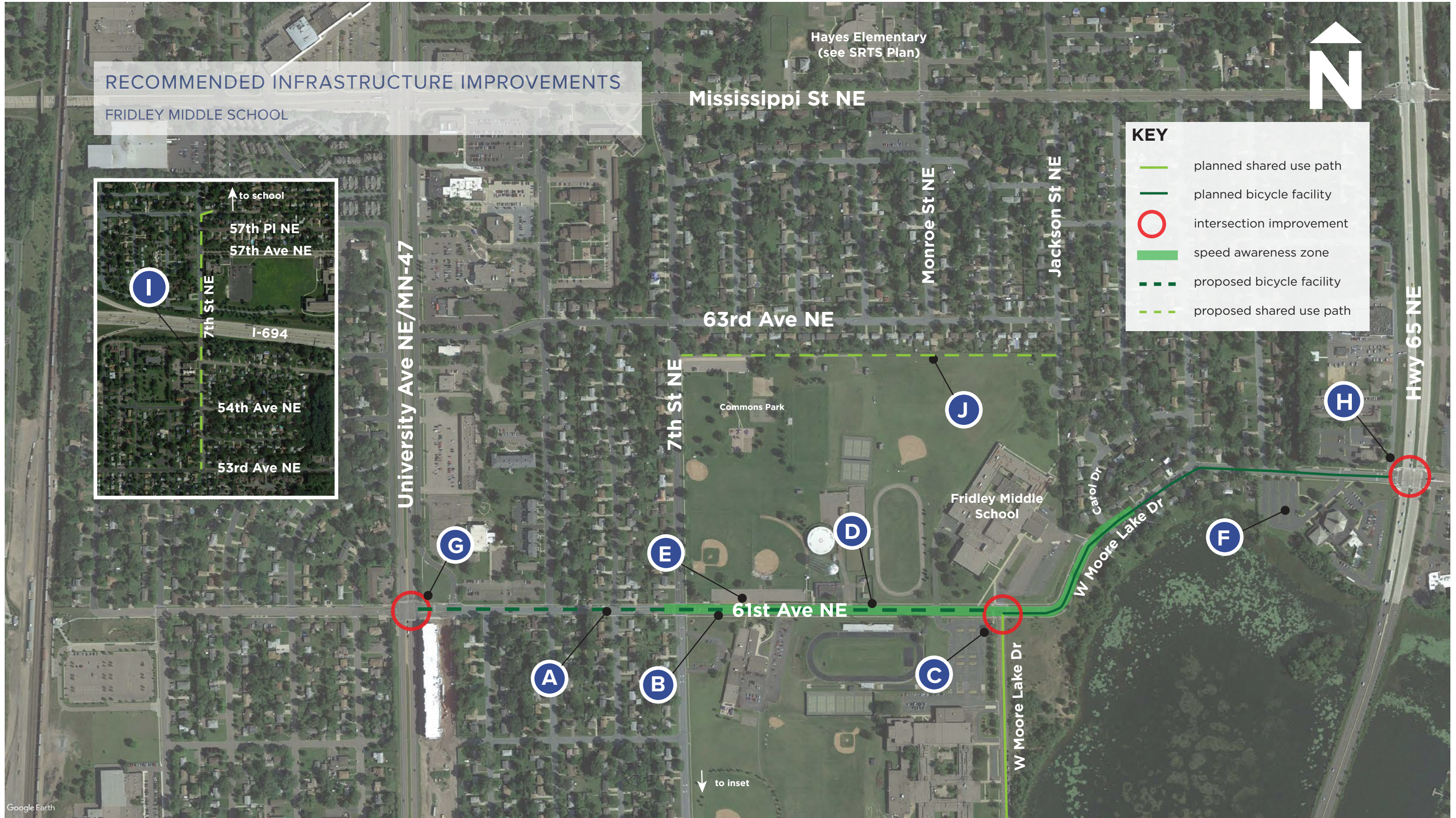
RECOMMENDED INFRASTRUCTURE IMPROVEMENTS

FRIDLEY MIDDLE SCHOOL



KEY

- planned shared use path
- planned bicycle facility
- intersection improvement
- speed awareness zone
- proposed bicycle facility
- proposed shared use path

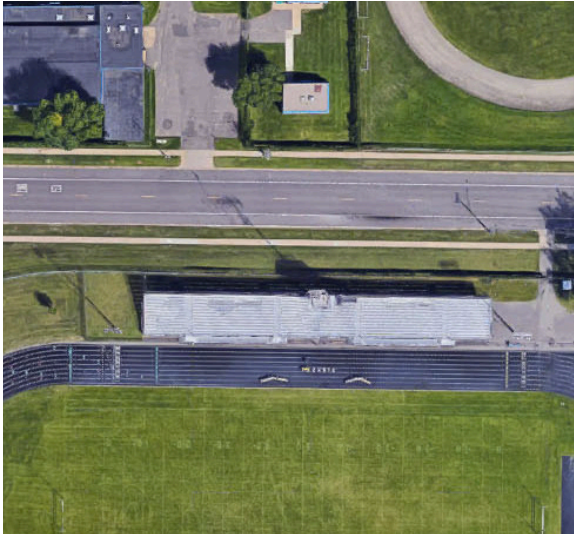


Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE	POTENTIAL SOLUTION/ RECOMMEN- DATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	61st Ave NE, from University Ave to Moore Lake Dr	No bicycle facilities	Install bicycle facilities, preferably with a buffer of physical separation from motor vehicle traffic. This facility can connect to the bikeway planned on W Moore Lake Dr south of 61st Ave	Increased safety and comfort for students and staff biking to school	City of Fridley	High
B	61st Ave NE, from 7th St NE to east of Carol Dr	High vehicle speeds	Create a speed awareness zone through increased enforcement, speed feedback signs, traffic calming, and posted decreased speed limits	Increased awareness of school zone, decreased vehicle speeds, safer and more comfortable environment for people walking and biking	City of Fridley	Medium
C	61st Ave NE and Moore Lake Dr	Uncomfortable crossings - long crossing distances with narrow width	Option A: Mark advance stop bars and use paint and vertical delineators to create demonstration curb extensions into the crosswalks (priority: crossing 61st Ave on west side of intersection) Option B: Install curb extensions and advance stop bars; install raised crosswalk across 61st Ave on the west side of intersection	Safer and more comfortable roadway crossings	City of Fridley	High
D	61st Ave NE, midblock at stadium grandstand	No convenient walking route between the Middle School and the Community Center	Install a high visibility crosswalk across 61st ave; include curb extensions to reduce the crossing distance and promote traffic calming	Increased visibility of pedestrians crossing; increased safety and comfort while crossing	City of Fridley	Medium
E	Parking lot west of Fridley water filtration plant	Students being dropped off by bus or parents do not have the opportunity to walk to school	Coordinate with City for periodic use of parking lot for Bus/Park and Walk activity	Opportunity for students to walk to school who live too far away to walk from home	City of Fridley	Medium
F	St. Philips Lutheran Church parking lot, on Moore Lake Dr and Baker Ave NE	Students being dropped off by bus or parents do not have the opportunity to walk to school	Coordinate with City for periodic use of parking lot for Bus/Park and Walk activity	Opportunity for students to walk to school who live too far away to walk from home	City of Fridley	Medium
G	61st Ave NE and University Ave NE	Long crossing distances; little separation between motor vehicles and people crossing; drivers not accustomed to pedestrians crossing; high motor vehicle speeds	Reconfigure intersection to install protected median crossing islands; reduce corner radii; install advance stop bars; install leading pedestrian interval (LPI) across University; prohibit right turn on red	Safer and more comfortable roadway crossing	MnDOT with City of Fridley	High
H	W/E Moore Lake Dr and Hwy 65	Long crossing distances; little separation between motor vehicles and people crossing; drivers not accustomed to pedestrians crossing; high motor vehicle speeds	Reconfigure intersection to reduce corner radii; install advance stop bars; install leading pedestrian interval (LPI); prohibit right turn on red	Safer and more comfortable roadway crossing	MnDOT with City of Fridley	Medium
I	7th St NE, between 57th and 54th Aves NE	No sidewalk connection between high-density apartments and north of I-694	Install shared use path and comfortable crossing of 7th St NE to 57th PI NE	Safer and more comfortable facility for students walking from south of I-694	City of Fridley	High
J	North side of school campus and Commons Park between 7th St and Jackson St	No separated bike/walk connection between the sidewalk on 7th St and Jackson St north of the school campus	Install shared use path between 7th St and Jackson St on the north side of campus through Commons Park. Provide an easement at 692 and 704 63rd Ave to provide a path connection to 63rd Ave at Monroe St.	Increased number of students walking and biking to school from the residential areas north and west of the campus; convenient and direct connection between Fridley Middle School and Hayes Elementary School	City of Fridley with Fridley Public Schools	Medium

RECOMMENDED IMPROVEMENTS

Concept illustrations of selected improvement areas



Recommendation D. Midblock crossing of 61st Ave NE at stadium grandstand. Current (left) and recommended (right). The proposed curb extension could serve as a “gateway” to the school area, alerting drivers of the presence of children.



Recommendations C. 61st Ave NE at W Moore Lake Dr. Current (top) and recommended (bottom). Install curb extensions that limit the ability for cars to cut to the front of queue and make right turn.





Using this Plan

At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement and community advocates, such as public health.

This plan provides an overview of Safe Routes to School with specific recommendations for a 6 E's approach to improve the safety and the health and wellness of students. The specific recommendations in this plan are intended to support improvements and programs over the next 5 years. These recommendations include both long- and short-term infrastructure improvements as well as programmatic recommendations.

It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and bicycling to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing Safe Routes to School strategy. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.



Who are You?

As mentioned earlier, successful programs are achieved through the coordinated efforts of parent volunteers, school staff, local agency staff, law enforcement and community advocates, such as public health. Each of these key partners has a role to play according to their specific role. The following paragraphs highlight the unique contributions of key partners in Safe Routes to School.

I AM A PARENT

Parents can use this report to understand the conditions at their children's school and become familiar with the ways an SRTS program can work to make walking and bicycling safer. Concerned parents or city residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal, have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be critical to ongoing success by helping to fund raise for smaller projects and programs that are implementable without serious effort on behalf of the district or local agency.

I WORK FOR THE SCHOOL DISTRICT

School district staff can use this report to prioritize improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single family commutes to school.

District officials are perhaps the most stable of the stakeholders for a Safe Routes to School program and have the responsibility for keeping the program active over time. District staff can work with multiple schools sharing information and bringing efficiencies to programs at each school working on Safe Routes.

I AM A SCHOOL ADMINISTRATOR

School administrators have an important role in implementing the recommendations contained within this SRTS plan. The impetus for change and improvement must be supported by the leadership of the school.

School administrators can help with making policy and procedural changes to projects that are within school grounds and have the responsibility to distribute informational materials to parents within school publications. Please read the SRTS Facts for School Communication and Newsletters in Appendix A.



I WORK FOR THE CITY OR COUNTY

City and County staff can use this report to identify citywide issues and opportunities related to walking and bicycling and to prioritize infrastructure improvements. City staff can also use this report to support Safe Routes to School funding and support opportunities such as:

- MnDOT Safe Routes to School (SRTS) grants
- Federal Safe Routes to School (SRTS) grants
- Statewide Health Improvement Program (SHIP)

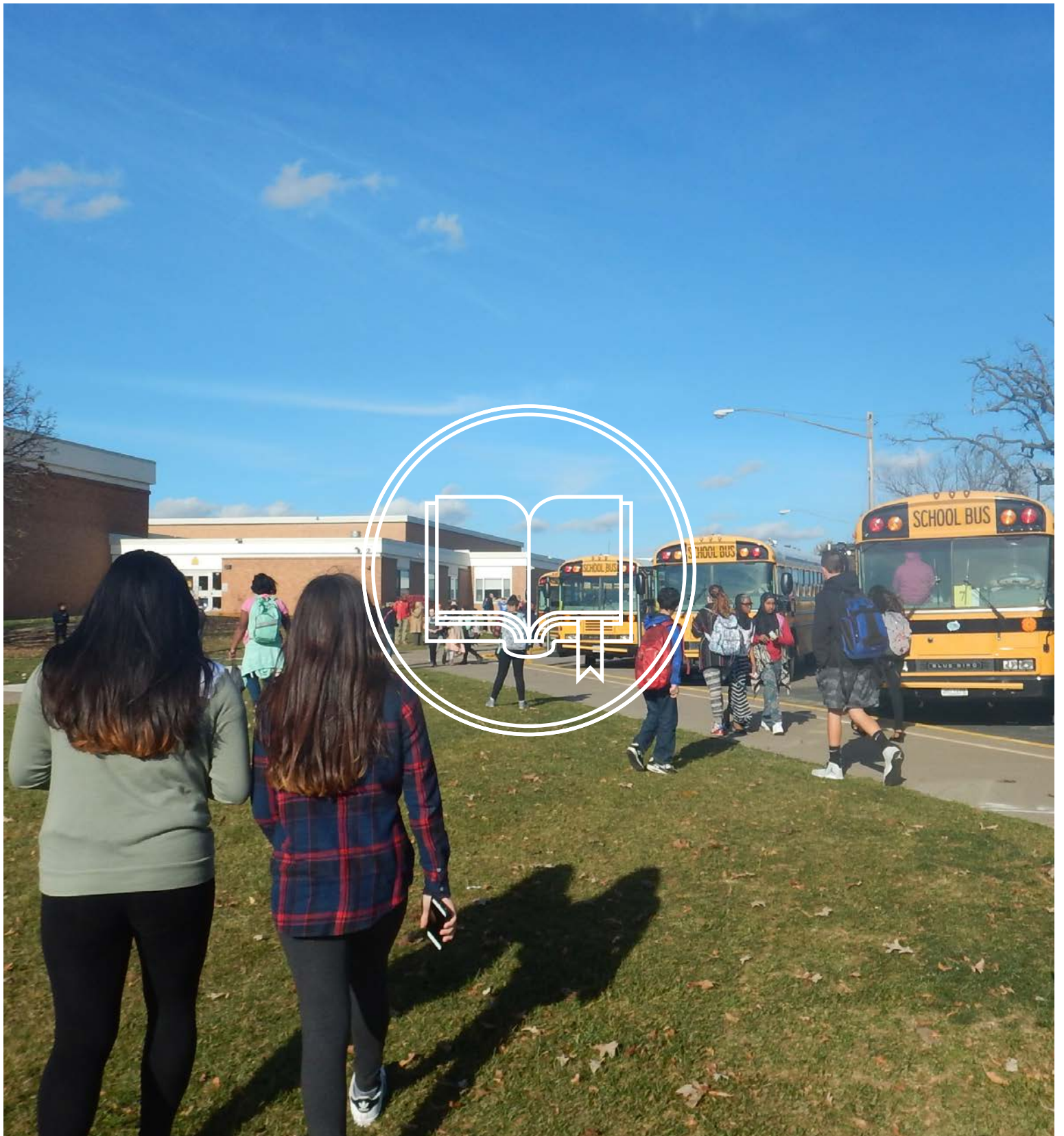
For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility, and additional public outreach should be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans and prioritize funding to best meet the needs of each school community.

I WORK FOR THE POLICE DEPARTMENT

Police department staff can use this report to understand issues related to walking and bicycling to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. The Police Department will be instrumental to the success of the enforcement programs and policies recommended in this plan. The Police Department will also have a key role in working with school administrations in providing officers and assistance to some of the proposed education and encouragement programs.

I WORK IN PUBLIC HEALTH

Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families.



A

APPENDICES

Appendix A. For More Information



This appendix provides contact information for local, state, and national SRTS program resources as well as school partners.

NATIONAL RESOURCES

Safe Routes to School Data Collection System

<http://www.saferoutesinfo.org/data-central>

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.com/>

National Center for Safe Routes to School

<http://www.saferoutesinfo.org/>

Safe Routes to School Policy Guide

http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool

<http://www.changelabsolutions.org/safe-routes/welcome>

Safe Routes to School National Partnership State Network Project

<http://www.saferoutespartnership.org/state/network>

Bike Train Planning Guide

http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability

<http://www.saferoutesinfo.org/sites/default/files/liabilitytipsheet.pdf>

STATE RESOURCES

Dave Cowan, Minnesota SRTS Coordinator

395 John Ireland Blvd

St. Paul, MN 55155

651-366-4180

dave.cowan@state.mn.us

Mao Yang, State Aid for Local Transportation

395 John Ireland Blvd

St. Paul, MN 55155

651-366-3827

mao.yang@state.mn.us

MnDOT Safe Routes to School Resource Website

<http://www.dot.state.mn.us/saferoutes/>

Walk!Bike!Fun! Pedestrian and Bicycle Safety Curriculum

<http://www.bikemn.org/education/walk-bike-fun>

School Siting and School Site Design

http://www.dot.state.mn.us/mnsaferoutes/planning/school_siting.html

LOCAL RESOURCES

Julie Jones

Planning Manager, City of Fridley

Julie.Jones@fridleymn.gov

Kay Qualley, AICP

Environmental Planner, City of Fridley

Kay.Qualley@fridleymn.gov

Cindy McKay

Transportation Coordinator, Fridley Public Schools

cindy.mckay@fridley.k12.mn.us

Matthew Boucher

Principal, Fridley Middle School

matthew.boucher@fridley.k12.mn.us

John Piotraschke

Principal, Hayes Elementary

john.piotraschke@fridley.k12.mn.us

Daryl Vossler

Principal, R.L. Stevenson Elementary

daryl.vossler@fridley.k12.mn.us

Appendix B. SRTS Facts for School Communication

The following facts and statistics have been collected from national sources. They are intended to be submitted for use in individual school newsletters, emails or other communication with parents and the broader school community.

Except where otherwise noted, the following are based on research summarized by the National Center for Safe Routes to School. More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>.

TRAFFIC: COSTS, CONGESTION, AND SAFETY

- In 1969, half of all US schoolchildren walked or biked to school; by 2009, that number had dropped to just 13 percent.
- In the United States, 31 percent of children in grades K–8 live within one mile of school; 38 percent of these children walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- In 2009, school travel by private family vehicle for students in grades K through 12 accounted for 10 to 14 percent of all automobile trips made during the morning peak travel and two to three percent of the total annual trips made by family vehicle in the United States.
- Among parents who drove their children to school, approximately 40 percent returned home immediately after dropping their children at school. If more children walked or bicycled to school, it would reduce the number of cars near the school at pick-up and drop-off times, making it safer for walkers and bicyclists through reduced traffic congestion and improved air quality.
- Over the past few decades, many school districts have moved away from smaller, centrally located schools and have instead built schools on the edge of communities where land costs are lower and acreage has been more available. As a result, the percentage of students in grades K through 8 who live less than one mile from school has declined from 41 percent in 1969 to 31 percent in 2009.
- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking and biking, more people feel comfortable walking and bicycling.
- Conservatively assuming that 5% of today's school busing costs are for hazard busing, making it safe for those children to walk or bicycle instead could save approximately \$1 billion per year in busing costs.
- In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.
- Reducing the miles parents drive to school by just 1% would reduce 300 million miles of vehicle travel and save an estimated \$50 million in fuel costs each year.
- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the 'safety in numbers' principle. As more families walk and bike to school, streets and school zones become safer for everyone.



HEALTH: PHYSICAL ACTIVITY AND OBESITY

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that children who get regularly physical activity benefit from healthy hearts, lungs, bones and muscles, reduced risk of developing obesity and chronic diseases, and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”
- Researchers have found that people who start to include walking and biking at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that children who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65% of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity has increased among children ages 6 to 11 from 4% in 1969 to 19.6% in 2007. Now 23 million children and teens—nearly one-third of all young people in the U.S.—are overweight or obese.
- The 2010 Shape of the Nation report from the National Association for Sport and Physical Education found that, nationwide, less than one-third of all children ages 6 to 17 participate in physical activity for at least 20 minutes that made the child sweat and breathe hard.
- Children aren’t exercising enough AND 78% of children aren’t getting the 30 to 60 minutes a day of regular exercise plus 20 minutes of more vigorous exercise that doctors recommend.
- Children are increasingly overweight. 20% of children and 33% of teens are overweight or at risk of becoming overweight. This is a 50% to 100% increase from 10 years ago.
- According to a Spanish study of 1,700 boys and girls aged between 13 and 18 years, cognitive performance of adolescent girls who walk to school is better than that of girls who travel by bus or car. Moreover, cognitive performance is also better in girls who take more than 15 minutes than in those who live closer and have a shorter walk to school.
- One hundred calories can power a cyclist for three miles, but it would only power a car 280 feet. If you have a bowl of oatmeal with banana and milk for breakfast, you could bike more than nine miles. How far is the trip to school from your house?
- A 2004 study in the American Journal of Preventive Medicine found that, for every hour people spend in their cars, they are 6% more likely to be obese.
- Because of the health benefits, the cost of walking is actually negative.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of children walking and biking to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of 5 and 14 walked or biked to or from school, compared to 48 percent in 1969.

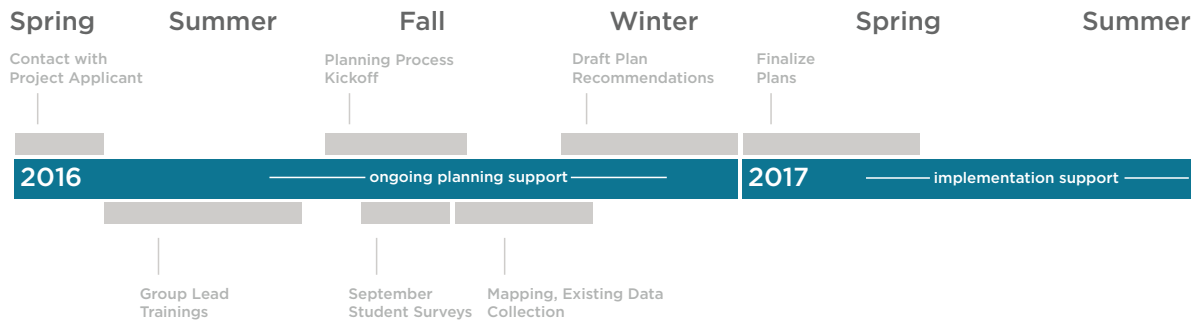
ENVIRONMENT: AIR QUALITY, CLIMATE CHANGE AND RESOURCE USE

- Did you know? When you walk, bike, or carpool, you're reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.
- Did you know that modern cars don't need to idle? In fact, idling near schools exposes children and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your child, please don't idle – you'll be doing your part to keep young lungs healthy!
- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.
- The United States moved into the 21st century with less than 30% of its original oil supply remaining.
- Americans drive more than 2 trillion vehicle miles per year.
- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine's pollution control system is cold and ineffective. Thus, shifting 1% of short automobile trips to walking or biking decreases emissions by 2 to 4%.
- There is more pollution inside a stationary car on a congested road than outside on the pavement.
- From 30% to 60% of urban America is given over to the car; two-thirds in Los Angeles.
- The transportation sector is the second largest source of CO₂ emissions in the U.S. Automobiles and light-duty trucks account for almost two-thirds of emissions from the transportation sector. Emissions have steadily grown since 1990.
- In a year, a typical North American car will add close to five tons of CO₂ into the atmosphere. Cars account for an estimated 15% to 25% of U.S. CO₂ emissions.
- Transportation is the largest single source of air pollution in the United States. In 2006 it created over half of the carbon monoxide, over a third of the nitrogen oxides, and almost a quarter of the hydrocarbons in our atmosphere.
- Disposal of used motor oil sends more oil into the water each year than even the largest tanker spill.
- Going by bus instead of car cuts nitrogen oxide pollution by 25%, carbon monoxide by 80% and hydrocarbons by 90% per passenger mile.
- Eight bicycles can be parked in the space required for just one car.

Appendix C. Summary of Planning Process



The following is a brief summary of the planning process completed for the formation of this plan. The timeline below accompanies the narrative.

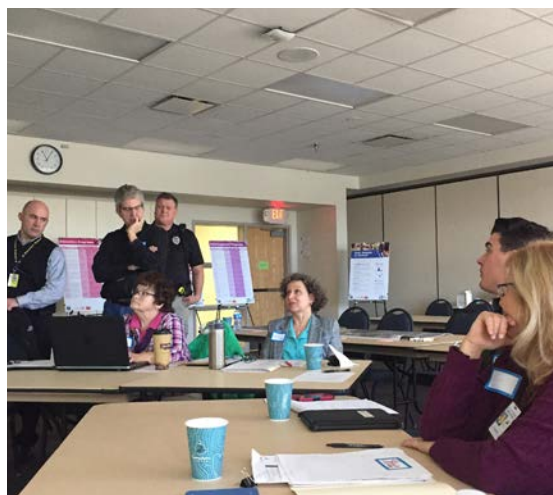


Planning for the SRTS plans began in the spring of 2016, after the City of Fridley successfully applied and was awarded a planning assistance grant from MnDOT. On July 28, 2016, consultant and MnDOT staff met in Fridley with the Fridley team leaders - local SRTS team members who identified themselves as the core group. An informal training was given to the team leaders on the background and principles of SRTS. This was followed by a brief walking tour of neighborhoods surrounding the schools. At the end of the meeting, consultant and MnDOT staff toured the city, made note of potential barriers, collected photos, and observed the local flow of traffic.

In September of 2016, data collection of student travel patterns and parent perceptions of walking and biking was completed by the local team. The three Fridley schools sent electronic surveys to parents that asked them about how comfortable they were with their children walking and biking to school. In addition, the survey asked the distance from school families live, whether they feel like their school promotes biking and walking, and what changes would make them feel more confident about allowing their children to walk or bike. In addition to the surveys sent home to parents, students were asked by school staff about their travel patterns to and from school. This student tally collected data on travel to and from school during three weekdays in September. Both the student tally and parent survey were designed by the National Center for Safe Routes to School. Results from both were uploaded to the Data Collection System, allowing for comparison when future surveys and tallies are completed.

RAPID PLANNING SESSION

In November of 2016, a broad group of stakeholders met for an intensive day-and-a-half meeting called a



Rapid Planning Session. This charrette-style event brought together school, district, and city and county staff to discuss the challenges and opportunities for walking and biking to school in Fridley. Broadly, the Rapid Planning Session was made up of three parts. In the morning of the first day, attendees learned about SRTS, discussed upcoming projects and existing conditions that may affect biking and walking, and brainstormed potential programs that could help make biking and walking to school more appealing to students and families.

In the afternoon, the team met with a group of students (at Hayes Elementary) to tell them about the SRTS plan and discuss their feelings towards walking and biking. Large format maps were used for students to show neighborhood destinations, walking routes and biking routes, and barriers. Following this, consultant staff led stakeholders on a walk assessment - the process of walking the streets of an area and evaluating the experiences a pedestrian would have. It allowed for the group to understand what walking to school is like.

Following the walk assessment, meeting participants split up and observed the dismissal of students at each of the three Fridley schools. During this time, one member of the consultant team set up maps and informational materials outside one of the elementary schools in order to engage parents arriving to pick up their children. Finally, after dismissal was observed, all stakeholders reconvened and discussed what was observed during the walk assessment and dismissal. Walking and bicycling routes, bus loading, parent pick up, issues and opportunities were recorded on large format maps and later were referenced by the consultant team when making recommendations.

On the morning of day two, consultants presented the local team with the recommendations formulated the previous night. The local team provided useful initial feedback for the consultant team.



ENGINEERING MEETING

The consultant team then took information gathered at the Rapid Planning Session and met with Fridley engineers in December of 2016. The integration of these recommendations with other capital projects programmed for the area was discussed. The feedback received was critical in finalizing the infrastructure recommendations shown in this plan.



Appendix D. Existing Conditions



The following is a brief summary of the existing conditions in the area of Fridley Middle School.

SCHOOL CONTEXT

Basic Information

Principal: Matthew Boucher

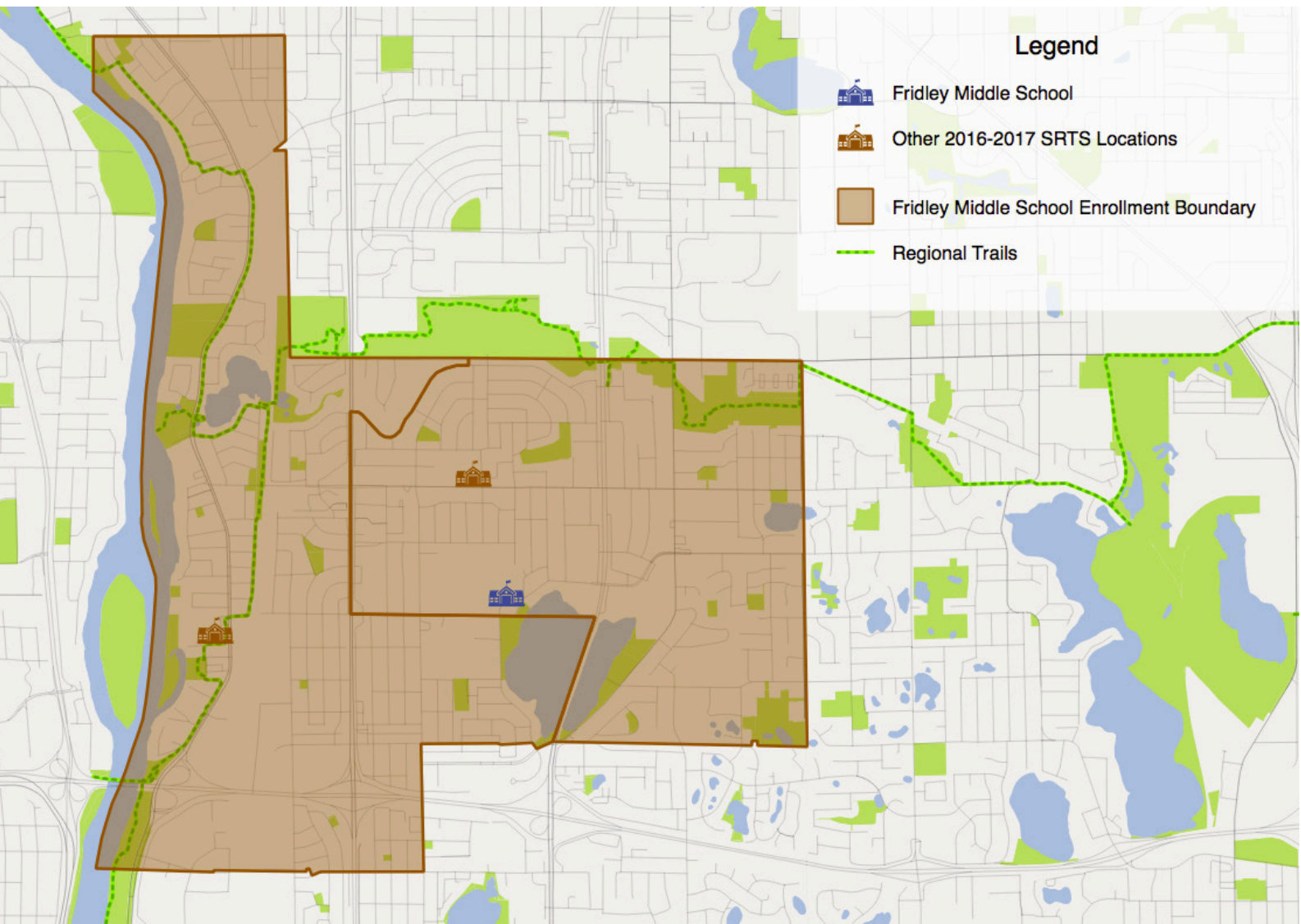
Grades: 5-8

Number of Students: 809

Arrival Time: 8:00 AM

Dismissal Time: 3:00 PM

School Enrollment Boundary



Surrounding land use

Fridley Middle School is bound by Carol Drive NE on the east, and 61st Avenue on the south. Commons Park and 7th Street NE border the west side of the school and 63rd Avenue NE defines the northern edge of the school. Jackson Street NE is a residential cul de sac that borders the northeastern corner of school property. All residential streets on the southern, western and eastern sides of the school have direct pedestrian shortcuts to the school property. Access from the northern side is only allowed by cutting down Jackson Street NE or backtracking to 7th Street NE and cutting through Commons Park. Fridley High School is located south of Fridley Middle School across 61st Ave NE. Single-family residential developments are located south of the middle and high schools, to the west, north, and east across from Moore Lake Park. Multi-family townhomes are located a third of a mile southwest of the school. Multi-family apartments are located a quarter of a mile northwest of the school. The City Hall and a commercial development including a convenience store are located half a mile northwest of the school. The Fridley Community Center is south of the school across 61st Avenue NE.

Infrastructure/Existing Conditions for Walking and Biking

Sidewalks are located on the west side along 7th Street NE and on the south side along 61st Avenue NE and W Moore Lake Drive NE. Bikeable shoulders are located along the northern, western, and southern borders of the school on 61st Avenue NE, 7th Street NE and 63rd Avenue NE.

Pedestrian crossings are available at both the 61st Avenue NE and W Moore Lake Drive NW intersection as well as at the 61st Avenue NE and 7th Street NE intersection. A pedestrian crossing is also found between the Community Center and Commons Park across 61st Avenue NE. Pedestrian crossing east-west across 7th Street NE along 63rd Avenue NE is also aided by a crosswalk. There are pedestrian crossing signs between the high school and the middle school, but without street striping.

Facilitated Crossing Locations

The Fridley Public Schools district provides walking and biking safety tips and information on its website under "Transportation" information in addition to conducting a walk to the stop campaign. The campaign encourages students to walk to a stop sign in order to cross the adjacent street since buses make stops at street corners, but the campaign has been difficult.

SCHOOL/CAMPUS LAYOUT

Fridley Middle School is expected to have major renovations in 2017 while the neighboring high school renovations were just completed in 2016. More high school renovations including school entrance security are expected in 2018. Fridley Middle School has three driveway entrances along the southeast side. All traffic enters through the easternmost entrance.

The main entrance is located on the southeast side of Fridley Middle School as the building itself is oriented on the campus property diagonally at a 45 degree angle running southwest to northeast. All students arriving by different modes enter the building from this main entrance.

Buses enter the parking lot using the middle campus driveway accessed from 61st Avenue NE and loop around the visitor parking counterclockwise to drop off and pick up students from the main entrance. Students with special needs are transported by vehicles that utilize the westernmost campus driveway accessed from 61st Avenue NE.

Parent drop-off and pick-up vehicles enter the easternmost campus driveway on W Moore Lake Drive NE and circulate around the northeastern most loop of the parking lot back to W Moore Lake Drive NE. Approximately 175 vehicles line up to utilize the drop-off and pick-up loop daily and parking along the south side of W Moore Lake Drive NE will be restricted by/in 2018 to facilitate traffic flow.

Bicycle parking is located on the southern side of the building near the middle campus driveway and is connected to the school and northern sidewalk along 61st Avenue NE by additional sidewalks and paved blacktop paths.

SCHOOL TRAVEL PATTERNS

Current Mode Share (Hand Tallies)

49 classrooms submitted walk and bike numbers during the month of September 2016. From the numbers submitted by participating classrooms, it was determined that 7% of students walk and 2% of students bike to school.



Students who bike to school also bike home while more students walk home from school than those who only walk to school from home. Most students (86%) arrive to campus by school bus (57%) or by family vehicle (29%) and depart from campus by school bus (51%) or family vehicle (31%).

Parent Survey Summary

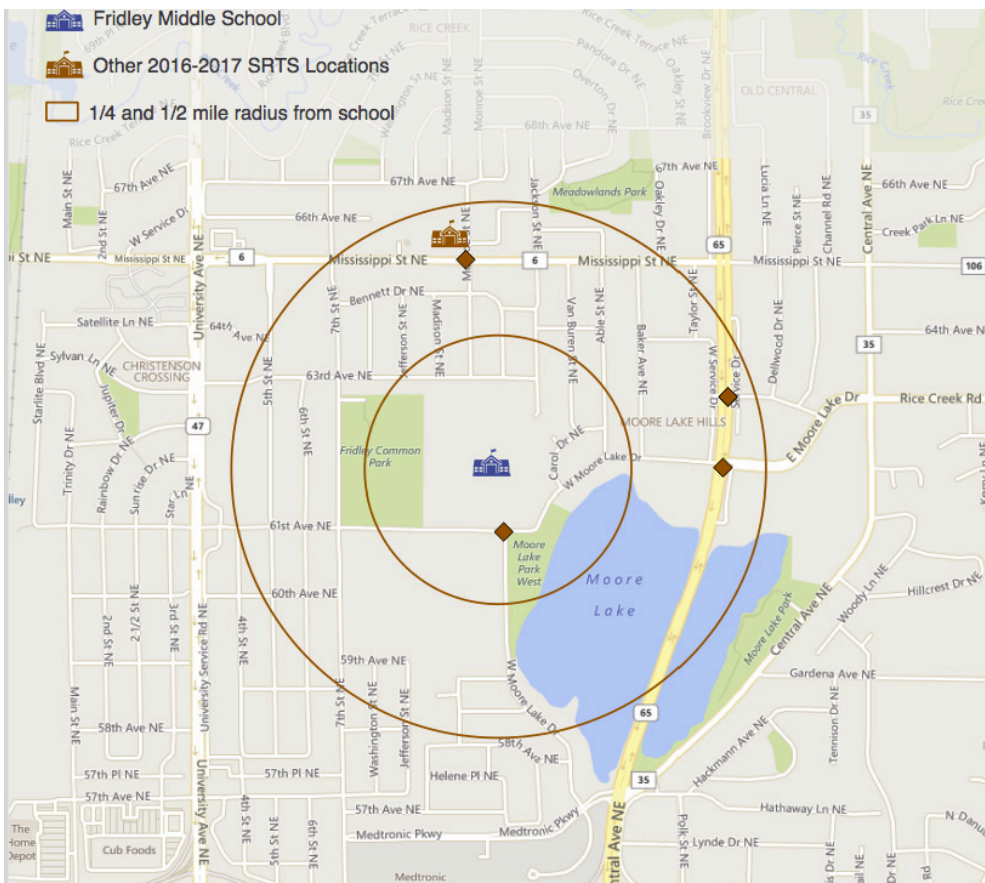
Fifty parent survey questionnaires were returned. According to the responses received, 79% of survey respondents reported that their students reside within an estimated two miles of campus with the greatest proportion of students residing between an estimated one and two miles from campus (38%). About half of survey respondents reported that their students arrive (52%) and depart (47%) campus by bus while more than one-third of students arrive (38%) and depart (35%) campus by family vehicle. No survey respondents reported that their students bike to and from school, while 10% and 16% reported that their students walk to and from school, respectively.

In general, students residing within one mile of campus arrive by walking or family vehicle. These same students generally depart by walking, school bus, or family vehicle (in order of greatest percentage). Students living beyond one mile of campus are much more likely to arrive and depart by school bus than family vehicle with no students walking to school and very small percentage walking home from school. Additionally, a majority of students living within two miles of campus have asked for permission to walk or bike to and from school.

Survey respondents of students who do not currently walk or bike to school cited safety of intersections and crossings; weather; speed or amount of traffic; and distances as the main reasons that affect their decision to not allow their students to walk or bike to and from school. Survey respondents of students who do walk to school cited distance, amount of traffic along route, weather, and the presence of sidewalks or pathways as reasons that affect their decision to allow their students to walk or bike.

Generally, parents and survey respondents reported that the safety of intersections is their greatest concern; they would like multiple bike and pedestrian bridges over busy roads in the area surrounding the middle and high schools, particularly over 61st Avenue NE, Highway 65, University Avenue NE, and Central Avenue NE. Other feedback highlights safety concerns related to inattentive and/or negligent drivers and individuals or groups of people who intimidate or threaten students. Respondents report trusting their students' abilities to navigate walking and biking situations safely while other inattentive, negligent, and/or threatening adults are the main source of their concern.

TRAFFIC CONDITIONS AND CRASH ANALYSIS - CRASH LOCATIONS 2006-2015



ASSETS AND CHALLENGES

Assets

- Proximity to high school campus and community center may support programming efforts around walking and biking systems
- Parental and student interest in walking and biking to campuses is strong
- Potential drop-and-walk locations for parent vehicles and buses east of University Avenue NE, west of Highway 65, and north of I-694
- Success of past bike education events
- Support for wellness initiatives from teachers and staff

Infrastructure Challenges

- Busy road crossings and intersections
- Gaps in sidewalk network on both sides of streets
- Existing and future pedestrian bridges
- Absence of protected or buffered bike lane facilities

WALK AUDIT SUMMARY

Walk Audit Conditions

Date: 11/01/2016

Day of the Week: Tuesday

Time: Afternoon

Weather Conditions: -

Participants: Rapid Planning Charrette Attendees

Walk Audit Summary

Pedestrian Circulation

Students crossing between the middle and high schools across 61st Avenue NE do not always cross in the designated crosswalks at 61st Avenue NE and W Moore Lake Dr NE.

Bike Circulation

Six of the ten bike racks located on the southwest corner of the building were utilized throughout the day.

Crossing Guards and Patrols

School and district staff have provided walking safety tips to parents and students. One comment from a parent requests that a teacher or crossing guard be stationed near the parent pick-up and drop-off loop to enforce student safety. Adult crossing guard stationed at the west crosswalk on 61st and West Moore Lake Drive.

Bus Circulation

20 buses utilize the bus loading and unloading loop in the parking lot at the middle school, 11 of which are also shared by students from the high school.

Car Circulation

Parents and guardians parking or taxiing along the north side of 61st Avenue NE reduce sightlines for students and pedestrians using the designated crosswalks at W Moore Lake Dr. Car congestion occurs along W Moore Lake Dr due to the parent drop-off and pick-up loop, creating conflicts with other mode users. Since the school is open enrollment, there has been an increase in the number of students traveling by family vehicle, adding to the car congestion.

Some parents also do not follow the rules or process of parent pick-up and drop-off and will bypass the driving loop on campus in favor of mid-block vehicle entrances and exits. Some parents have reported that students are dropped off on the opposite side of the street from campus, forcing students to cross mid-block across 61st Avenue NE and W Moore Lake Dr.

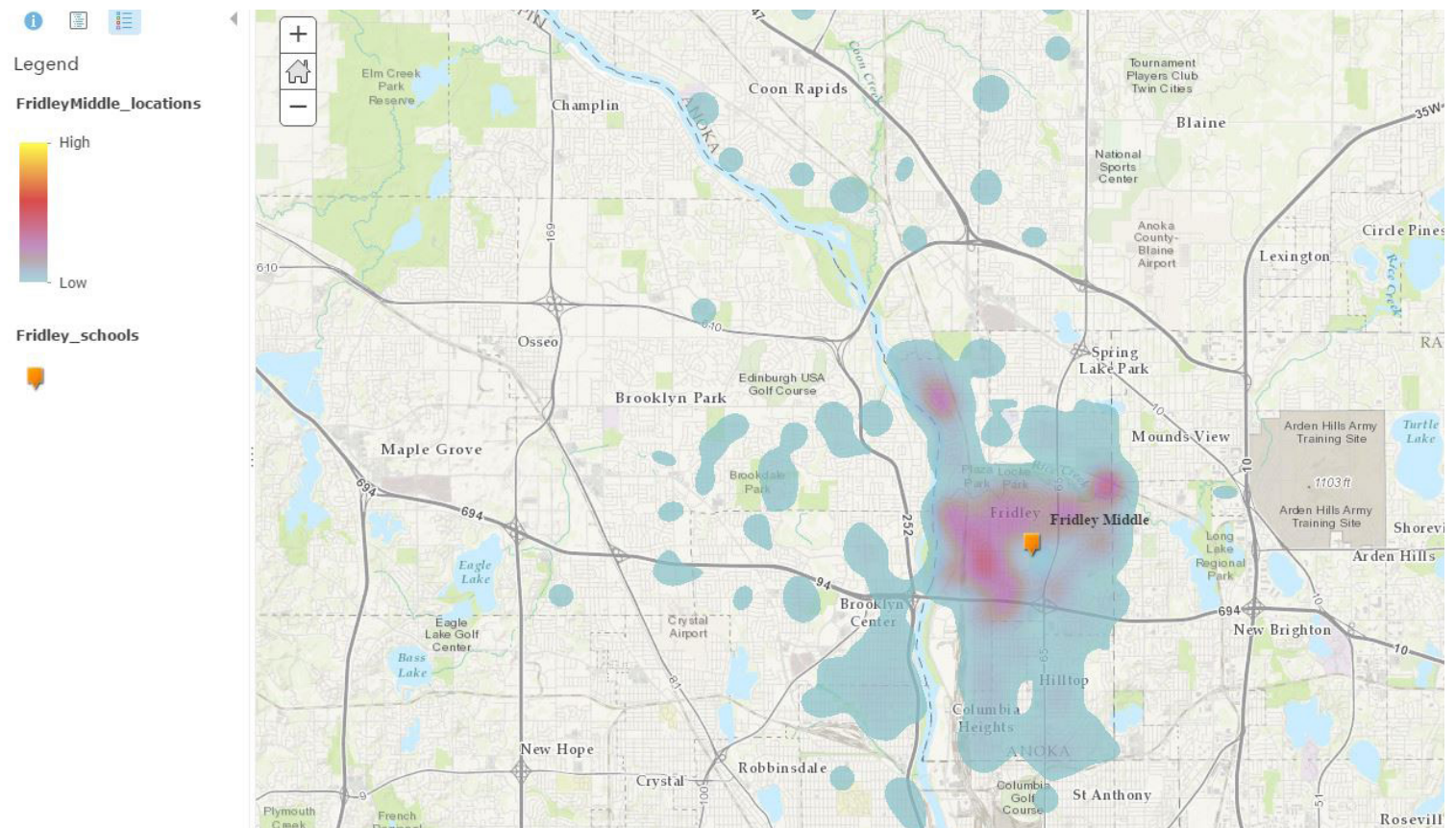
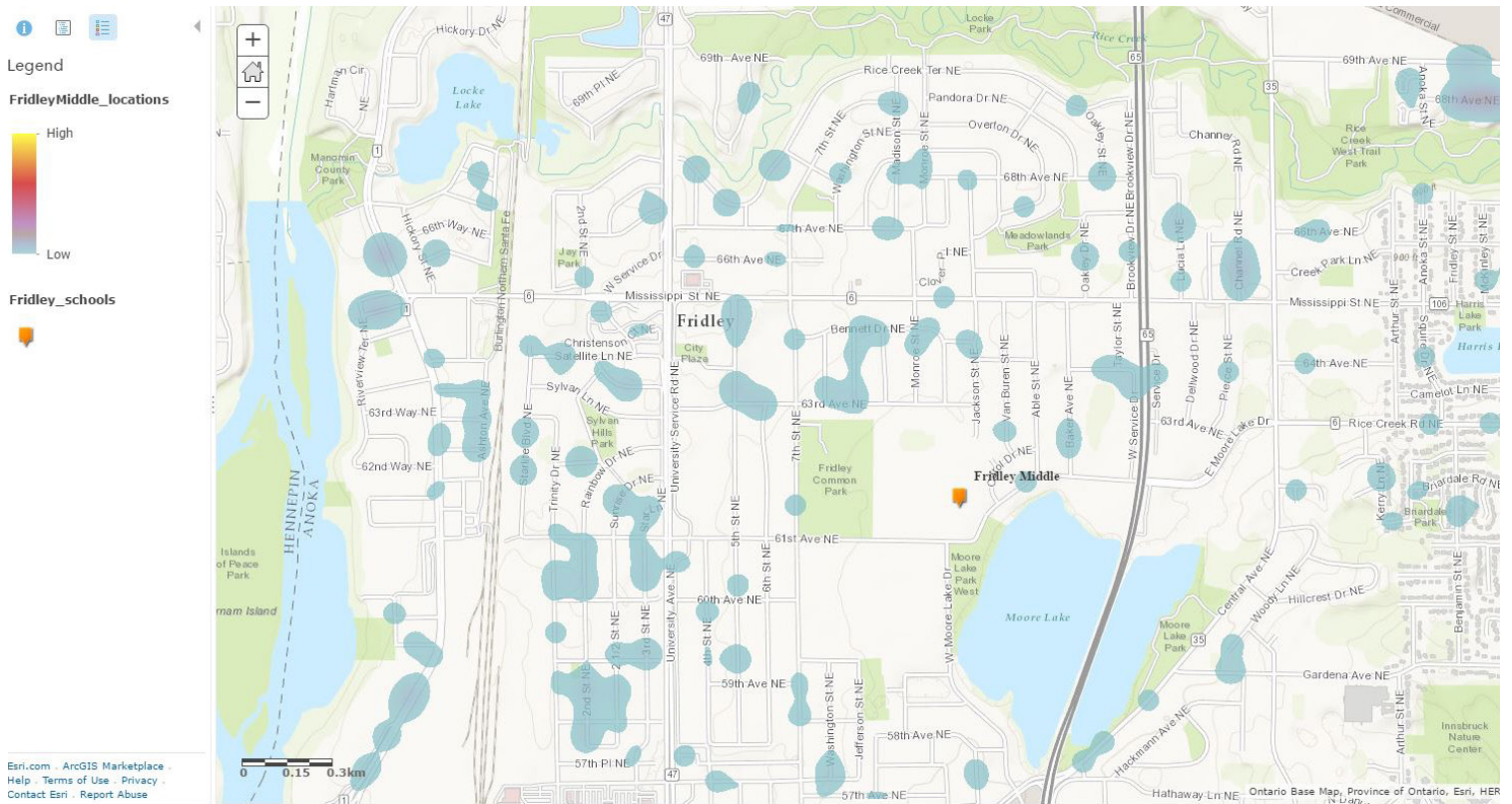
Other Observations

Police office presence at the middle and high school campuses has had an effect on auto traffic and enforcement of speed limits.

Appendix E. Student Residences



The two maps below show the location of students attending Fridley Middle School in the 2016-2017 school year. There may be additional students outside the extent of the maps.



Appendix F. Parent Survey

The following is a summary of the a survey sent home to parents of children attending Fridley Middle School in the fall of 2016. It asks parents their feelings about walking and biking and is a direct export from the National Safe Routes to School Data Collection System, which processed the survey responses and generated this report.

Parent Survey Report: One School in One Data Collection Period

School Name: Fridley Middle School

Set ID: 15395

School Group: Fridley SRTS

Month and Year Collected: November 2016

School Enrollment: 0

Date Report Generated: 10/31/2016

% Range of Students Involved in SRTS: Don't Know

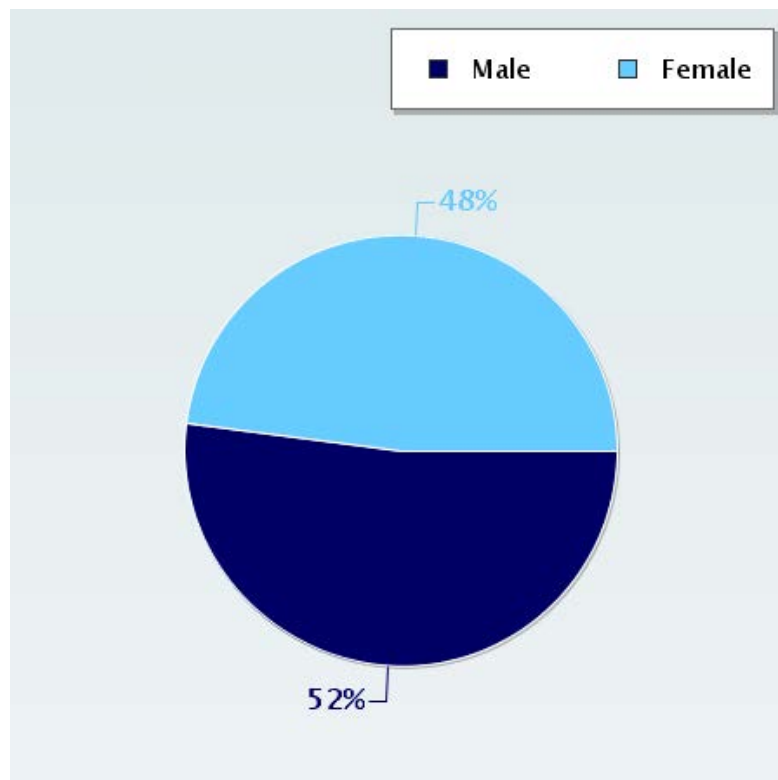
Tags:

Number of Questionnaires Distributed: 0

Number of Questionnaires Analyzed for Report: 50

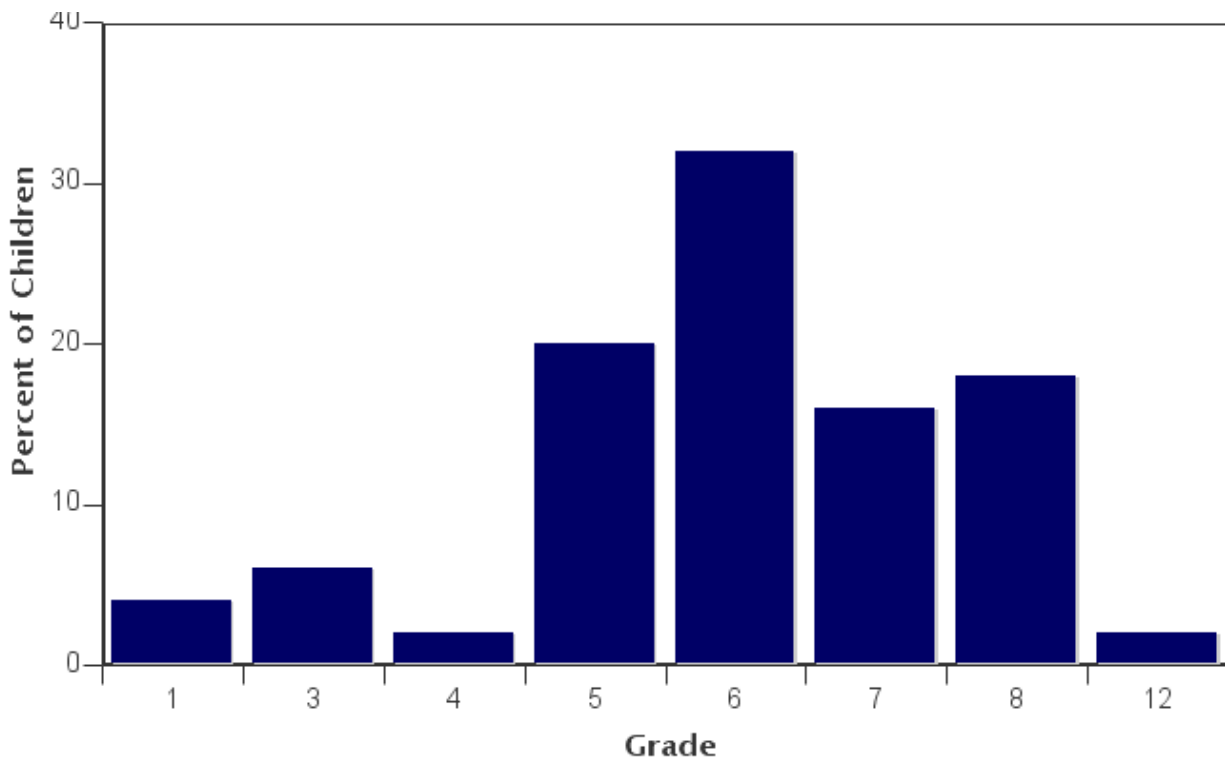
This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and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

Sex of children for parents that provided information





Grade levels of children represented in survey



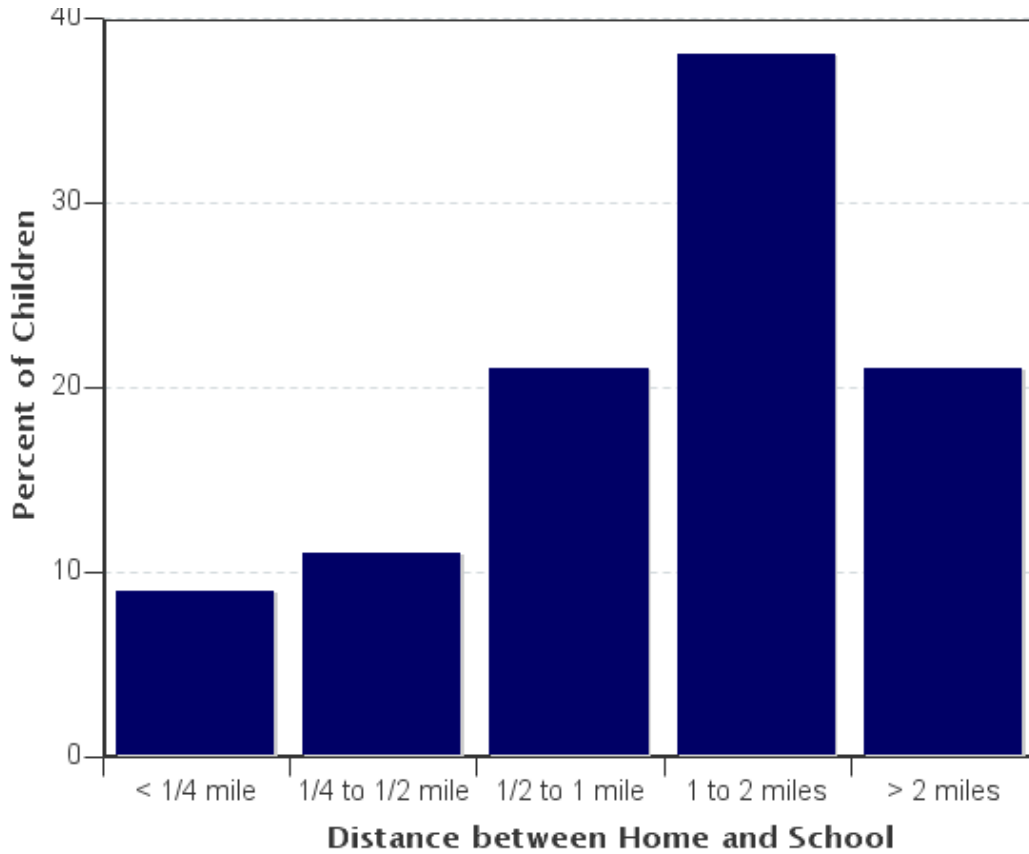
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
1	2	4%
3	3	6%
4	1	2%
5	10	20%
6	16	32%
7	8	16%
8	9	18%
12	1	2%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



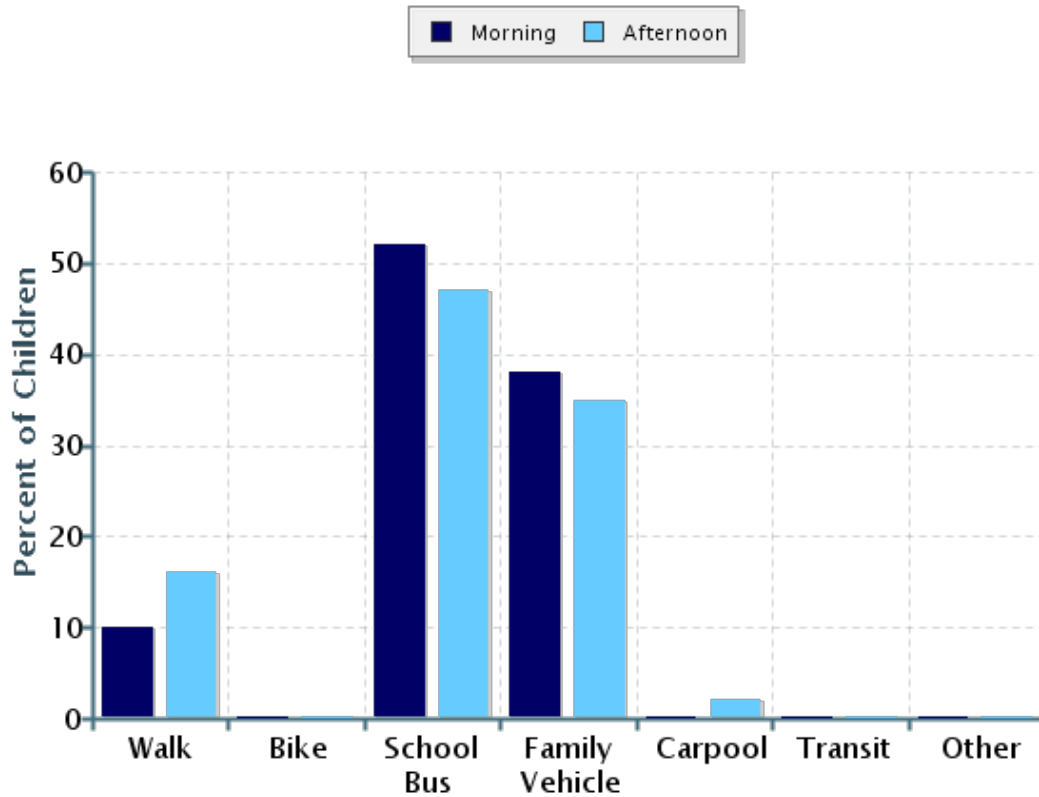
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	4	9%
1/4 mile up to 1/2 mile	5	11%
1/2 mile up to 1 mile	10	21%
1 mile up to 2 miles	18	38%
More than 2 miles	10	21%

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



Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

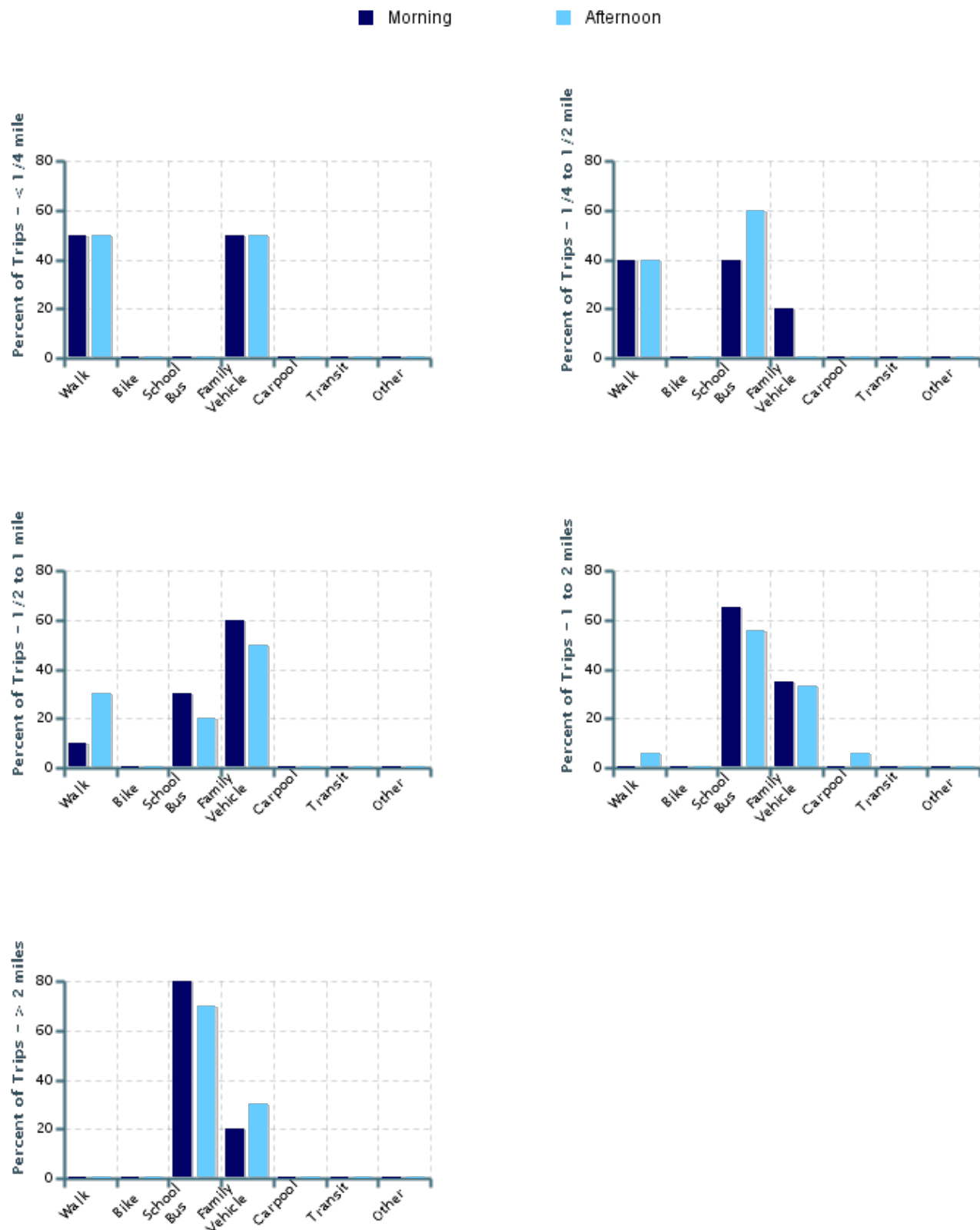
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	48	10%	0%	52%	38%	0%	0%	0%
Afternoon	49	16%	0%	47%	35%	2%	0%	0%

No Response Morning: 2

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

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





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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	50%	0%	0%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	5	40%	0%	40%	20%	0%	0%	0%
1/2 mile up to 1 mile	10	10%	0%	30%	60%	0%	0%	0%
1 mile up to 2 miles	17	0%	0%	65%	35%	0%	0%	0%
More than 2 miles	10	0%	0%	80%	20%	0%	0%	0%

Don't know or No response: 4

Percentages may not total 100% due to rounding.

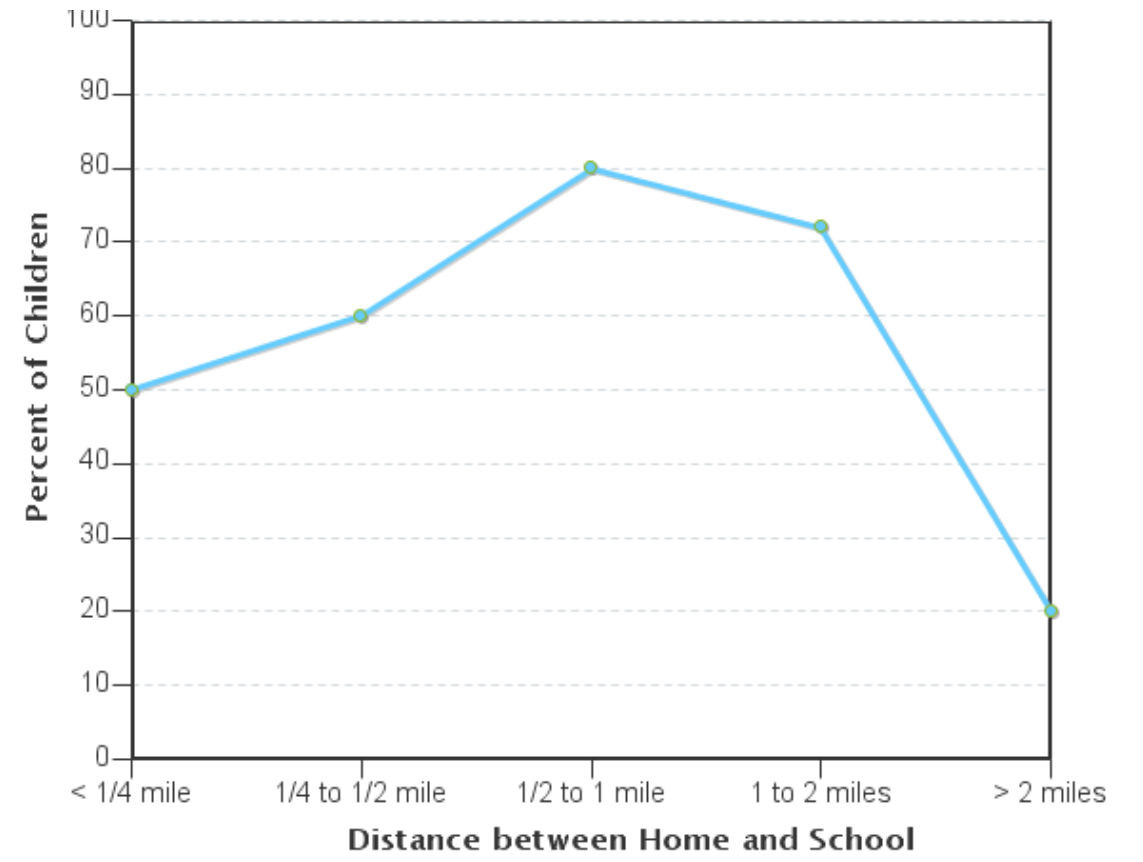
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	50%	0%	0%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	5	40%	0%	60%	0%	0%	0%	0%
1/2 mile up to 1 mile	10	30%	0%	20%	50%	0%	0%	0%
1 mile up to 2 miles	18	6%	0%	56%	33%	6%	0%	0%
More than 2 miles	10	0%	0%	70%	30%	0%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

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



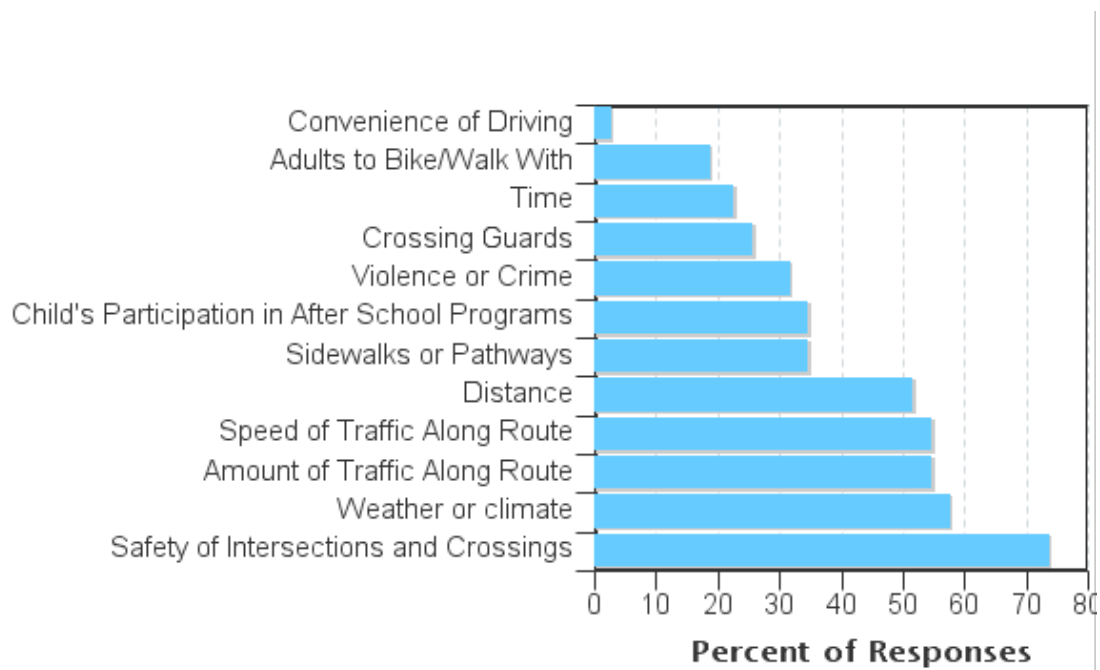
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	28	50%	60%	80%	72%	20%
No	19	50%	40%	20%	28%	80%

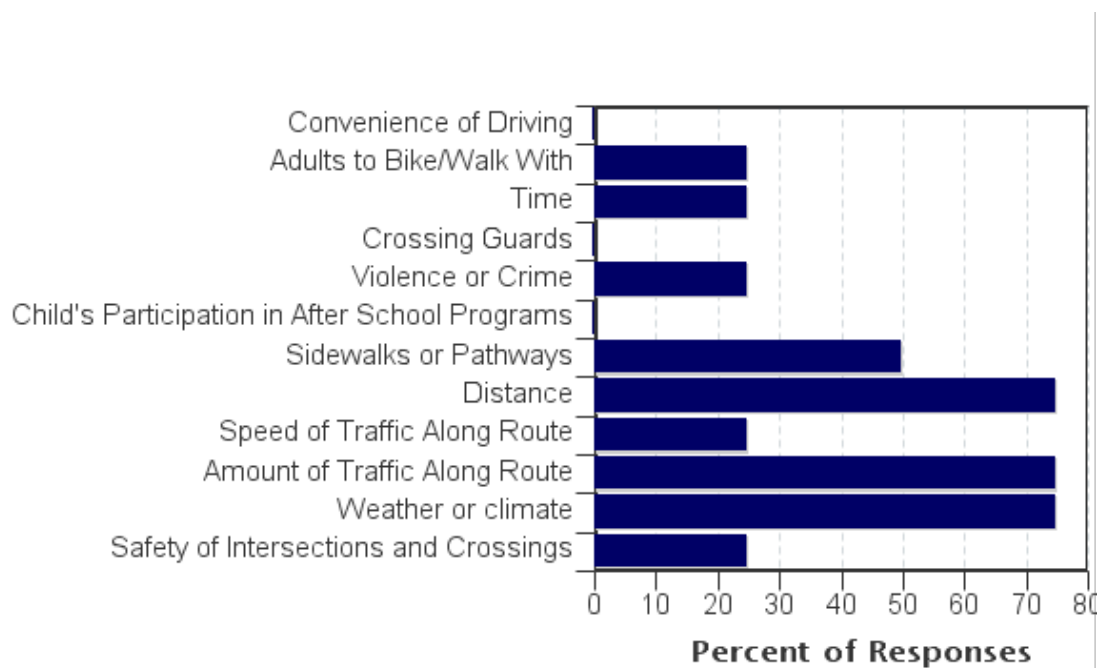
Don't know or No response: 3
 Percentages may not total 100% due to rounding.



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



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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Safety of Intersections and Crossings	74%	25%
Weather or climate	58%	75%
Amount of Traffic Along Route	55%	75%
Speed of Traffic Along Route	55%	25%
Distance	52%	75%
Sidewalks or Pathways	35%	50%
Child's Participation in After School Programs	35%	0%
Violence or Crime	32%	25%
Crossing Guards	26%	0%
Time	23%	25%
Adults to Bike/Walk With	19%	25%
Convenience of Driving	3%	0%
Number of Respondents per Category	31	4

No response: 15

Note:

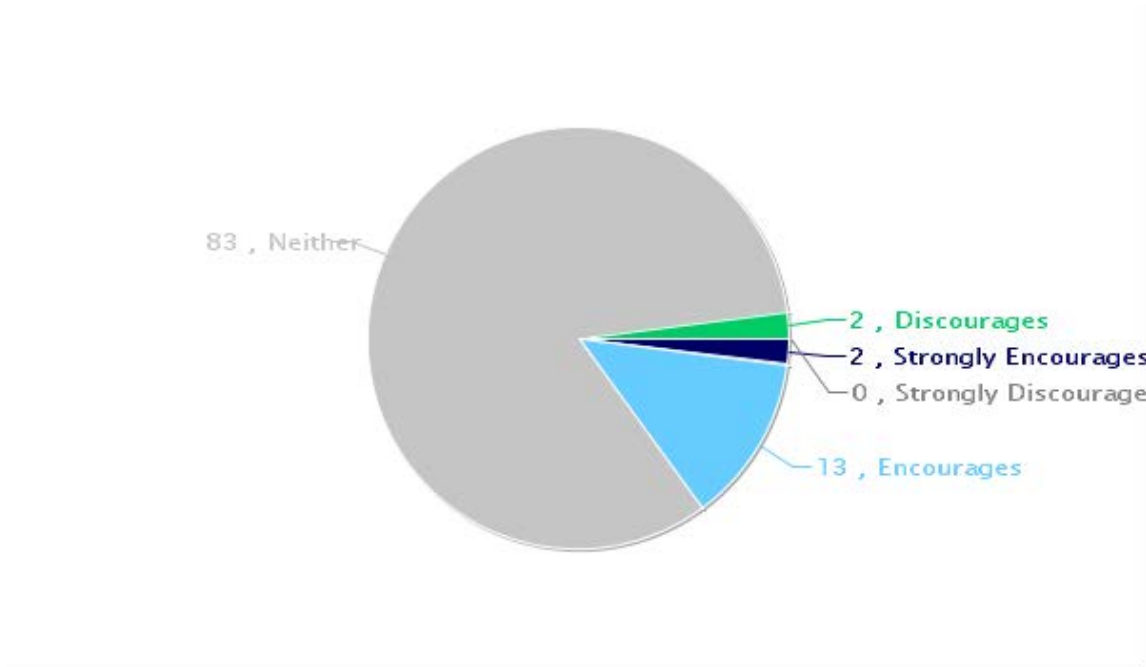
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

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

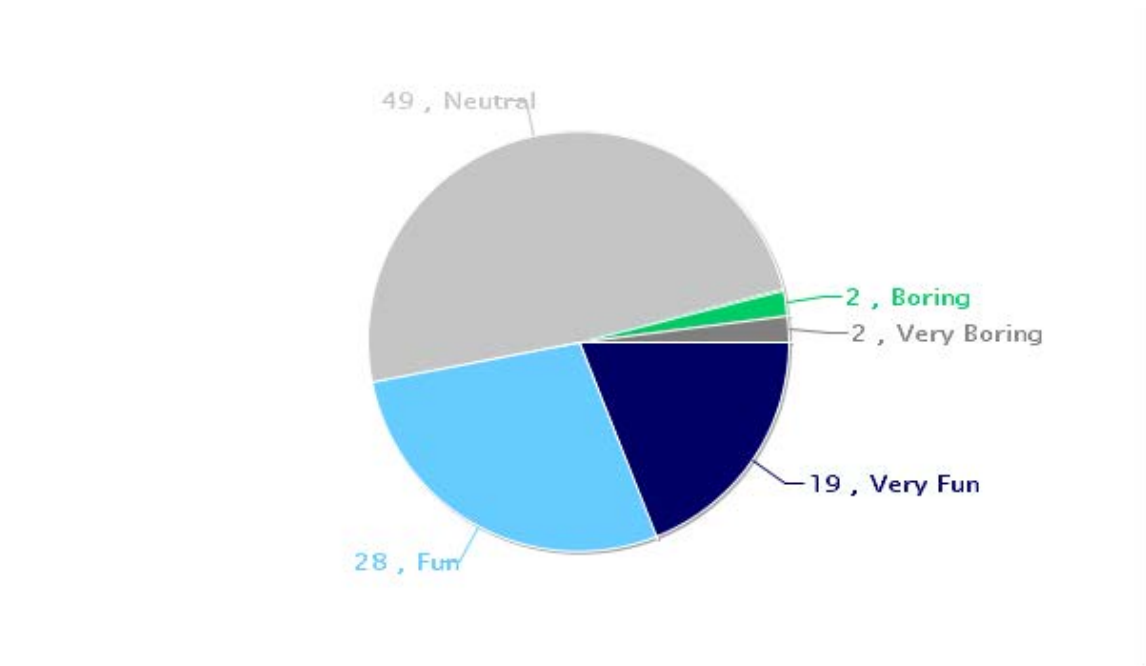
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.



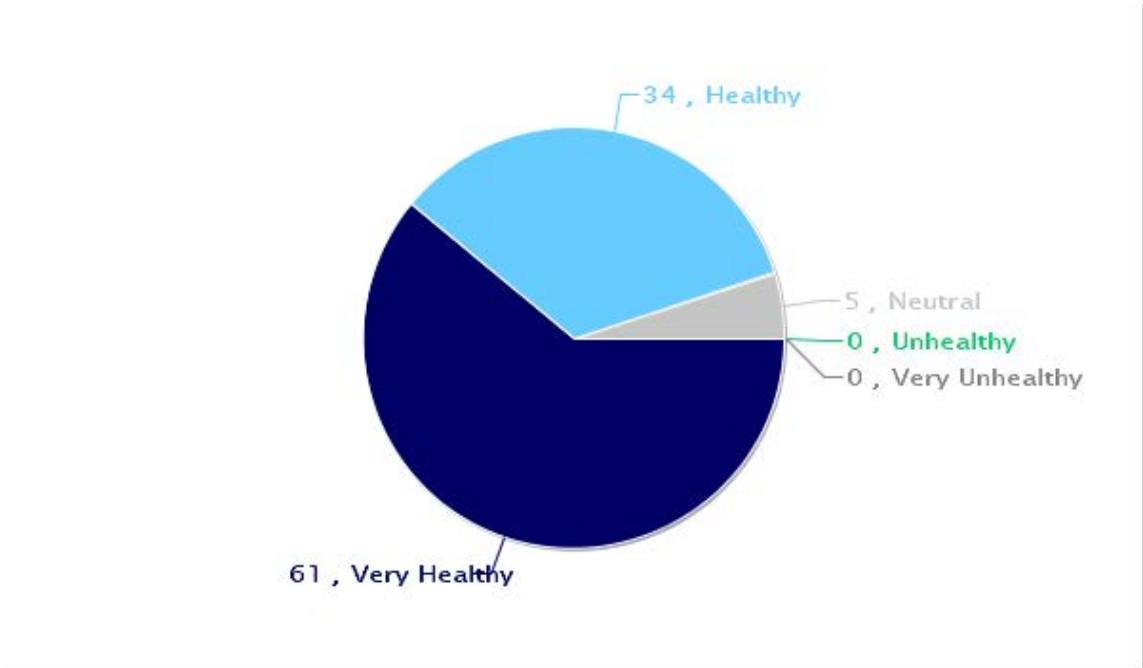
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section



SurveyID	Comment
1472537	I would rather emphasis be placed on the expectations and existing routes/drop offs for both Middle School & High School. I have seen cars dropping off kids on the opposite side of the road, or stopping where no stops are designated. The middle school parent drop off lot is a MESS and very UNSAFE - primarily from parents who are either ignorant of the rules, or willfully disregarding the process. Assign a teacher or guard to that in/out and ensure the safety of our kids. I am tired of seeing parents let their kids out at the entrance of the in/out and then pulling around cars who are letting kids out properly. It is DANGEROUS and supervision is NEEDED.
1472538	There should be a foot/bike bridge over Why 65. People do not pay attention while driving that crossing 65 is very dangerous
1472737	My child has to cross Hwy 65. I've seen a teenager get hit by a car at Moore Lake Rd and Central. That was scary! If that intersection were safer, I'd definitely let my kids ride their bikes to school. Thanks!
1472738	My child has to cross Hwy 65. I've seen a teenager get hit by a car at Moore Lake Rd and Central. That was scary! If that intersection were safer, I'd definitely let my kids ride their bikes to school. Thanks!
1472785	the intersection at University and 61st needs to be improved. high speeds, poor visibility. not safe. very popular route to school and sports.
1472790	other kids walking seem to bother her along the way. if she had a "buddy" I would let her walk.
1472812	There needs to be a bike / walkway overpass Central Ave for the families East of HWY 65 There is way too much high speed traffic for any type of crossing walking or biking. There should also be a over pass that goes over university ave as well. These are very heavily traveled roads at all times of the day the main corridor of Fridley in not connected from University to Central for biking or walking east to west.
1472542	It would be nice if there was a bike rack on the north east side of Hayes for my 2 nd grade twins. Then you don't have to go through all the buses and people.
1472645	my child is allowed to choose if he bikes or takes the bus, when the weather is nice and his friends also bike he will bike, I started allowing him in the spring of 6th grade when he had a brother to bike with as well
1472655	There is a police presence at the Fridley middle and high school - this has an effect on traffic. I would like to see his at Hayes elementary. I know the country rd vs. city road thing is a problem that seems to be a never-ending circle. In the winter that road is a dangerous disaster. And the sidewalks around the school and on Mississippi are not well kept. I really appreciate the school offering the oppportunity to have this conversation.
1472697	My first concern is that there is no protected bike/walk lane on 7th St- this would be easy enough to solve by implementing the white plastic markers as used in downtown Minneapolis. Also, my child feels threatened by the groups of young adults/teens who loiter in front of a large apartment complex and/or walk in the bike lane. That 2nd issue would be solved if there were crossing guards or CSOs monitoring key areas before and after school.
1472878	I think the new sidewalks and bike racks by FMS are SUPER! I no longer have children at Hayes, but I still see a HUGE need for a stoplight at Monroe/Mississippi Street. People drive very fast and often don't stop at that stop sign. Thank you for caring about the safety of Fridley students!

1475940	La unica razon por la q no permito q mi nino camine o vaya en vicileta es por la inseguridad con personas extranas en El camino.
1476408	The only reason I let my children walk to school is because of how close we live. Otherwise, I probably would not. I am worried about safety as far as someone hurting them or taking them. People do drive too fast on W Moore Lk. Dr. and do not pay much attention to the kids when they are turning onto another street. Both my kids have said had they not been paying attention, they would have been hit while crossing at Carol St.
1472534	I would love to see a walking bridge from 61st crossing over University Avenue. I would even like one from Mississippi Avenue. I have seen too many times cars not looking for pedestrians and almost hitting them! This is the main reason I do not want my children to cross either intersection. A walking/biking bridge would help in either location. It would not only benefit the children getting too and from school, but the community trying to access the light rail and other amenities in the area.
1472615	We NEED a pedestrian walkway/bridge OVER University Ave at 61st Ave!!!!!!!!!!!!!! My kids love to walk to/from school but I won't allow them to unless they are at least with 1 or more other person. It is a VERY dangerous crossing!! People drive too fast, go through stop lights, don't pay attention to pedestrians! With all the kids that cross to get to school and the new traffic and pedestrians from the new apartment buildings it is VERY needed! If you want kids to be safe and people to want to take public transportation like the people from the apartments to use the Northstar putting a pedestrian bridge would make complete sense! More sidewalks & a lower speed limit on University would be ideal also but the bridge would be the most important and most effective as a first step.
1472809	I once watched a man drive by slowly in a truck and stare at my daughter at her bus stop. I never allowed her to walk or be alone again. There are not enough safety measures in place for me to allow it at this time. And, with my son in after-school programs, I won't allow her to walk to or from school alone.
1476399	University avenue intersection is the main concern
1472786	Crossing and walking along Mississippi St NE is dangerous due the speed and attitude of the drivers. I understand the Mississippi St NE is a main thoroughfare in Fridley, but a 20MPH speed limit during school hours is a reasonable and easily implemented solution.
1472893	The main cause for concern about my children walking/biking to Fridley Middle School is crossing University Avenue at 61st Ave NE. The intersection is VERY busy with fast moving traffic on University and a lot of cars making turns. Less concerned with my kids' judgement and more concerned with distracted or bad drivers, seen too many cars blowing through the intersection after a red light and other similar dangerous situations.
1472583	We are bussing from outside of the community.



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Appendix G. Student Hand Tally

The following is a summary of a hand tally of student transportation behavior. In the fall of 2016, students at Fridley Middle School were asked how they traveled to and from school on a number of midweek school days. This report is a direct export from the National Safe Routes to School Data Collection System, which processed the tallies and generated this report.

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

School Name: Fridley Middle School

Set ID: 21798

School Group: Fridley SRTS

Month and Year Collected: September 2016

School Enrollment: 0

Date Report Generated: 10/27/2016

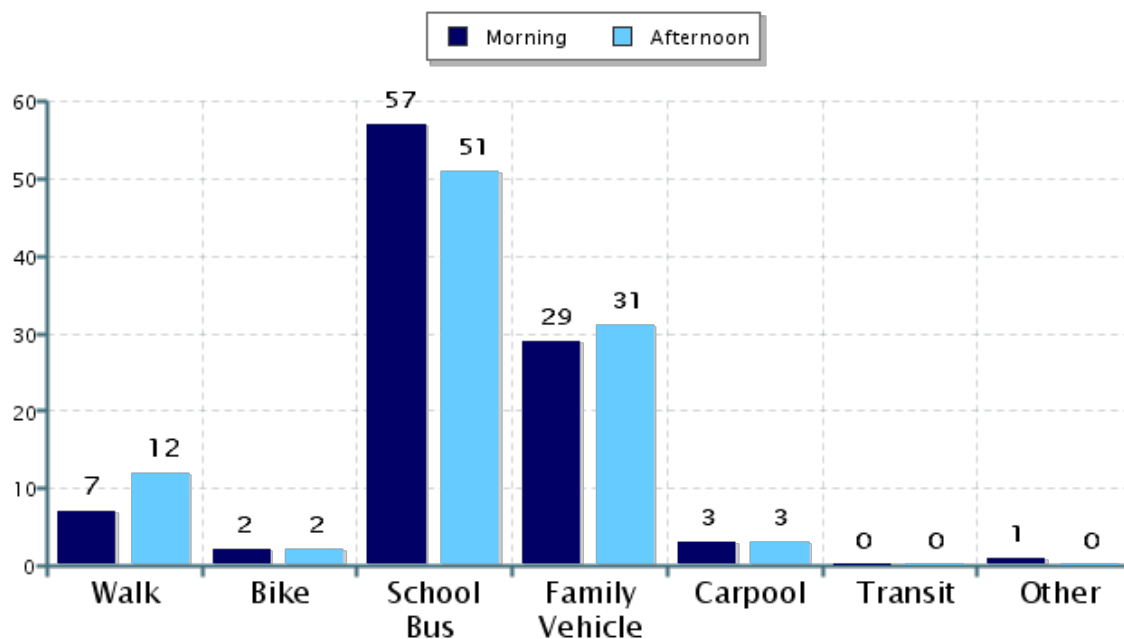
% of Students reached by SRTS activities: Don't Know

Tags:

**Number of Classrooms
Included in Report:** 49

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

Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

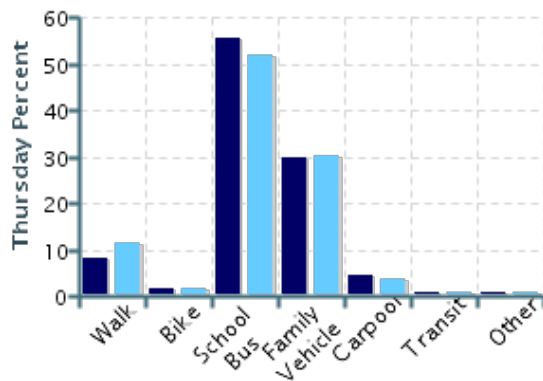
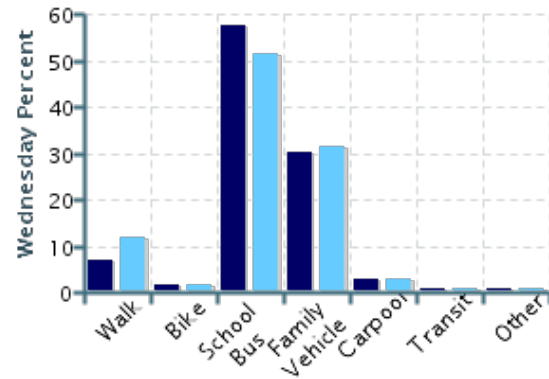
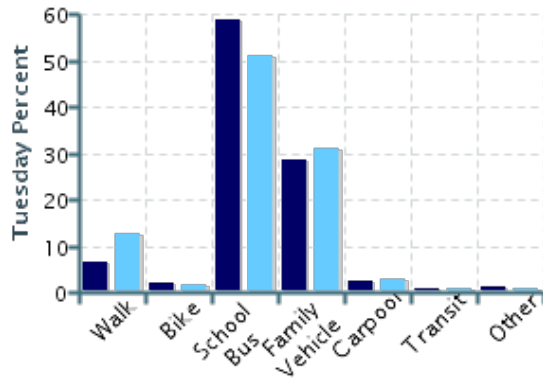
	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	2334	7%	2%	57%	29%	3%	0.5%	0.8%
Afternoon	2193	12%	2%	51%	31%	3%	0.5%	0.5%

Percentages may not total 100% due to rounding.



Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

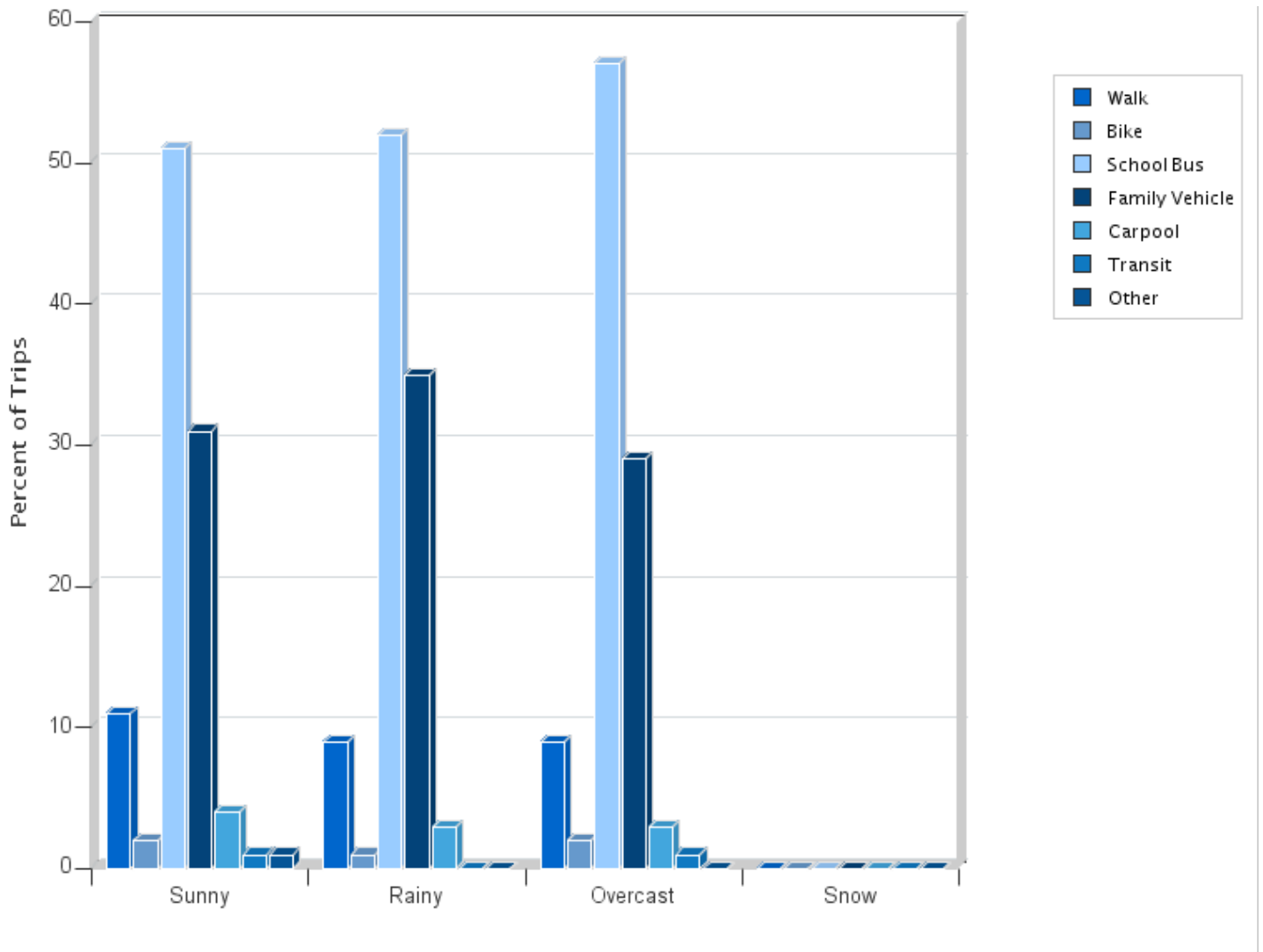


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	752	7%	2%	59%	28%	2%	0.4%	1%
Tuesday PM	722	13%	2%	51%	31%	3%	0.4%	0.6%
Wednesday AM	803	7%	1%	57%	30%	3%	0.6%	0.6%
Wednesday PM	760	12%	2%	52%	31%	3%	0.4%	0.4%
Thursday AM	779	8%	2%	55%	30%	4%	0.4%	0.5%
Thursday PM	711	12%	2%	52%	30%	4%	0.6%	0.4%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	960	11%	2%	51%	31%	4%	0.5%	0.9%
Rainy	774	9%	1%	52%	35%	3%	0.3%	0.4%
Overcast	2336	9%	2%	57%	29%	3%	0.6%	0.3%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.



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Appendix H. Infrastructure Toolbox

This infrastructure toolbox provides an overview of different infrastructure projects. Each infrastructure project includes a pictorial representation, a brief description, and a list of resources for more specific engineering guidelines.

ADVANCED STOP BAR

Description

An advanced stop bar is a solid white line painted ahead of crosswalks on multi-lane approaches to alert drivers where to stop to let pedestrians cross. It is recommended that advanced stop bars be placed twenty to fifty feet before a crosswalk. This encourages drivers to stop back far enough for a pedestrian to see if a second motor vehicle is approaching, reducing the risk of a hidden-threat collision. Advanced stop bars can also be used with smaller turning radii to create a larger effective turning radius to accommodate infrequent (but large) vehicles.



Resources

- Reducing Conflicts Between Motor Vehicles and Pedestrians: The Separate and Combined Effects of Pavement Markings and a Sign Prompt
- FHWA Signalized Intersections: Informational Guide – Pages: 192- 193
- MN MUTCD: Part 3. Markings – Page: 3B-32
- NACTO Urban Street Design Guide – Pages: 109-116, 144

CROSSING GUARD

Description

Facilitated crossings are marked crossing locations along student routes where adult crossing guards or trained student patrols are stationed to assist students with safely crossing the street. Facilitated crossings may be located on or off campus. Determining whether a location is more appropriate for an adult crossing guard or student patrol may be based on location including distance from school, visibility, and traffic characteristics. Adult crossing guards and student patrols receive special training, and are equipped with high-visibility traffic vests and flags when on duty.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 25-26
- MnDOT Minnesota Safe Routes to School: School Crossing Guard Brief Guide
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7D-1-2



CURB EXTENSION/BULB OUT

Description

Curb extensions extend the sidewalk and curb into the motor-vehicle parking lanes at intersection locations. Also called bump-outs, these facilities improve safety and convenience for people crossing the street by shortening the crossing distance and increasing visibility of people walking or biking to those driving.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 11-12
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 6-11
- FHWA Signalized Intersections: Informational Guide – Pages: 190-192
- NACTO Urban Street Design Guide – Pages: 45-59



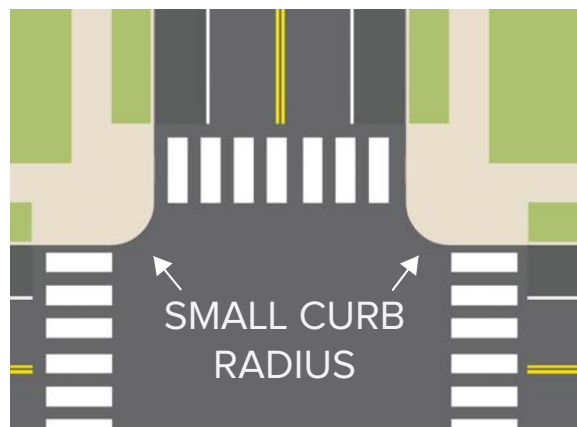
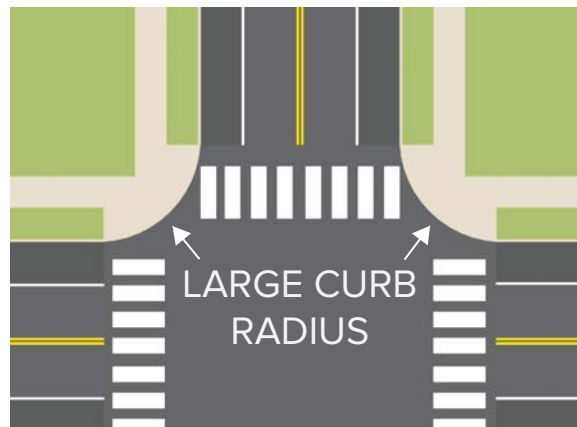
CURB RADIUS REDUCTION

Description

Curb radii designs are determined based on the design vehicle of the roadway. In general, vehicles are able to take turns more quickly around corners with larger curb radii. Minimizing curb radii forces drivers to take turns at slower speeds, making it easier and safer for people walking or biking to cross the street. An actual curb radius of five to ten feet should be used wherever possible, while appropriate effective turning radii range from 15 to 30 feet, depending on the roadway and land use context.

Resources

- FHWA Signalized Intersections: Informational Guide – Pages: 187-189
- NACTO Urban Street Design Guide – Pages: 117-120, 144-146



CURB RAMPS

Description

Curb ramps provide access for people between roadways and sidewalks for people using wheelchairs, strollers, walkers, crutches, bicycles or who have mobility restrictions that make it difficult to step up or down from curbs. Curb ramps must be installed at intersections and mid-block crossings where pedestrian crossings are located, as mandated by federal law. Separate curb ramps should be provided for each direction of travel across the street.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 1-2
- FHWA Signalized Intersections: Informational Guide – Pages: 47-50
- United States Access Board Proposed Accessibility Guidelines for Pedestrian Facilities in Public Right-of-Way – Pages: 66-67, 78-83

HAWK SIGNALS

Description

The High-Intensity Activated Crosswalk Beacon (HAWK), also referred to as a Pedestrian Hybrid Beacon System by MnDOT, remains dark until activated by pressing the crossing button. Once activated, the signal responds immediately with a flashing yellow pattern which transitions to a solid red light, providing unequivocal 'stop' guidance to motorists. HAWK signals have been shown to elicit high rates of motorist compliance.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 13-15
- FHWA Safety Effectiveness of the HAWK Pedestrian Crossing Treatment
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 19-28



HIGH-VISIBILITY CROSSWALK

Description

High-visibility crosswalks help to create a continuous route network for people walking and biking by alerting motorists to their potential presence at crossings and intersections. Crosswalks should be used at fully controlled intersections where sidewalks or shared-use paths exist.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 3-8
- MnDOT Guidance for Installation of Pedestrian Crosswalks on Minnesota State Highways – Page: 3
- MN MUTCD: Part 3. Markings – Pages: 3B-34-38
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7A-1-3, 7B-5-8, 7C-1
- NACTO Urban Street Design Guide – Pages: 109-116



LEADING PEDESTRIAN INTERVAL

Description

A Leading Pedestrian Interval (LPI) provides pedestrians with a three to seven second head start when entering an intersection with a corresponding green signal in the same direction of travel. LPIs enhance the visibility of pedestrians in the crosswalk, and reinforce their right-of-way over turning vehicles. LPIs are most useful in areas where pedestrian travel and turning vehicle volumes are both high.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 20-22
- NACTO Urban Street Design Guide – Page: 128



MEDIAN REFUGE ISLAND

Description

Median refuge islands (also known as median crossing islands) make crossings safer and easier by dividing them into two stages so that pedestrians and bicyclists only have to cross one direction of traffic at a time. Median refuges can be especially beneficial for slower walkers including children or the elderly. Crossing medians may also provide traffic calming benefits by visually narrowing the roadway.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 9-10, 43-44
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 17-20
- FHWA Proven Safety Countermeasures: Medians and Pedestrian Crossing Islands in Urban and Suburban Areas
- MN MUTCD: Part 3. Markings – Page: 3I-2
- NACTO Urban Street Design Guide – Page: 116

RAISED CROSSWALKS

Description

Raised crosswalks are wide and gradual speed humps placed at pedestrian and bicyclist crossings. They are typically as high as the curb on either side of the street, eliminating grade changes for people crossing the street. Raised crosswalks help to calm approaching traffic and improve visibility of people crossing.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 3-4
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 12-15
- MN MUTCD: Part 3. Markings – Pages: 3B-46-49
- NACTO Urban Street Design Guide – Page: 54



RECTANGULAR RAPID FLASHING BEACON (RRFB)

Description

An RRFB uses an irregular stutter flash pattern with bright amber lights (similar to those on emergency vehicles) to alert drivers to yield to people waiting to cross. The RRFB offers a higher level of driver compliance than other flashing yellow beacons, but lower than the HAWK signal.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 16-17
- FHWA Effects of Yellow Rectangular Rapid-Flashing Beacon on Yielding at Multi-lane Uncontrolled Crosswalks
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 13-18



ROAD DIET

Description

A classic road diet converts an existing four-lane roadway to a three-lane cross-section consisting of two through lanes and a center two-way left turn lane. Road diets improve safety by including a protected left-turn lane, calming traffic, reducing conflict points, and reducing crossing distance for pedestrians. In addition, road diets provide an opportunity to allocate excess roadway for alternative uses such as bike facilities, parking, transit lanes, and pedestrian or landscaping improvements.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 29-31
- FHWA Road Diet Desk Reference
- FHWA Road Diet Informational Guide
- NACTO Urban Street Design Guide – Page: 14



SCHOOL SPEED ZONE

Description

School speed zones reduce speed limits near schools, and alert motorists that they are driving near a school. School speed zones are defined as the section of road adjacent to school grounds, or where an established school crossing with advance school signs is present. Each road authority may establish school speed zone limits on roads under their jurisdiction. In general, school speed limits shall not be more than 30 mph below the established speed limit, and may not be lower than 15 mph. Speed violations within school speed zones are subject to a double fine.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 48-51
- MnDOT School Zone Speed Limits
- MN MUTCD: Part 7. Traffic Controls for School Areas – Section: 7E

SHARED USE PATH

Description

Shared-use paths provide off-road connections for people walking and biking. Paths are often located along waterways, abandoned or active railroad corridors, limited access highways, or parks and open spaces. Shared-use paths may also be located along high-speed, high-volume roads as an alternative to sidewalks and on-street bikeways; however, intersections with roadways should be minimal. Shared-use paths are generally very comfortable for users of all ages and abilities.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 2
- MnDOT Bikeway Facility Design Manual – Pages: 123-168
- AASHTO Guide for the Development of Bicycle Facilities – Chapter 5



SIDEWALKS

Description

A well-connected sidewalk network is the foundation of pedestrian mobility and accessibility. Sidewalks provide people walking with space to travel within the public right-of-way that is separated from roadway vehicles. Sidewalks are associated with significant reductions in motor vehicle / pedestrian collisions.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 1-2
- AASHTO Guide for the Planning, Design, and Operation of Pedestrian Facilities
- NACTO Urban Street Design Guide – Pages: 37-44
- United States Access Board Proposed Guidelines for Pedestrian Facilities in Public Right-of-Way



TRAFFIC CIRCLES (MINI ROUNDABOUTS)

Description

Traffic circles are raised circular islands constructed in the center of residential intersections. They may take the place of a signal or four-way stop sign, and calm vehicle traffic speeds by forcing motorists to navigate around them without requiring a complete stop. Signage should be installed with traffic circles directing motorists to proceed around the right side of the circle before passing through or making a left turn.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 43-44
- FHWA Technical Summary: Mini-Roundabouts
- FHWA Technical Summary: Roundabouts – Page: 7 (mention of school area siting)
- MN MUTCD: Part 3. Markings – Pages: 3C1-15
- NACTO Urban Street Design Guide – Page: 99



Appendix I. Bike Parking for Schools

Bicycle parking at schools does more than just provide space for storage during the school day. Depending on design, bicycle parking can actually encourage students and staff to choose to ride their bikes to school. Here are some things to think about when planning bicycle parking at school.

HOW MUCH PARKING SHOULD BE PROVIDED?

The amount of bike parking needed will depend on the capacity of your school, the ages of students, and the number of staff. But remember: be aspirational! Provide parking for the number of students and staff you'd like to see biking! The following are some guidelines:

- 25 percent of the maximum student capacity of the school.
- Additional parking to encourage staff and faculty to bike to school

For example, if each classroom has a max capacity of 20 students and there are 10 classes should be provided. Don't forget to add some for faculty and staff!

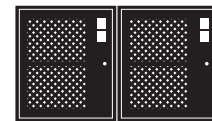
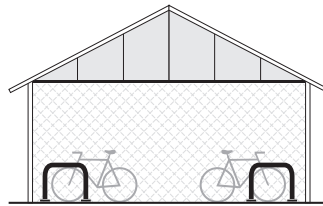
WHERE SHOULD PARKING BE LOCATED?

Well-located bike parking will be:

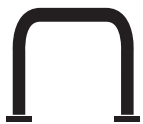
- visible to students, staff, and visitors
- near the primary school entrance/exit
- easily accessed without dismounting
- clear of obstructions which might limit the circulation of users and their bikes
- easily accessed without making a rider cross bus and car circulation
- installed on a hard, stable surface that is unaffected by weather
- often found near kindergarten and daycare entrance, which allows parents to conveniently pick up their children on their bikes

CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

Bike parking shelters and lockers provide extra comfort and security for those choosing to ride to school. They're also a great project for a shop class. Both can be very simple in construction and go a long way towards making biking attractive and prioritized!



WHICH RACKS ARE BEST?



INVERTED U



POST & RING



WHEELWELL SECURE

These racks provide two points of contact with the bicycle, accommodate varying styles of bike, allow for at least one wheel to be U-locked, and are intuitive to use!



WAVE



SPIRAL



WHEELWELL

WHICH RACKS ARE NOT RECOMMENDED?

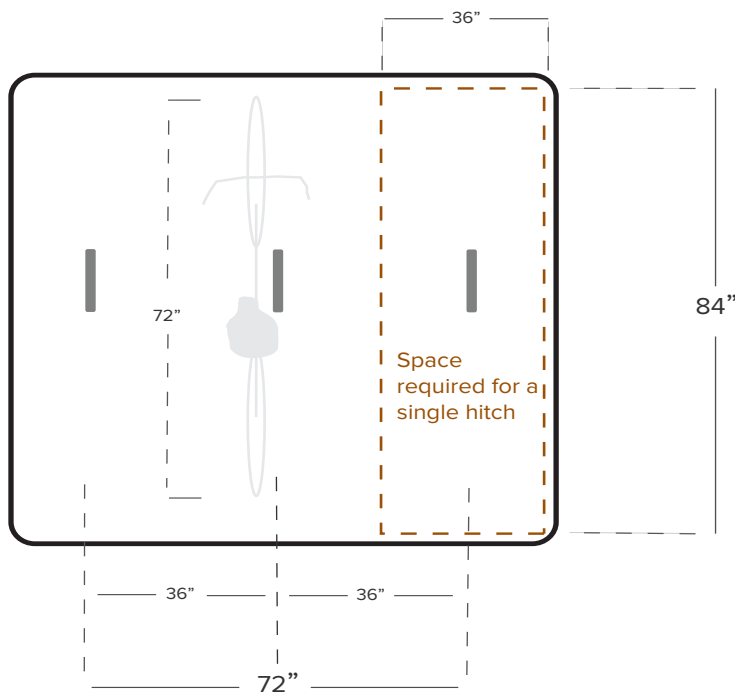


COMB

These racks do not provide support at two places on the bike, can damage the wheel, do not provide adequate security, and are not intuitive to use!

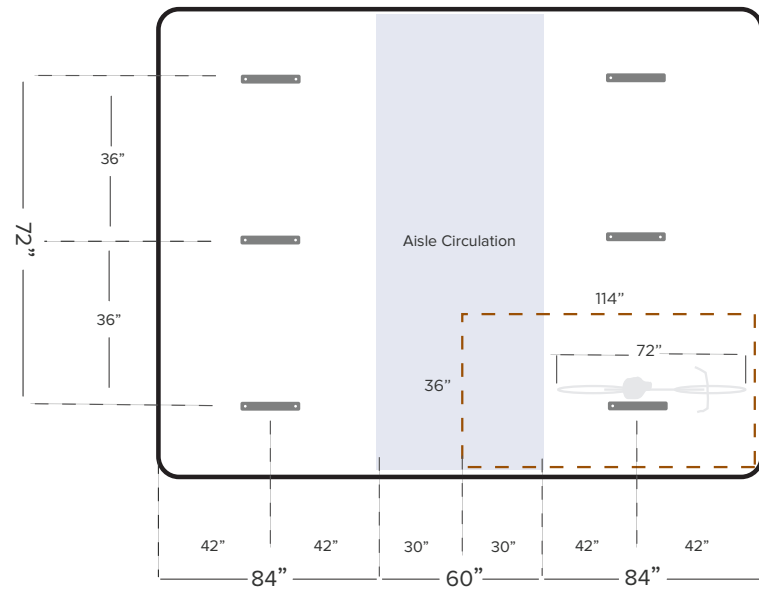
Graphics courtesy of Association of Pedestrian and Bicycle Professionals Essentials of Bike Parking report (2015).

SPACE REQUIREMENTS



The space requirements shown here assume a person parking their bike would have open access forward and from behind.

The space requirements shown here assume the area is confined on either side (left and right). Access is located at the top and bottom of the image, requiring a center aisle for circulation.



Space required for a single hitch

RESOURCES FOR EQUIPMENT

- [Dero](#)
- [Sportworks](#)
- [Urban Racks](#)

MORE INFORMATION

- [APBP Essentials of Bike Parking](#)
- [Bike Shelter Development Guide -Portland Public Schools](#)

Appendix J. Maintenance Planning

ANNUAL MAINTENANCE

School routes and crosswalks should be prioritized for maintenance. To ensure high visibility crosswalks maintain their effectiveness, review all crosswalks within one block of the school each year. If there is notable deterioration, crosswalks should be repainted annually. In addition, crosswalks on key school walk routes should be evaluated annually and repainted every other year or more often as needed.

SEASONAL PLANNING AND MAINTENANCE

Walking and cycling generally diminish during the cold winter months as poorly maintained infrastructure and unpleasant weather conditions create barriers for pedestrians and bicyclists. However, maintaining infrastructure and planning inviting winterscapes for students can facilitate the convenience of biking and walking as well as provide new opportunities to encourage students to be outside more.

Snow removal and maintenance of school routes should be prioritized. Snow removal is a critical component of pedestrian and bicycle safety. The presence of snow or ice on sidewalks, curb ramps, or bikeways will deter pedestrian and cyclist use of those facilities to a much higher degree than cold temperature alone. Families with children will avoid walking in locations where ice or snow accumulation creates slippery conditions that may cause a fall. Curb ramps that are blocked by ice or snow effectively sever access to pedestrian facilities. Additionally, inadequately maintained facilities may force pedestrians and bicyclists into the street. Identified routes to school should be given priority for snow removal and ongoing maintenance.

While it is important to prioritize maintenance, additional planning should be employed to create new opportunities to encourage students to be outside more through design. According to the City of Edmonton's Winter Design Guidelines, the five main design principles for designing cities that are inviting and functional for outdoor public life year-round include blocking wind, capturing sunshine, using color, lighting, and providing infrastructure that supports desired winter activities.

Strategies to block wind in the winter include grading land that blocks cold winds from the north and northwest. Other strategies include planting trees and/or piling snow along the north and west sides of streets, properties, parks, and trails to provide shielding from the wind. Buildings along streets can also use canopies, colonnades, and setbacks to block wind and create more inviting street-level walking conditions.

Another way to create an inviting pedestrian and bicycle environment is to employ strategies that maximize limited winter sunshine. Deciduous trees that drop their leaves in winter allow sunshine to filter down to streets and sidewalks. Building setbacks can also allow more sunshine to reach pedestrian areas in the form of wider sidewalks. Creative public art can also capture and reflect sunlight that also provides fun and engaging elements on walks and bicycle trips for students to enjoy their travel.

Using warm colors and warm building materials can also contribute to a sense of warmth for the winter pedestrian or bicyclist. When people feel warmer, their attitude improves and they have a greater resilience for being outside in temperatures that they may not normally consider as comfortable. For students with creative imaginations or who need extra stimuli to engage their interest in biking or walking, colorful building facades, public art elements, and wayfinding may encourage them to walk or bike not only in the winter, but year-round.

Lighting is also an element that is important year-round, but becomes increasingly important in the winter for creating more inviting winterscapes for pedestrians and bicyclists. Lighting can contribute to inducing a sense of warmth and safety, as well as be used for wayfinding and as passive public art displays.

Lastly, providing infrastructure that supports desired winter activities can also encourage more active transportation. Some particularly encouraging strategies beyond providing ice skating rinks that have been employed in Edmonton, Canada include harnessing plowed snow piles and stored snow to create new play opportunities for students. These snow piles can be strategically placed in parks along walking routes and mounded into winter slides. Other practices have included regularly compacting snow to make it malleable enough for students to construct their own snow house structures, with maintenance crews compacting the snow every few days to prevent it from forming into denser ice.

Resources

Winter Design Guidelines: Transforming Edmonton into a Great Winter City

https://www.edmonton.ca/city_government/documents/PDF/WinterCityDesignGuidelines_draft.pdf

Appendix K. Equity in SRTS Planning



When planning and implementing your SRTS programming, it is important to design events and activities that are inclusive of students of all backgrounds and abilities. The population of the City of Fridley is approximately 70% Caucasian with 30% of the population identifying as people of color. Poverty levels are similar to the national rate. This appendix identifies potential obstacles to participation and suggests creative outreach, low-cost solutions, and flexible program implementation to address language barriers, students with disabilities, personal safety concerns, and barriers related to school distance.

LANGUAGE AND/OR CULTURAL BARRIERS

To encourage families that do not speak English, are learning English, or have recently immigrated to participate in Safe Routes to School programs, it is important to communicate how the program can benefit families and address parental concerns. Hiring a bilingual staff person is the best way to communicate and form relationships with a community.

Provide Materials in Multiple Languages

Some concepts can lose their meaning and be confusing when translated literally. Also, words may have different meanings depending on the regional dialect.

- Ask families with native speakers to help communicate the message to others.
- Use images to supplement words so that handouts are easy to read and understand.

Use a Variety of Media

In schools where families speak different languages, it can be a good idea to present information in multiple ways.

- Use a variety of mechanisms to communicate the benefits of walking and bicycling to parents.
- Have students perform to their parents, such as through a school play.
- Encourage youth-produced PSAs to educate parents on why biking and walking are fun and healthy events.
- Provide emails, print materials, etc., in multiple languages.
- Use a phone tree, PTA, or events to reach parents.
- Engage an assistant who speaks multiple languages to reach out to parents at events.
- Employ staff from similar ethnic backgrounds to parents at the school.
- Parents increasingly use texting more than emails. Find out how parents communicate with each other and use their methods.

Meet People Where They Are

Some families may not feel comfortable coming to your events or participating in formal PTA and organizations.

- Attend established meetings to reach groups who may not participate in school PTAs or other formal meetings.
- State required English Learner Advisory Committees (ELACs) are good partners.
- Conduct outreach or table at school events (such as: Movie nights, family dance nights, Back to School nights, etc.).

Residents are often aware of traffic and personal safety issues in their neighborhoods, but don't know how to address them.

- Provide a safe place for parents to voice concerns to start the conversation about making improvements. Listen to their concerns, help parents prioritize, and connect them with the responsible agency to address the concerns.
- Encourage staff or parent volunteers to host house meetings, in which a small group gathers at the home of someone they know to voice concerns and brainstorm solutions.
- Seek common goals for community improvement that can be addressed through collaborative efforts with all parent groups.
- Consider inviting law enforcement or public works staff to build a better relationship between officers and residents so they feel comfortable voicing future concerns. Note that some groups may have complex relationships of police mistrust, such as among undocumented communities. Again, asking for police

representatives who are from the community works best.

- When looking for volunteers, start by looking to friends and neighbors to build your base group.
- Be creative; consider going to community events like Farmer's Markets and neighborhood gathering spots to recruit. Try different ways of engaging with participants; the City as Play Design Workshops have creative ideas for asking attendees to build their visions.
- Look for small victories: adding a crossing guard, signage and paint gives parents confidence that their issues can be addressed.

Host Parent Workshops

All parents desire for their children to be successful. Workshops are a good opportunity to articulate how services and programs can reduce barriers to students' success and help them be successful.

- Create simple ways for parents to get involved and help put on events and activities with their children, who can often help navigate the situation.
- Hold a "Parent University," or workshops where parents can voice their concerns.
- Listen to and act on parents' suggestions to build trust in the community and address concerns.
- Include an icebreaker activity to introduce yourself and to make the participants more comfortable sharing their thoughts and opinions.

Establish Flexible Programs

Create a trusting and welcoming environment by not requiring participants to provide information about themselves, which could be a deterrent to undocumented immigrants.

- Establish a training program for volunteers that does not require background checks or fingerprints since some parents who would like to volunteer may not be able to pass background checks.

Often working parents have limited time to volunteer with their children's schools. The hours and benefits associated with many jobs can make it challenging for parents to be available for school activities and take paid time off.

- Host meetings and events at varying times to accommodate differing work schedules.
- Make specific requests and delegate so no single person has to do the majority of the work.

Communicate Health Benefits

Families who are less well-connected to the school community may not be as aware of the benefits of SRTS programming.

- Publicize to parents that walking and biking to school is exercise and to children that it is fun, like an additional recess.
- Health fairs can highlight biking and walking to create an association between those commute options and their benefits. Encouragement competitions such as the Golden Sneaker Award and Pollution Punch Card can show how many calories students have burned.

STUDENTS WITH DISABILITIES

Some students may not be able to walk or bike to school because of physical or mental disabilities, but they can still be included in SRTS programs.

- Invite children with physical disabilities to participate in school infrastructure audits to learn how to improve school access for all.
- Students with mental disabilities may have differing capacities for retaining personal and traffic safety information, but programs like neighborhood cleanups and after-school programs can be fun ways to socialize and participate with other students.
- Involve special education instructors and parents of disabled students in the planning and implementation of these programs to better determine the needs of children with disabilities.
- Create SRTS materials that recognize students with disabilities. Include pictures of students with disabilities in program messaging to highlight that SRTS programs are suitable for all students.

Additional Resources

- National Center for SRTS's Involving Students with Disabilities http://saferoutesinfo.org/sites/default/files/resources/Involving_students_with_disabilities.pdf
- SRTS National Partnership's: Students with Disabilities http://www.saferoutespartnership.org/sites/default/files/pdf/Serving_Students_with_Disabilities_SRTSNP_11_4_09_FINAL.pdf



PERSONAL SAFETY CONCERNS

In some communities, personal safety concerns associated with crime activity is a significant barrier to walking and bicycling. These can include issues of violence, dogs, drug use, and other deterrents that can take precedence over SRTS activities in communities. These neighborhoods may lack sidewalks or other facilities that offer safe access to school, and major roads may be barriers.

COMMUNITY-BASED PROGRAMS

Neighborhood Watch Programs

Establishing neighborhood crime watches, parent patrols, and safety zones can involve the community in addressing personal safety concerns as supervision reduces the risk of bullying, crime, and other unsafe behavior.

- Set up parent patrols to roam areas of concern. Safe Passages or Corner Captain programs station parent or community volunteers on designated key street corners to increase adult presence to watch over children as they walk and bicycle to school.
- Issue special hats, vests, or jackets to give the volunteers legitimacy and identify them as patrol leaders.
- Walkie-talkies allow parents to radio for help if they are confronting a situation they have not been able to resolve.
- Work to identify “safe places” like a home along the route where children can go to in the event of an emergency, or create a formal program with mapped safe places all children can go to if a situation feels dangerous.

SchoolPool with a Group

SchoolPool, or commuting to school with other families and trusted adults, can address personal safety concerns about traveling alone.

- Form Walking School Buses, Bike Trains, or carpools. For information about how to set up a SchoolPool at your school, read the Spare the Air Youth SchoolPool guidebook. <http://www.sparetheairyouth.org/schoolpool-guidebook>
- SchoolPools are a great way of building community. See resources online at www.sparetheairyouth.org/walkingschool-buses-bike-trains for more information.

Sponsor Neighborhood Beautification Projects

Clean neighborhoods free of trash and graffiti can create a sense of safety and help reduce crime rates.

- Host neighborhood beautification projects around schools, such as clean-up days, graffiti removal, and tree planting to help make families feel more comfortable and increase safety for walking or biking to school.
- Host a community dialogue about positive and negative uses of public space.

Education Programs

Teach students and their families about appropriate safety issues. Parents may not want students to walk or bike if they are not confident in their child’s abilities.

Safety Information for Students

- Use time at school, such as during recess, PE, or no-cost after school programs, to teach children how to bike and walk safely.
- Utilize either existing curricula or bring in volunteer instructors from local advocacy groups and non-profit organizations.
- Teach children what to do in the event of an emergency and where to report suspicious activity or bullying.
- Provide helmets and bikes during the trainings will allow all students to participate regardless of whether or not they have access to these items.
- Open Streets events such as San Francisco’s Sunday Streets, Oakland’s Oaklavia, and others are also a great way of creating safe zones to teach new skills in the street.

Safety Information for Parents

- Provide information about how to get to around safely.
- Develop and distribute suggested routes to school maps that highlight streets with amenities like sidewalks, lighting, low speeds, and less traffic.
- Identify informal shortcuts and cutthroughs that students may take to reduce travel time. Consider whether these routes may put students at risk (for example, by cutting through a fence, across a field, or near railroad tracks) and work with your city planners to improve the route.
- Provide flyers for parents about how to find other families groups to commute with or what to do in the event of an emergency to educate themselves and their children.
- Offer pedestrian safety training walks. Make these fun and interactive and address parents' safety concerns as well as provide tips for them to teach their children to be safe while walking.

Resources

- SRTS National Partnership's Implementing Safe Routes to School in Low-Income Schools and Communities <http://www.saferoutespartnership.org/sites/default/files/pdf/LowIncomeGuide.pdf>

BARRIERS RELATED TO SCHOOL DISTANCE

Some students simply live too far from school to reasonably walk or bike. However, there are programs that may be implemented to include these students in healthy physical activities, such as walking or biking.

Remote Drop-off

- Suggest remote drop-offs for parents to drop their children off a couple blocks from the school so they can walk the rest of the way. Volunteers wait at the drop-off and walk with students at a designated time to ensure they arrive to school safely and on time
- Remote drop-off sites can be underutilized parking lots at churches or grocery stores that give permission for their property to be used this way.
- Identify potential park and walk areas on route maps.

Walk to School Bus Stops

- Incorporate physical activity into students' morning schedule by encouraging them to walk to bus stops.
- Utilize walking school bus programming to organize nearby students to walk in groups to a more centrally located bus stop, which may translate into fewer bus stops because more students will be boarding at each stop.

Frequent Walker Programs

- Students who still arrive to school by bus and parent vehicle do not have to miss out on the physical benefits provided by walking if programming is implemented
- Implement programs that identify walking opportunities on campus, which can be defined in terms of routes or by amount of time spent walking.

Additional Resources

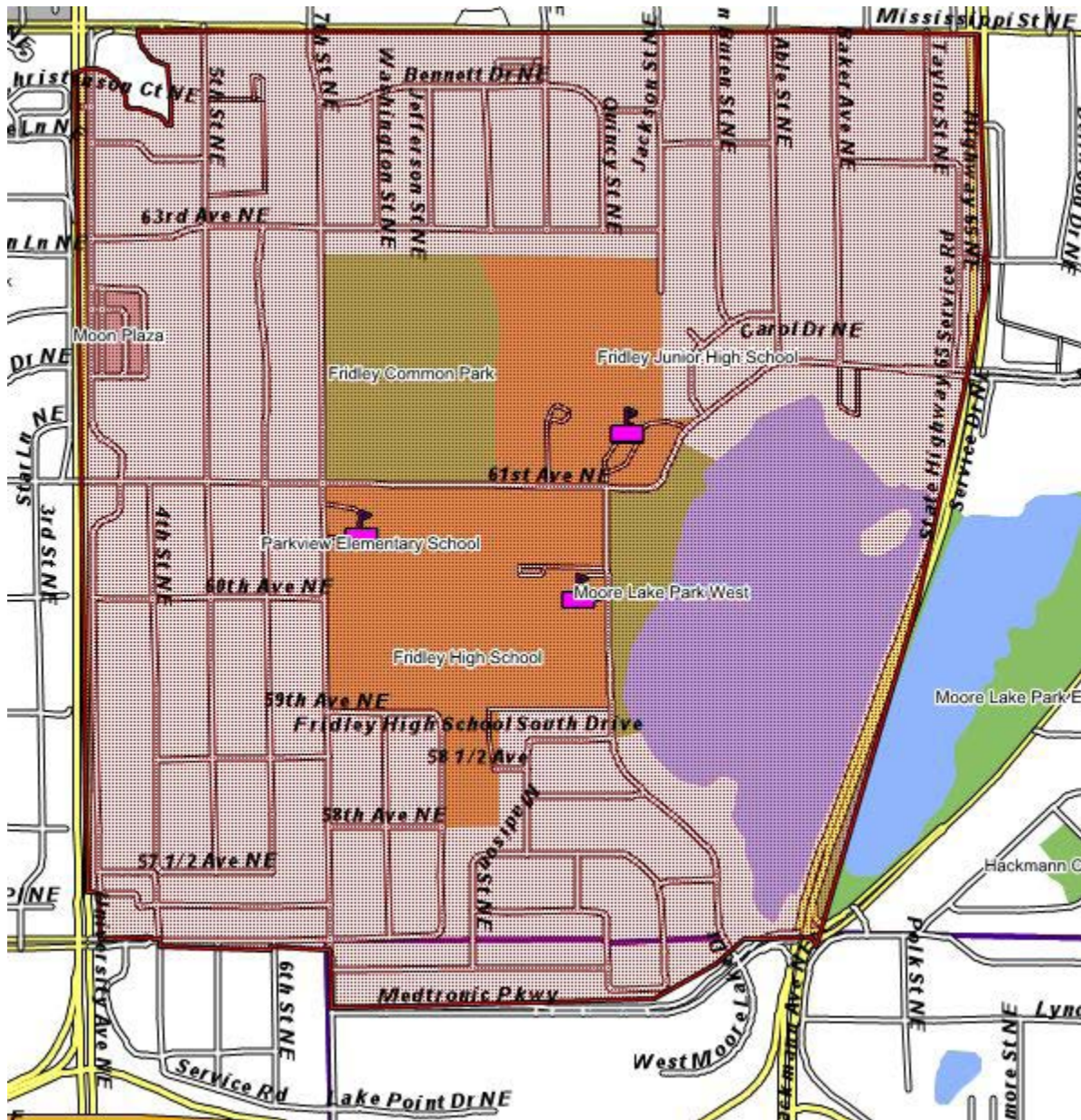
- Rural Communities: Making Safe Routes Work
- http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/SR2S_Rural_making%20SR%20work_20150331.pdf
- Rural Communities: Best Practices and Promising Approaches for Safe Routes
- http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/SR2S_Rural_best%20practices_2015033.pdf
- Rural Communities: A Two Pronged Approach for Improving Walking and Bicycling
- http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/SR2S_Rural_2pronged%20approach_20150331.pdf



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Appendix L. Existing School Maps

WALK ZONE MAP



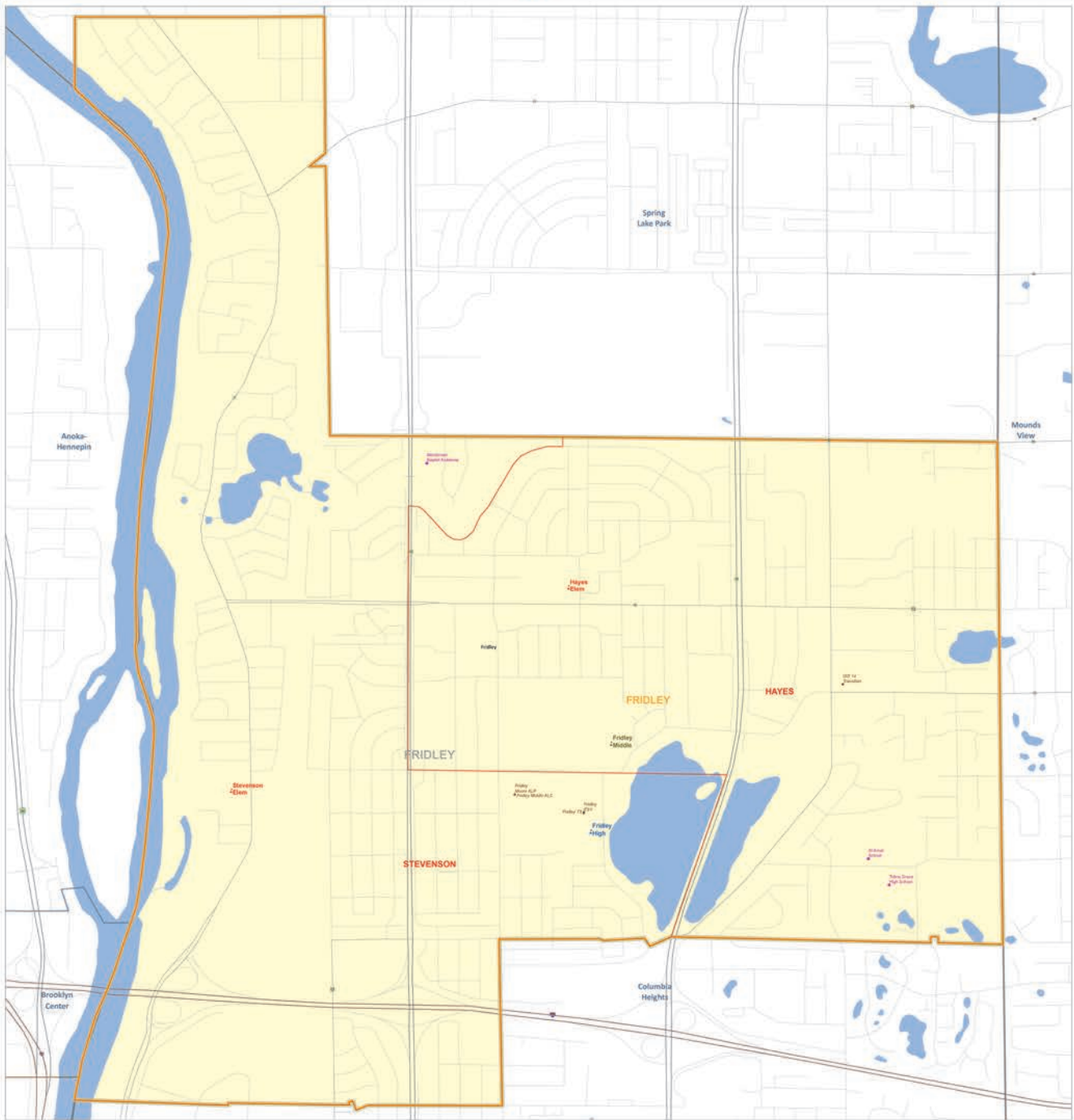


Public School District Attendance Areas and Educational Facility Locations

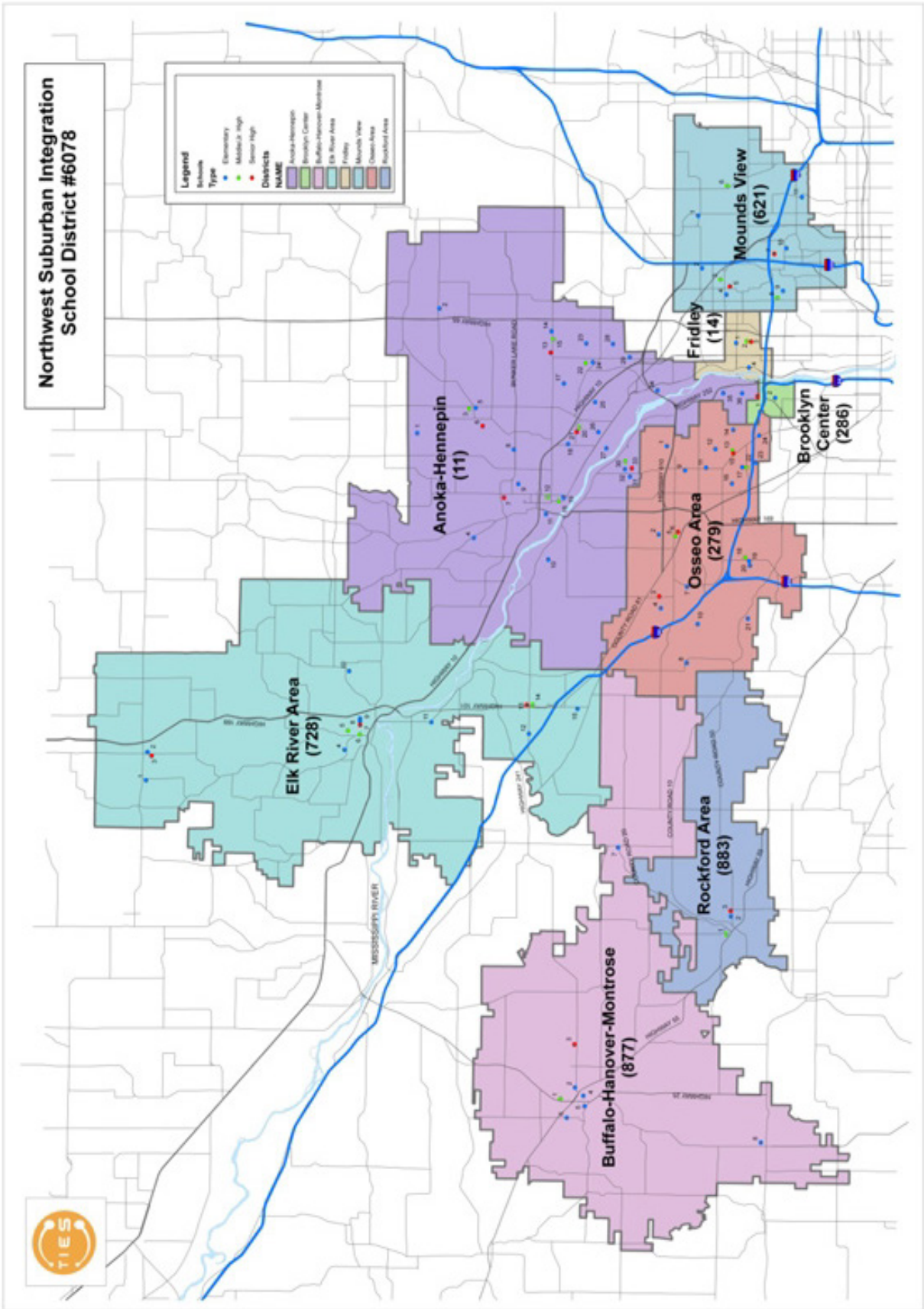
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Fridley 14

Map 1 of 1



<p>Public Educational Facilities or Programs</p> <ul style="list-style-type: none"> 1 Elementary school 2 Middle / Junior high school 3 High / Secondary school 4 School District Office 5 Non-Public school 6 Public Charter school 7 Other School Program (examples) <ul style="list-style-type: none"> - Area Learning Center (ALC) - Area Learning Program (ALP) - Targeted Services - College/University - Commercial - Secondary Educator <p>Public School Attendance Areas</p> <ul style="list-style-type: none"> Elementary School Attendance Area ELEM Middle School Attendance Area MIDD High School Attendance Area HIGH 	<p>Public School Districts</p> <ul style="list-style-type: none"> School District Adjacent School District IRSET - SEE MAP 2 OF 2 (if applicable) <p>Other Features</p> <ul style="list-style-type: none"> Interstate Highway U.S. Highway State Highway County Highway Roadway Arterial Stream Water Control District City, Township and Unincorporated areas Public Land Survey Township / Range Public Land Survey Section 	<p>Data Sources:</p> <ol style="list-style-type: none"> 1. Minnesota Department of Education (11/2008/2013) 2. Metropolitan Council (2012) Minnesota Department of Transportation (2006) 3. Minnesota Geographic Information Office 4. U.S. Bureau of the Census, Minnesota Legislative GIS Office (undated) to include Minnesota files with Municipal Bound through May 2005 5. Minnesota Department of Natural Resources <p>Special Note: The school district boundaries appearing on this map do not necessarily represent the legal boundaries of the district. It is a representation of boundaries shown or used on the map. The county official is not certified by the U.S. Bureau of the Census, most recently the Census 2010. Since 2010, adjustments to the data have been made by the State of Minnesota based on completed County Finance Information. Please contact your county auditor or assessor to obtain an accurate legal delineation of the boundary.</p> <p>Liability Statement: The Minnesota Department of Education does not warrant the results and use obtained by using this map. This map is provided without express or implied warranties, including warranties of merchantability and fitness, in its present and future use, for any commercial, residential or special purposes, including any use for profit, savings, investment or other purposes. The user assumes all liability for any damages or any other claim for any third party.</p>	<p>School District Location in Minnesota</p> <p>Legend</p> <ul style="list-style-type: none"> Elementary County Boundary 	<p>Scale: 1 : 5,850</p> <p>For further assistance with this map, contact: John Stark, john.stark@state.mn.us Scott Peterson, scott.peterson@state.mn.us MDE Department of Education 1000 Highway 28 West Rochester, MN 55911</p> <p>Minnesota Department of Education</p> <p>Map Created: September 2011</p>
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Safe Routes to School Improvements Project

2024 TAB Regional Solicitation Application

Project Overview:

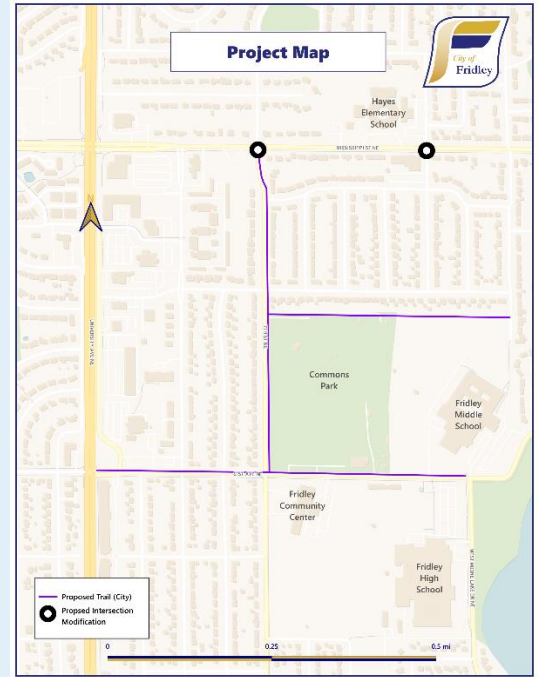
This project is proposing to construct multi-use trails along 7th Street, 61st Avenue, and Commons Park/Fridley Middle School as well as install Rectangular Rapid Flashing Beacons (RRFBs) at new roundabouts at the intersections of Mississippi Street with 7th Street and Monroe Street. These projects were identified as priorities within the approved Safe Routes to School plans for Hayes Elementary School and Fridley Middle School.

Project Need:

The current infrastructure does not allow for students to safely reach school by all modes of active transportation, nor does it meet ADA guidelines. The proposed project would facilitate walking, biking, and scootering to Hayes Elementary School, Fridley Middle School, Fridley High School, and the Fridley Preschool. Additionally, the project would benefit residents reaching other community destinations including the library, Commons Park, the Fridley Community Center which is home to the Fridley Senior Center, a multi-modal transit hub, and a proposed F Line transit stop.

Public Input:

The City relied on significant public involvement during multiple phases to develop this project. All components are included within approved SRTS plans and/or the City's Active Transportation Plan which prioritized projects based on parent/student/resident feedback. The City held meetings with representatives from Fridley Public Schools, the Environmental Quality and Energy Commission, and the surrounding neighborhood to determine the final project layout included in this application.



Primary Contact

Rachel Workin
Environmental Planner
7071 University Avenue NE
Fridley, MN 55432
763-572-3594
Rachel.Workin@FridleyMN.gov

Project Costs

Requested Federal Amount:

\$1,000,000

Local Match Amount:

\$253,000 (20.19%)

Total Project Amount:

\$1,253,000

Project Partners

Fridley Public School & Anoka County



Safe Routes to School Improvements Project page at the following location (QR Code):

[FridleyMN.gov/SafeRoutesToSchool](https://www.fridleymn.gov/SafeRoutesToSchool)



Safe Routes to School

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

HAYES ELEMENTARY

Fridley Public Schools, Fridley, MN

JUNE 2017



ACKNOWLEDGMENTS

The following key people/entities participated in the Safe Routes to School (SRTS) plan efforts for Fridley Public Schools. Their creativity, energy, and commitment were critical to the success of this effort.

JULIE JONES

City of Fridley

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Fridley Public Schools

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Fridley Public Schools

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City of Fridley

JACK FORSLUND

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Anoka County

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City of Fridley

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Fridley Public Schools

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Fridley Public Schools/
Fridley Police Department

BEN RICHARDS

Fridley Public Schools

JOHN PIOTRASCHKE

Fridley Public Schools





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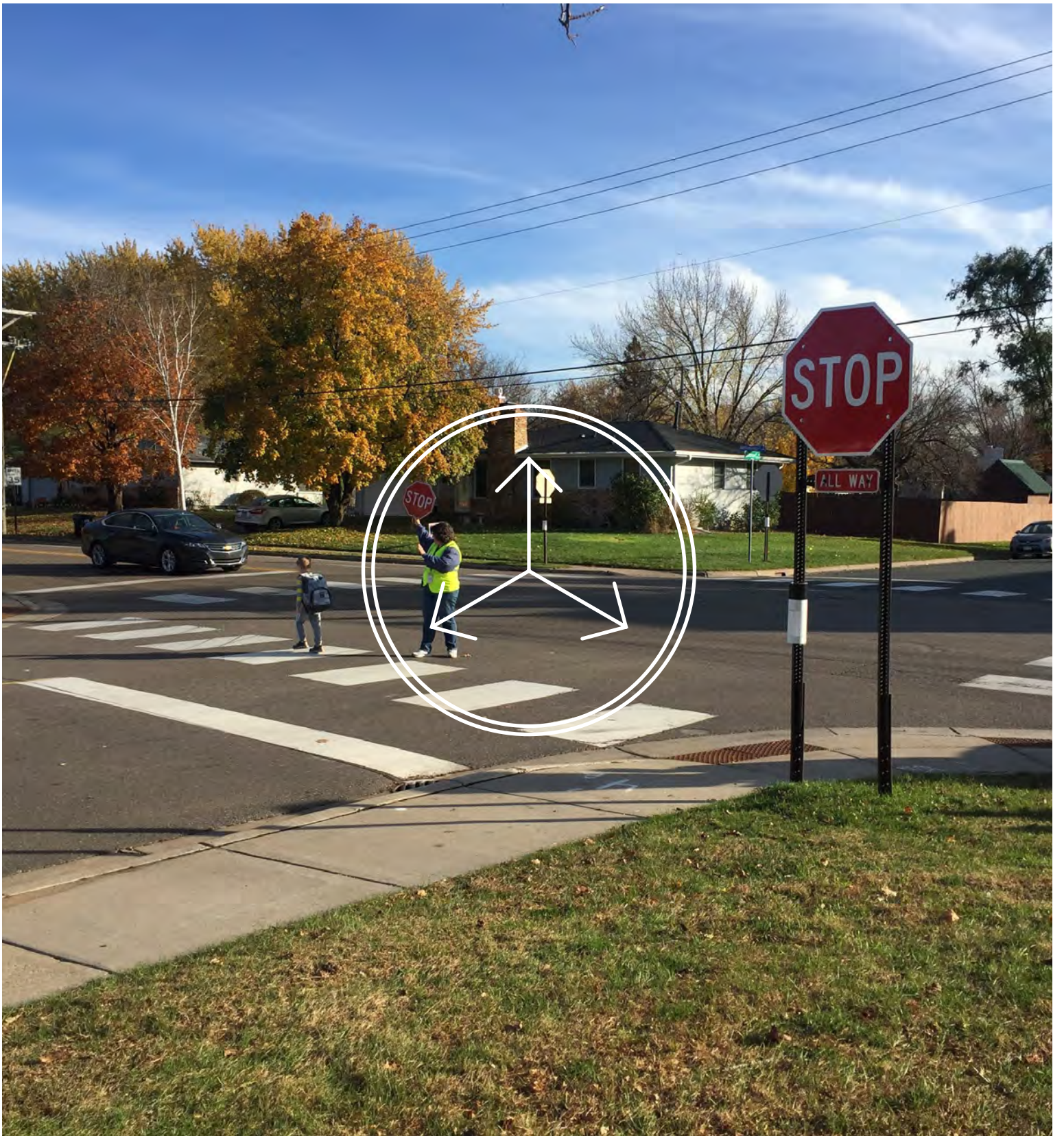
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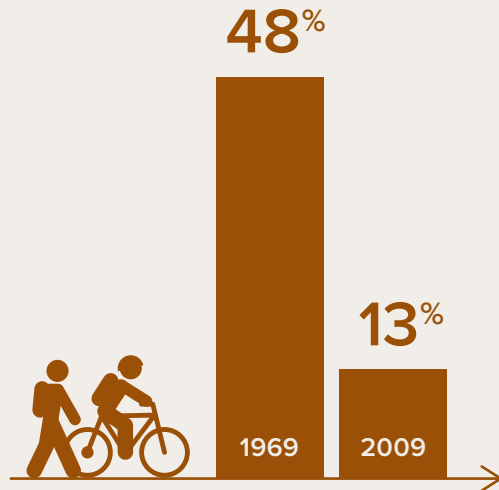
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01

INTRODUCTION + CONTEXT

Why Safe Routes to School?



THE PERCENTAGE OF CHILDREN WALKING OR BIKING TO SCHOOL HAS DROPPED PRECIPITOUSLY WITHIN ONE GENERATION



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 the recommended 60 minutes of daily physical activity during the trip to and from school



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance*



Are less likely to suffer from depression and anxiety

THE VICIOUS CYCLE OF INCREASED TRAFFIC LEADING TO REDUCED WALKING AND BICYCLING:



Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school

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



The Six Es

Safe Routes to School programs use a variety of strategies to make it easy, fun and safe for children to walk and bike to school. These strategies are often called the “Six Es.”



Education

Programs designed to teach children about traffic safety, bicycle and pedestrian skills, and traffic decision-making.



Encouragement

Programs that make it fun for kids to walk and bike, including incentive programs, regular events or classroom activities.



Engineering

Physical projects that are built to improve walking and bicycling conditions.



Enforcement

Law enforcement strategies aimed at improving driver behavior near schools and ensuring safe roads for all users.



Evaluation

Strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.



Equity

Is an overarching concept that applies to all of the E's, ensuring that all residents have access to and can take advantage of the resources provided through the program.



Navigating this Plan

Below is a roadmap for navigating the way through this plan. Use it to find all the information you need for helping students be safer and more active!



Programs

Getting kids to walk and bike to school requires fun and engaging programs for schools and families. Turn to this section for recommended events, activities, and strategies that will get students moving.



How to get involved

The more people who are involved with a local Safe Routes to School process, the more successful it will be! Use this section to find out how you can be a part of this important initiative.



Infrastructure

Ensuring the safety of students on their trips to and from school means upgrading the streets. See this section for suggestions to improve the safety, comfort and convenience of walking and biking, including paint, signage, and signals.



Appendices

There is more information available than could fit in this plan. For additional resources, turn to this section.



The Vision

In the spring of 2016, Fridley Public Schools (ISD 14) was awarded a Minnesota Department of Transportation (MnDOT) Safe Routes to School (SRTS) planning assistance grant to develop an SRTS Plan. In addition to Hayes Elementary, R.L. Stevenson Elementary and Fridley Middle School were selected to receive this planning assistance.

This plan was made possible by support from MnDOT and developed in coordination with the city and the school district. It is the product of several meetings and visits to Fridley, plus discussions with city employees, teachers, school staff, students, and community members. The plan offers recommendations on how to make it easy, fun and safe for children to walk and bike to school.

The following pages offer both program and infrastructure suggestions - all of which fall under the 6 E's model described on page 6. All recommendations are intended to be on an approximate five-year timeline. While not all of these recommendations can be implemented immediately, it is important to achieve short-term successes while laying the groundwork for progress toward some of the larger and more complex projects.



ADDITIONAL SRTS PLANNING IN THE AREA

FURTHER READING

Fridley and Columbia Heights have engaged in SRTS planning over the past few years. In 2013, SRTS plans were completed for Columbia Academy Middle School, Highland Elementary School, and Valley View Elementary School in Columbia Heights. Additionally, a plan was completed for North Park Elementary School in Fridley.



APPENDIX

FURTHER READING

The main body of this plan is intended to be concise in an effort to provide the most pertinent information to the reader. There are several resources in the appendix section for those interested in learning more about SRTS, including specific roles for implementing SRTS, the SRTS planning process at a glance, existing conditions, and talking points to effectively communicate messages related to SRTS.



Hayes Elementary in Context

Hayes Elementary sits approximately in the center of Fridley along Mississippi Street NE, a key west-east artery through town. University Avenue NE runs to the west of campus and Highway 65 NE runs to the east of campus, both of which serve as north-south thoroughfares. During the 2016-2017 school year, there were 571 students enrolled. The school draws students from within the City of Fridley as well as students who reside within the Northwest Suburban Integration School District who may choose to open enroll within the eight district consortium (about 40% open enroll overall; see maps in the Appendix L).

Based on 2016 surveys, the majority of parents report their children traveling to and from school by family vehicle (52.3%) or school bus (36.4%), while a significant portion walk (11.4%) and none bike. These percentages vary by distance from school. No students living within a half mile of school report biking to school, 34.6% walk to school, and 65.4% report receiving a ride in a family vehicle. As the distance from school increases to one mile or greater, the share of walking and family vehicle (48.3%) trips decreases, and school bus trips increase (50%). See the appendix for in-person observations about student travel modes.

Mississippi Street NE is a significant barrier to walking and biking to Hayes Elementary. Between 2006 and 2015, four crashes involving vehicles and a bicyclist or pedestrian occurred on Mississippi Street NE; one directly south of school, one at 7th Street NE, and two at 5th Street NE. Another crash occurred at Madison Street NE directly north of school. Sixty-five percent of parents reported distance and 59% reported the safety of intersections and crossings affected their decision to allow their children to walk or bike to school.



APPENDIX

FURTHER READING

The summary on this page takes information from a more detailed existing conditions report found in the appendix. There you'll find a report that talks about how students and parents report traveling to and from school, a map showing pedestrian and bicyclist-involved crashes, and a map of residences of students who attend Hayes Elementary. This information helped planners and community stakeholders develop the best strategies for increasing safety and comfort for students walking and biking to school.





Introduction to Programs

The Safe Routes to School movement acknowledges that infrastructure changes are a necessary but insufficient condition for shifting school travel behavior. Programs are a necessary component of any successful SRTS plan.

While engineering improvements such as sidewalks, crosswalks, and bikeways are important, equally important are **education** programs to give children and families basic safety skills, **encouragement** programs to highlight walking and bicycling to school as fun and normal, **enforcement** against unsafe and illegal motorist behavior, and **evaluation** of the impact of investments and non-infrastructure efforts. Often, programs that help to get more kids walking and biking lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking and biking safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost.



Existing Programs

The City of Fridley, Fridley Public Schools, and Hayes Elementary have actively been working towards providing safe and inviting spaces around the city and the school campus for students. This foundation of encouraging student travel safety is valuable for expanding programs to encourage more students to walk and bike. Here are a few programs and services that already exist in Fridley and at Hayes Elementary:

- Police Department provides a bike helmet clinic and sells bike helmets at a discount
- Wellness programs and encouragement from school staff
- Staggered departure times and separated by grade
- Summer safety camp with police and fire departments
- Partnership with Allina Health and Free Bikes 4 Kidz for bike giveaways
- Partnership with Allina Health and Bikes4Kids (Ham Lake) to donate repaired, used bikes
- Targeted enforcement by Fridley Police Department
- Crossing guards
- Safety communication sent home to parents (see www.fridley.k12.mn.us/page.cfm?p=2799)
- City prioritizes snow maintenance on sidewalks near schools
- Bike Rodeo for seniors (not at the school)

Program Recommendations

The following programs were identified as priority programs by the local SRTS team for Hayes Elementary during the SRTS planning process. These programs were selected to meet the interest and needs of the school community in the near term (one to five years).

Each recommended program shows the “E” it falls under, plus suggested lead, support, and priority.



APPENDIX

FURTHER READING

For a complete list of all potential programs and descriptions, see <http://mnd-otsrts.altaprojects.net/>

Recommended Programs List



PROGRAM	WHICH "E"?	PROGRAM LEADER	PROGRAM SUPPORT	PRIORITY
Bus Drop and Walk/Park and Walk¹	Encouragement	Fridley Public Schools	School staff	Short term
Walk to School Day	Encouragement	Fridley Public Schools	Parents, school staff	
Law Enforcement²	Enforcement	Fridley Police Department	City of Fridley	
Bike Rodeo³	Education	Fridley Community Education	Fridley Police Department	
Walking route maps	Education/Encouragement	Fridley Planning Department	Fridley Public Schools	Medium term
Walking School Bus	Encouragement	Fridley Public Schools	Parents, school staff	
Walk! Bike! Fun! Curriculum	Education	Fridley Public Schools	School staff	

REFERENCES AND NOTES

1 Identified as a priority by School District transportation director

2 Work with officers to do observations and enforcement, and provide a consistent, visible presence over several weeks at a time; recommended to do observations and enforcement on Mississippi St in particular; evaluate before and after infrastructure improvements to compare driver behavior (coordinate with City of Fridley)

3 A program similar to a student bike rodeo is currently offered to seniors in the city



EVALUATION

PARENT SURVEYS AND STUDENT TRAVEL TALLIES

There are two great tools to evaluate all the SRTS work in your community:

Parent Surveys: Recommended to be done once every 2-3 years. A hard copy survey or link to the survey can be sent to parents which asks their perceptions of walking and biking to school.

Student Travel Tally: Recommended to be done fall and spring of every year. These in-class tallies ask students how they travel to and from school.

More information on both the parent survey and the student travel tally can be found at <http://guide.saferoutesinfo.org/evaluation/>

Program Descriptions

The following descriptions provide more information about the recommended programs found in the table on the previous page.

Bus Drop and Walk/Park and Walk

This program is designed to give those who ride the bus or commute with a parent a chance to get physical exercise before school. School administration should choose a location a quarter to half mile away from school where drop off from buses and parent vehicles can occur on a single day. Not all students are able to walk or bike the whole distance to school; they may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs.

Additional Resources

National Safe Routes to School Guide: http://guide.saferroutesinfo.org/encouragement/park_and_walk.cfm



Walk/Bike to School Day

Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in the fall. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event. These events can be held for more than a day,

Additional Resources

MnDOT Walk and Bike to School Day: http://www.dot.state.mn.us/mnsaferoutes/programs/walk_to_school_day.html



Bike Rodeo

Bicycle Rodeos are events that offer bicycle skills and safety stations for children - and sometimes parents - to visit (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycle rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department.

Additional Resources

An Organizer's Guide to Bicycle Rodeos: http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf





Walking Route Maps

Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. Liability concerns are sometimes cited as reasons not to publish maps; while no route will be completely free of safety concerns, a well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings.

Additional Resources

National Safe Routes to School Guide: http://guide.saferroutesinfo.org/engineering/school_route_maps.cfm



Walking School Bus

A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated bus stops at designated 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. A Walking School Bus can be as informal as a few parents alternating to walk their children to school, but often it is a well-organized, PTA-led effort to encourage walking to school.

Additional Resources

http://www.saferoutespartnership.org/sites/default/files/resource_files/step-by-step-walking-school-bus.pdf



Walk! Bike! Fun! Curriculum

Pedestrian safety education aims to ensure that every child understands basic traffic laws and safety rules. It teaches students basic traffic safety, sign identification, and decision-making tools. Training is typically recommended for first- and second-graders and teaches lessons such as “look left, right, and left again”. Curriculum often includes three parts: in-class lessons, mock street scenarios, and on-street practice. Walk! Bike! Fun! includes lessons for both safe walking and biking, although the latter is recommended for students in fifth grade and older. This curriculum was developed by The Bicycle Alliance of Minnesota with support from the Minnesota Department of Transportation and Blue Cross Blue Shield of Minnesota. It teaches safe traffic behavior through classroom activities and on-the-streets skills practice.

Additional Resources

Minnesota Walk! Bike! Fun!: <http://www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf>







Introduction to Infrastructure

In addition to program recommendations, changes to the streetscape are essential to making walking and biking to school safer and more comfortable.

The initial field review and subsequent meetings yielded specific recommendations to address the key identified barriers to walking and bicycling at Hayes Elementary.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and cycling in the neighborhood, but rather the key conflict points and highest priority infrastructure improvements to improve walking and cycling access to the school. The recommendations range from simple striping changes and school signing to more significant changes to the streets, intersections and school infrastructure.

All engineering recommendations are shown on the Recommended Infrastructure Improvements Map on page 19 and described in the table on page 20. It should be noted that funding is limited and all recommendations made are planning-level concepts only. Additional engineering studies will be needed to confirm feasibility and final costs for projects.



WINTER MAINTENANCE

FURTHER READING

In colder climates, it is important to consider how winter can affect the safety and comfort for youth walking and biking to school. See Appendix J for information related to winter maintenance that will allow kids to stay active and healthy year round.



APPENDIX

FURTHER READING

For a complete list of infrastructure to increase bicyclist and pedestrian safety and comfort, turn to Appendix H. The toolkit found here will help you brainstorm additional improvements for Fridley.

EXISTING INFRASTRUCTURE



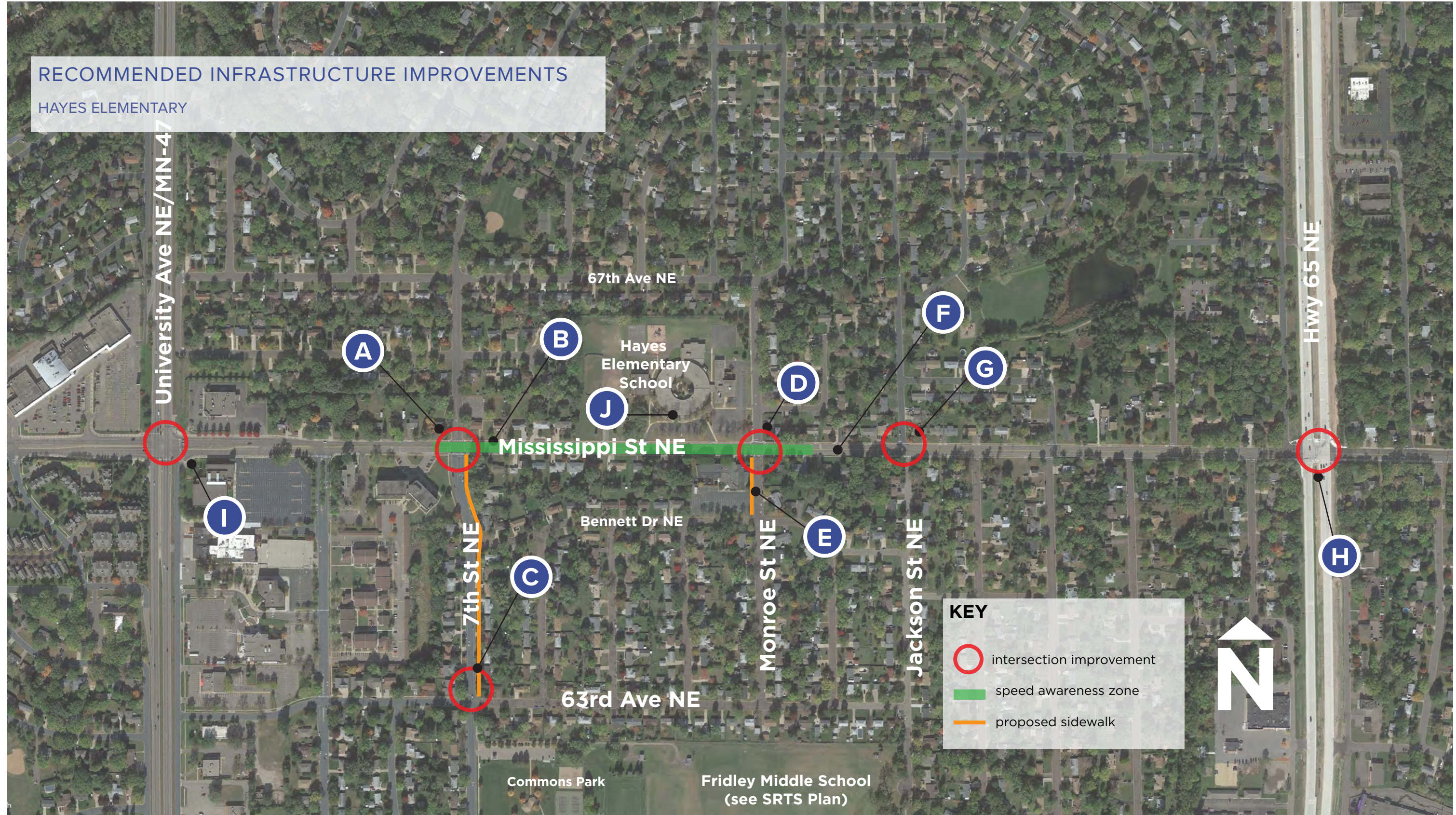
View of Mississippi St NE, looking west from Monroe St. Four lanes of traffic makes crossing for children unsafe and uncomfortable.



Looking west on the sidewalk adjacent to Mississippi St NE. Private vehicles are not allowed in the Hayes Elementary parking lot during arrival and dismissal.

RECOMMENDED INFRASTRUCTURE IMPROVEMENTS

HAYES ELEMENTARY



Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE	POTENTIAL SOLUTION/ RECOMMEN- DATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Mississippi St NE and 7th St NE	Long crossing distances, inadequate pedestrian landing areas	Install curb extensions to shorten crossing distance of Mississippi; construct ADA compliant curb ramps where not present	Increased safety, comfort, and visibility of pedestrians crossing; help to guide pedestrians and encourage more people to walk	Anoka County with City of Fridley	High
B	Mississippi St NE between 7th St NE and Monroe St NE	Drivers are traveling at high speeds adjacent to school	Create a speed awareness zone through increased enforcement, speed feedback signs, traffic calming, and posted decreased speed limits	Increased awareness of school zone, decreased vehicle speeds, safer and more comfortable environment for people walking and biking	Anoka County	High
C	7th St NE and 63rd Ave NE	Missing sidewalk connections north to Mississippi, no landing areas at corners	Construct ADA compliant curb ramps; install landings and high visibility crosswalks to cross 63rd and to connect to existing sidewalk network on 7th; install sidewalk on the east side of 7th between 63rd and Mississippi	More comfortable and legible intersection crossing	City of Fridley	Low
D	Mississippi St NE and Monroe St NE	Long crossing distances	Install curb extensions	Increased safety, comfort, and visibility for people crossing Mississippi St	Anoka County with City of Fridley	High
E	Monroe St, between Mississippi St NE and Bennett Dr	Missing sidewalks on Monroe St	Install sidewalk on west side of Monroe St between Mississippi St and Bennett Dr	Help to guide pedestrians and encourage more people to walk south of Mississippi St	City of Fridley	Low
F	Mississippi St NE from Hwy 65 to University Ave NE	Drivers are traveling at high speeds and introduce “hidden threat” situations at crossings	Reconfigure street from four lanes to three lanes; install traffic calming; install bicycle facilities	Increased safety and comfort for people walking and bicycling	Anoka County	High
G	Mississippi St NE and Jackson St NE	Drivers not accustomed to pedestrians crossing; not looking for pedestrians in crosswalk	Install curb extensions, RRFB, high visibility crosswalk on Mississippi	Increased visibility of pedestrians; slower vehicle speeds; increased safety and comfort for people walking	Anoka County with City of Fridley	Medium
H	Mississippi St NE and Hwy 65	Long crossing distances; little separation between motor vehicles and people crossing; drivers not accustomed to pedestrians crossing; high motor vehicle speeds	Reconfigure intersection to reduce corner radii; install advance stop bars; install leading pedestrian interval (LPI)	Safer and more comfortable roadway crossing	MnDOT with Anoka County	Medium
I	Mississippi St NE and University Ave NE	Long crossing distances; little separation between motor vehicles and people crossing; drivers not accustomed to pedestrians crossing; multiple motor vehicle access points; high motor vehicle speeds	Reconfigure intersection to install protected median crossing islands; eliminate vehicle access to frontage road; reduce corner radii; install advance stop bars; install leading pedestrian interval (LPI)	Safer and more comfortable roadway crossing	MnDOT with Anoka County	High
J	Hayes Elementary campus, near primary entrance/exit on Mississippi St NE	Current bike parking is hidden, unsecure, and on an unpaved area; design of current racks does not meet best practice; more parking capacity needed	Install bicycle parking that meets the guidance shown in Appendix I.	More people bicycling to school	Fridley Public Schools	High

RECOMMENDED IMPROVEMENTS

Concept illustrations of selected improvement areas



Recommendations D & F. Mississippi St NE at Monroe St NE. Current (top) and recommended (bottom). High visibility crosswalks, curb extensions and a four to three lane conversion of Mississippi St. Coordinate with County plans to implement a road diet on this corridor.





Using this Plan

At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement and community advocates, such as public health.

This plan provides an overview of Safe Routes to School with specific recommendations for a 6 E's approach to improve the safety and the health and wellness of students. The specific recommendations in this plan are intended to support improvements and programs over the next 5 years. These recommendations include both long- and short-term infrastructure improvements as well as programmatic recommendations.

It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and bicycling to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing Safe Routes to School strategy. Some projects will require more time, support, and funding than others. It is important to achieve short-term successes while laying the groundwork for progress toward some of the larger and more complex projects.



Who are You?

Successful programs are achieved through the coordinated efforts of parent volunteers, school staff, local agency staff, law enforcement and community advocates, such as public health. Each partner has a key role to play in contributing to a plan's success. The following paragraphs highlight the unique contributions of key partners in Safe Routes to School.

I AM A PARENT

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways an SRTS program can work to make walking and bicycling safer. Concerned parents or city residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal, have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be key to ongoing success by helping to fundraise for smaller projects and programs.

I AM A COMMUNITY MEMBER

Community residents, even if they don't currently have children enrolled in school, can play an important role in supporting implementation of the plan. They can use this report to better understand where there may be opportunities to participate in programming ini-

tiatives and infrastructure improvements. Community members, including seniors or retirees who may have more flexible schedules than parents with school-aged children, may volunteer in established programs or work with school staff or community partners to start new programs recommended in this plan.

I WORK FOR THE SCHOOL DISTRICT

School district staff can use this report to prioritize improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single family commutes to school.

District officials are perhaps the most stable of the stakeholders for a Safe Routes to School program and are in the best position to keep the program active over time. District staff can work with multiple schools, sharing information and bringing efficiencies to programs at each school working on Safe Routes.

I AM A SCHOOL ADMINISTRATOR

School administrators have an important role in implementing the recommendations contained within this SRTS plan. For a plan to succeed, the impetus for change and improvement must be supported by the leadership of the school.



School administrators can help with making policy and procedural changes to projects that are within school grounds and by distributing informational materials to parents within school publications. Please read the SRTS Facts for School Communication in Appendix B.

I WORK FOR THE CITY OR COUNTY

City and County staff can use this report to identify citywide issues and opportunities related to walking and bicycling and to prioritize infrastructure improvements. City staff can also use this report to support Safe Routes to School funding and support opportunities such as:

- MnDOT Safe Routes to School (SRTS) grants
- Federal Safe Routes to School (SRTS) grants
- Statewide Health Improvement Program (SHIP)

For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility, and additional public outreach should be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans and prioritize funding to best meet the needs of each school community.

I WORK FOR THE POLICE DEPARTMENT

Police department staff can use this report to understand issues related to walking and bicycling to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. The Police Department will be instrumental to the success of the enforcement programs and policies recommended in this plan. The Police Department will also have a key role in working with school administrations in providing officers and assistance to some of the proposed education and encouragement programs.

I WORK IN PUBLIC HEALTH

Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families.



A

APPENDICES

HAYES ELEMENTARY

Fridley Public Schools, Fridley, MN

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Appendix A. For More Information



This appendix provides contact information for local, state, and national SRTS program resources as well as school partners.

NATIONAL RESOURCES

Safe Routes to School Data Collection System
<http://www.saferoutesinfo.org/data-central>

Pedestrian and Bicycle Information Center
<http://www.pedbikeinfo.com/>

National Center for Safe Routes to School
<http://www.saferoutesinfo.org/>

Safe Routes to School Policy Guide
http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool
<http://www.changelabsolutions.org/safe-routes/welcome>

Safe Routes to School National Partnership State Network Project
<http://www.saferoutespartnership.org/state/network>

Bike Train Planning Guide
http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability
<http://www.saferoutesinfo.org/sites/default/files/liabilitytipsheet.pdf>

Tactical Urbanism and Safe Routes to School
<http://www.saferoutespartnership.org/resources/factsheet/tactical-urbanism-and-safe-routes-school>

STATE RESOURCES

Dave Cowan, Minnesota SRTS Coordinator
395 John Ireland Blvd
St. Paul, MN 55155
651-366-4180
dave.cowan@state.mn.us

Mao Yang, State Aid for Local Transportation
395 John Ireland Blvd
St. Paul, MN 55155
651-366-3827
mao.yang@state.mn.us

MnDOT Safe Routes to School Resource Website
<http://www.dot.state.mn.us/saferoutes/>

Minnesota Safe Routes to School Facebook page
https://www.facebook.com/MinnesotaSafeRoutes-to-School/?hc_ref=PAGES_TIMELINE&fref=nf

Walk!Bike!Fun! Pedestrian and Bicycle Safety Curriculum
<http://www.bikemn.org/education/walk-bike-fun>

School Siting and School Site Design
http://www.dot.state.mn.us/mnsaferoutes/planning/school_siting.html

LOCAL RESOURCES

Julie Jones
Planning Manager, City of Fridley
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Cindy McKay
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Matthew Boucher
Principal, Fridley Middle School
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John Piotraschke
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Daryl Vossler
Principal, R.L. Stevenson Elementary
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Appendix B. SRTS Facts for School Communication

The following facts and statistics have been collected from national sources. They are intended to be submitted for use in individual school newsletters, emails or other communication with parents and the broader school community.

Except where otherwise noted, the following are based on research summarized by the National Center for Safe Routes to School. More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>.

TRAFFIC: COSTS, CONGESTION, AND SAFETY

- In 1969, half of all US schoolchildren walked or biked to school; by 2009, that number had dropped to just 13 percent.
- In the United States, 31 percent of children in grades K–8 live within one mile of school; 38 percent of these children walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- In 2009, school travel by private family vehicle for students in grades K through 12 accounted for 10 to 14 percent of all automobile trips made during the morning peak travel and two to three percent of the total annual trips made by family vehicle in the United States.
- Among parents who drove their children to school, approximately 40 percent returned home immediately after dropping their children at school. If more children walked or bicycled to school, it would reduce the number of cars near the school at pick-up and drop-off times, making it safer for walkers and bicyclists through reduced traffic congestion and improved air quality.
- Over the past few decades, many school districts have moved away from smaller, centrally located schools and have instead built schools on the edge of communities where land costs are lower and acreage has been more available. As a result, the percentage of students in grades K through 8 who live less than one mile from school has declined from 41 percent in 1969 to 31 percent in 2009.
- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking and biking, more people feel comfortable walking and bicycling.
- Conservatively assuming that 5% of today’s school busing costs are for hazard busing, making it safe for those children to walk or bicycle instead could save approximately \$1 billion per year in busing costs.
- In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.
- Reducing the miles parents drive to school by just 1% would reduce 300 million miles of vehicle travel and save an estimated \$50 million in fuel costs each year.
- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the ‘safety in numbers’ principle. As more families walk and bike to school, streets and school zones become safer for everyone.



HEALTH: PHYSICAL ACTIVITY AND OBESITY

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that children who get regularly physical activity benefit from healthy hearts, lungs, bones and muscles, reduced risk of developing obesity and chronic diseases, and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”
- Researchers have found that people who start to include walking and biking at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that children who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65% of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity has increased among children ages 6 to 11 from 4% in 1969 to 19.6% in 2007. Now 23 million children and teens—nearly one-third of all young people in the U.S.—are overweight or obese.
- The 2010 Shape of the Nation report from the National Association for Sport and Physical Education found that, nationwide, less than one-third of all children ages 6 to 17 participate in physical activity for at least 20 minutes that made the child sweat and breathe hard.
- Children aren’t exercising enough AND 78% of children aren’t getting the 30 to 60 minutes a day of regular exercise plus 20 minutes of more vigorous exercise that doctors recommend.
- Children are increasingly overweight. 20% of children and 33% of teens are overweight or at risk of becoming overweight. This is a 50% to 100% increase from 10 years ago.
- According to a Spanish study of 1,700 boys and girls aged between 13 and 18 years, cognitive performance of adolescent girls who walk to school is better than that of girls who travel by bus or car. Moreover, cognitive performance is also better in girls who take more than 15 minutes than in those who live closer and have a shorter walk to school.
- One hundred calories can power a cyclist for three miles, but it would only power a car 280 feet. If you have a bowl of oatmeal with banana and milk for breakfast, you could bike more than nine miles. How far is the trip to school from your house?
- A 2004 study in the American Journal of Preventive Medicine found that, for every hour people spend in their cars, they are 6% more likely to be obese.
- Because of the health benefits, the cost of walking is actually negative.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of children walking and biking to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of 5 and 14 walked or biked to or from school, compared to 48 percent in 1969.

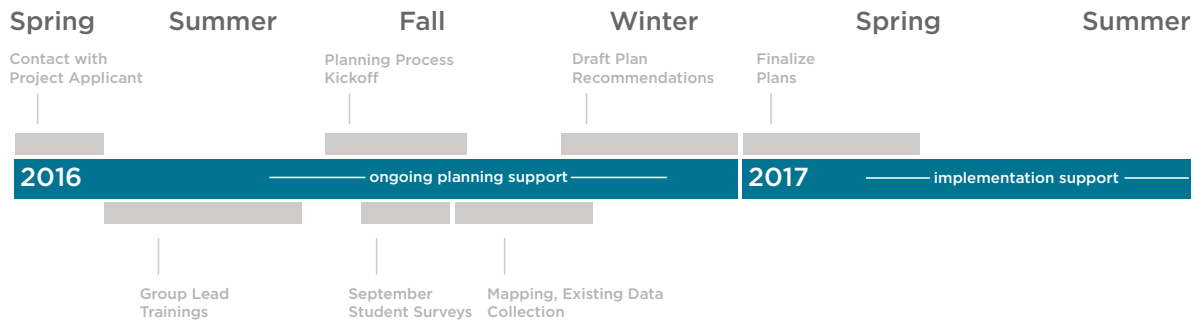
ENVIRONMENT: AIR QUALITY, CLIMATE CHANGE AND RESOURCE USE

- Did you know? When you walk, bike, or carpool, you're reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.
- Did you know that modern cars don't need to idle? In fact, idling near schools exposes children and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your child, please don't idle – you'll be doing your part to keep young lungs healthy!
- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.
- The United States moved into the 21st century with less than 30% of its original oil supply remaining.
- Americans drive more than 2 trillion vehicle miles per year.
- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine's pollution control system is cold and ineffective. Thus, shifting 1% of short automobile trips to walking or biking decreases emissions by 2 to 4%.
- There is more pollution inside a stationary car on a congested road than outside on the pavement.
- From 30% to 60% of urban America is given over to the car; two-thirds in Los Angeles.
- The transportation sector is the second largest source of CO₂ emissions in the U.S. Automobiles and light-duty trucks account for almost two-thirds of emissions from the transportation sector. Emissions have steadily grown since 1990.
- In a year, a typical North American car will add close to five tons of CO₂ into the atmosphere. Cars account for an estimated 15% to 25% of U.S. CO₂ emissions.
- Transportation is the largest single source of air pollution in the United States. In 2006 it created over half of the carbon monoxide, over a third of the nitrogen oxides, and almost a quarter of the hydrocarbons in our atmosphere.
- Disposal of used motor oil sends more oil into the water each year than even the largest tanker spill.
- Going by bus instead of car cuts nitrogen oxide pollution by 25%, carbon monoxide by 80% and hydrocarbons by 90% per passenger mile.
- Eight bicycles can be parked in the space required for just one car.

Appendix C. Summary of Planning Process



The following is a brief summary of the planning process completed for the formation of this plan. The timeline below accompanies the narrative.

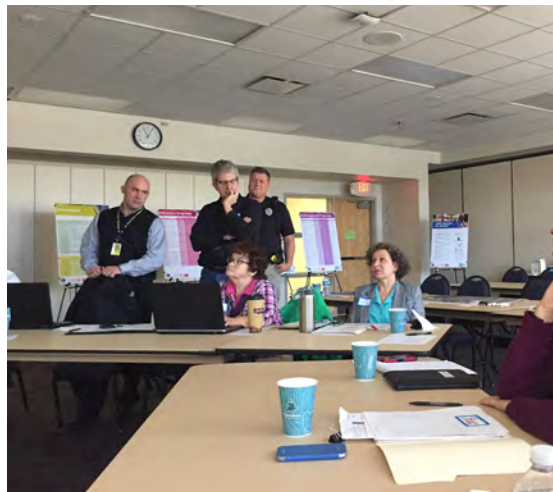


Planning for the SRTS plans began in the spring of 2016, after the City of Fridley successfully applied and was awarded a planning assistance grant from MnDOT. On July 28, 2016, consultant and MnDOT staff met in Fridley with the Fridley team leaders - local SRTS team members who identified themselves as the core group. An informal training was given to the team leaders on the background and principles of SRTS. This was followed by a brief walking tour of neighborhoods surrounding the schools. At the end of the meeting, consultant and MnDOT staff toured the city, made note of potential barriers, collected photos, and observed the local flow of traffic.

In September of 2016, data collection of student travel patterns and parent perceptions of walking and biking was completed by the local team. The three Fridley schools sent electronic surveys to parents that asked them about how comfortable they were with their children walking and biking to school. In addition, the survey asked the distance from school families live, whether they feel like their school promotes biking and walking, and what changes would make them feel more confident about allowing their children to walk or bike. In addition to the parent surveys, students were asked by school staff about their travel patterns to and from school. This student tally collected data on travel to and from school during three weekdays in September. Both the student tally and parent survey were designed by the National Center for Safe Routes to School. Results from both were uploaded to the Data Collection System, allowing for comparison when future surveys and tallies are completed.

RAPID PLANNING SESSION

In November of 2016, a broad group of stakeholders met for an intensive day-and-a-half meeting called a Rapid Planning Session. This charrette-style event



brought together school, district, and city and county staff to discuss the challenges and opportunities for walking and biking to school in Fridley. Broadly, the Rapid Planning Session was made up of three parts. In the morning of the first day, attendees learned about SRTS, discussed upcoming projects and existing conditions that may affect biking and walking, and brainstormed potential programs that could help make biking and walking to school more appealing to students and families.

In the afternoon, the team met with a group of Hayes students to tell them about the SRTS plan and discuss their feelings towards walking and biking. Large format maps were used for students to show neighborhood destinations, walking routes and biking routes, and barriers. Below is what the students said when asked why they like to walk, and why they think biking is currently dangerous:

Why students like to walk:

- “I can get home earlier if I walk than take the bus”

- “I can see and collect flowers and leaves”
- “I have time in the sun and see the sky”
- “It’s better for the environment and helps to prevent global warming”
- “I like to be outside with birds and animals”
- “I get quiet time alone”
- “I get time away from six siblings”
- “I get to see trees”
- “I like to explore”
- “I get exercise and get fit”
- “I get to have time with family”

Why students think biking is currently dangerous:

- “Cars go too fast”
- “Dogs can chase you”
- “There is no off-road trail”

Following the student meeting, consultant staff led stakeholders on a walk assessment - the process of walking the streets of an area and evaluating the experiences a pedestrian would have. It allowed for the group to understand what walking to school is like.

Following the walk assessment, meeting participants split up and observed the dismissal of students at each of the three Fridley schools. During this time, one member of the consultant team set up maps and informational materials outside one of the elementary schools in order to engage parents arriving to pick up their children. Finally, after dismissal was observed, all stakeholders reconvened and discussed what was observed during the walk assessment and dismissal. Walking and bicycling routes, bus loading, parent pick up, issues and opportunities were recorded on large format maps and later were referenced by the consultant team when making recommendations.

On the morning of day two, consultants presented the local team with the recommendations formulated the previous night. The local team provided useful initial feedback for the consultant team.

ENGINEERING MEETING

The consultant team then took information gathered at the Rapid Planning Session and met with Fridley engineers in December of 2016. The integration of these recommendations with other capital projects programmed for the area was discussed. The feedback received was critical in finalizing the infrastructure recommendations shown in this plan.



Appendix D. Existing Conditions



The following is a brief summary of the existing conditions in the area of Hayes Elementary School.

SCHOOL CONTEXT

Basic Information

Principal: John Piotraschke

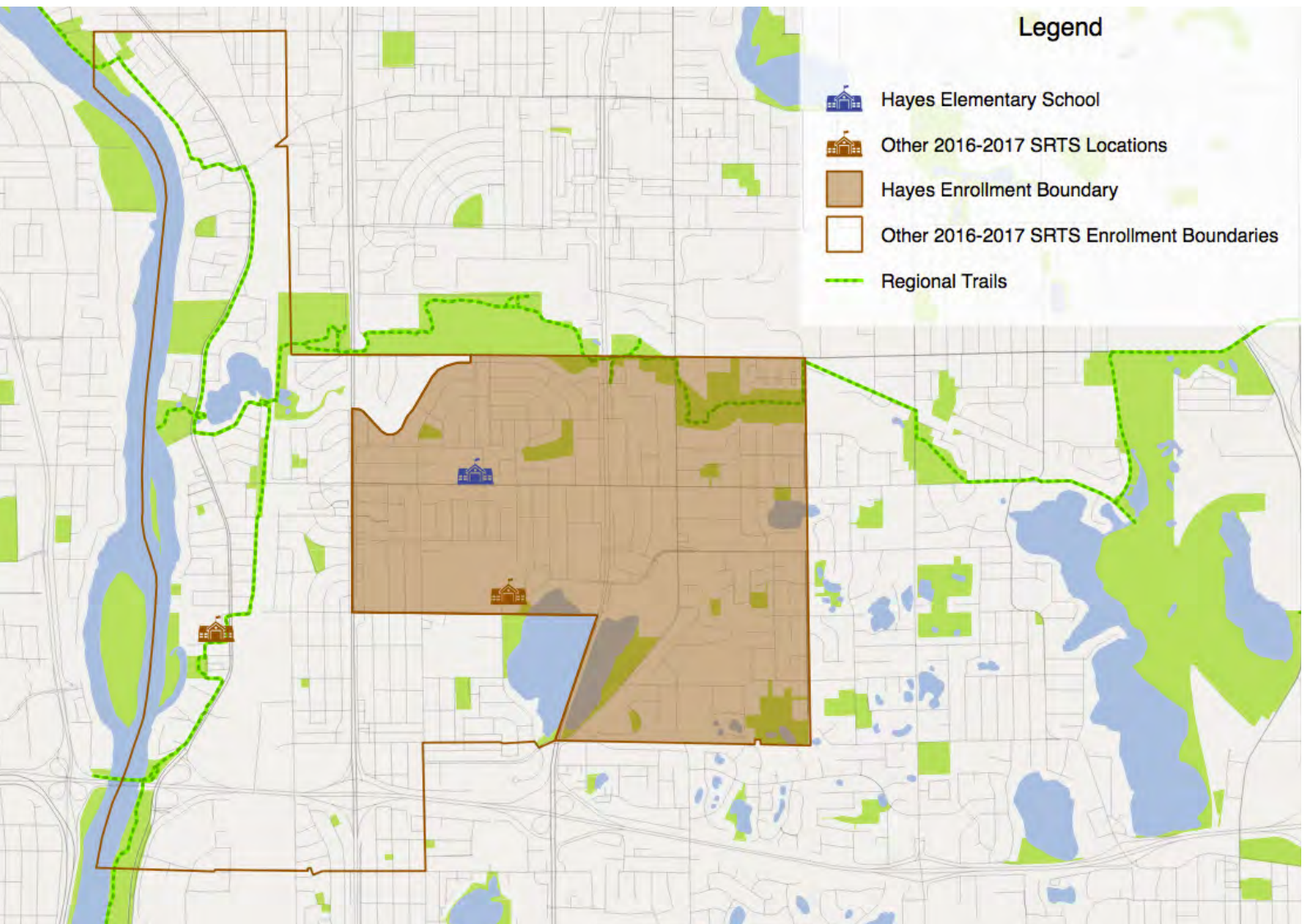
Grades: PK-4

Number of Students: 571

Arrival Time: 8:55 AM

Dismissal Time: 3:45 PM

School Enrollment Boundary



Surrounding Land Use

Hayes Elementary School is bound by Monroe Street NE on the east, and 7th Street NE on the west. Mississippi Street NE (County 6) is the main avenue to the south of the school while 67th Avenue NE borders the northern edge of the elementary school. The only public access to the school property is from the south and the east. Fridley Middle School and High School are located a quarter-mile south of Hayes Elementary School. The elementary school is surrounded by single-family residential developments. Multi-family townhomes are located a quarter-mile southwest of the school. Multi-family apartments are located a block west of the school near the public library and the city hall. The Fridley Historical Center is located adjacent Hayes Elementary School. There is a convenient store located a quarter-mile west of the school.

Infrastructure/Existing Conditions for Walking and Biking

Sidewalks are located along the southern and eastern edges of the school along both sides of Mississippi Street NE and the west side of Monroe Street NE. A pedestrian path is available along Monroe Street NE just south of 67th Avenue NE.

Striped pedestrian crossings are available to the northeast at 67th Avenue NE and Monroe Street NE. Striped pedestrian crossing intersections are also located along Mississippi Street NE to the south at both Monroe Street NE and 7th Street NE.

Facilitated Crossing Locations

The Fridley Public Schools district provides walking and biking safety tips and information on its website under "Transportation" information in addition to conducting a walk to the stop campaign. The campaign encourages students to walk to a stop sign in order to cross the adjacent street since buses make stops at street corners, but the campaign has been difficult to enforce according to school staff.

SCHOOL/CAMPUS LAYOUT

Hayes Elementary School was recently renovated in 2016 with an addition on the western side of the school. The school has three driveways, two off of Mississippi Street NE and one off of Monroe Street NE. The driveway entrances off of the south are for buses only with the eastern driveway entrance for cars. The eastern driveway entrance is attached to the parking lot which is also used for parent pick-up and drop-off. The bus drop-off area is separate from the parent pick-up and drop-off zone to prevent students from walking in between buses.

Bus enter the easternmost driveway on Mississippi Street NE to drop students off for arrival, where they enter the building using an southern facing entrance. Bus exit campus using the westernmost driveway on Mississippi Street NE. All other vehicles are prohibited from using either driveway on Mississippi Street NE during the morning bus drop-off and afternoon bus pick up. One row of visitor parking is attached to this driveway loop and is accessible from the easternmost driveway after bus unloading and before bus loading.

Parent drop-off and pick-up vehicles enter campus from the driveway entrance on Monroe Street NE and loop around the parking lot counterclockwise. Students are dropped off at the northwestern corner of the parking lot and enter the building from a southern-facing entrance. Parent vehicles exit the parking lot using the same driveway access point on Monroe Street NE. Approximately 90 vehicles utilize the drop-off loop daily.

No bike racks are provided on campus.

SCHOOL TRAVEL PATTERNS

Current Mode Share (Hand Tallies)

Eighteen classrooms submitted walk and bike numbers during the month of September 2016. From the numbers submitted by participating classrooms, it was determined that 11% of students walk and 1% of students bike to school. Students who bike to school also bike home while more students walk home (16%) from school than those who only walk to school from home. Most students (84%) arrive to campus by school bus (36%) or by family vehicle (48%) and depart from campus by school bus (36%) or family vehicle (44%).

Parent Survey Summary

Forty-five parent survey questionnaires were returned. According to the responses received, 63% of survey re-



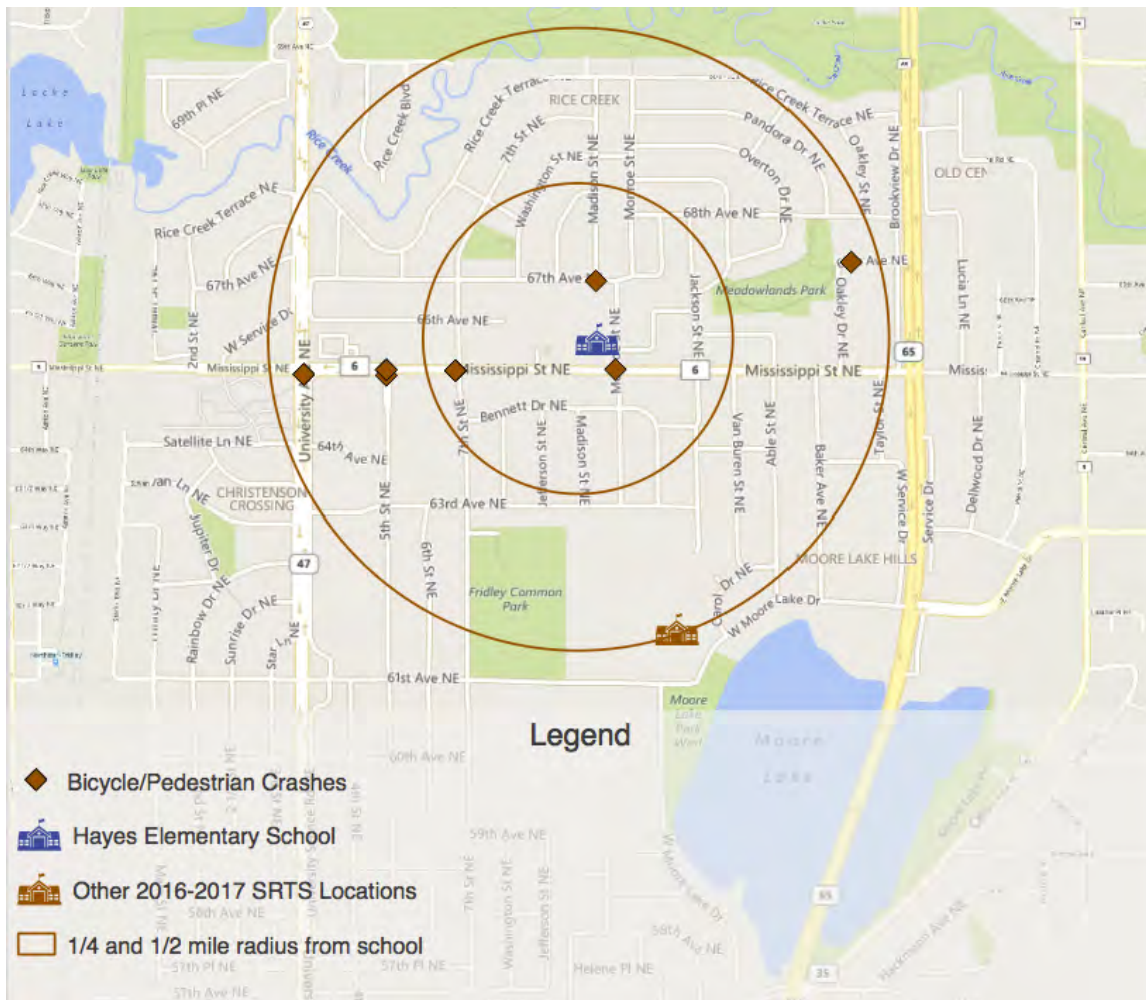
spondents reported that their students reside within an estimated two miles of campus with the greatest proportion of students residing beyond two miles from campus (37%). About one-third of survey respondents reported that their students arrive (34%) and depart (39%) campus by bus while half of students arrive (57%) and depart (48%) campus by family vehicle. No survey respondents reported that their students bike to and from school, while 9% and 14% reported that their students walk to and from school, respectively.

In general, students residing within one-half mile of campus arrive by walking (25-33%) or family vehicle (67-75%) and depart by walking (33-50%) or family vehicle (50-67%). Students living beyond one-half mile of campus arrive and depart by school bus and family vehicle with no students walking to school and 20% of students walking home from school. Students residing beyond one mile from campus do not walk to or from school. Up to half of students living within one mile of campus have asked for permission to walk or bike to and from school with few or no students living beyond one mile asking permission.

Survey respondents of students who do not currently walk or bike to school cited distance, safety of intersections and crossings, weather, and speed or amount of traffic as the main reasons that affect their decision to not allow their students to walk or bike to and from school. Survey respondents of students who do walk to school cited weather and speed or amount of traffic as the main reasons that affect their decision to allow their students to walk or bike, although they also considered distance, safety of intersections and crossings, presence of sidewalks or pathways, adult supervision, and crossing guards.

Generally, parents and survey respondents reported that they are concerned about the age of their students walking to and from school without adult supervision, especially because even if sidewalks are available they are not well-maintained in winter months and intersections are too busy. One respondent reported that all kindergarten students should be allowed the option of busing regardless of the distance of their residence from campus. Another respondent reported that they feel that biking is discouraged and are glad that schools in the district are fostering conversation to encourage more safety for biking and walking students.

TRAFFIC CONDITIONS AND CRASH ANALYSIS Crash Locations 2006-2015



ASSETS AND CHALLENGES

Assets

- Proximity to other school campuses and community assets may support programming efforts around walking and biking systems
- A majority of students reside within two miles of campus
- Reconstruction and reconfiguring of Mississippi Street NE
- Support for wellness initiatives from teachers and staff

Infrastructure Challenges

- Busy road crossings and intersections
- Gaps in sidewalk network on both sides of streets
- Winter maintenance of sidewalks and pathways
- Existing and future pedestrian bridges
- Absence of protected or buffered bike lane facilities
- Absence of bike racks and bike storage
- Parking along Mississippi Street NE

WALK AUDIT SUMMARY

Date: 11/01/2016

Day of the Week: Tuesday

Time: Afternoon

Weather Conditions: -

Participants: Rapid Planning Charrette Attendees

Walk Audit Summary

Pedestrian Circulation

Students walking home from school depart from multiple areas of the building. Some walkers depart from the northern extension of the school building, while other walkers depart from one of three southern-facing building entrances. Kindergarten and 1st grade students depart the building from the westernmost southern-facing entrance, where they are received by their parents and/or guardians.

For parents and/or guardians with incompatible work schedules that prevent them from picking up their students at school release, many students participate in The Zone afterschool program. From The Zone, students are released from the program between 5:15 and 6:00 p.m. but are not allowed to walk home. One parent reported that scheduling their student's transition from school to a nearby daycare is difficult because the student has no adult supervision after crossing the street with a crossing guard to walk to the daycare location.

The preferred walking route is 7th Street NE, although there is room for improvement at intersections, particularly at 63rd Avenue NE. Connections to other community assets, including the Mississippi Library, Commons Park, and Terrace Park could also be improved.

Bike Circulation

No students were observed biking from campus.

Crossing Guards and Patrols

Crossing guards are onsite to walk students from campus to the corners of intersections, particularly at Mississippi Street NE and Monroe Street NE.

Bus Circulation

Fifteen buses use the bus drop circle. There are concerns that the bus drop circle radius is too small, making it difficult to pull into the drive from the eastern driveway entrance on Mississippi Street NE. Additionally, the bus circle radius makes it difficult for bus drivers to have clear sightlines.

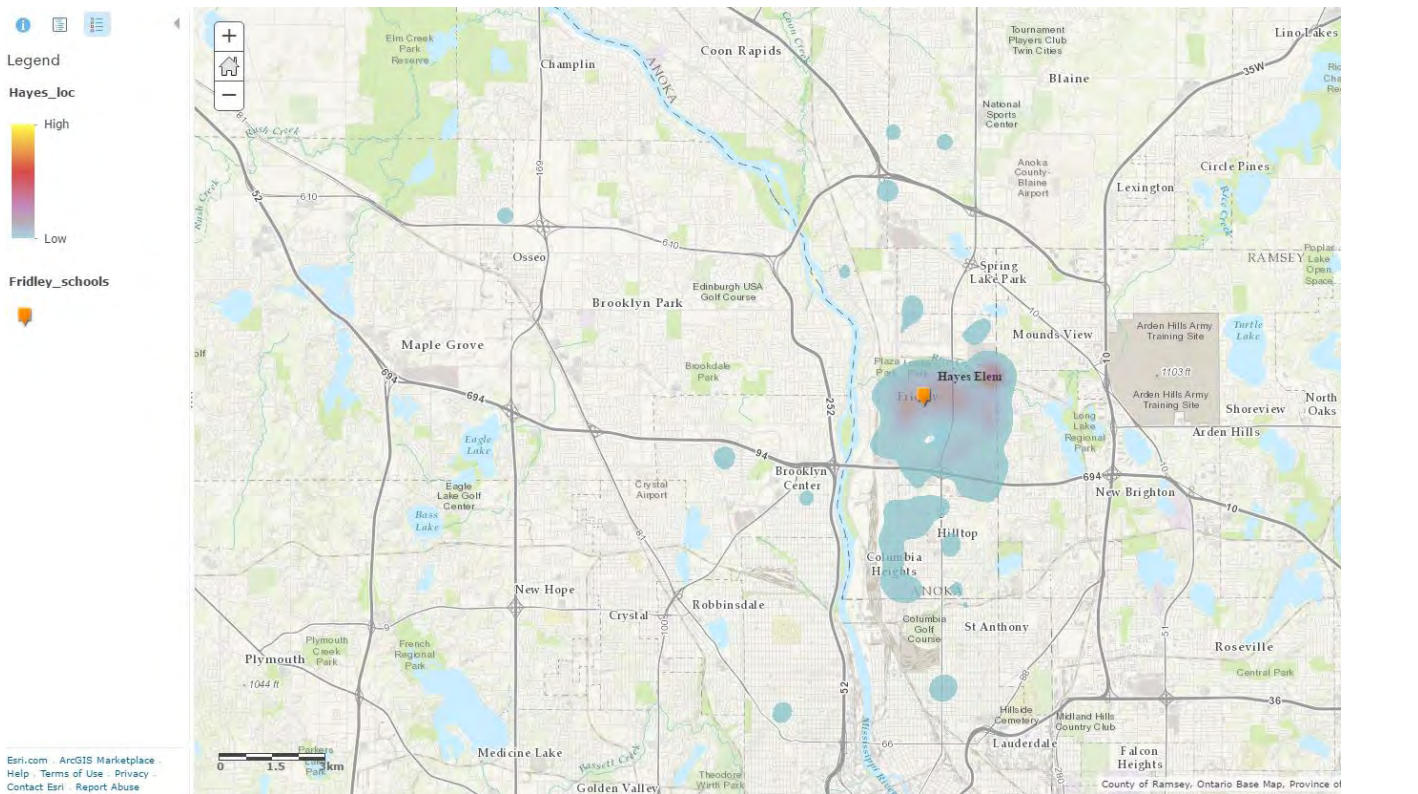
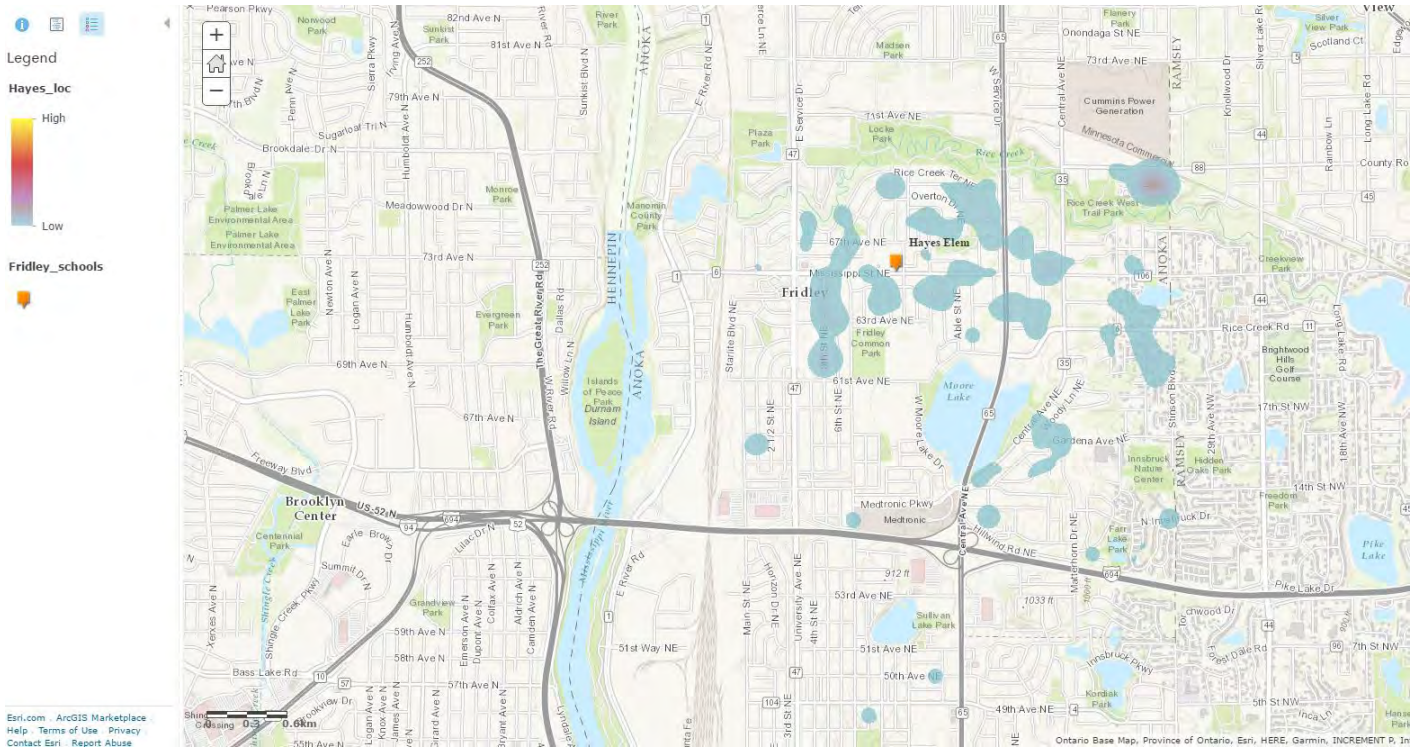
Car Circulation

There is concern about the volume and congestion of the parent drop-off and pick-up system. Between 80 and 120 vehicles utilize the drop-off and pick-up loop, which uses the same driveway for both entering and exiting vehicles. Vehicles back up along Monroe Street NE and may be exacerbated by the uneven grid in which Monroe Street NE shifts further east at 67th Avenue NE. Providing better biking and walking conditions will help reduce congestion.

Appendix E. Student Residences



The two maps below show the location of students attending Hayes Elementary in the 2016-2017 school year. The bubbles of color on the map show the location of students, where a warmer color (yellow, red) represents more students and a cooler color (blue) represents fewer. The school location is shown as an orange marker. The top map shows the areas immediately surrounding Hayes, while the bottom map shows the greater metro area. There may be additional students outside the extent of the maps.



Appendix F. Parent Survey

The following is a summary of the a survey sent home to parents of children attending Hayes Elementary School in the fall of 2016. It asks parents their feelings about walking and biking and is a direct export from the National Safe Routes to School Data Collection System, which processed the survey responses and generated this report.

Parent Survey Report: One School in One Data Collection Period

School Name: Hayes Elementary School

Set ID: 15396

School Group: Fridley SRTS

Month and Year Collected: November 2016

School Enrollment: 0

Date Report Generated: 10/31/2016

% Range of Students Involved in SRTS: Don't Know

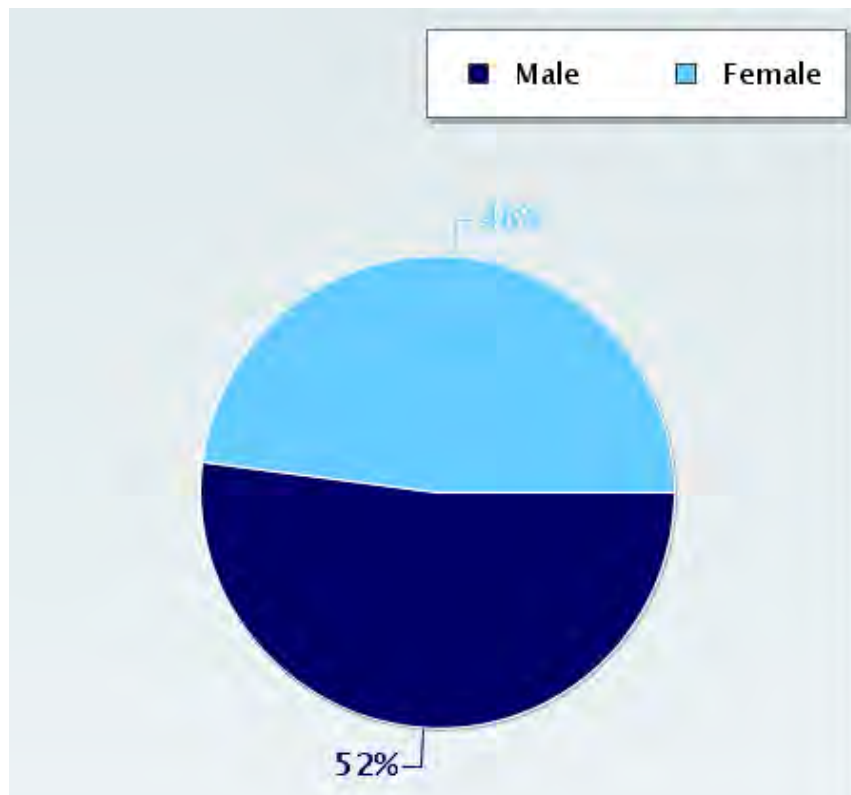
Tags:

Number of Questionnaires Distributed: 0

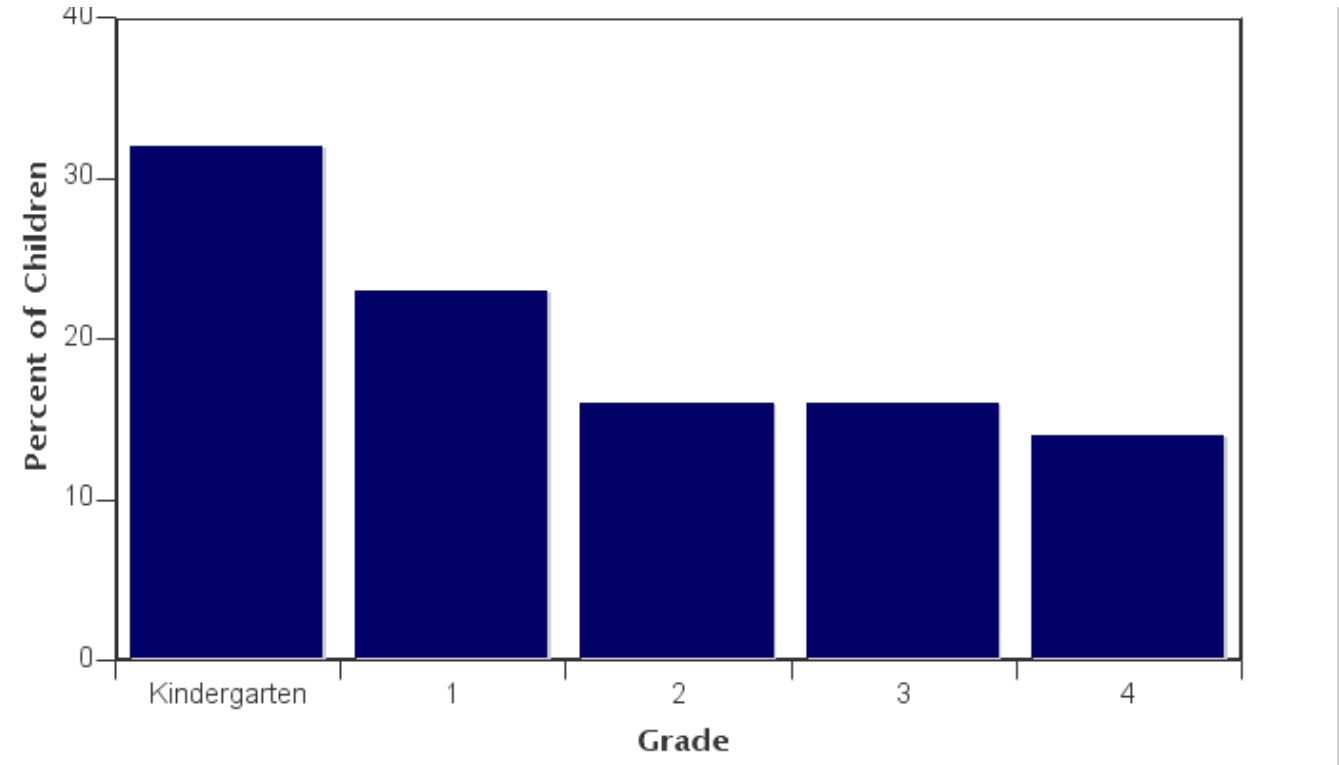
Number of Questionnaires Analyzed for Report: 45

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

Sex of children for parents that provided information



Grade levels of children represented in survey



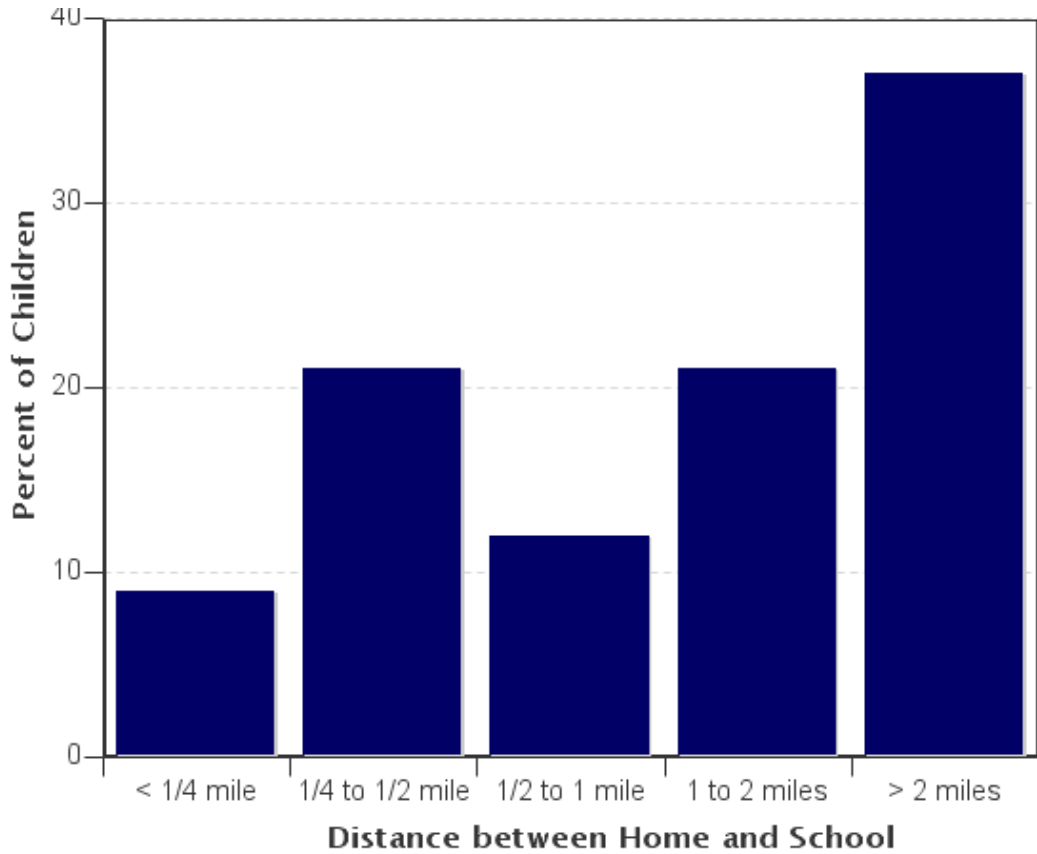
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	14	32%
1	10	23%
2	7	16%
3	7	16%
4	6	14%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



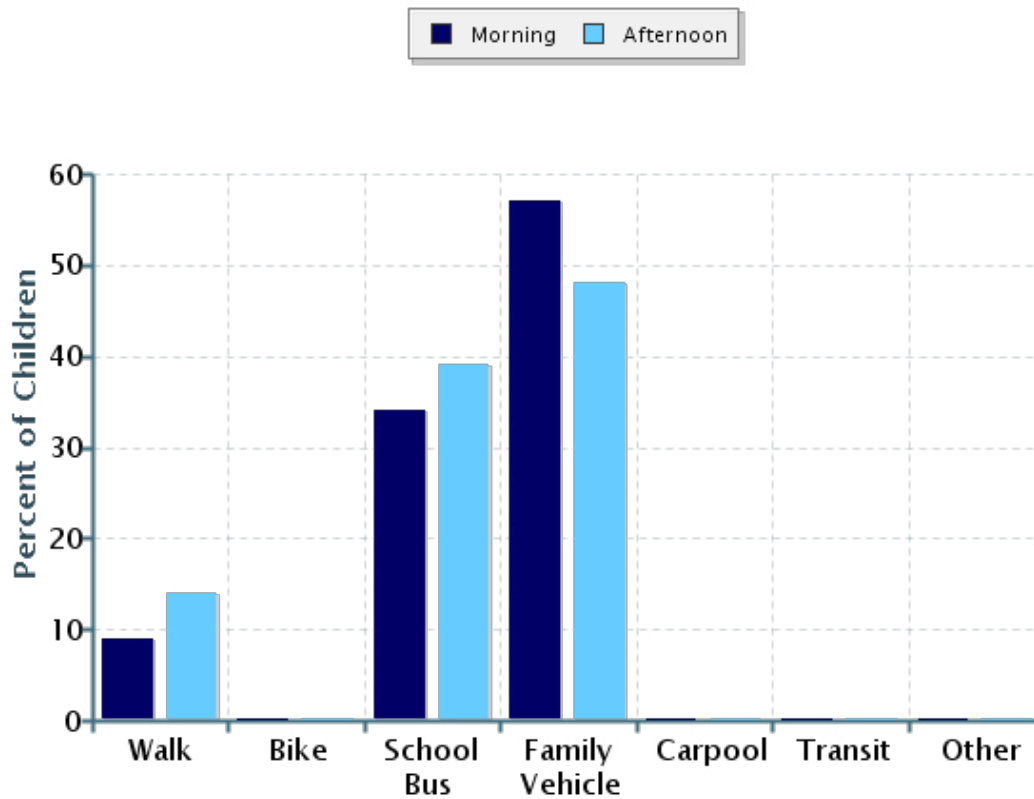
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	4	9%
1/4 mile up to 1/2 mile	9	21%
1/2 mile up to 1 mile	5	12%
1 mile up to 2 miles	9	21%
More than 2 miles	16	37%

Don't know or No response: 2
 Percentages may not total 100% due to rounding.



Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

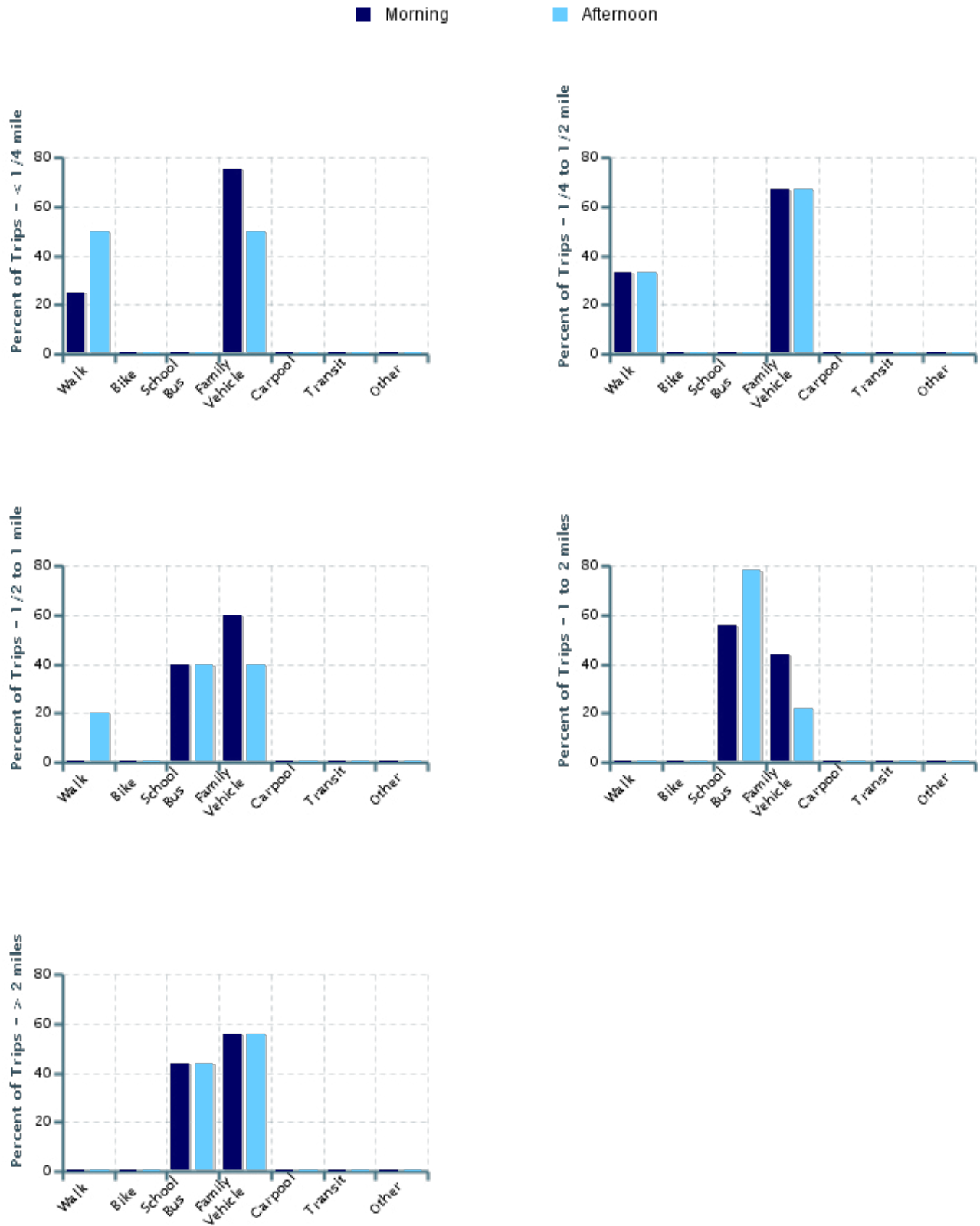
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	44	9%	0%	34%	57%	0%	0%	0%
Afternoon	44	14%	0%	39%	48%	0%	0%	0%

No Response Morning: 1

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

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





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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	25%	0%	0%	75%	0%	0%	0%
1/4 mile up to 1/2 mile	9	33%	0%	0%	67%	0%	0%	0%
1/2 mile up to 1 mile	5	0%	0%	40%	60%	0%	0%	0%
1 mile up to 2 miles	9	0%	0%	56%	44%	0%	0%	0%
More than 2 miles	16	0%	0%	44%	56%	0%	0%	0%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

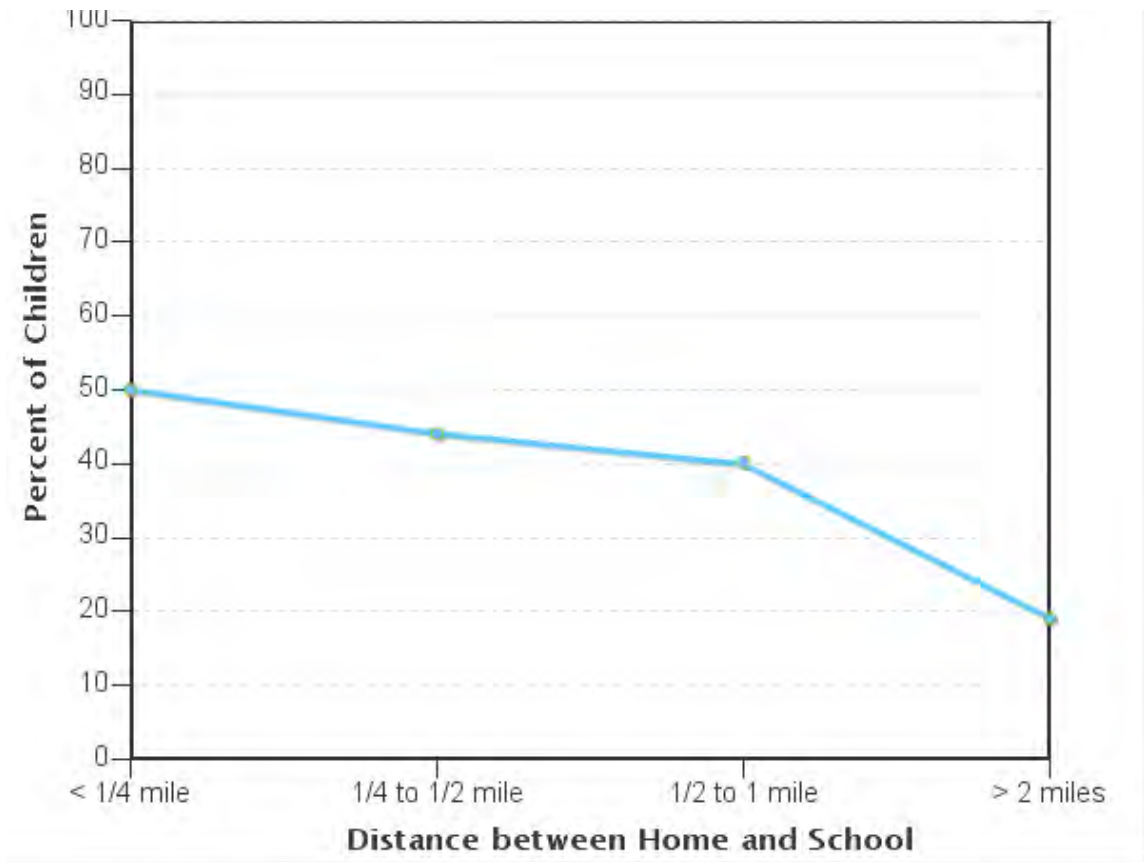
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	50%	0%	0%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	9	33%	0%	0%	67%	0%	0%	0%
1/2 mile up to 1 mile	5	20%	0%	40%	40%	0%	0%	0%
1 mile up to 2 miles	9	0%	0%	78%	22%	0%	0%	0%
More than 2 miles	16	0%	0%	44%	56%	0%	0%	0%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

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



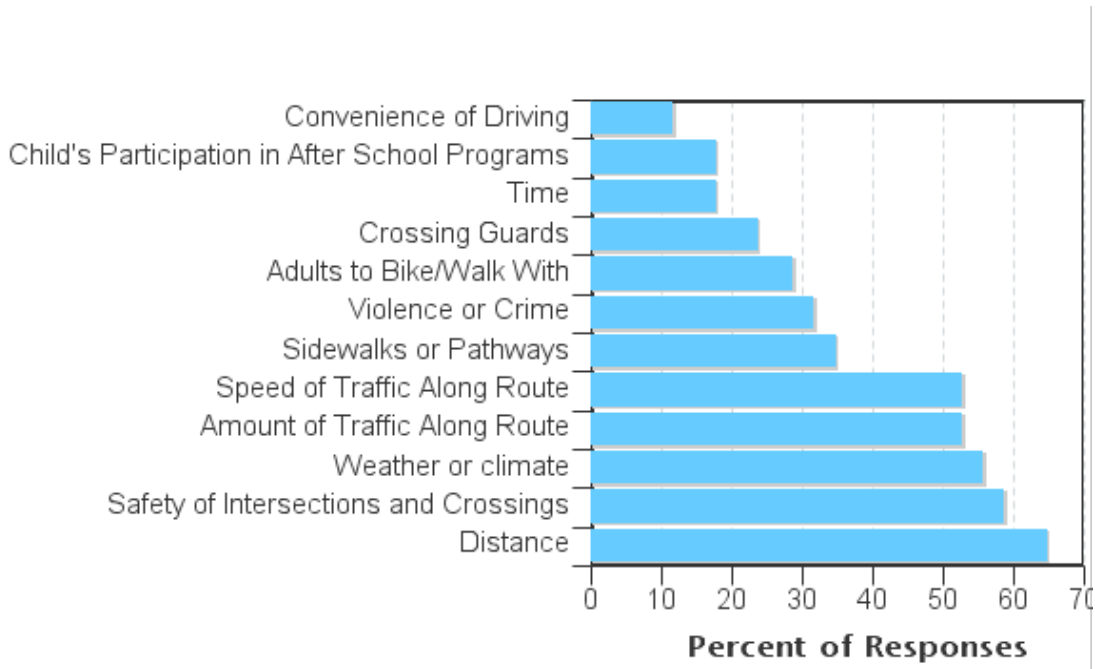
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	11	50%	44%	40%	0%	19%
No	32	50%	56%	60%	100%	81%

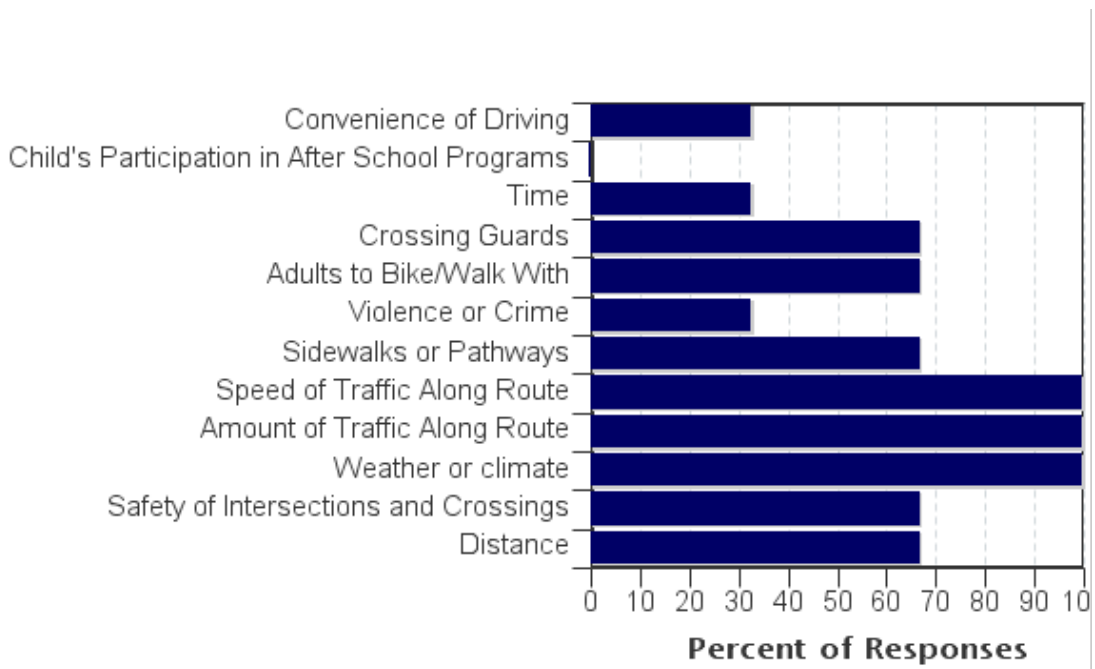
Don't know or No response: 2
 Percentages may not total 100% due to rounding.



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



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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	65%	67%
Safety of Intersections and Crossings	59%	67%
Weather or climate	56%	100%
Amount of Traffic Along Route	53%	100%
Speed of Traffic Along Route	53%	100%
Sidewalks or Pathways	35%	67%
Violence or Crime	32%	33%
Adults to Bike/Walk With	29%	67%
Crossing Guards	24%	67%
Time	18%	33%
Child's Participation in After School Programs	18%	0%
Convenience of Driving	12%	33%
Number of Respondents per Category	34	3

No response: 8

Note:

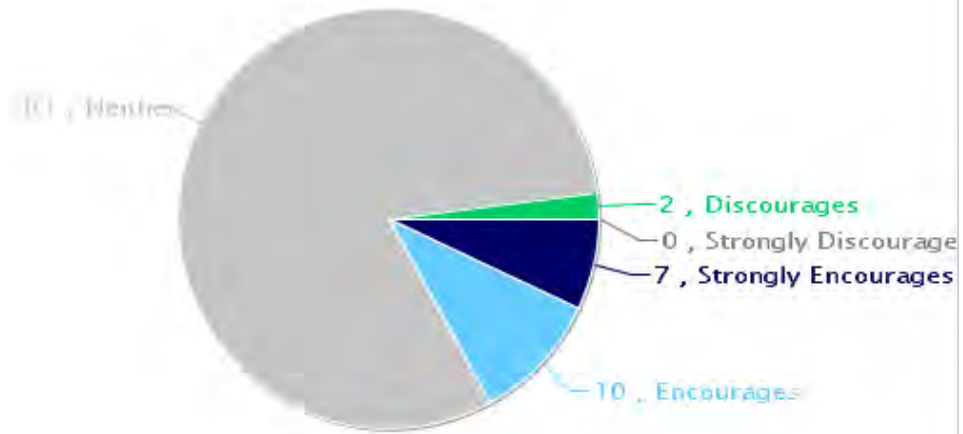
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

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

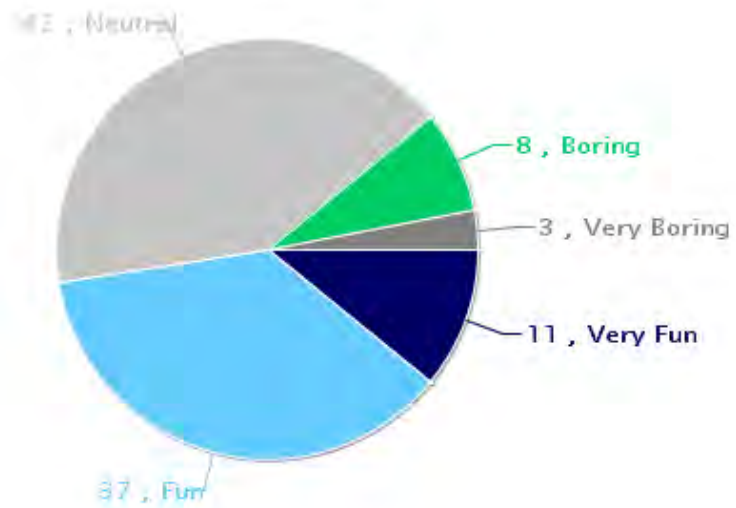
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.



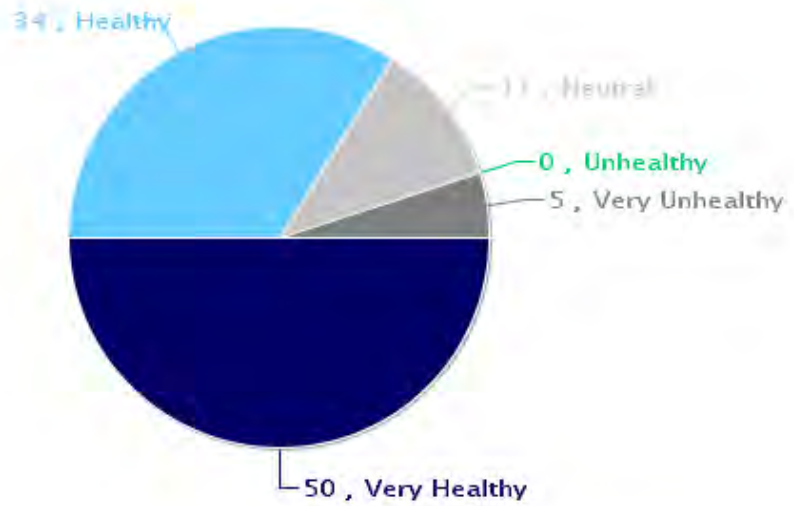
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section



SurveyID	Comment
1471862	We live so far from school, if we lived closer she would probably walk most days.
1472032	When she can walk with the neighbors we let her, but it isn't always an option.
1472139	Central avenue traffic light wait is very long and traffic is very fast. No sidewalks available in our neighborhood.
1472220	We live on the other side of the highway and she is to little to walk or bike across the highway .
1471955	My Kindergarten age child has to walk to school. He is lucky to have a big brother who is available to walk with him to and from school right now. When the older brother gets a job, that will likely change. We do not feel that it is safe for our Kindergartener to walk to school and home on his own. This is just too young.
1472316	Parents work schedule pushes to have child in Tiger Club, once old enough to be home alone, then we'll let them walk. Thanks
1471965	I would love to see patrols available for pickup and drop off especially for all elementary students. intersections are too busy and the walks are long and can be dark especially if they are alone and in kindergarten or 1st grade. thanks for your consideration.
1472433	Bottom line for us is the safety of dressing highway 65 and the harsh winter weather
1471947	Even if we did have sidewalks and a safe way for my son to cross our street I would be leery of allowing him to walk because no one clears and maintains their sidewalks in the winter months. The risk of a slip and fall or being forced to walk in the street because the sidewalk is unsafe is a big deal to me. Also I don't trust drivers in fridley to slow down even if the speed limits were reduced. This is not a safe city to walk in unless it's the summer.
1472129	I would never let my kids ride their bikes to school based on the fact they would have to cross highway 65 and that is WAY too dangerous.
1472416	I do NOT feel comfortable allowing my kindergartener to walk home from school unaccompanied, no matter the distance. She is walking "home" to a daycare which cannot meet her at the crossing guard. This makes pick up very difficult to arrange with our family's schedule. I would appreciate an exemption to allow kindergarteners to ride the bus no matter the distance from school. It ensures safety and hand-to-hand drop off.
1471990	I would feel more comfortable with my child walking to and from school if he was accompanied by an adult with my work schedule it doesn't allow that. I wish there was some form of transportation for children who live closer to the school and who fall into the walking zone that was provided by the school.
1471874	We are out of district. My child is open enrolled.
1472052	I would like the bike racks at the elementary school to be more convenient. It is discouraged formkids to ride their bikes. I would like my son to ride his bike. The speed of traffic on Mississippi is a concern. I realize that the county vs. city rd is a concern that has been a problem at Hayes for a long time. There is a police presence at the middle school and high school. It would be helpful to have some presence at Hayes to slow down the traffic. I'm glad the schools are having this conversation and making this a

priority. Thanks for this opportunity

1471937	Walking/Biking to school is not an option for my child, as she is open enrolled and we live 25 min from her school. I don't think this survey should assume that we feel walking/biking is unsafe, or that my child is unhealthy because she doesn't walk/bike; for some families it is not an option.
1472127	The never bike for me school because to far away for them, Sametime we pike them frome school



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Appendix G. Student Hand Tally

The following is a summary of a hand tally of student transportation behavior. In the fall of 2016, students at Hayes Elementary were asked how they traveled to and from school on a number of midweek school days. This report is a direct export from the National Safe Routes to School Data Collection System, which processed the tallies and generated this report.

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

School Name: Hayes Elementary School

Set ID: 21799

School Group: Fridley SRTS

Month and Year Collected: September 2016

School Enrollment: 0

Date Report Generated: 10/27/2016

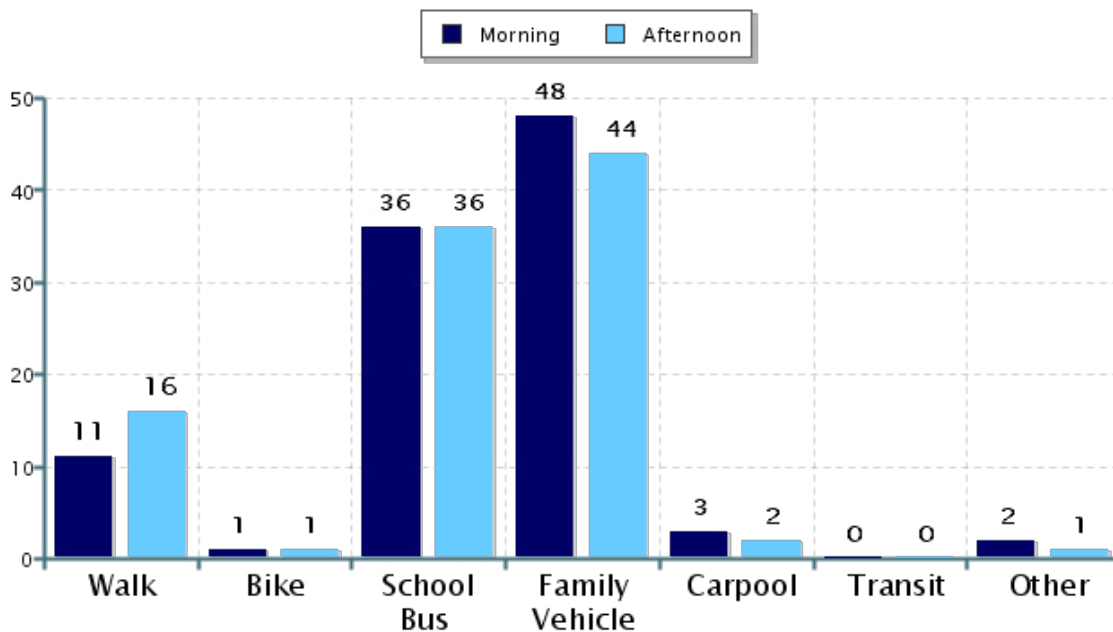
% of Students reached by SRTS activities: Don't Know

Tags:

**Number of Classrooms
Included in Report:** 18

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

Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

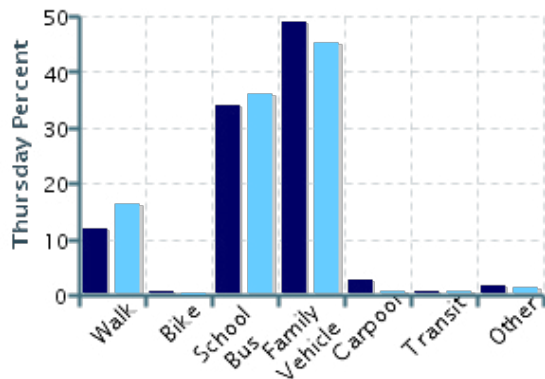
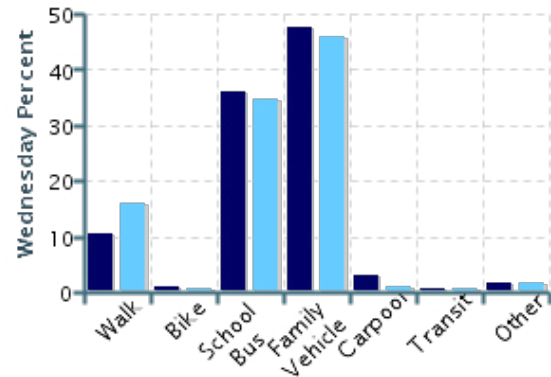
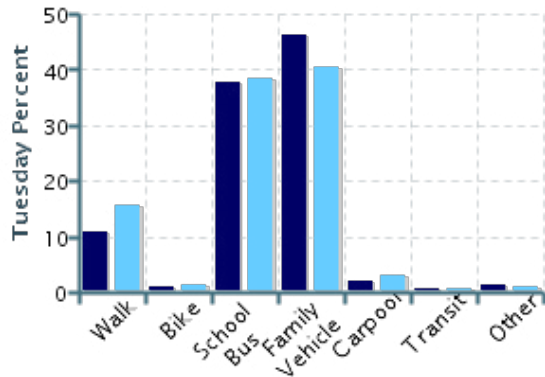
	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1036	11%	0.8%	36%	48%	3%	0.3%	2%
Afternoon	947	16%	0.6%	36%	44%	2%	0.4%	1%

Percentages may not total 100% due to rounding.



Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

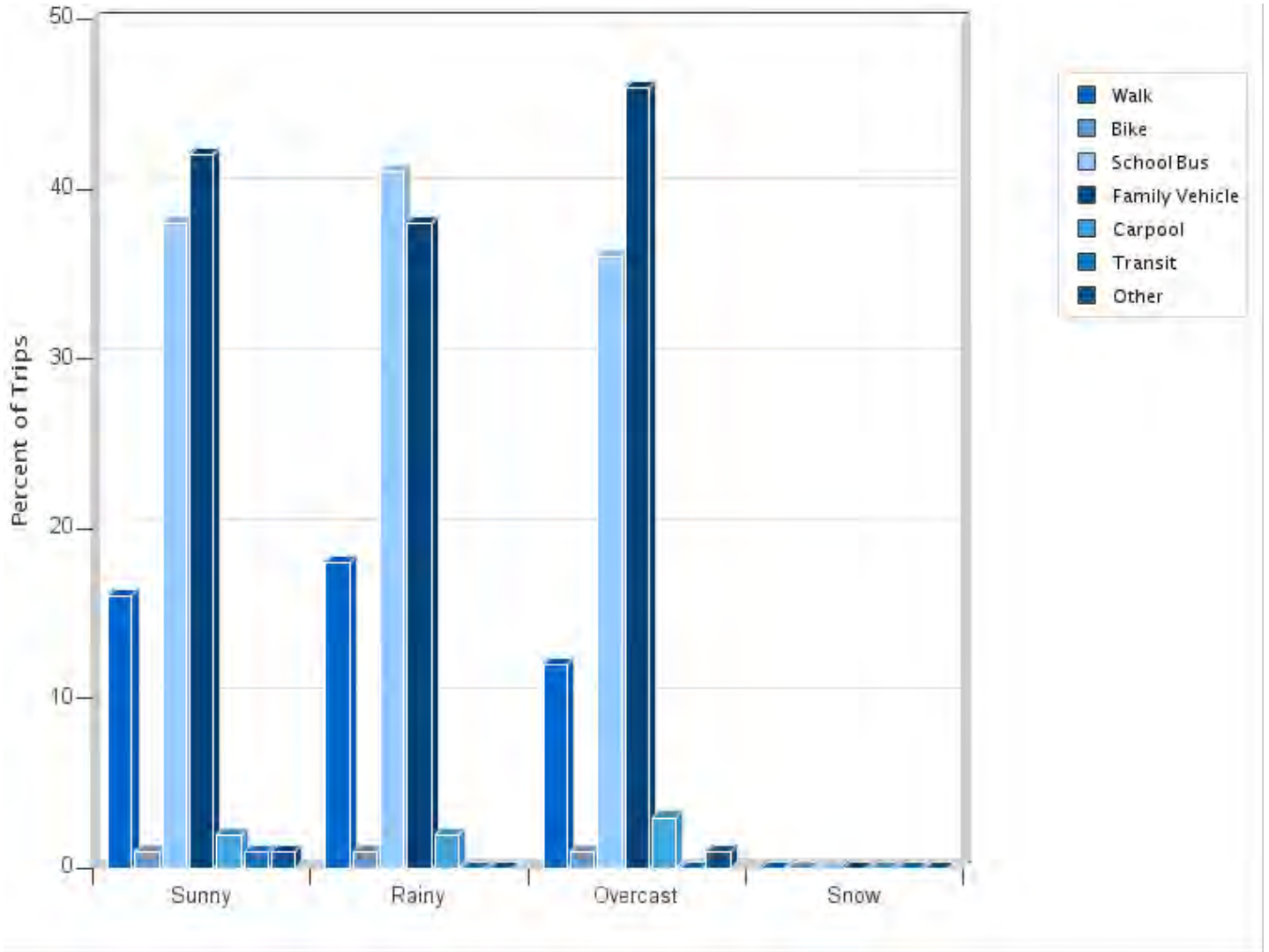


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	354	11%	1%	38%	46%	2%	0.3%	1%
Tuesday PM	334	16%	1%	38%	40%	3%	0.6%	0.9%
Wednesday AM	351	11%	0.9%	36%	48%	3%	0.3%	2%
Wednesday PM	324	16%	0.6%	35%	46%	0.9%	0.3%	2%
Thursday AM	331	12%	0.3%	34%	49%	3%	0.3%	2%
Thursday PM	289	16%	0%	36%	45%	0.7%	0.3%	1%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	387	16%	0.5%	38%	42%	2%	0.5%	0.8%
Rainy	102	18%	1.0%	41%	38%	2%	0%	0%
Overcast	1081	12%	0.6%	36%	46%	3%	0.5%	1%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.



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Appendix H. Infrastructure Toolbox

This infrastructure toolbox provides an overview of different infrastructure projects. Each infrastructure project includes a pictorial representation, a brief description, and a list of resources for more specific engineering guidelines.

ADVANCED STOP BAR

Description

An advanced stop bar is a solid white line painted ahead of crosswalks on multi-lane approaches to alert drivers where to stop to let pedestrians cross. It is recommended that advanced stop bars be placed twenty to fifty feet before a crosswalk. This encourages drivers to stop back far enough for a pedestrian to see if a second motor vehicle is approaching, reducing the risk of a hidden-threat collision. Advanced stop bars can also be used with smaller turning radii to create a larger effective turning radius to accommodate infrequent (but large) vehicles.



Resources

- Reducing Conflicts Between Motor Vehicles and Pedestrians: The Separate and Combined Effects of Pavement Markings and a Sign Prompt
- FHWA Signalized Intersections: Informational Guide – Pages: 192- 193
- MN MUTCD: Part 3. Markings – Page: 3B-32
- NACTO Urban Street Design Guide – Pages: 109-116, 144

CROSSING GUARD

Description

Facilitated crossings are marked crossing locations along student routes where adult crossing guards or trained student patrols are stationed to assist students with safely crossing the street. Facilitated crossings may be located on or off campus. Determining whether a location is more appropriate for an adult crossing guard or student patrol may be based on location including distance from school, visibility, and traffic characteristics. Adult crossing guards and student patrols receive special training, and are equipped with high-visibility traffic vests and flags when on duty.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 25-26
- MnDOT Minnesota Safe Routes to School: School Crossing Guard Brief Guide
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7D-1-2



CURB EXTENSION/BULB OUT

Description

Curb extensions extend the sidewalk and curb into the motor-vehicle parking lanes at intersection locations. Also called bump-outs, these facilities improve safety and convenience for people crossing the street by shortening the crossing distance and increasing visibility of people walking or biking to those driving.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 11-12
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 6-11
- FHWA Signalized Intersections: Informational Guide – Pages: 190-192
- NACTO Urban Street Design Guide – Pages: 45-59



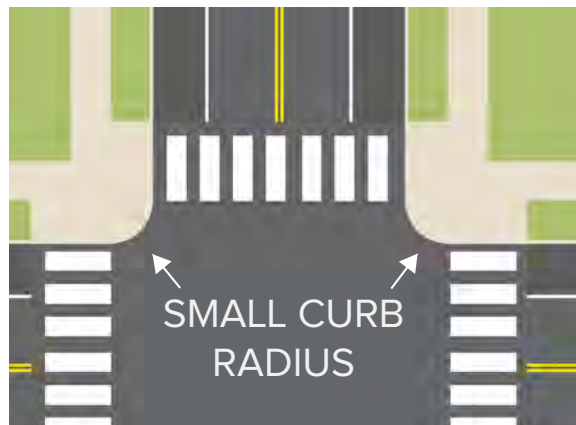
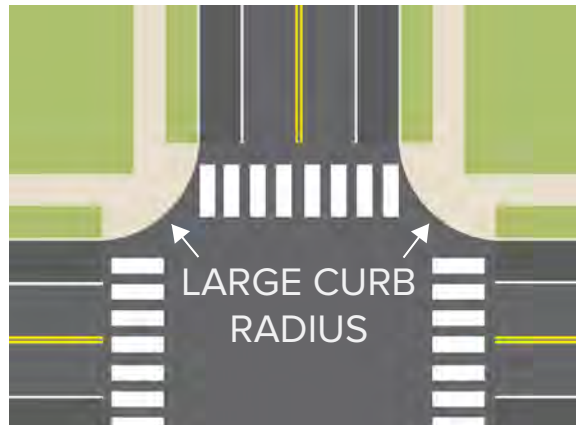
CURB RADIUS REDUCTION

Description

Curb radii designs are determined based on the design vehicle of the roadway. In general, vehicles are able to take turns more quickly around corners with larger curb radii. Minimizing curb radii forces drivers to take turns at slower speeds, making it easier and safer for people walking or biking to cross the street. An actual curb radius of five to ten feet should be used wherever possible, while appropriate effective turning radii range from 15 to 30 feet, depending on the roadway and land use context.

Resources

- FHWA Signalized Intersections: Informational Guide – Pages: 187-189
- NACTO Urban Street Design Guide – Pages: 117-120, 144-146



CURB RAMPS

Description

Curb ramps provide access for people between roadways and sidewalks for people using wheelchairs, strollers, walkers, crutches, bicycles or who have mobility restrictions that make it difficult to step up or down from curbs. Curb ramps must be installed at intersections and mid-block crossings where pedestrian crossings are located, as mandated by federal law. Separate curb ramps should be provided for each direction of travel across the street.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 1-2
- FHWA Signalized Intersections: Informational Guide – Pages: 47-50
- United States Access Board Proposed Accessibility Guidelines for Pedestrian Facilities in Public Right-of-Way – Pages: 66-67, 78-83

HAWK SIGNALS

Description

The High-Intensity Activated Crosswalk Beacon (HAWK), also referred to as a Pedestrian Hybrid Beacon System by MnDOT, remains dark until activated by pressing the crossing button. Once activated, the signal responds immediately with a flashing yellow pattern which transitions to a solid red light, providing unequivocal 'stop' guidance to motorists. HAWK signals have been shown to elicit high rates of motorist compliance.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 13-15
- FHWA Safety Effectiveness of the HAWK Pedestrian Crossing Treatment
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 19-28



HIGH-VISIBILITY CROSSWALK

Description

High-visibility crosswalks help to create a continuous route network for people walking and biking by alerting motorists to their potential presence at crossings and intersections. Crosswalks should be used at fully controlled intersections where sidewalks or shared-use paths exist.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 3-8
- MnDOT Guidance for Installation of Pedestrian Crosswalks on Minnesota State Highways – Page: 3
- MN MUTCD: Part 3. Markings – Pages: 3B-34-38
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7A-1-3, 7B-5-8, 7C-1
- NACTO Urban Street Design Guide – Pages: 109-116



LEADING PEDESTRIAN INTERVAL

Description

A Leading Pedestrian Interval (LPI) provides pedestrians with a three to seven second head start when entering an intersection with a corresponding green signal in the same direction of travel. LPIs enhance the visibility of pedestrians in the crosswalk, and reinforce their right-of-way over turning vehicles. LPIs are most useful in areas where pedestrian travel and turning vehicle volumes are both high.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 20-22
- NACTO Urban Street Design Guide – Page: 128



MEDIAN REFUGE ISLAND

Description

Median refuge islands (also known as median crossing islands) make crossings safer and easier by dividing them into two stages so that pedestrians and bicyclists only have to cross one direction of traffic at a time. Median refuges can be especially beneficial for slower walkers including children or the elderly. Crossing medians may also provide traffic calming benefits by visually narrowing the roadway.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 9-10, 43-44
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 17-20
- FHWA Proven Safety Countermeasures: Medians and Pedestrian Crossing Islands in Urban and Suburban Areas
- MN MUTCD: Part 3. Markings – Page: 3I-2
- NACTO Urban Street Design Guide – Page: 116

RAISED CROSSWALKS

Description

Raised crosswalks are wide and gradual speed humps placed at pedestrian and bicyclist crossings. They are typically as high as the curb on either side of the street, eliminating grade changes for people crossing the street. Raised crosswalks help to calm approaching traffic and improve visibility of people crossing.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 3-4
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 12-15
- MN MUTCD: Part 3. Markings – Pages: 3B-46-49
- NACTO Urban Street Design Guide – Page: 54



RECTANGULAR RAPID FLASHING BEACON (RRFB)

Description

An RRFB uses an irregular stutter flash pattern with bright amber lights (similar to those on emergency vehicles) to alert drivers to yield to people waiting to cross. The RRFB offers a higher level of driver compliance than other flashing yellow beacons, but lower than the HAWK signal.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 16-17
- FHWA Effects of Yellow Rectangular Rapid-Flashing Beacon on Yielding at Multi-lane Uncontrolled Crosswalks
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 13-18



ROAD DIET

Description

A classic road diet converts an existing four-lane roadway to a three-lane cross-section consisting of two through lanes and a center two-way left turn lane. Road diets improve safety by including a protected left-turn lane, calming traffic, reducing conflict points, and reducing crossing distance for pedestrians. In addition, road diets provide an opportunity to allocate excess roadway for alternative uses such as bike facilities, parking, transit lanes, and pedestrian or landscaping improvements.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 29-31
- FHWA Road Diet Desk Reference
- FHWA Road Diet Informational Guide
- NACTO Urban Street Design Guide – Page: 14



SCHOOL SPEED ZONE

Description

School speed zones reduce speed limits near schools, and alert motorists that they are driving near a school. School speed zones are defined as the section of road adjacent to school grounds, or where an established school crossing with advance school signs is present. Each road authority may establish school speed zone limits on roads under their jurisdiction. In general, school speed limits shall not be more than 30 mph below the established speed limit, and may not be lower than 15 mph. Speed violations within school speed zones are subject to a double fine.



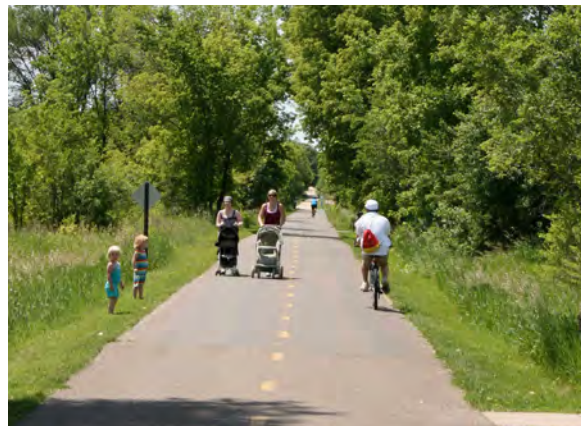
Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 48-51
- MnDOT School Zone Speed Limits
- MN MUTCD: Part 7. Traffic Controls for School Areas – Section: 7E

SHARED USE PATH

Description

Shared-use paths provide off-road connections for people walking and biking. Paths are often located along waterways, abandoned or active railroad corridors, limited access highways, or parks and open spaces. Shared-use paths may also be located along high-speed, high-volume roads as an alternative to sidewalks and on-street bikeways; however, intersections with roadways should be minimal. Shared-use paths are generally very comfortable for users of all ages and abilities.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 2
- MnDOT Bikeway Facility Design Manual – Pages: 123-168
- AASHTO Guide for the Development of Bicycle Facilities – Chapter 5



SIDEWALKS

Description

A well-connected sidewalk network is the foundation of pedestrian mobility and accessibility. Sidewalks provide people walking with space to travel within the public right-of-way that is separated from roadway vehicles. Sidewalks are associated with significant reductions in motor vehicle / pedestrian collisions.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 1-2
- AASHTO Guide for the Planning, Design, and Operation of Pedestrian Facilities
- NACTO Urban Street Design Guide – Pages: 37-44
- United States Access Board Proposed Guidelines for Pedestrian Facilities in Public Right-of-Way



TRAFFIC CIRCLES (MINI ROUNDABOUTS)

Description

Traffic circles are raised circular islands constructed in the center of residential intersections. They may take the place of a signal or four-way stop sign, and calm vehicle traffic speeds by forcing motorists to navigate around them without requiring a complete stop. Signage should be installed with traffic circles directing motorists to proceed around the right side of the circle before passing through or making a left turn.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 43-44
- FHWA Technical Summary: Mini-Roundabouts
- FHWA Technical Summary: Roundabouts – Page: 7 (mention of school area siting)
- MN MUTCD: Part 3. Markings – Pages: 3C1-15
- NACTO Urban Street Design Guide – Page: 99



Appendix I. Bike Parking for Schools

Bicycle parking at schools does more than just provide space for storage during the school day. Depending on design, bicycle parking can actually encourage students and staff to choose to ride their bikes to school. Here are some things to think about when planning bicycle parking at school.

HOW MUCH PARKING SHOULD BE PROVIDED?

The amount of bike parking needed will depend on the capacity of your school, the ages of students, and the number of staff. But remember: be aspirational! Provide parking for the number of students and staff you'd like to see biking! The following are some guidelines:

- 25 percent of the maximum student capacity of the school.
- Additional parking to encourage staff and faculty to bike to school

For example, if each classroom has a max capacity of 20 students and there are 10 classes should be provided. Don't forget to add some for faculty and staff!

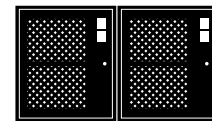
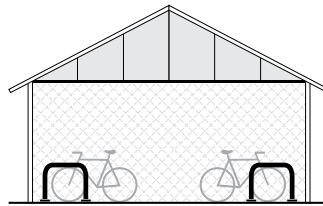
WHERE SHOULD PARKING BE LOCATED?

Well-located bike parking will be:

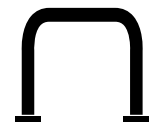
- visible to students, staff, and visitors
- near the primary school entrance/exit
- easily accessed without dismounting
- clear of obstructions which might limit the circulation of users and their bikes
- easily accessed without making a rider cross bus and car circulation
- installed on a hard, stable surface that is unaffected by weather
- often found near kindergarten and daycare entrance, which allows parents to conveniently pick up their children on their bikes

CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

Bike parking shelters and lockers provide extra comfort and security for those choosing to ride to school. They're also a great project for a shop class. Both can be very simple in construction and go a long way towards making biking attractive and prioritized!



WHICH RACKS ARE BEST?



INVERTED U



POST & RING



WHEELWELL SECURE

These racks provide two points of contact with the bicycle, accommodate varying styles of bike, allow for at least one wheel to be U-locked, and are intuitive to use!



WAVE



SPIRAL



WHEELWELL

WHICH RACKS ARE NOT RECOMMENDED?

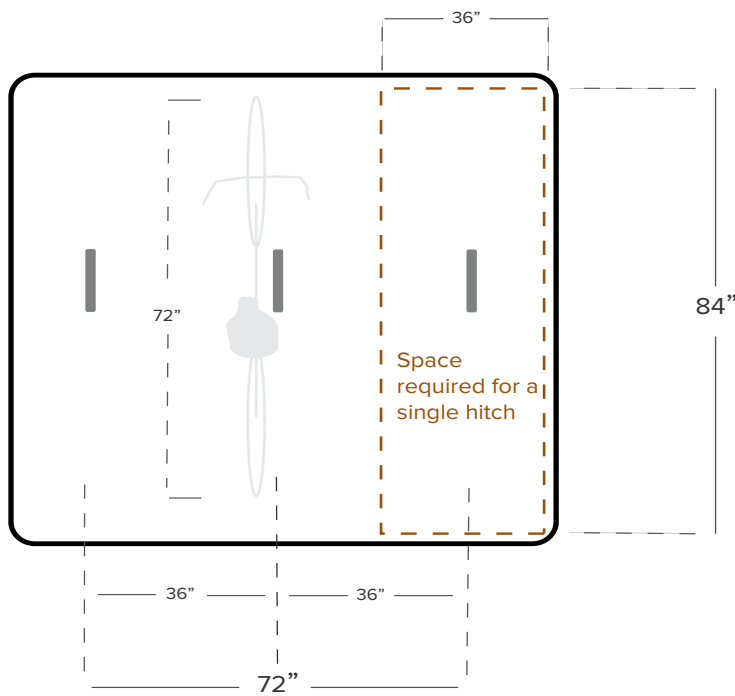


COMB

These racks do not provide support at two places on the bike, can damage the wheel, do not provide adequate security, and are not intuitive to use!

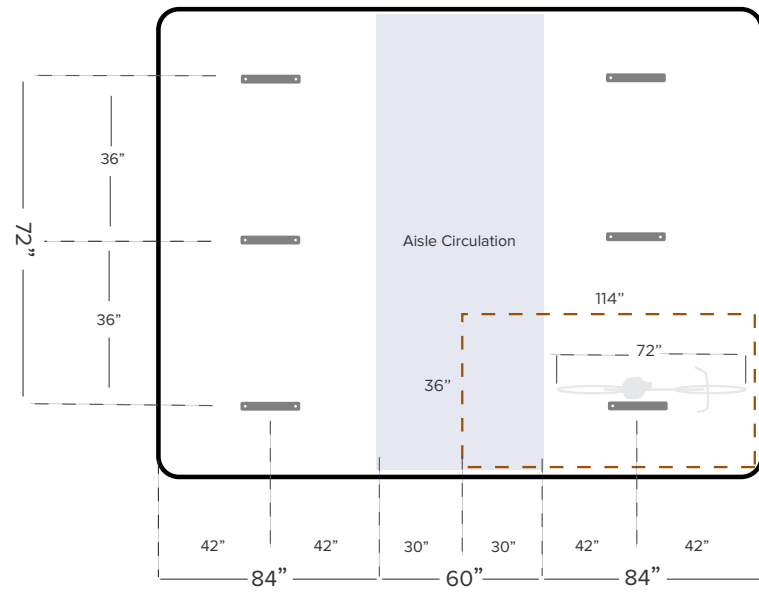
Graphics courtesy of Association of Pedestrian and Bicycle Professionals Essentials of Bike Parking report (2015).

SPACE REQUIREMENTS



The space requirements shown here assume a person parking their bike would have open access forward and from behind.

The space requirements shown here assume the area is confined on either side (left and right). Access is located at the top and bottom of the image, requiring a center aisle for circulation.



Space required for a single hitch

RESOURCES FOR EQUIPMENT

- [Dero](#)
- [Sportworks](#)
- [Urban Racks](#)

MORE INFORMATION

- [APBP Essentials of Bike Parking](#)
- [Bike Shelter Development Guide -Portland Public Schools](#)

Appendix J. Maintenance Planning

ANNUAL MAINTENANCE

School routes and crosswalks should be prioritized for maintenance. To ensure high visibility crosswalks maintain their effectiveness, review all crosswalks within one block of the school each year. If there is notable deterioration, crosswalks should be repainted annually. In addition, crosswalks on key school walk routes should be evaluated annually and repainted every other year or more often as needed.

SEASONAL PLANNING AND MAINTENANCE

Walking and cycling generally diminish during the cold winter months as poorly maintained infrastructure and unpleasant weather conditions create barriers for pedestrians and bicyclists. However, maintaining infrastructure and planning inviting winterscapes for students can facilitate the convenience of biking and walking as well as provide new opportunities to encourage students to be outside more.

Snow removal and maintenance of school routes should be prioritized. Snow removal is a critical component of pedestrian and bicycle safety. The presence of snow or ice on sidewalks, curb ramps, or bikeways will deter pedestrian and cyclist use of those facilities to a much higher degree than cold temperature alone. Families with children will avoid walking in locations where ice or snow accumulation creates slippery conditions that may cause a fall. Curb ramps that are blocked by ice or snow effectively sever access to pedestrian facilities. Additionally, inadequately maintained facilities may force pedestrians and bicyclists into the street. Identified routes to school should be given priority for snow removal and ongoing maintenance.

While it is important to prioritize maintenance, additional planning should be employed to create new opportunities to encourage students to be outside more through design. According to the City of Edmonton's Winter Design Guidelines, the five main design principles for designing cities that are inviting and functional for outdoor public life year-round include blocking wind, capturing sunshine, using color, lighting, and providing infrastructure that supports desired winter activities.

Strategies to block wind in the winter include grading land that blocks cold winds from the north and northwest. Other strategies include planting trees and/or piling snow along the north and west sides of streets, properties, parks, and trails to provide shielding from the wind. Buildings along streets can also use canopies, colonnades, and setbacks to block wind and create more inviting street-level walking conditions.

Another way to create an inviting pedestrian and bicycle environment is to employ strategies that maximize limited winter sunshine. Deciduous trees that drop their leaves in winter allow sunshine to filter down to streets and sidewalks. Building setbacks can also allow more sunshine to reach pedestrian areas in the form of wider sidewalks. Creative public art can also capture and reflect sunlight that also provides fun and engaging elements on walks and bicycle trips for students to enjoy their travel.

Using warm colors and warm building materials can also contribute to a sense of warmth for the winter pedestrian or bicyclist. When people feel warmer, their attitude improves and they have a greater resilience for being outside in temperatures that they may not normally consider as comfortable. For students with creative imaginations or who need extra stimuli to engage their interest in biking or walking, colorful building facades, public art elements, and wayfinding may encourage them to walk or bike not only in the winter, but year-round.

Lighting is also an element that is important year-round, but becomes increasingly important in the winter for creating more inviting winterscapes for pedestrians and bicyclists. Lighting can contribute to inducing a sense of warmth and safety, as well as be used for wayfinding and as passive public art displays.

Lastly, providing infrastructure that supports desired winter activities can also encourage more active transportation. Some particularly encouraging strategies beyond providing ice skating rinks that have been employed in Edmonton, Canada include harnessing plowed snow piles and stored snow to create new play opportunities for students. These snow piles can be strategically placed in parks along walking routes and mounded into winter slides. Other practices have included regularly compacting snow to make it malleable enough for students to construct their own snow house structures, with maintenance crews compacting the snow every few days to prevent it from forming into denser ice.

Resources

Winter Design Guidelines: Transforming Edmonton into a Great Winter City

https://www.edmonton.ca/city_government/documents/PDF/WinterCityDesignGuidelines_draft.pdf

Appendix K. Equity in SRTS Planning



When planning and implementing your SRTS programming, it is important to design events and activities that are inclusive of students of all backgrounds and abilities. The population of the City of Fridley is approximately 70% Caucasian with 30% of the population identifying as people of color. Poverty levels are similar to the national rate. This appendix identifies potential obstacles to participation and suggests creative outreach, low-cost solutions, and flexible program implementation to address language barriers, students with disabilities, personal safety concerns, and barriers related to school distance.

LANGUAGE AND/OR CULTURAL BARRIERS

To encourage families that do not speak English, are learning English, or have recently immigrated to participate in Safe Routes to School programs, it is important to communicate how the program can benefit families and address parental concerns. Hiring a bilingual staff person is the best way to communicate and form relationships with a community.

Provide Materials in Multiple Languages

Some concepts can lose their meaning and be confusing when translated literally. Also, words may have different meanings depending on the regional dialect.

- Ask families with native speakers to help communicate the message to others.
- Use images to supplement words so that handouts are easy to read and understand.

Use a Variety of Media

In schools where families speak different languages, it can be a good idea to present information in multiple ways.

- Use a variety of mechanisms to communicate the benefits of walking and bicycling to parents.
- Have students perform to their parents, such as through a school play.
- Encourage youth-produced PSAs to educate parents on why biking and walking are fun and healthy events.
- Provide emails, print materials, etc., in multiple languages.
- Use a phone tree, PTA, or events to reach parents.
- Engage an assistant who speaks multiple languages to reach out to parents at events.
- Employ staff from similar ethnic backgrounds to parents at the school.
- Parents increasingly use texting more than emails. Find out how parents communicate with each other and use their methods.

Meet People Where They Are

Some families may not feel comfortable coming to your events or participating in formal PTA and organizations.

- Attend established meetings to reach groups who may not participate in school PTAs or other formal meetings.
- State required English Learner Advisory Committees (ELACs) are good partners.
- Conduct outreach or table at school events (such as: Movie nights, family dance nights, Back to School nights, etc.).

Residents are often aware of traffic and personal safety issues in their neighborhoods, but don't know how to address them.

- Provide a safe place for parents to voice concerns to start the conversation about making improvements. Listen to their concerns, help parents prioritize, and connect them with the responsible agency to address the concerns.
- Encourage staff or parent volunteers to host house meetings, in which a small group gathers at the home of someone they know to voice concerns and brainstorm solutions.
- Seek common goals for community improvement that can be addressed through collaborative efforts with all parent groups.
- Consider inviting law enforcement or public works staff to build a better relationship between officers and residents so they feel comfortable voicing future concerns. Note that some groups may have complex relationships of police mistrust, such as among undocumented communities. Again, asking for police representatives who are from the community works best.
- When looking for volunteers, start by looking to friends and neighbors to build your base group.
- Be creative; consider going to community events like Farmer's Markets and neighborhood gathering spots to recruit. Try different ways of engaging with participants; the City as Play Design Workshops have creative ideas

for asking attendees to build their visions.

- Look for small victories: adding a crossing guard, signage and paint gives parents confidence that their issues can be addressed.

Host Parent Workshops

All parents desire for their children to be successful. Workshops are a good opportunity to articulate how services and programs can reduce barriers to students' success and help them be successful.

- Create simple ways for parents to get involved and help put on events and activities with their children, who can often help navigate the situation.
- Hold a "Parent University," or workshops where parents can voice their concerns.
- Listen to and act on parents' suggestions to build trust in the community and address concerns.
- Include an icebreaker activity to introduce yourself and to make the participants more comfortable sharing their thoughts and opinions.

Establish Flexible Programs

Create a trusting and welcoming environment by not requiring participants to provide information about themselves, which could be a deterrent to undocumented immigrants.

- Establish a training program for volunteers that does not require background checks or fingerprints since some parents who would like to volunteer may not be able to pass background checks.

Often working parents have limited time to volunteer with their children's schools. The hours and benefits associated with many jobs can make it challenging for parents to be available for school activities and take paid time off.

- Host meetings and events at varying times to accommodate differing work schedules.
- Make specific requests and delegate so no single person has to do the majority of the work.

Communicate Health Benefits

Families who are less well-connected to the school community may not be as aware of the benefits of SRTS programming.

- Publicize to parents that walking and biking to school is exercise and to children that it is fun, like an additional recess.
- Health fairs can highlight biking and walking to create an association between those commute options and their benefits. Encouragement competitions such as the Golden Sneaker Award and Pollution Punch Card can show how many calories students have burned.

STUDENTS WITH DISABILITIES

Some students may not be able to walk or bike to school because of physical or mental disabilities, but they can still be included in SRTS programs.

- Invite children with physical disabilities to participate in school infrastructure audits to learn how to improve school access for all.
- Students with mental disabilities may have differing capacities for retaining personal and traffic safety information, but programs like neighborhood cleanups and after-school programs can be fun ways to socialize and participate with other students.
- Involve special education instructors and parents of disabled students in the planning and implementation of these programs to better determine the needs of children with disabilities.
- Create SRTS materials that recognize students with disabilities. Include pictures of students with disabilities in program messaging to highlight that SRTS programs are suitable for all students.

Additional Resources

- National Center for SRTS's Involving Students with Disabilities http://saferoutesinfo.org/sites/default/files/resources/Involving_students_with_disabilities.pdf
- SRTS National Partnership's: Students with Disabilities http://www.saferoutespartnership.org/sites/default/files/pdf/Serving_Students_with_Disabilities_SRTSNP_11_4_09_FINAL.pdf

PERSONAL SAFETY CONCERNS

In some communities, personal safety concerns associated with crime activity is a significant barrier to walking



and bicycling. These can include issues of violence, dogs, drug use, and other deterrents that can take precedence over SRTS activities in communities. These neighborhoods may lack sidewalks or other facilities that offer safe access to school, and major roads may be barriers.

COMMUNITY-BASED PROGRAMS

Neighborhood Watch Programs

Establishing neighborhood crime watches, parent patrols, and safety zones can involve the community in addressing personal safety concerns as supervision reduces the risk of bullying, crime, and other unsafe behavior.

- Set up parent patrols to roam areas of concern. Safe Passages or Corner Captain programs station parent or community volunteers on designated key street corners to increase adult presence to watch over children as they walk and bicycle to school.
- Issue special hats, vests, or jackets to give the volunteers legitimacy and identify them as patrol leaders.
- Walkie-talkies allow parents to radio for help if they are confronting a situation they have not been able to resolve.
- Work to identify “safe places” like a home along the route where children can go to in the event of an emergency, or create a formal program with mapped safe places all children can go to if a situation feels dangerous.

SchoolPool with a Group

SchoolPool, or commuting to school with other families and trusted adults, can address personal safety concerns about traveling alone.

- Form Walking School Buses, Bike Trains, or carpools. For information about how to set up a SchoolPool at your school, read the Spare the Air Youth SchoolPool guidebook. <http://www.sparetheairyouth.org/schoolpool-guidebook>
- SchoolPools are a great way of building community. See resources online at www.sparetheairyouth.org/walkingschool-buses-bike-trains for more information.

Sponsor Neighborhood Beautification Projects

Clean neighborhoods free of trash and graffiti can create a sense of safety and help reduce crime rates.

- Host neighborhood beautification projects around schools, such as clean-up days, graffiti removal, and tree planting to help make families feel more comfortable and increase safety for walking or biking to school.
- Host a community dialogue about positive and negative uses of public space.

Education Programs

Teach students and their families about appropriate safety issues. Parents may not want students to walk or bike if they are not confident in their child’s abilities.

Safety Information for Students

- Use time at school, such as during recess, PE, or no-cost after school programs, to teach children how to bike and walk safely.
- Utilize either existing curricula or bring in volunteer instructors from local advocacy groups and non-profit organizations.
- Teach children what to do in the event of an emergency and where to report suspicious activity or bullying.
- Provide helmets and bikes during the trainings will allow all students to participate regardless of whether or not they have access to these items.
- Open Streets events such as San Francisco’s Sunday Streets, Oakland’s Oaklavia, and others are also a great way of creating safe zones to teach new skills in the street.

Safety Information for Parents

- Provide information about how to get to around safely.
- Develop and distribute suggested routes to school maps that highlight streets with amenities like sidewalks, lighting, low speeds, and less traffic.
- Identify informal shortcuts and cutthroughs that students may take to reduce travel time. Consider whether these routes may put students at risk (for example, by cutting through a fence, across a field, or near railroad

- tracks) and work with your city planners to improve the route.
- Provide flyers for parents about how to find other families groups to commute with or what to do in the event of an emergency to educate themselves and their children.
 - Offer pedestrian safety training walks. Make these fun and interactive and address parents' safety concerns as well as provide tips for them to teach their children to be safe while walking.

Resources

- SRTS National Partnership's Implementing Safe Routes to School in Low-Income Schools and Communities
<http://www.saferoutespartnership.org/sites/default/files/pdf/LowIncomeGuide.pdf>

BARRIERS RELATED TO SCHOOL DISTANCE

Some students simply live too far from school to reasonably walk or bike. However, there are programs that may be implemented to include these students in healthy physical activities, such as walking or biking.

Remote Drop-off

- Suggest remote drop-offs for parents to drop their children off a couple blocks from the school so they can walk the rest of the way. Volunteers wait at the drop-off and walk with students at a designated time to ensure they arrive to school safely and on time
- Remote drop-off sites can be underutilized parking lots at churches or grocery stores that give permission for their property to be used this way.
- Identify potential park and walk areas on route maps.

Walk to School Bus Stops

- Incorporate physical activity into students' morning schedule by encouraging them to walk to bus stops.
- Utilize walking school bus programming to organize nearby students to walk in groups to a more centrally located bus stop, which may translate into fewer bus stops because more students will be boarding at each stop.

Frequent Walker Programs

- Students who still arrive to school by bus and parent vehicle do not have to miss out on the physical benefits provided by walking if programming is implemented
- Implement programs that identify walking opportunities on campus, which can be defined in terms of routes or by amount of time spent walking.

Additional Resources

- Rural Communities: Making Safe Routes Work
http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/SR2S_Rural_making%20SR%20work_20150331.pdf
- Rural Communities: Best Practices and Promising Approaches for Safe Routes
http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/SR2S_Rural_best%20practices_2015033.pdf
- Rural Communities: A Two Pronged Approach for Improving Walking and Bicycling
http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/SR2S_Rural_2pronged%20approach_20150331.pdf



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Appendix L. Existing School Maps

WALK ZONE MAP



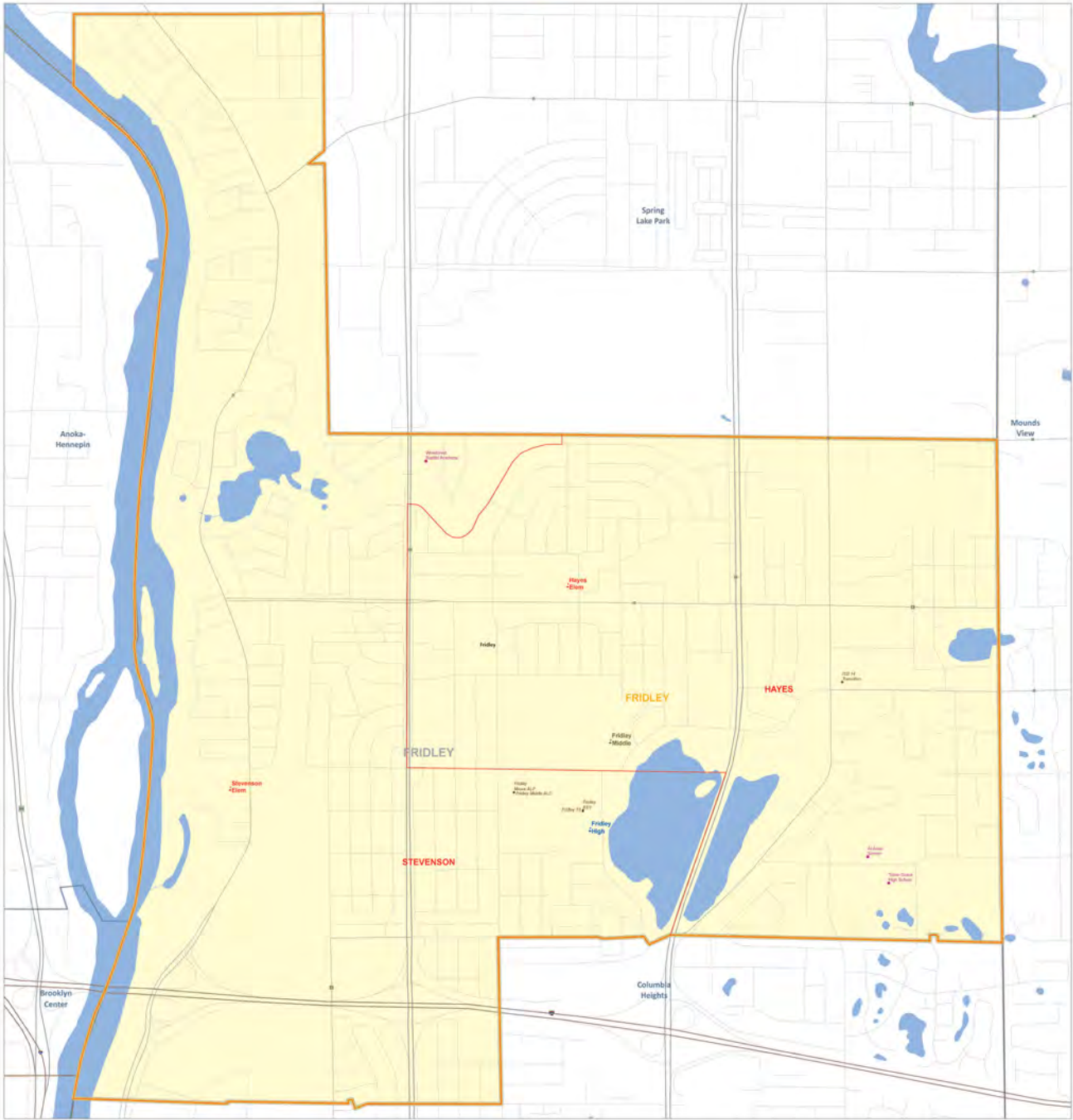


Public School District Attendance Areas and Educational Facility Locations

SY2013-2014

Fridley 14

Map 1 of 1



Public Educational Facilities or Programs

- Elementary school
- Middle / Junior high school
- High / Secondary school
- School District Office
- Non-Public school
- Public Charter school
- Other School Program (campus):
 - Area Learning Center (ALC)
 - Area Learning Program (ALP)
 - Targeted Services
 - College/University
 - Continental
 - Secondary Education

Public School Attendance Areas

- Elementary School Attendance Area **ELEM**
- Middle School Attendance Area **MIDD**
- High School Attendance Area **HIGH**

Public School Districts

- School District
- Adjacent School District (if applicable)

Other Features

- Interstate Highway
- U.S. Highway
- State Highway
- County Highway
- Road/Street
- Railroad
- Stream
- Landmark
- Major Civil Division
- Public Land Survey Township/Range
- Public Land Survey Section

Data Sources:

- Minnesota Department of Education, IT Division (2010)
- Metropolitan Council (2010) Minnesota Department of Transportation (2004)
- Minnesota Department of Education Office
- U.S. Census of the Census, Minnesota Legislative GIS Office (compiled to include wilderness files with Municipal Board through May 2005)
- Minnesota Department of Natural Resources

Special Note:
The entire public boundary appearing on this map is not necessarily representative of the high boundary of the district. It is a representation of boundaries shown on maps in use in 1991 by county officials and modified by the U.S. Bureau of the Census, most recently by Census 2000. Some 2000 Census tracts do not have been modified by the Dept. of Education based on completed County parcel digitization. Needs further field verification or assessment to obtain an accurate legal description of the boundary.

Liability Statement:
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Scale: 1 : 5,850

For further assistance with this map, contact:
John Rapp john.rapp@state.mn.us
Sean Fridley sean.fridley@state.mn.us

Minnesota Department of Education
1000 Lakeside Drive
St. Paul, MN 55115

Map Created September 2011



Anoka County

TRANSPORTATION DIVISION

Highway

Joseph J. MacPherson, P.E.
County Engineer

November 17, 2023

Jim Kosluchar
Public Works Director/City Engineer
City of Fridley
7071 University Avenue NE
Fridley, MN 55432

RE: City of Fridley Safe Routes to School (SRTS) Grant Application

Dear Mr. Kosluchar:

Anoka County supports the City of Fridley's proposed SRTS funding application to improve the pedestrian and bicyclist access to schools within the city.

The proposed improvements will provide a better connection between Fridley Public School's campuses and neighboring residential communities through active transportation improvements.

The installation of multiuse trails that connect to school campuses in our community will provide a positive impact to students at Hayes Elementary, Fridley Middle School, Fridley High School, and the Fridley Community Center. The proposed improvements will help improve safety for students walking/biking to and from school as well as to extra-curricular activities at the Commons Park and Fridley Community Center.

If you have any questions, or need additional information, please let us know.

Sincerely,

Joe MacPherson, P.E.
County Engineer

Our Passion Is Your Safe Way Home

1440 Bunker Lake Boulevard N.W. ▲ Andover, MN 55304-4005
Office: 763-324-3100 ▲ Fax: 763-324-3020 ▲ www.anokacounty.us/highway

Affirmative Action / Equal Opportunity Employer

November 14, 2023

Attn: Jim Kosluchar
Public Works Director / City Engineer
City of Fridley
7071 University Avenue NE
Fridley, MN 55432

Re: City of Fridley Safe Routes to Schools – Pursuit of Funding

Dear Jim,

On behalf of the City of Fridley's Environmental Quality and Energy Commission (EQEC), I offer support for the City of Fridley's funding application for the Safe Routes to Schools funding. The proposed improvements fill important gaps within the City's existing trail network and will make the city safer for area students to walk, bike, and roll to school. These projects were identified as high priorities within the City's Active Transportation Plan developed in consultation with the EQEC.

Sincerely,

A handwritten signature in black ink, appearing to read "Aaron Klemz". The signature is fluid and cursive, with a long horizontal stroke at the end.

Aaron Klemz
Chair
Environmental Quality and Energy Commission



FRIDLEY PUBLIC SCHOOLS

Brenda Lewis, Ph.D. | Superintendent | brenda.lewis@fridley.k12.mn.us | 763-502-5001

November 20, 2023

Attn: Jim Kosluchar
Public Works Director / City Engineer
City of Fridley
7071 University Avenue NE
Fridley, MN 55432

Re: City of Fridley Safe Routes to Schools – Pursuit of Funding

Dear Jim,

I am pleased to express my support for the City of Fridley's proposed Safe Routes to Schools grant application as the Superintendent of Fridley Public Schools. I fully support Fridley's pursuit of funding for Safe Routes to School projects as the improvements will provide a better connection between Fridley Public School's campuses to nearby residential housing areas through active transportation improvements.

The installation of trails to our campuses will provide a positive impact to students at Hayes Elementary, Fridley Middle School, Fridley High School, and the Fridley Community Center. Our hope is that these projects increase walking/biking to and from school as well as to extra-curricular activities at Commons Park and Fridley Community Center nearby.

Considering the benefits this project would offer to the local community and multiple Fridley Public Schools' campuses, I strongly support the City of Fridley's request for funding.

Sincerely,

Brenda Lewis
Superintendent
Fridley Public Schools

A World-Class Community of Learners



Appendix F. Parent Survey

The following is a summary of the a survey sent home to parents of children attending Fridley Middle School in the fall of 2016. It asks parents their feelings about walking and biking and is a direct export from the National Safe Routes to School Data Collection System, which processed the survey responses and generated this report.

Parent Survey Report: One School in One Data Collection Period

School Name: Fridley Middle School

Set ID: 15395

School Group: Fridley SRTS

Month and Year Collected: November 2016

School Enrollment: 0

Date Report Generated: 10/31/2016

% Range of Students Involved in SRTS: Don't Know

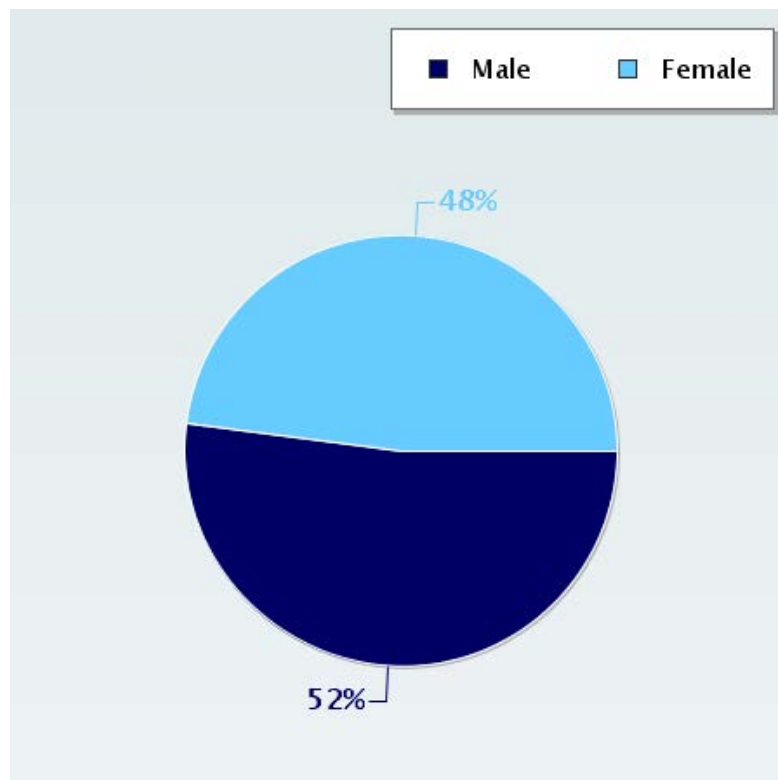
Tags:

Number of Questionnaires Distributed: 0

Number of Questionnaires Analyzed for Report: 50

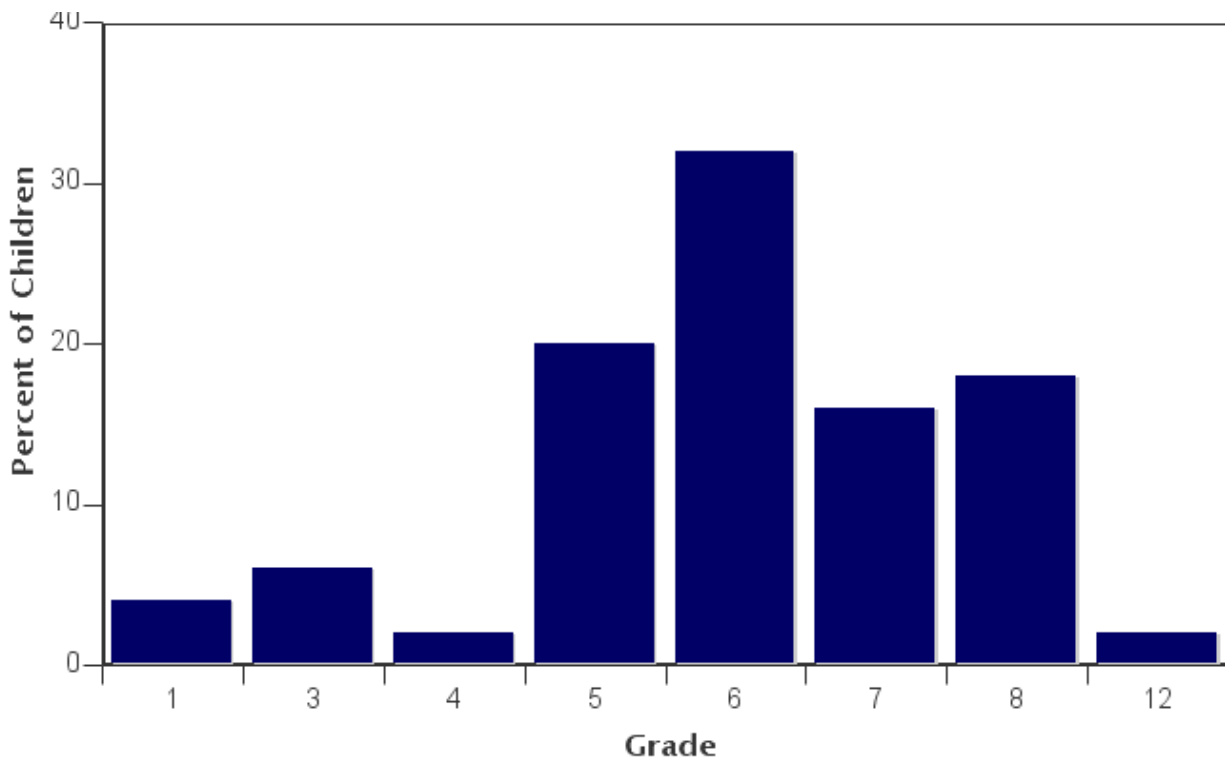
This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and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

Sex of children for parents that provided information





Grade levels of children represented in survey



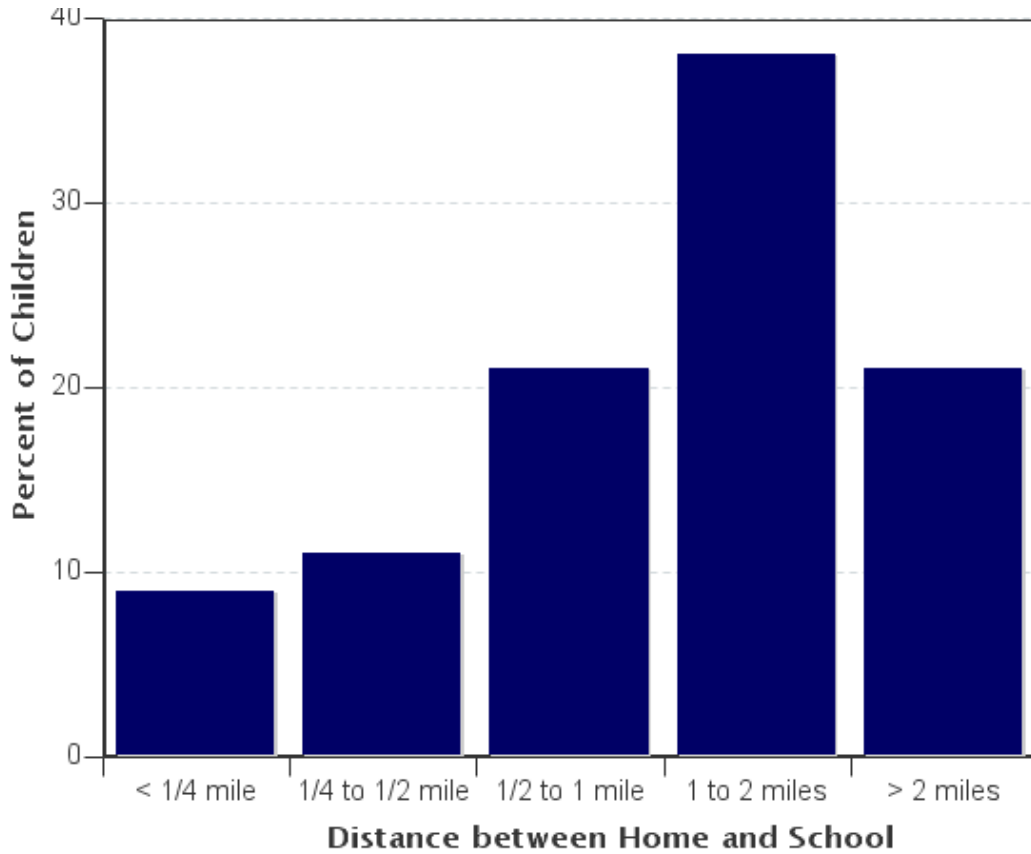
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
1	2	4%
3	3	6%
4	1	2%
5	10	20%
6	16	32%
7	8	16%
8	9	18%
12	1	2%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



Parent estimate of distance from child's home to school

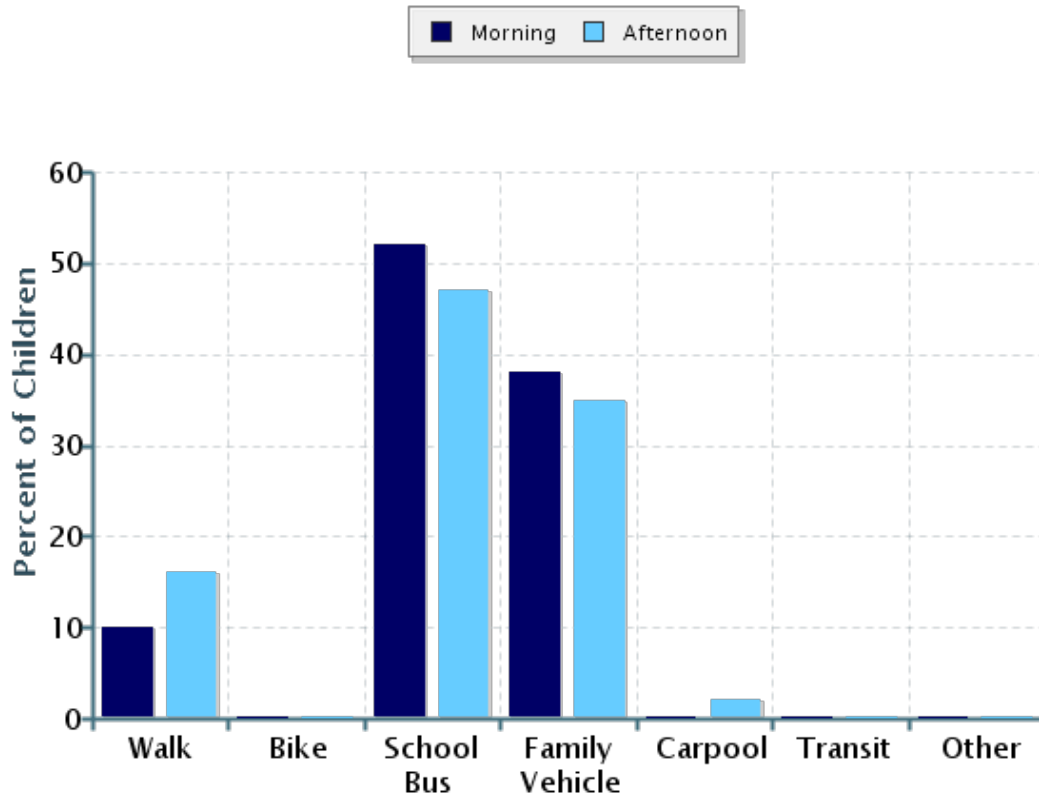
Distance between home and school	Number of children	Percent
Less than 1/4 mile	4	9%
1/4 mile up to 1/2 mile	5	11%
1/2 mile up to 1 mile	10	21%
1 mile up to 2 miles	18	38%
More than 2 miles	10	21%

Don't know or No response: 3

Percentages may not total 100% due to rounding.



Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

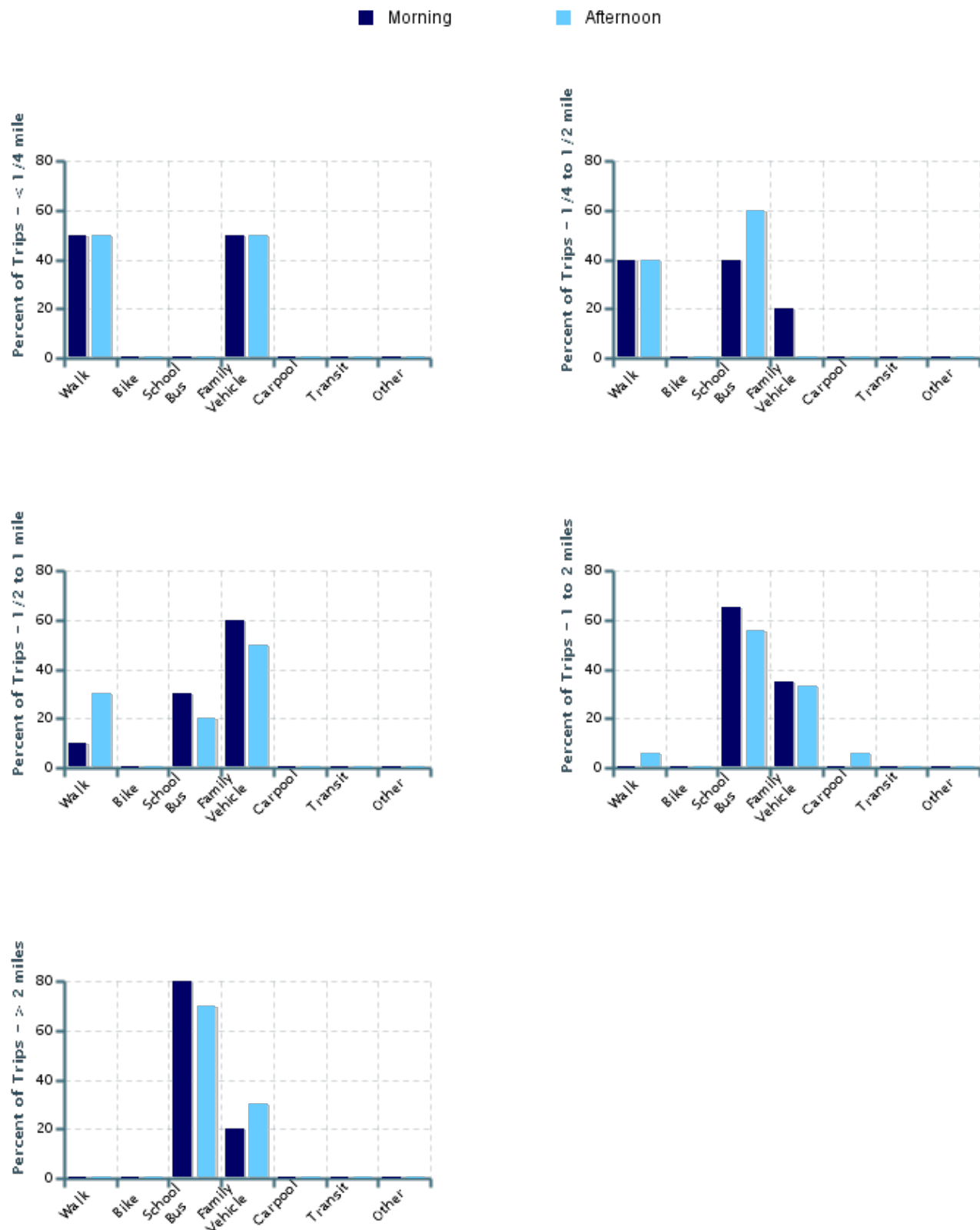
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	48	10%	0%	52%	38%	0%	0%	0%
Afternoon	49	16%	0%	47%	35%	2%	0%	0%

No Response Morning: 2

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

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





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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	50%	0%	0%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	5	40%	0%	40%	20%	0%	0%	0%
1/2 mile up to 1 mile	10	10%	0%	30%	60%	0%	0%	0%
1 mile up to 2 miles	17	0%	0%	65%	35%	0%	0%	0%
More than 2 miles	10	0%	0%	80%	20%	0%	0%	0%

Don't know or No response: 4

Percentages may not total 100% due to rounding.

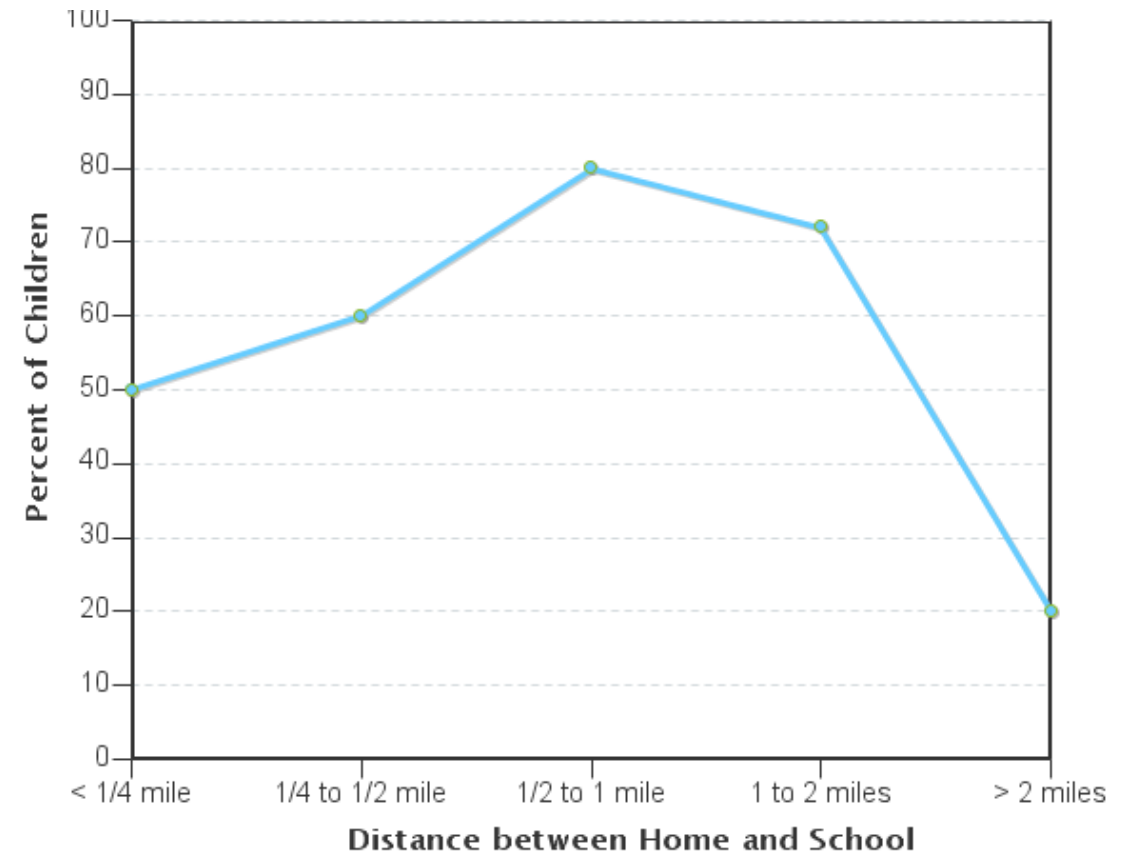
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	50%	0%	0%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	5	40%	0%	60%	0%	0%	0%	0%
1/2 mile up to 1 mile	10	30%	0%	20%	50%	0%	0%	0%
1 mile up to 2 miles	18	6%	0%	56%	33%	6%	0%	0%
More than 2 miles	10	0%	0%	70%	30%	0%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

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



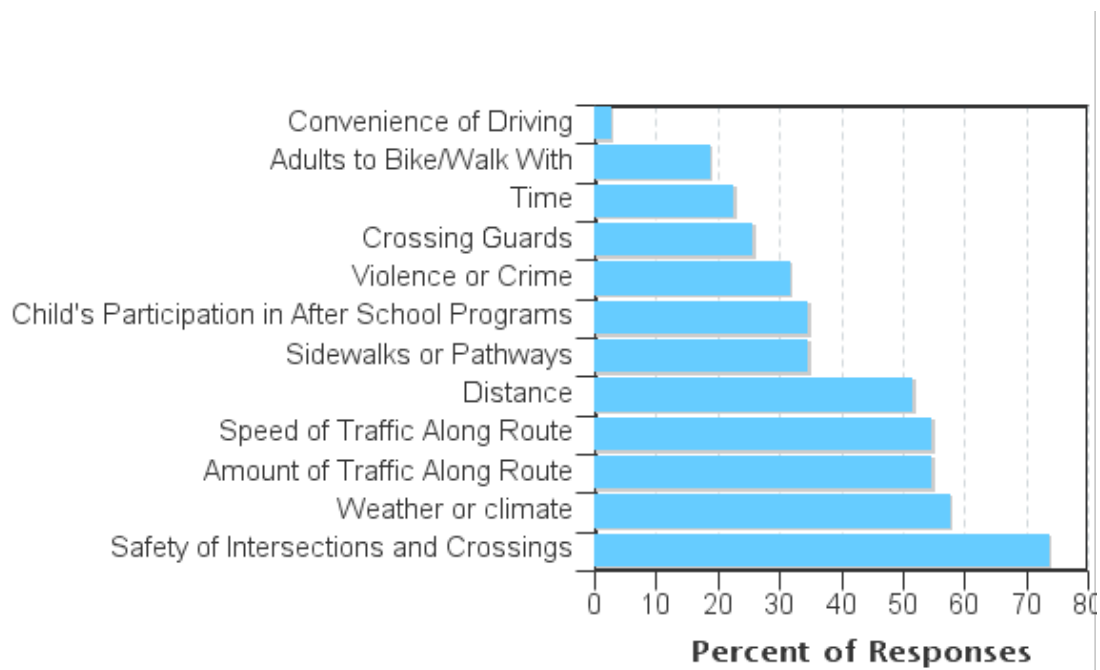
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	28	50%	60%	80%	72%	20%
No	19	50%	40%	20%	28%	80%

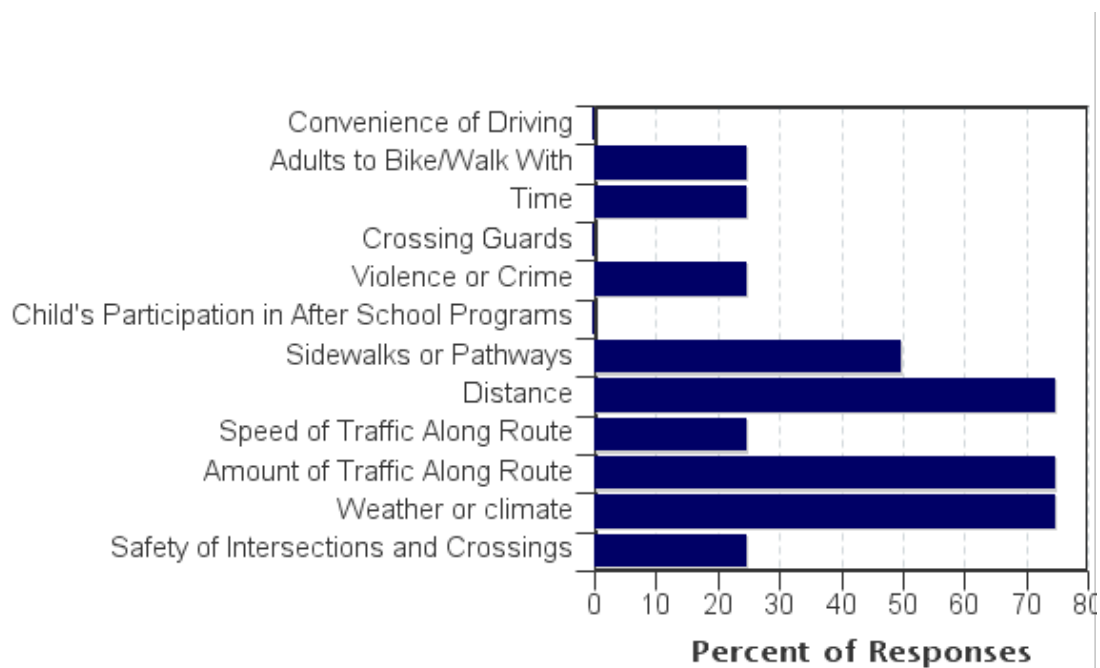
Don't know or No response: 3
 Percentages may not total 100% due to rounding.



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



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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Safety of Intersections and Crossings	74%	25%
Weather or climate	58%	75%
Amount of Traffic Along Route	55%	75%
Speed of Traffic Along Route	55%	25%
Distance	52%	75%
Sidewalks or Pathways	35%	50%
Child's Participation in After School Programs	35%	0%
Violence or Crime	32%	25%
Crossing Guards	26%	0%
Time	23%	25%
Adults to Bike/Walk With	19%	25%
Convenience of Driving	3%	0%
Number of Respondents per Category	31	4

No response: 15

Note:

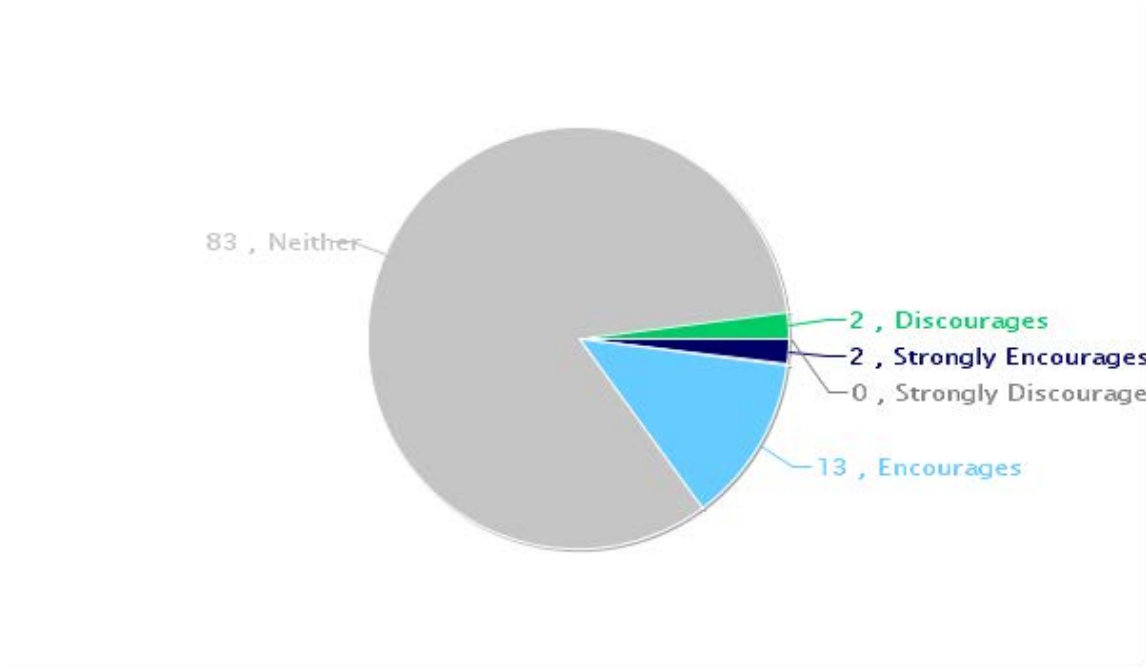
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

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

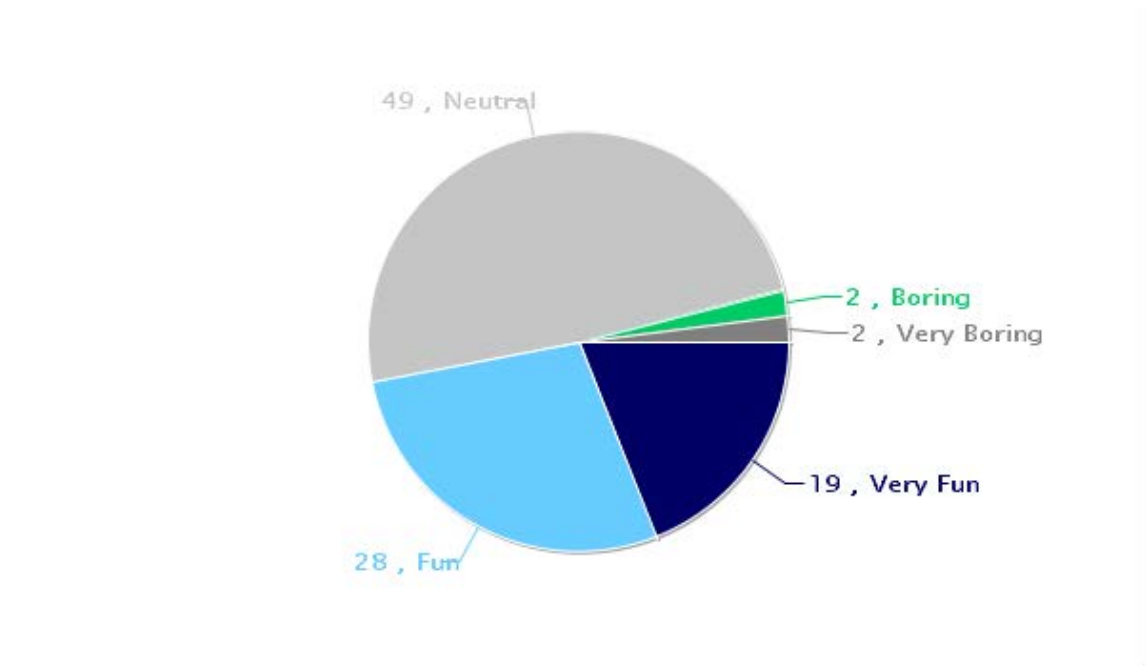
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.



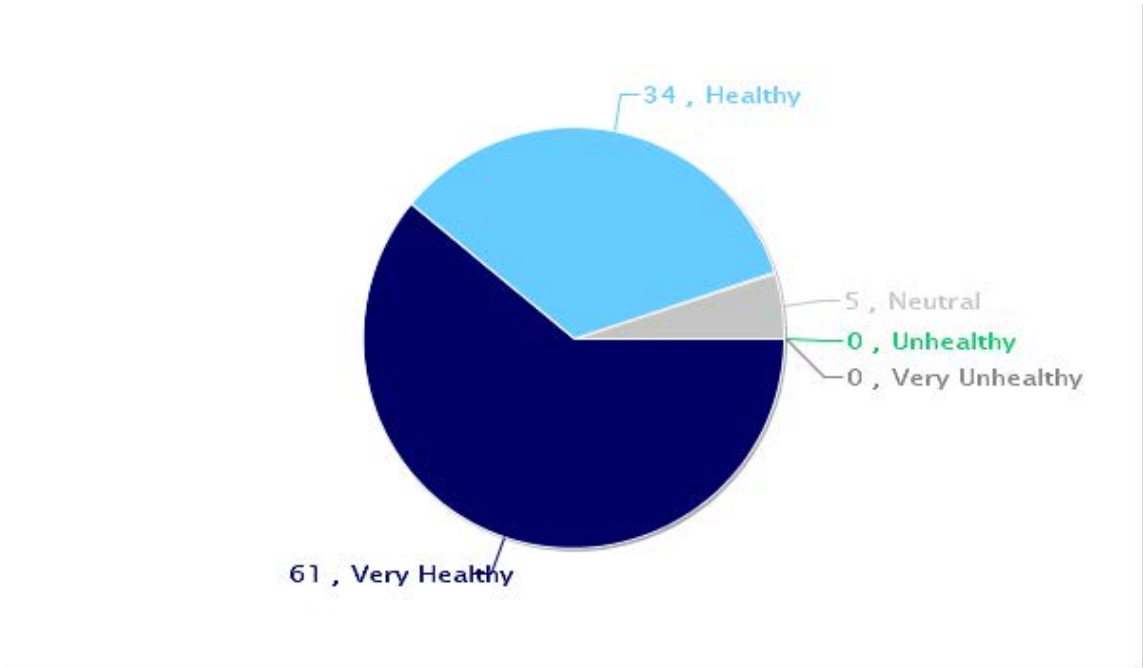
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section



SurveyID	Comment
1472537	I would rather emphasis be placed on the expectations and existing routes/drop offs for both Middle School & High School. I have seen cars dropping off kids on the opposite side of the road, or stopping where no stops are designated. The middle school parent drop off lot is a MESS and very UNSAFE - primarily from parents who are either ignorant of the rules, or willfully disregarding the process. Assign a teacher or guard to that in/out and ensure the safety of our kids. I am tired of seeing parents let their kids out at the entrance of the in/out and then pulling around cars who are letting kids out properly. It is DANGEROUS and supervision is NEEDED.
1472538	There should be a foot/bike bridge over Why 65. People do not pay attention while driving that crossing 65 is very dangerous
1472737	My child has to cross Hwy 65. I've seen a teenager get hit by a car at Moore Lake Rd and Central. That was scary! If that intersection were safer, I'd definitely let my kids ride their bikes to school. Thanks!
1472738	My child has to cross Hwy 65. I've seen a teenager get hit by a car at Moore Lake Rd and Central. That was scary! If that intersection were safer, I'd definitely let my kids ride their bikes to school. Thanks!
1472785	the intersection at University and 61st needs to be improved. high speeds, poor visibility. not safe. very popular route to school and sports.
1472790	other kids walking seem to bother her along the way. if she had a "buddy" I would let her walk.
1472812	There needs to be a bike / walkway overpass Central Ave for the families East of HWY 65 There is way too much high speed traffic for any type of crossing walking or biking. There should also be a over pass that goes over university ave as well. These are very heavily traveled roads at all times of the day the main corridor of Fridley in not connected from University to Central for biking or walking east to west.
1472542	It would be nice if there was a bike rack on the north east side of Hayes for my 2 nd grade twins. Then you don't have to go through all the buses and people.
1472645	my child is allowed to choose if he bikes or takes the bus, when the weather is nice and his friends also bike he will bike, I started allowing him in the spring of 6th grade when he had a brother to bike with as well
1472655	There is a police presence at the Fridley middle and high school - this has an effect on traffic. I would like to see his at Hayes elementary. I know the country rd vs. city road thing is a problem that seems to be a never-ending circle. In the winter that road is a dangerous disaster. And the sidewalks around the school and on Mississippi are not well kept. I really appreciate the school offering the oppportunity to have this conversation.
1472697	My first concern is that there is no protected bike/walk lane on 7th St- this would be easy enough to solve by implementing the white plastic markers as used in downtown Minneapolis. Also, my child feels threatened by the groups of young adults/teens who loiter in front of a large apartment complex and/or walk in the bike lane. That 2nd issue would be solved if there were crossing guards or CSOs monitoring key areas before and after school.
1472878	I think the new sidewalks and bike racks by FMS are SUPER! I no longer have children at Hayes, but I still see a HUGE need for a stoplight at Monroe/Mississippi Street. People drive very fast and often don't stop at that stop sign. Thank you for caring about the safety of Fridley students!

1475940	La unica razon por la q no permito q mi nino camine o vaya en vicileta es por la inseguridad con personas extranas en El camino.
1476408	The only reason I let my children walk to school is because of how close we live. Otherwise, I probably would not. I am worried about safety as far as someone hurting them or taking them. People do drive too fast on W Moore Lk. Dr. and do not pay much attention to the kids when they are turning onto another street. Both my kids have said had they not been paying attention, they would have been hit while crossing at Carol St.
1472534	I would love to see a walking bridge from 61st crossing over University Avenue. I would even like one from Mississippi Avenue. I have seen too many times cars not looking for pedestrians and almost hitting them! This is the main reason I do not want my children to cross either intersection. A walking/biking bridge would help in either location. It would not only benefit the children getting too and from school, but the community trying to access the light rail and other amenities in the area.
1472615	We NEED a pedestrian walkway/bridge OVER University Ave at 61st Ave!!!!!!!!!!!!!! My kids love to walk to/from school but I won't allow them to unless they are at least with 1 or more other person. It is a VERY dangerous crossing!! People drive too fast, go through stop lights, don't pay attention to pedestrians! With all the kids that cross to get to school and the new traffic and pedestrians from the new apartment buildings it is VERY needed! If you want kids to be safe and people to want to take public transportation like the people from the apartments to use the Northstar putting a pedestrian bridge would make complete sense! More sidewalks & a lower speed limit on University would be ideal also but the bridge would be the most important and most effective as a first step.
1472809	I once watched a man drive by slowly in a truck and stare at my daughter at her bus stop. I never allowed her to walk or be alone again. There are not enough safety measures in place for me to allow it at this time. And, with my son in after-school programs, I won't allow her to walk to or from school alone.
1476399	University avenue intersection is the main concern
1472786	Crossing and walking along Mississippi St NE is dangerous due the speed and attitude of the drivers. I understand the Mississippi St NE is a main thoroughfare in Fridley, but a 20MPH speed limit during school hours is a reasonable and easily implemented solution.
1472893	The main cause for concern about my children walking/biking to Fridley Middle School is crossing University Avenue at 61st Ave NE. The intersection is VERY busy with fast moving traffic on University and a lot of cars making turns. Less concerned with my kids' judgement and more concerned with distracted or bad drivers, seen too many cars blowing through the intersection after a red light and other similar dangerous situations.
1472583	We are bussing from outside of the community.



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Appendix F. Parent Survey

The following is a summary of the a survey sent home to parents of children attending Hayes Elementary School in the fall of 2016. It asks parents their feelings about walking and biking and is a direct export from the National Safe Routes to School Data Collection System, which processed the survey responses and generated this report.

Parent Survey Report: One School in One Data Collection Period

School Name: Hayes Elementary School

Set ID: 15396

School Group: Fridley SRTS

Month and Year Collected: November 2016

School Enrollment: 0

Date Report Generated: 10/31/2016

% Range of Students Involved in SRTS: Don't Know

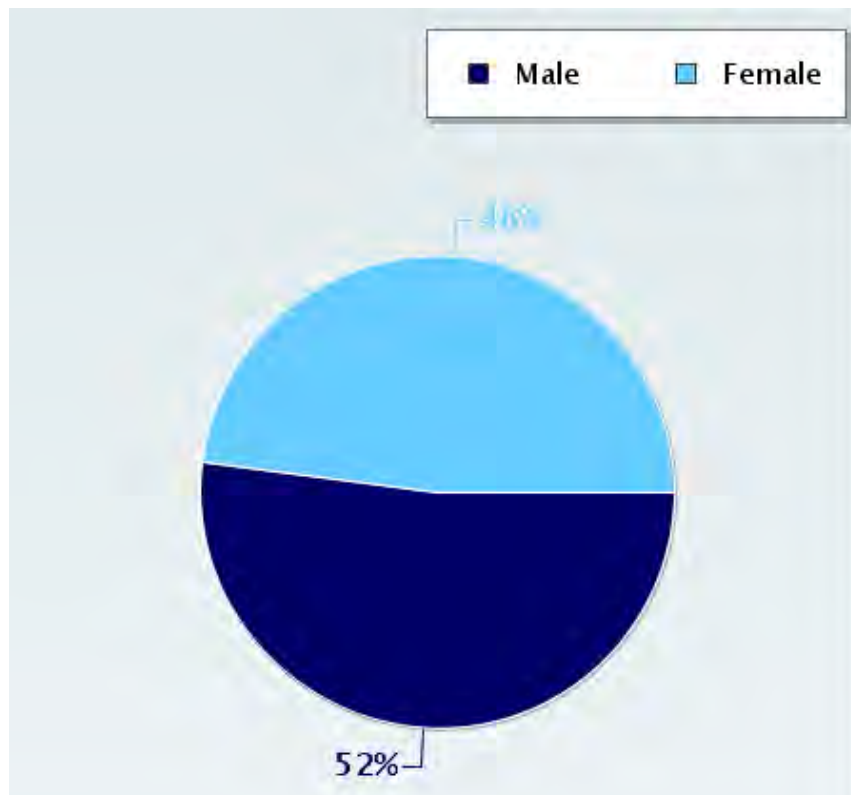
Tags:

Number of Questionnaires Distributed: 0

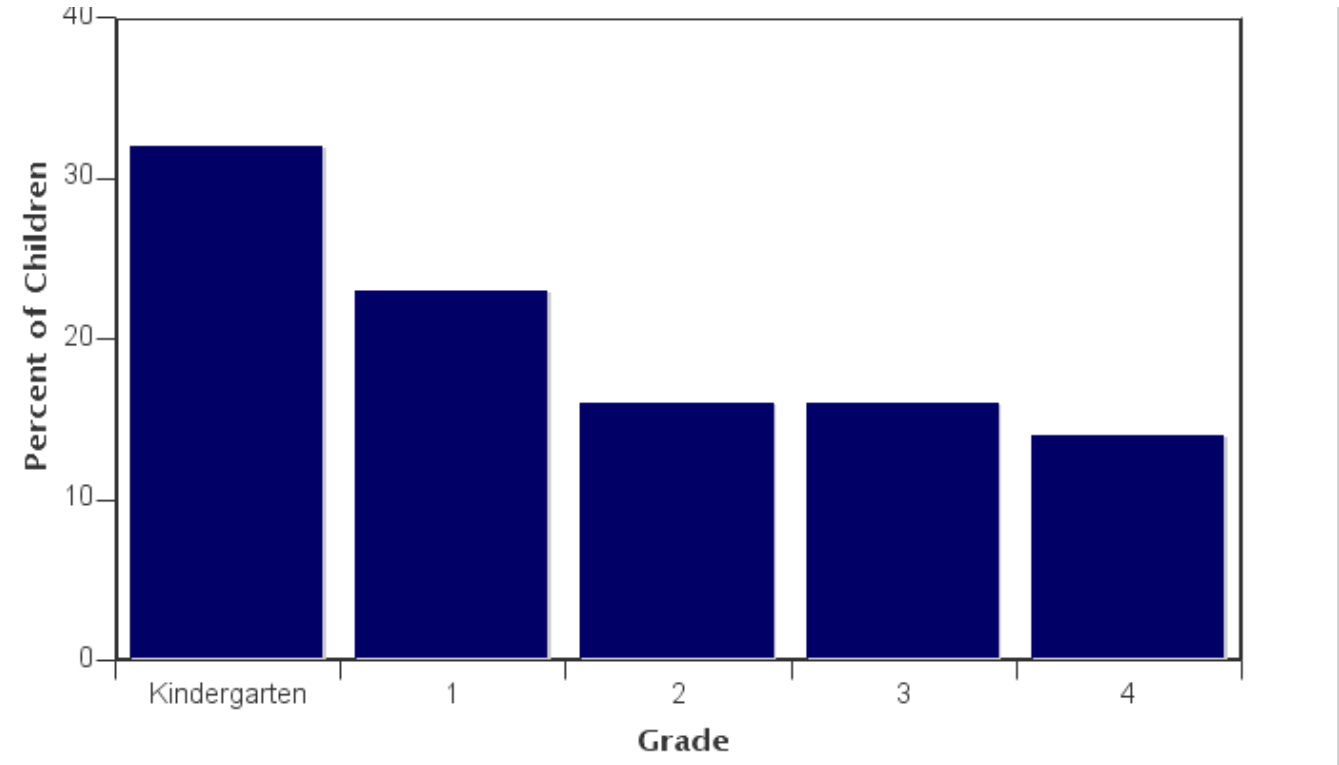
Number of Questionnaires Analyzed for Report: 45

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

Sex of children for parents that provided information



Grade levels of children represented in survey



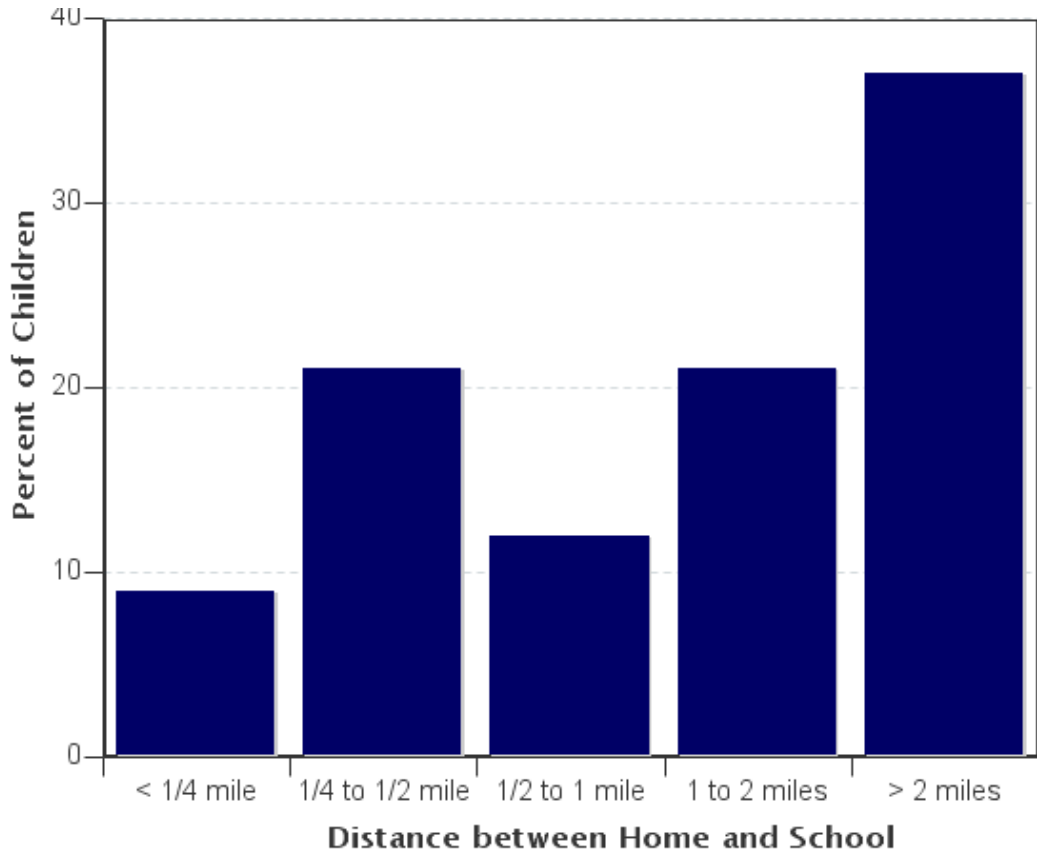
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	14	32%
1	10	23%
2	7	16%
3	7	16%
4	6	14%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



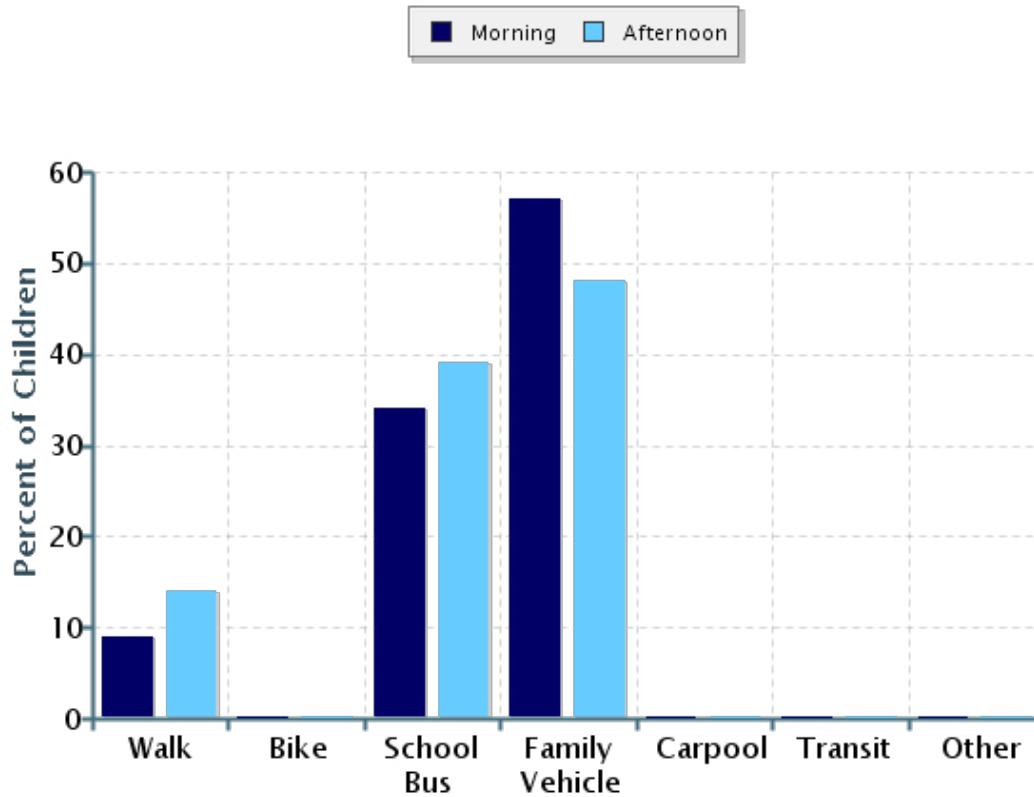
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	4	9%
1/4 mile up to 1/2 mile	9	21%
1/2 mile up to 1 mile	5	12%
1 mile up to 2 miles	9	21%
More than 2 miles	16	37%

Don't know or No response: 2
 Percentages may not total 100% due to rounding.



Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

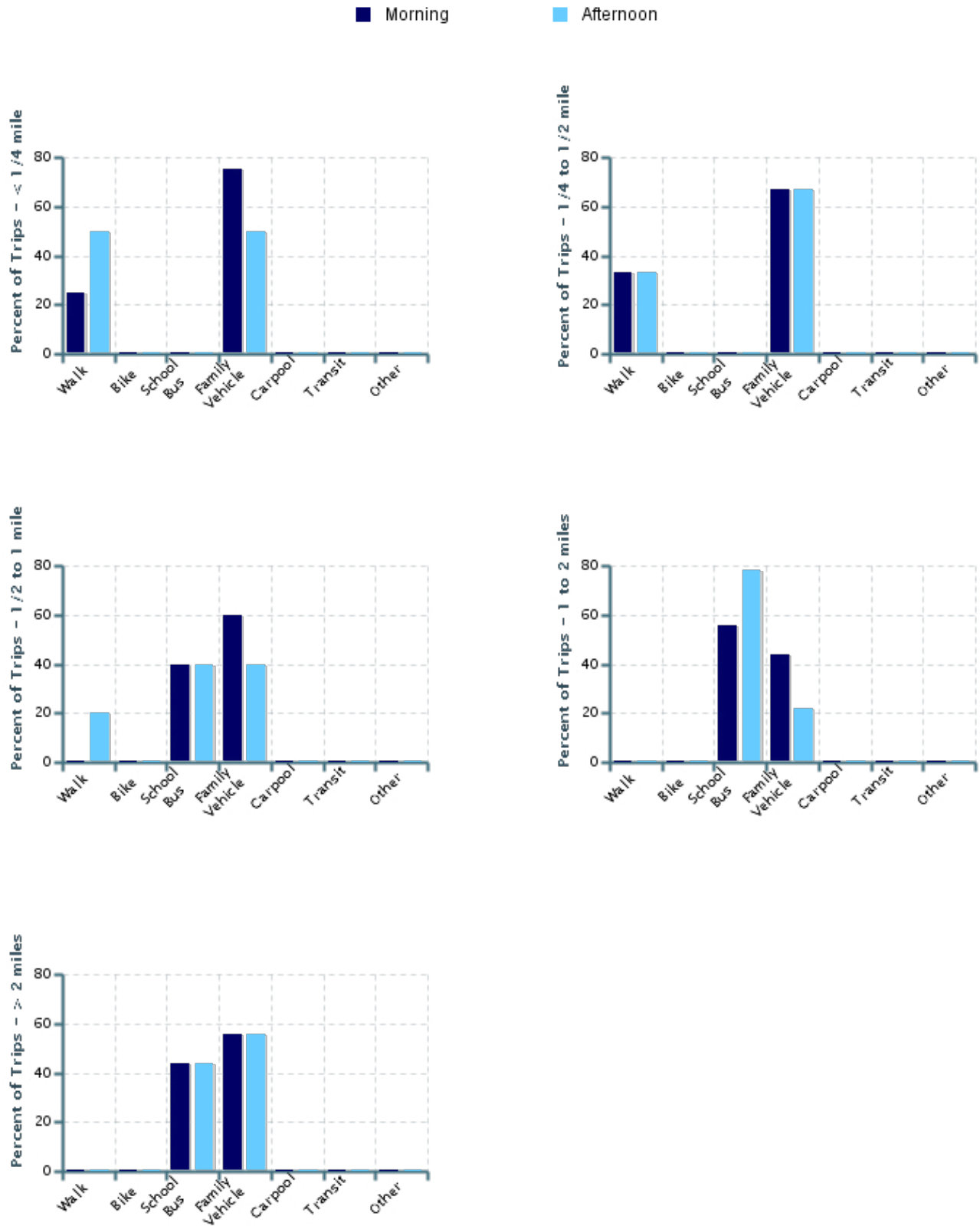
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	44	9%	0%	34%	57%	0%	0%	0%
Afternoon	44	14%	0%	39%	48%	0%	0%	0%

No Response Morning: 1

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

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





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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	25%	0%	0%	75%	0%	0%	0%
1/4 mile up to 1/2 mile	9	33%	0%	0%	67%	0%	0%	0%
1/2 mile up to 1 mile	5	0%	0%	40%	60%	0%	0%	0%
1 mile up to 2 miles	9	0%	0%	56%	44%	0%	0%	0%
More than 2 miles	16	0%	0%	44%	56%	0%	0%	0%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

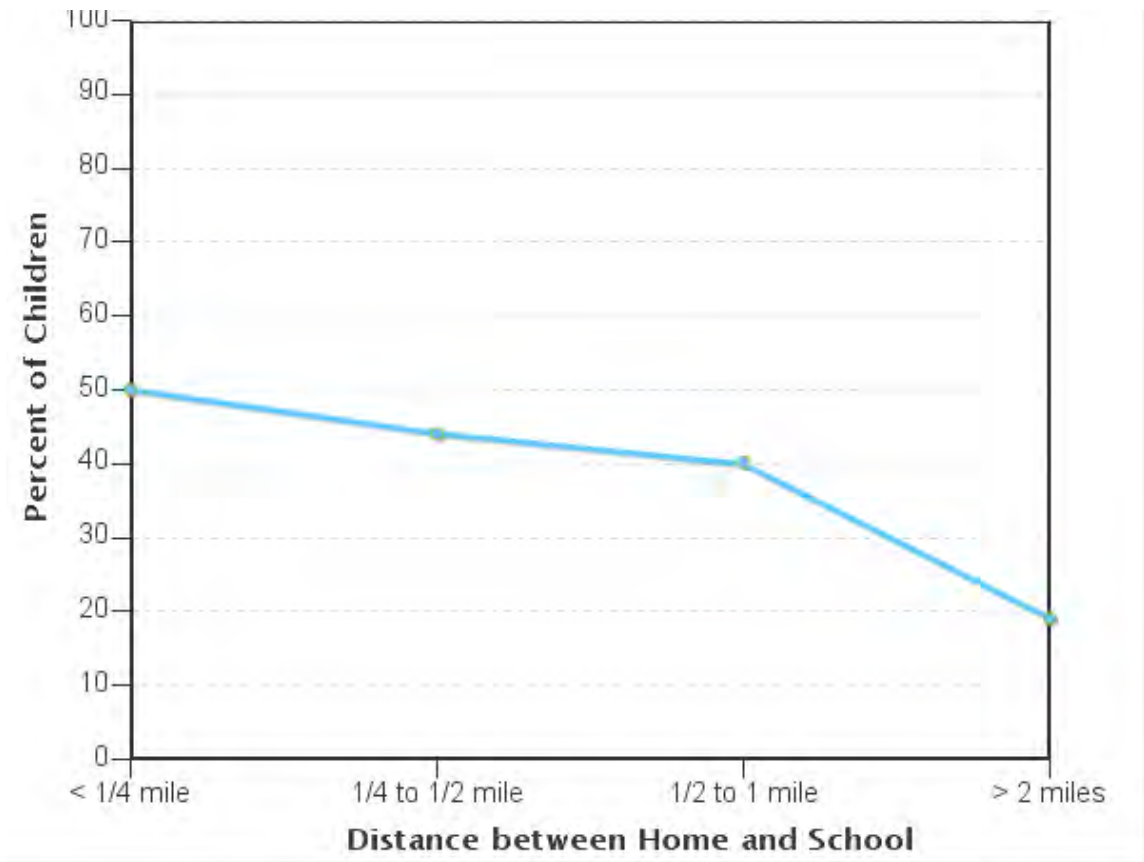
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	50%	0%	0%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	9	33%	0%	0%	67%	0%	0%	0%
1/2 mile up to 1 mile	5	20%	0%	40%	40%	0%	0%	0%
1 mile up to 2 miles	9	0%	0%	78%	22%	0%	0%	0%
More than 2 miles	16	0%	0%	44%	56%	0%	0%	0%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

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



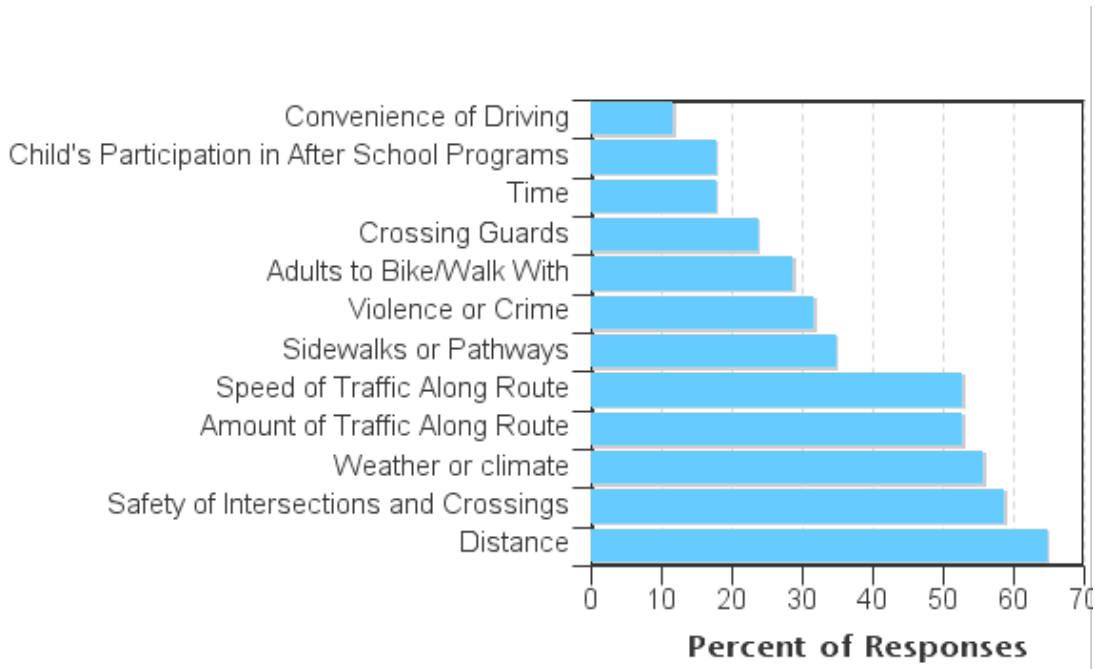
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	11	50%	44%	40%	0%	19%
No	32	50%	56%	60%	100%	81%

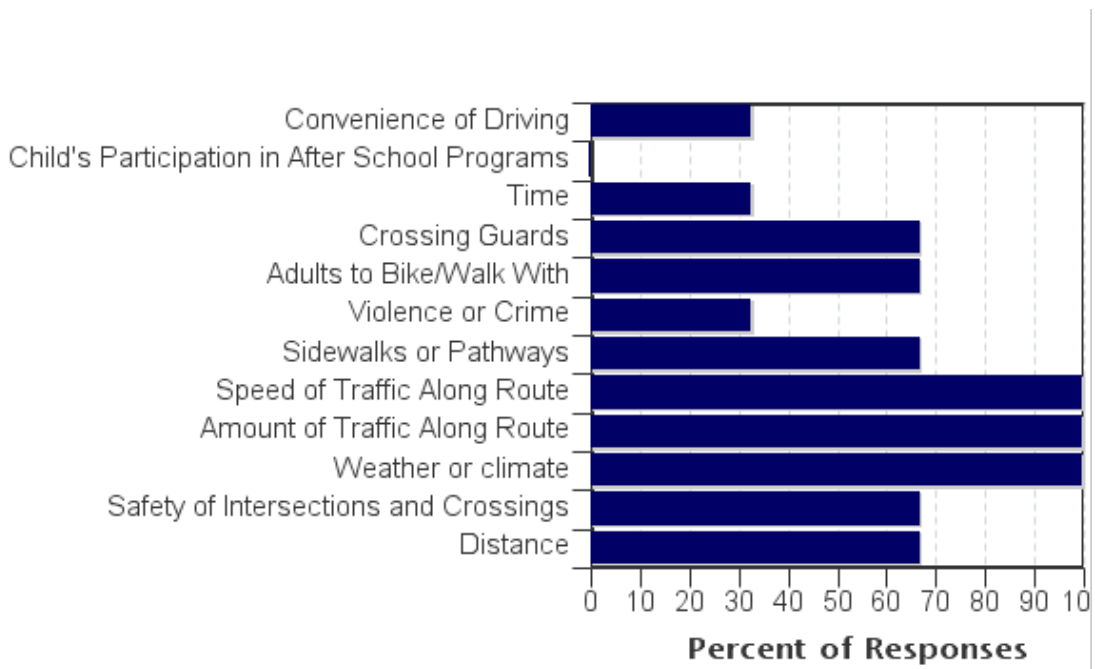
Don't know or No response: 2
 Percentages may not total 100% due to rounding.



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



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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	65%	67%
Safety of Intersections and Crossings	59%	67%
Weather or climate	56%	100%
Amount of Traffic Along Route	53%	100%
Speed of Traffic Along Route	53%	100%
Sidewalks or Pathways	35%	67%
Violence or Crime	32%	33%
Adults to Bike/Walk With	29%	67%
Crossing Guards	24%	67%
Time	18%	33%
Child's Participation in After School Programs	18%	0%
Convenience of Driving	12%	33%
Number of Respondents per Category	34	3

No response: 8

Note:

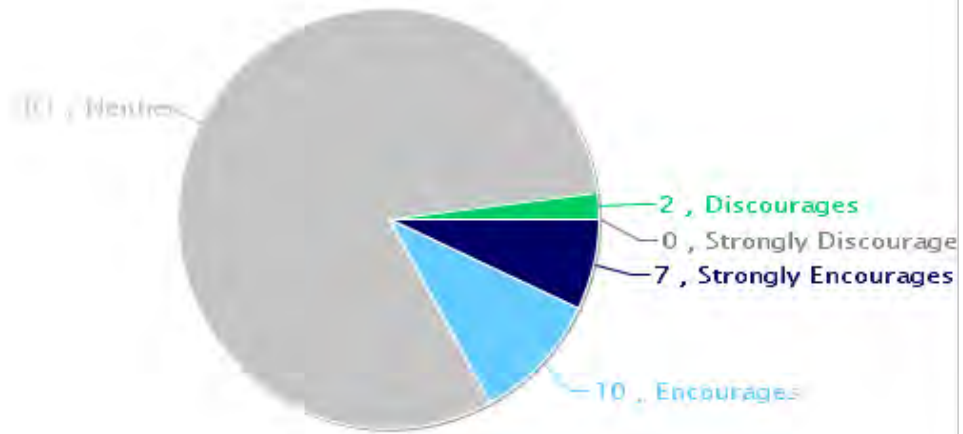
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

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

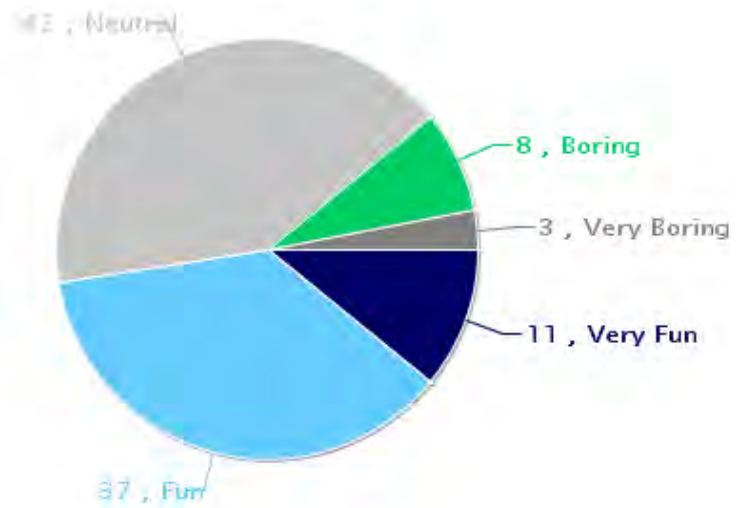
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.



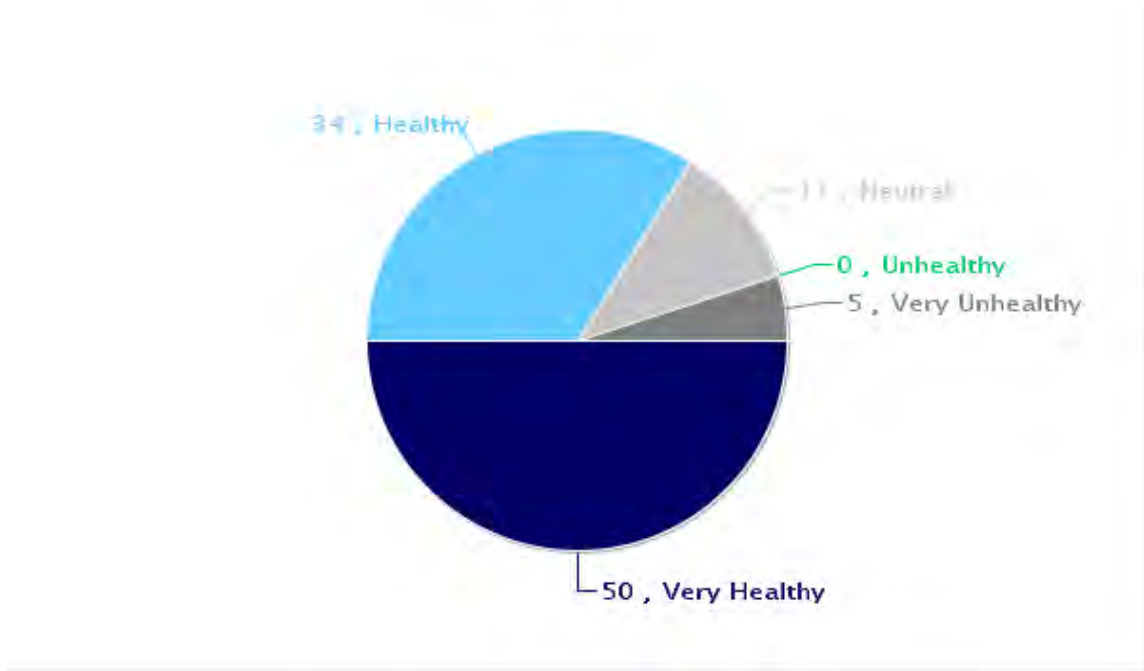
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section



SurveyID	Comment
1471862	We live so far from school, if we lived closer she would probably walk most days.
1472032	When she can walk with the neighbors we let her, but it isn't always an option.
1472139	Central avenue traffic light wait is very long and traffic is very fast. No sidewalks available in our neighborhood.
1472220	We live on the other side of the highway and she is to little to walk or bike across the highway .
1471955	My Kindergarten age child has to walk to school. He is lucky to have a big brother who is available to walk with him to and from school right now. When the older brother gets a job, that will likely change. We do not feel that it is safe for our Kindergartener to walk to school and home on his own. This is just too young.
1472316	Parents work schedule pushes to have child in Tiger Club, once old enough to be home alone, then we'll let them walk. Thanks
1471965	I would love to see patrols available for pickup and drop off especially for all elementary students. intersections are too busy and the walks are long and can be dark especially if they are alone and in kindergarten or 1st grade. thanks for your consideration.
1472433	Bottom line for us is the safety of dressing highway 65 and the harsh winter weather
1471947	Even if we did have sidewalks and a safe way for my son to cross our street I would be leery of allowing him to walk because no one clears and maintains their sidewalks in the winter months. The risk of a slip and fall or being forced to walk in the street because the sidewalk is unsafe is a big deal to me. Also I don't trust drivers in fridley to slow down even if the speed limits were reduced. This is not a safe city to walk in unless it's the summer.
1472129	I would never let my kids ride their bikes to school based on the fact they would have to cross highway 65 and that is WAY too dangerous.
1472416	I do NOT feel comfortable allowing my kindergartener to walk home from school unaccompanied, no matter the distance. She is walking "home" to a daycare which cannot meet her at the crossing guard. This makes pick up very difficult to arrange with our family's schedule. I would appreciate an exemption to allow kindergarteners to ride the bus no matter the distance from school. It ensures safety and hand-to-hand drop off.
1471990	I would feel more comfortable with my child walking to and from school if he was accompanied by an adult with my work schedule it doesn't allow that. I wish there was some form of transportation for children who live closer to the school and who fall into the walking zone that was provided by the school.
1471874	We are out of district. My child is open enrolled.
1472052	I would like the bike racks at the elementary school to be more convenient. It is discouraged formkids to ride their bikes. I would like my son to ride his bike. The speed of traffic on Mississippi is a concern. I realize that the county vs. city rd is a concern that has been a problem at Hayes for a long time. There is a police presence at the middle school and high school. It would be helpful to have some presence at Hayes to slow down the traffic. I'm glad the schools are having this conversation and making this a

priority. Thanks for this opportunity

1471937	Walking/Biking to school is not an option for my child, as she is open enrolled and we live 25 min from her school. I don't think this survey should assume that we feel walking/biking is unsafe, or that my child is unhealthy because she doesn't walk/bike; for some families it is not an option.
1472127	The never bike for me school because to far away for them, Sametime we pike them frome school



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Project Area Photos

1) 7th Street



2) 61st Avenue



3) Middle School Trail Zone



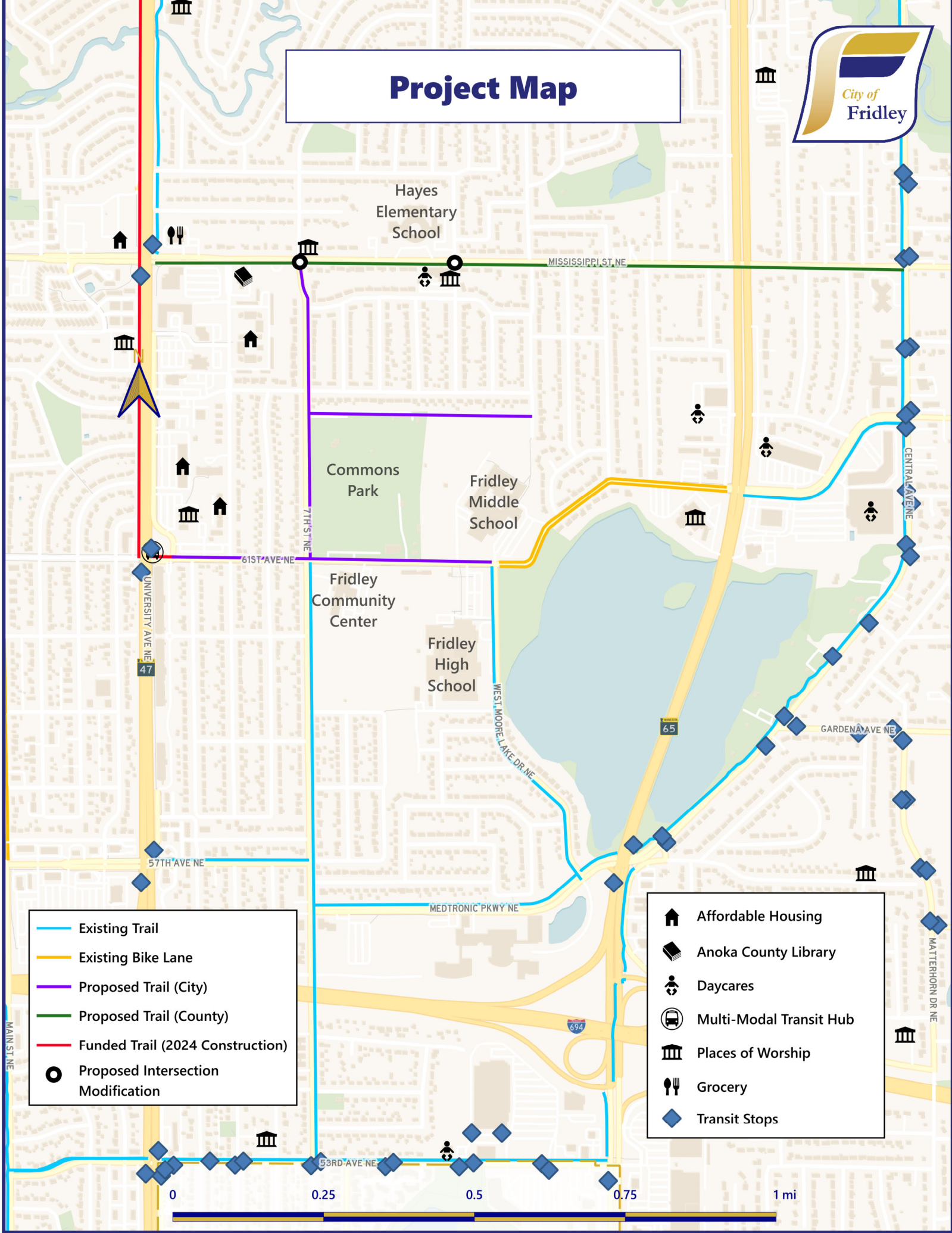
4) Mississippi Street and 7th Street



5) Mississippi Street and Monroe Street



Project Map



- Existing Trail
- Existing Bike Lane
- Proposed Trail (City)
- Proposed Trail (County)
- Funded Trail (2024 Construction)
- Proposed Intersection Modification

- Affordable Housing
- Anoka County Library
- Daycares
- Multi-Modal Transit Hub
- Places of Worship
- Grocery
- Transit Stops