

JUNE 2018



Safe Routes to School

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

**CAPITOL HILL GIFTED AND TALENTED MAGNET
BENJAMIN E. MAYS IB WORLD SCHOOL**

Saint Paul Public Schools
Saint Paul, MN

mn DEPARTMENT OF
TRANSPORTATION



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TABLE OF CONTENTS

01

INTRODUCTION + CONTEXT..... 4

The Vision.....8

The Rondo Complex in Context.....9

02

PROGRAMS..... 10

Introduction to Programs.....11

03

INFRASTRUCTURE..... 18

Introduction to Infrastructure.....19

Existing Issues and Conflicts.....20

Infrastructure Recommendations.....24

04

HOW TO GET INVOLVED..... 26

Using this Plan.....27

A

APPENDICES..... 30

Appendix A. For More Information...32

Appendix B. SRTS Facts for School
Communication.....33

Appendix C. Summary of
Planning Process.....36

Appendix D. Existing Conditions.....38

Appendix E. Student Residences.....41

Appendix F. Parent Survey.....43

Appendix G. Student Hand Tally.....69

Appendix H. Engagement
Summary.....77

Appendix I. Infrastructure Toolbox...81

Appendix J. Bike Parking
for Schools.....89

Appendix K. Maintenance
Planning.....91

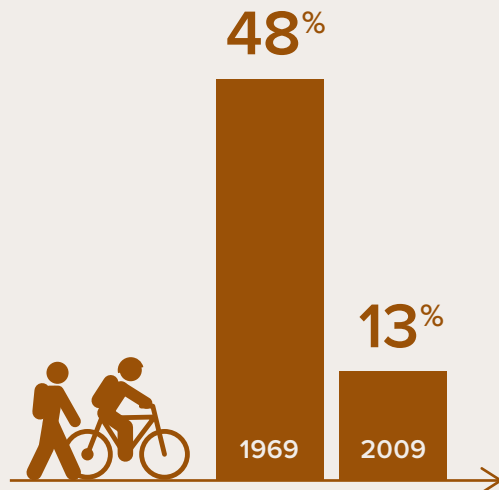
Appendix L. Equity in SRTS
Planning.....92



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:



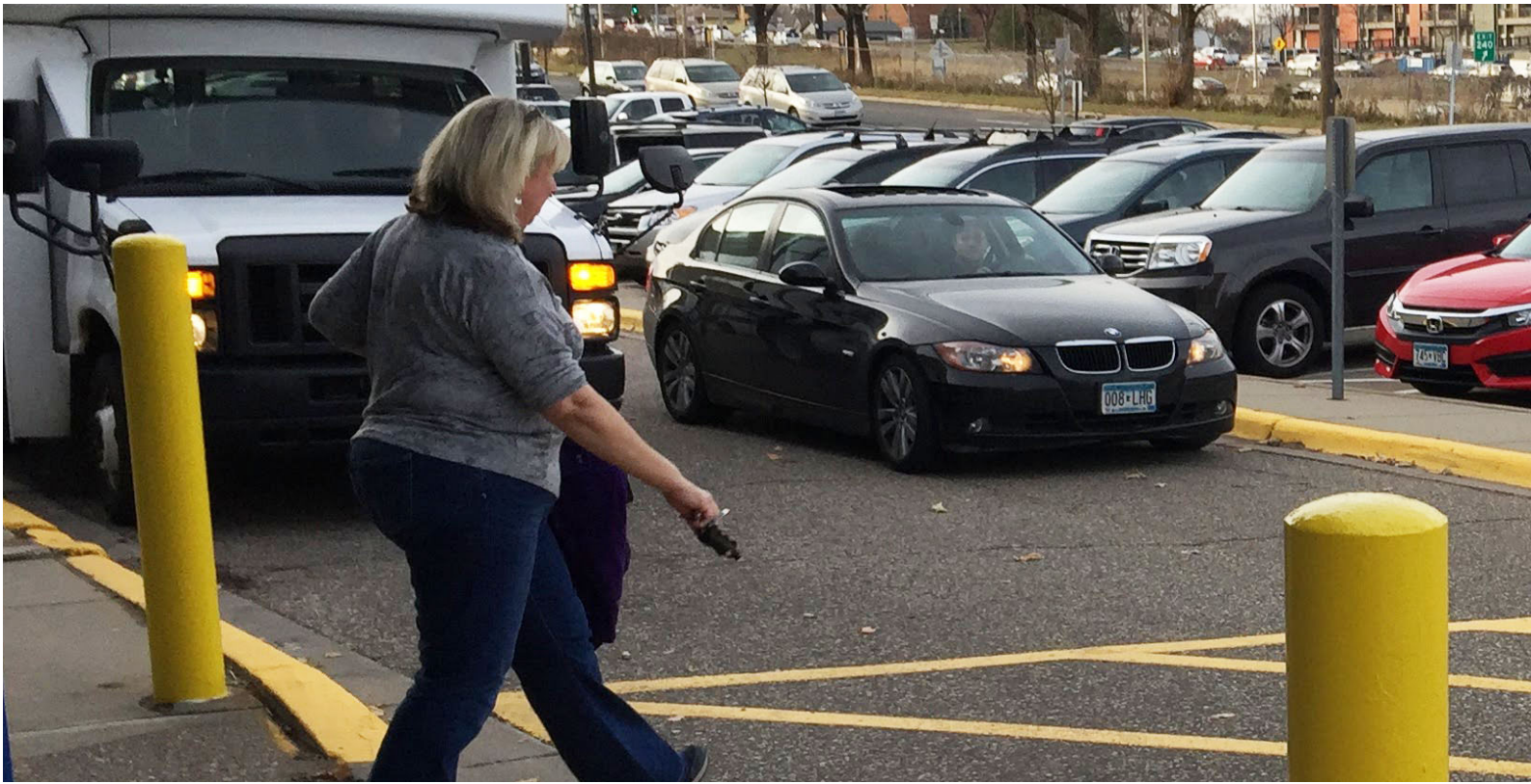
Fewer students walking & biking to school

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 E'S

Safe Routes to School (SRTS) 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 E’s.”

Equity

Equity is an overarching concept that applies to all of the Es. Equity in SRTS means that the SRTS program is inclusive, celebrates the diversity of students, allocates resources to overcome inequities, and supports a community where walking and biking is safe, comfortable, and convenient for every student



Education

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



Enforcement

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



Encouragement

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



Evaluation

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



Engineering

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



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 children 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 summer of 2017, Saint Paul Public Schools (SPPS) was awarded a Minnesota Department of Transportation (MnDOT) Safe Routes to School (SRTS) planning assistance grant to hold a planning workshop and create a plan for three schools in Saint Paul: Capitol Hill Gifted and Talented Magnet (Capitol Hill), Benjamin E. Mays IB World School (Mays), and Maxfield Elementary (Maxfield). This plan will discuss recommendations for Capitol Hill and Mays because they share a building and campus. A second plan will provide recommendations for Maxfield.

The shared campus, building, and surrounding facilities are collectively called the Rondo Complex. It gets its name from the historic neighborhood of Saint Paul in which it is located. Historic Rondo was a primarily African American neighborhood in the first half of the twentieth century that was lost due to the construction of Interstate 94. Many black-owned businesses, homes, and community locations were removed during construction.

This SRTS plan for the Rondo Complex recognizes the social, cultural, and economic capital that was lost by so many African-American families because of Interstate 94. While it serves as a daily reminder of these losses, Interstate 94 also presents a major barrier to walking and biking for students and families. More about Interstate 94 and the issues it causes will be discussed later in the plan.

In the application for planning assistance submitted by SPPS, the district acknowledged the importance of a safe bicycling and walking environment for all its students. While some SPPS schools draw mostly from the surrounding neighborhoods, both Mays and Capitol Hill are magnet schools and draw from the entire

district (and City of Saint Paul). Because of this, the students and families who do live within the walk zone and do not receive busing must compete with high amounts of bus and vehicle traffic from parent drop off and pick up. This plan will offer recommendations for improving the environment for walking and biking to schools.

SPPS sees this plan as a catalyst for engagement and conversations across the entire neighborhood. Because the Rondo Complex shares a super block with other community centers and resources, improvements to walking and biking to the Rondo Complex would have benefits for many people outside students, staff, and families. SPPS understands that safe and comfortable routes to school are not shared by all students and families attending these two schools. SPPS, Saint Paul, Ramsey County, and the state all have policies promoting equitable distribution of resources to ensure all people can travel to and from school safely and comfortably.

The plan also acknowledges other projects underway and planned in the area. The Dale St bridge over Interstate 94 is scheduled to be reconstructed in 2019. ReConnect Rondo, a non-profit advocacy, community organizing, and engagement agency, has been working towards realizing a land bridge over I-94 in the Rondo neighborhood. While no major plans to construct the land bridge are in place, public and political support is growing because of the work by ReConnect Rondo. As work to improve transportation options continues, it will be important to reference the recommendations contained in this plan.

The Rondo Complex in Context

Mays (grades pre K through 5) and Capitol Hill (grades 1 through 8) share the building and grounds located at N Mackubin St and Concordia Ave in the Summit-University neighborhood of Saint Paul. Motorists use nearby Dale Street to exit and enter I-94, which is the main east-west highway serving the Twin Cities and the state of Minnesota. The entrance ramp to east bound travel is less than 500 feet from a main entrance to the building.

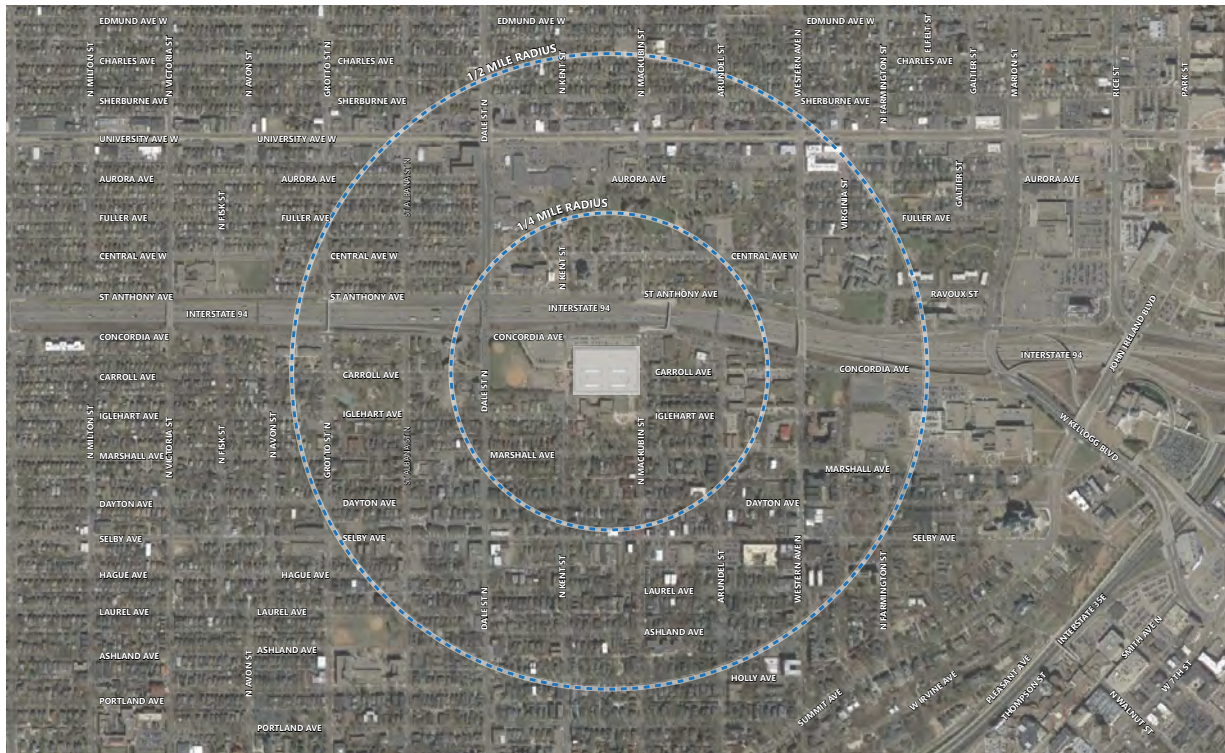
University Ave is four blocks north of school, running parallel to Interstate 94. It is a main thoroughfare across the western half of Saint Paul and is home to the Metro Green Line Light Rail (LRT), which runs along University Ave and connects downtown Saint Paul, the State Capitol Complex, the University of Minnesota, and finally downtown Minneapolis. It is also home to large retail destinations, bars, restaurants, and neighborhoods undergoing change spurred by the opening of the LRT line in 2014.

To the south are the neighborhoods of Cathedral Hill - low to medium density single family homes and classic 1880s town homes. Marshall and Selby Ave serve lower volume traffic south of the Rondo Complex. To the east of school, land use begins to transition to downtown Saint Paul and governmental uses related to the Minnesota State Capitol and supporting agencies.

Across Dale St and to the west of the Rondo Complex are more low to medium density single family homes.

The biggest barriers to safe and comfortable walking and biking to Mays and Capitol Hill are Dale St and Interstate 94. Although students and families walking and biking in the neighborhood don't experience direct interaction with traffic on Interstate 94, they do face challenges with the two frontage roads running on the north and south sides of the highway: St. Anthony Ave (running along the north side of Interstate 94) and Concordia Ave (running along the south side). Both frontage roads carry high volumes of vehicle traffic at high speeds looking for quick access to entrance ramps to Interstate 94.

According to the school's websites, 72 percent of Mays students identify as African American, 16 percent as Asian American, six percent as Hispanic American, four percent as white, and one percent as American Indian. At Capitol Hill, 44 percent identify as white, 27 percent as Asian American, 22 percent as African American, seven percent as Hispanic American, and one percent as American Indian. Forty-five percent of Capitol Hill students receive free and reduced lunch. Eighty-eight percent of Mays students receive free and reduced lunch.



CAPITOL HILL MAGNET SCHOOL & BENJAMIN E. MAYS WORLD SCHOOL
ST PAUL, MN





Introduction to Programs

The Safe Routes to School movement acknowledges that infrastructure changes are necessary for shifting school travel behavior, but are insufficient on their own. 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.

Capitol Hill, Mays, and SPPS are currently working hard to encourage and educate students and families when it comes to walking and biking to the Rondo Complex. Staff and families participate in formal events that are held on a recurring basis, or more informal initiatives that might occur less frequently. The following list highlights some of these programs:

- Staff trained in Walk! Bike! Fun! curriculum (Mays and Capitol Hill)
- Participation in Walk and Bike to School Day (Mays and Capitol Hill)
- Adult crossing guards (Mays and Capitol Hill)
- Coordinated enforcement to ticket drivers who exhibit unsafe behavior near school (Saint Paul Police Department initiative)
- Partnered with Free Bikes 4 Kids to give away bikes to low income students (Capitol Hill)
- Walking field trips (Mays and Capitol Hill)
- Pilot Bike Train with plans to hold a second event (Capitol Hill)
- Use of SPPS Bicycle Fleet (Capitol Hill)

Recommended Programs

To increase the number of students walking and biking to school, the following programs are recommended for the Rondo Complex. Because some programs are geared more for older students, not all are recommended for both schools. In order for a program to be successful and sustainable, a network of support within and outside school is necessary. The programs listed below were compiled after conversations with school and district staff, parents, students, community members, and city and county staff. The team discussed existing resources at schools, in the district, and within the community that might support programs to ensure they succeed. The following programs are recommended for the Rondo Complex:

- Bicycle mechanic training
- Use of SPPS Bike Fleet
- Continuing and expanding walking field trips
- Continuing and expanding walk and bike to school days
- Remote drop offs/park and walk
- Slow Roll Ride
- Family bike safety class/adult and student bike rodeo
- Expand crossing guard program
- Bike train

On the following pages, additional information is provided for programs listed above - a brief description, a suggestion for who should lead the program, a suggested timeline, which school the program is recommended for, and rationale to support its recommendation.



CONTINUING AND EXPANDING CROSSING GUARDS

Brief Description: Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street. Student crossing guards can also be used at corners after they have received safety training from a certified youth crossing guard trainer.

Program Lead: District, SPPD, schools

Timeline: Immediately

Which schools it would be good for: Capitol Hill and/or Mays

Why we recommend it: The Rondo Complex currently uses student and adult crossing guards. At the SRTS engagement event held at Maxfield, several people suggested expanding crossing guards to additional locations. Adult crossing guards should be prioritized along crossings of Dale St, Concordia Ave, and St. Anthony Ave.



CONTINUING AND EXPANDING WALK AND BIKE TO SCHOOL DAYS

Brief Description: Walk and bike to school days are organized events encouraging students to walk or bicycle to school.

Program Lead: District, schools for promotion

Timeline: Immediately

Which schools it would be good for: Capitol Hill and/or Mays

Why we recommend it: Walk to School Day events are underway and increasing across SPPS. Where appropriate Capitol Hill and Mays should increase the number of events per year and partner with remote drop off events - even try an event during the winter! During warmer months, promote biking to school on these days at Capitol Hill.



REMOTE DROP OFFS / PARK AND WALK

Brief Description: During a remote bus drop and park and walk, buses, parents, and those driving park and drop off a certain distance from school and walk the rest of the way.

Program Lead: District, schools for promotion

Timeline: Immediately

Which schools it would be good for: Capitol Hill and/or Mays

Why we recommend it: Remote drop offs are underway and increasing in SPPS. Maxfield Elementary and several other SPPS schools completed remote drop offs in the spring of 2018. At Capitol Hill, which draws from the entire district, remote drop offs give students who are unable to walk because of distance the opportunity to get physical exercise and fresh air. For students who are dropped off by parents, a remote bus drop off could be paired with a park and walk - where parents drop their students off at the same location as buses, and students walk the rest of the way. These events can be paired with Walk and Bike to School Days.

Potential locations for remote/park drop and walk might include Mt. Olivet Baptist Church, or Marshall Avenue just south of the Rondo Complex. As the local road agencies prepare for the Dale St bridge closure and resulting detours, SPPS could consider piloting these remote drop offs as a sustainable solution during construction-related closures.



CONTINUING AND EXPANDING WALKING FIELD TRIPS

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

Program Lead: School staff, parent volunteers

Timeline: Immediately

Which schools it would be good for: Capitol Hill and/or Mays

Why we recommend it: At Capitol Hill, walking field trips are often made to the Rondo Library. This same field trip can be made by Mays students. Use these opportunities to teach students safe walking behaviors. Destinations could include Stepping Stone Theater, SPFD Station on Victoria and Ashland, the History Center, parks, or locations/offices in the Minnesota State Capitol Complex.



BIKE TRAIN

Brief Description: A Bike Train is an event when groups of students accompanied by one or more adults bicycle together on a pre-planned route to school. Routes can originate from a particular neighborhood or, in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place.

Program Lead: District, schools for promotion

Timeline: Short (1-2 years)

Which schools it would be good for: Capitol Hill and/or Mays

Why we recommend it: District and school staff piloted a bike train during the 2018 spring walk and bike to school day events at Capitol Hill. Consider using this momentum and the lessons learned from volunteer coordination and route planning to try another bike train event in the fall.



PROGRAMS

FURTHER READING

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



SLOW ROLL RIDE

Brief Description: Founded in Detroit in 2010, a Slow Roll is a fun, safe, and inclusive bike ride for people of all ages and skill levels. The goal of a Slow Roll is to meet your neighbor, see your community, and be outside. Slow Roll rides take it slow and are “no-drop”, meaning no one will be left behind. The rides can have a destination, or simply be a ride around town.

Program Lead: Anthony Taylor, SPPD, Jason Bain, Bike Cops for Kids

Timeline: Short term (1-2 years)

Which schools it would be good for: Slow Roll is not meant exclusively for students. Though fifth grade is often the age at which children are considered safe to ride alone, a Slow Roll is a community event that is safe and welcoming to people of all ages.

Why we recommend it: Anthony Taylor has been a leader in organizing Slow Roll events in the Twin Cities. He was present at the workshop and expressed interest in hosting events similar to Slow Roll in the school community. SPPD would also be an excellent partner on Slow Roll rides. Jason Bain is an SPPD officer who often is assigned to patrol on bike. Consider reserving the SPPS bike fleet for Rondo Days as a first Slow Roll.



SPPS BIKE FLEET

Brief Description: The SPPS bike fleet is a mobile set of bicycles and safety equipment that can be “borrowed” by individual schools or districts for a period of time. The bicycles are usually sized for students in middle school. They can be used for field trips, group rides, or skills practice on campus. The bike fleet is kept with helmets in a trailer and transported to different schools in the District.

Program Lead: District and school staff, SPPD bicycle patrol

Timeline: Short to medium term (1-3 years)

Which schools it would be good for: Capitol Hill and/or Mays

Why we recommend it: Jeni Alcakovic at Capitol Hill and Barbara Farley at Mays are trained in Walk! Bike! Fun! curriculum but would require extra staff or volunteer support. Having a staff person on site is the first step to receiving the District bike fleet. Consider using a Green Corps staff member to build and keep a directory of parents or community members interested in volunteering.



FAMILY BICYCLE CLASS / ADULT AND STUDENT BICYCLE RODEO

Brief Description: Family biking classes are great tools for educating and encouraging families to ride bicycles. Education trainings can cover safety checks, skills instruction, basic bike maintenance, how to carry kids by bicycle, cargo bike demonstrations, bike rodeos, and/or guided bike rides.

Bicycle Rodeos are events that offer bicycle skills and safety stations for children and parents (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycles 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.

Program Lead: District, SPPD, Bike Alliance of MN

Timeline: Medium (2-3 years)

Which schools it would be good for: Capitol Hill and/or Mays

Why we recommend it: Some students do not yet have the skills needed for bicycling because their parents or caregivers do not yet have the skills. A class hosted by a certified skills trainer would encourage and empower students and their parents to give bicycling a try in a safe environment. Schools could co-host and partner with Jason Bain, a certified police bicycle trainer at the SPPD. Consider holding the safety class the same time as the District’s bus safety week.



BICYCLE MECHANIC TRAINING

Brief Description: 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 multisession course.

Program Lead: Flipside Program, Express Bike Shop, Cycles for Change, PTO

Timeline: Medium term (2-3 years)

Which schools it would be good for: Capitol Hill

Why we recommend it: Express Bike Shop and Cycles for Change are both nearby community bicycle shops that could be potential partners in teaching middle school students some basic bicycle repair and maintenance. The District has also considered pursuing a relationship with Project Bike Tech programs. Depending on availability, mechanic training could be offered after school or on weekends, and could be combined with an earn-a-bike program, bike rodeo, or bicycle safety/skills trainings.

Though Capitol Hill doesn't offer Flipside programming, a bicycle mechanic Flipside program could be offered at another location in the District, or on site if Capitol Hill could host Flipside in the future. Identifying potential Flipside instructors might be a good first step.

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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 barriers to walking and bicycling in the areas surrounding the Rondo Complex.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood, but rather the key conflict points and highest priority infrastructure improvements to improve walking and bicycling 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 and corresponding tables on pages 23-24. 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.

Before recommendations are presented, pages 20-22 show and discuss conditions currently existing in the area surrounding the Rondo Complex. These observations were made during a walk assessment of the area. A walk assessment is the process of walking the streets surrounding the school to assess and observe the barriers and challenges faced by people walking and biking. The Saint Paul SRTS team performed a walk assessment led by consultants in the fall of 2017.

EQUITY HIGHLIGHT

EQUITY IN SRTS

Equity in SRTS means that walking and biking to school is safe, comfortable, and convenient for every student, regardless of race, cultural identity, immigrant or refugee status, language, gender or sexual identity, income, religion, and whether or not a student receives special education, has a physical or mental disability, or is homeless or highly mobile.

An equitable SRTS program celebrates differences and recognizes and overcomes avoidable inequities in opportunities for students to walk or bike to school.

DEMONSTRATION PROJECTS

FURTHER READING

Demonstration projects are an approach to neighborhood building using short-term, low-cost, and scalable interventions to catalyze long-term change for safer streets and healthier, more vibrant communities.

Many infrastructure improvements near schools can start as demonstration projects in order to test installations and build support for more long term improvements. More information about demonstration projects near schools can be found at the link below.

<http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school>

Existing Issues and Conflicts

The section that follows highlights some of the biggest bicycling and walking concerns in the area surrounding the Rondo Complex. The photos and observations described below were made during the fall of 2017, when the SPPS SRTS team performed a walk assessment of the area surrounding the schools. A walk assessment allowed the team to experience the conditions faced by people who walk and bike in the area. More observations and recommendations to improve conditions can be found on the pages following this overview.



^ CONCORDIA AVE & MACKUBIN ST

The Mackubin St pedestrian bridge over Interstate 94 provides a direct connection to the Rondo Complex from the north side of the highway. However, once over the bridge, crossing Concordia Ave can be very uncomfortable for students and families. High volumes of vehicle traffic travel on Concordia, and visibility of students waiting to cross from the bridge to the south side of Concordia is low because of vegetation and fencing. An adult crossing guard is present at the crossing during arrival and dismissal, but students must make the crossing alone during after school programs.

FULLER AVE & DALE ST >

Fuller Ave is frequently used by community members who wish to access the Rondo Community Library on the west side of Dale St. In addition, students and families traveling west across Dale to Central Village Park and the Mackubin St bridge often choose to cross at Fuller. Dale St is very wide at this intersection and because of the steeper grade for cars traveling north on Dale St from Interstate 94, speeds are high and sight lines are limited.





^ DALE ST BRIDGE AND CORNERS

The pedestrian connection on the Dale St bridge is uncomfortable due to narrow sidewalks and no space between moving vehicles and the walking space. At the corners of Dale St and St. Anthony and Concordia Ave, queuing space is limited. Crossing from the bridge to either side of St. Anthony or Concordia can be difficult as turning traffic accesses the entrance ramps of Interstate 94. There is no dedicated bicycle space on the bridge.

CENTRAL AVE AND MACKUBIN ST >

This crossing is frequently used by the Rondo Complex community during walking field trips, after school programs, and during arrival and dismissal to school. Because the intersection is adjacent to Central Village Park, it is a community resource as well. The cross-section of Central Ave is wide, which promotes high vehicle speeds along this street (a speed bump has been added, but there is no other traffic calming or crosswalk signage or striping).





^ CARROLL AVE & MACKUBIN ST

Carroll Ave and Mackubin St is another highly used access point to the Rondo Complex. It is used as a pedestrian crossing for students and families living in the neighborhoods to the east, and is a popular location for parent drop offs. Because of this, vehicles are often parked erratically and illegally, and visibility of students crossing here is low.



APPENDIX

FURTHER READING

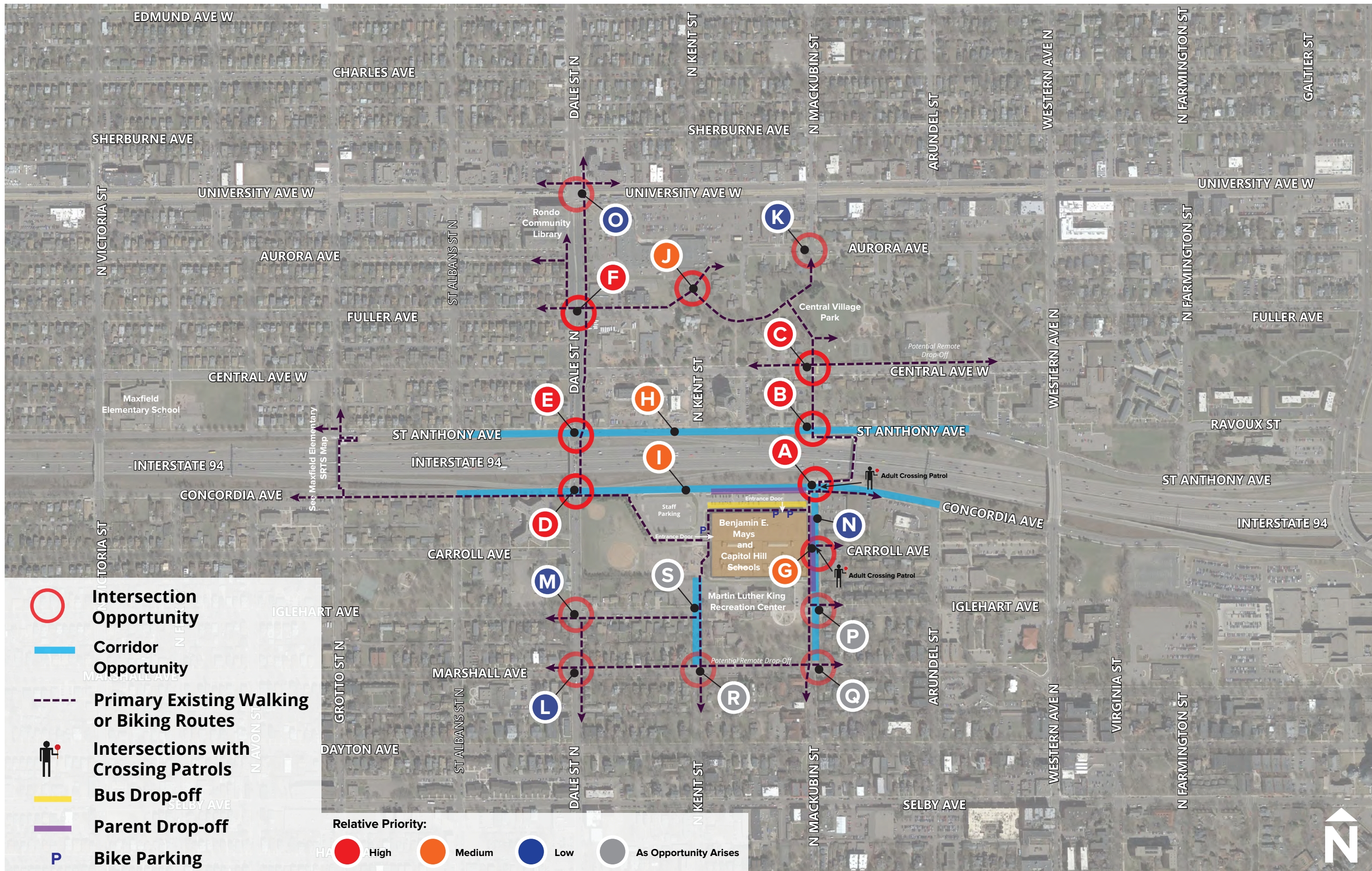
For a complete list of infrastructure to increase bicyclist and pedestrian safety and comfort, turn to Appendix I. The toolkit found here will help you brainstorm additional improvements for the area surrounding the Rondo Complex.



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 K for information related to winter maintenance that will allow kids to stay active and healthy year round.

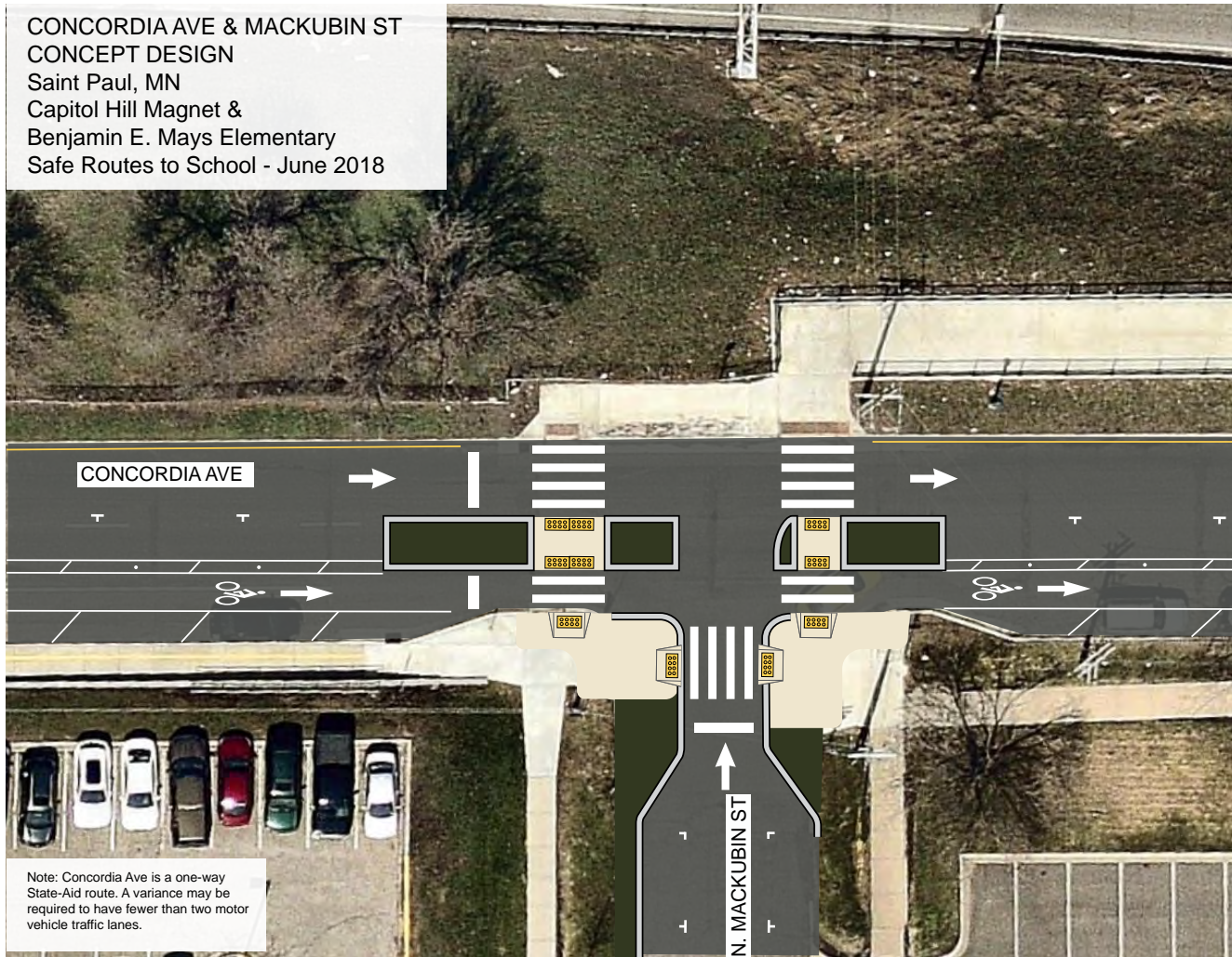


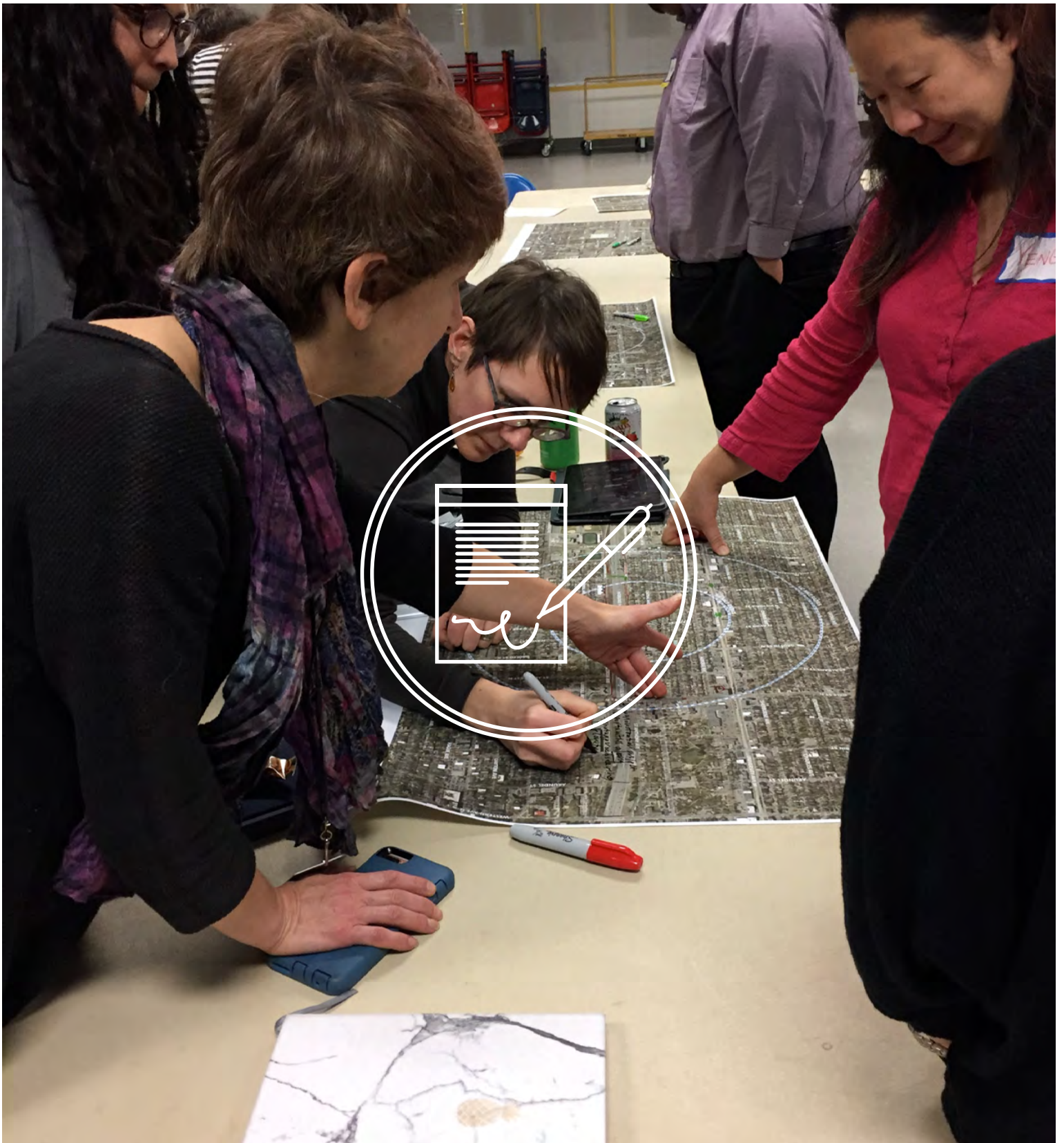
Infrastructure Recommendations

	LOCATION(S)	ISSUES AND OPPORTUNITIES	POTENTIAL OPTIONS FOR IMPROVEMENT	ANTICIPATED OUTCOMES	LEAD	RELATIVE PRIORITY
A	Concordia Ave & N Mackubin St	Uncomfortable vehicle speeds and volumes; long crossing distances; double threat from one vehicle passing another that is stopped; vehicles parked or stopped close to the intersection, decreasing visibility; drivers not anticipating people crossing through this primary gateway to campus; low lighting	High-visibility crosswalks; advanced stop bar and signage; coordinate with Item I to reduce number of travel lanes; curb extensions and/or median safety islands; pedestrian-scale lighting	Slower vehicle speeds; higher yielding compliance; more students walking to school from north of I-94	St. Paul	High
B	St. Anthony Ave & N Mackubin St	Uncomfortable vehicle speeds and volumes; long crossing distances; double threat from one vehicle passing another that is stopped; drivers not anticipating people crossing to access the pedestrian bridge to campus; low lighting	High-visibility crosswalks; advanced stop bar and signage; coordinate with Item H to reduce number of travel lanes; curb extensions and/or median safety islands; pedestrian-scale lighting	Slower vehicle speeds; higher yielding compliance; more students walking to school from north of I-94	St. Paul	High
C	Central Ave W & N Mackubin St	Long crossing of street along route for field trips and travel to and from school; vehicles use pedestrian-only path for access to St. Anthony Ave and residences; drivers not anticipating people crossing; low lighting	High-visibility crosswalk and associated signage (coordinate with existing speed bump signs in this proximity); pedestrian-scale lighting; curb extensions; pedestrian wayfinding signage and striping	Higher yielding compliance; comfortable crossing; more students walking to school from north of I-94	St. Paul	High
D, E	Concordia Ave & Dale St N; St Anthony Ave & Dale St N	Limited space for pedestrians to queue; uncomfortable vehicle speeds and volumes; long traffic signal cycle / wait time for people desiring to cross; drivers not anticipating people crossing	High-visibility crosswalks; narrow travel lanes; median safety islands; LPI for left (delay the start of any permissive left turns) and right turns; coordinate with Ramsey County reconstruction from Iglehart Ave to University Ave including bridge replacement, planned 2019-2020	Increased visibility of people walking; increased comfort and confidence waiting and walking through intersections	Ramsey County	High
F	Fuller Ave & Dale St N	Long and uncomfortable crossing of Dale St; Fuller Ave provides access to Central Village Park for community members and for students traveling to the Mackubin pedestrian bridge over I-94; primary network link to Rondo Community Library; crossings do not meet accessibility standards	High-visibility crosswalks, activated flashing beacon; median safety island; coordinate with Ramsey County reconstruction of Dale St from Iglehart Ave to University Ave, planned 2019-2020	More people crossing at this location; higher yielding compliance	Ramsey County	High
G	Carroll Ave & N Mackubin St	Vehicles parked or stopped close to the intersection; crossings do not meet accessibility standards	Curb extensions, high-visibility crosswalk, ADA compliant curb ramps (prioritize the north side of intersection—the crossing of Mackubin St)	Better visibility; higher yielding compliance; more people crossing here	St. Paul	Medium
H, I	St Anthony Ave Corridor; Concordia Ave Corridor	High motor vehicle speeds (e.g. 40 mph 85th percentile speed on Concordia Ave reported in 2018 Summit Hill Speed Study; two one-way vehicle travel lanes, not clearly marked; inconsistent accessibility compliance; commercial vehicles parked and idling in close proximity to sidewalks and crossings	Reduce number of travel lanes; install separated bicycle lanes; ADA compliant curb ramps; curb extensions and/or median safety islands at intersections; coordinate with MnDOT ADA upgrades and sidewalk repairs, planned 2020	Slower vehicle speeds; more people riding bicycles; better visibility and increased comfort of people walking and using wheelchairs	St. Paul & MnDOT, with Ramsey County	Medium
J	Central Village Park behind Uni-Dale Mall	Vehicles, often semi trucks, enter the park at this location and drive on the non-motorized park trails; low lighting	Pedestrian wayfinding signage and trail markings to emphasize exclusive non-motorized use; pedestrian-scale lighting	More people walking comfortably on this route	St. Paul	Medium
K	Aurora Ave & N Mackubin St	Vehicles, often semi trucks, enter the park at this location and drive on the non-motorized park trails; crossings do not meet accessibility standards; drivers not anticipating people crossing; personal safety concerns	Pedestrian-scale lighting; ADA compliant curb ramps; restricted parking and visible access to trail; pedestrian wayfinding signage and trail markings to emphasize exclusive non-motorized use	Increased visibility; higher yielding compliance; more students walking to school from north of I-94	St. Paul	Low
L	Marshall Ave & Dale St N	Uncomfortable vehicle speeds and volumes; long crossing distances; long traffic signal cycle / wait time for people desiring to cross; crossings do not meet accessibility standards	Curb extensions into Marshall Ave (prioritize the east side of the intersection); LPI; ADA compliant curb ramps; high-visibility crosswalks	Increased visibility; increased comfort and confidence waiting and walking through intersection	Ramsey County & St. Paul	Low
M	Iglehart Ave & Dale St N	Uncomfortable vehicle speeds and volumes; long crossing distances; drivers not anticipating people crossing; crossings do not meet accessibility standards	ADA compliant curb ramps; curb extensions into Iglehart (prioritize the east side of the intersection); high-visibility crosswalk (priority north crossing of Dale); coordinate with Ramsey County reconstruction from Iglehart Ave to University Ave, planned 2019-2020	More people crossing at this location; higher yielding compliance	Ramsey County & St. Paul	Low
N	N Mackubin St Corridor south of I-94	Uncomfortable volume of motor vehicles close to the primary campus doors, often interfering with crosswalks; two-way traffic on Mackubin creates additional conflicts with existing buses and people crossing Mackubin	Consider restricting southbound traffic on Mackubin at Concordia with partial closure; reduce crossing distance of Mackubin to width of one travel lane	Fewer potential conflicts with moving vehicles; more students crossing Mackubin	St. Paul	Low
O	University Ave W & Dale St N	Drivers not anticipating people crossing; long traffic signal cycle / wait time for people desiring to cross	High-visibility crosswalks; LPI (if possible with current configuration of protected/permissive left turns); coordinate with Ramsey County reconstruction from Iglehart Ave to University Ave, planned 2019-2020	Increased visibility; increased comfort and confidence waiting and walking through intersection	Ramsey County	Low
P, Q, R	Iglehart Ave & N Mackubin St; Marshall Ave & N Mackubin St; Marshall Ave & N Kent St	Long crossing distances; vehicles parked or stopped close to the intersections; crossings do not meet accessibility standards; primary entry points to Martin Luther King Recreation Center	ADA compliant curb ramps; curb extensions; high-visibility crosswalks - prioritize routes shown on the map	Higher yielding compliance; more comfortable crossings; drivers in the area identify these intersections as gateways to the park and school	St. Paul	As opportunity arises
S	N Kent St Corridor south of campus	Primary south-central gateway to campus; no welcoming or comfortable sidewalk or path to access the campus from Iglehart Ave through the existing parking lots	Connect sidewalks on Iglehart and Kent Streets with ADA compliant curb ramps, high visibility crosswalks and wide, physically separated space dedicated to non-motorized transportation to access the campus	More students walking and biking to school from south of campus	St. Paul	As opportunity arises

PROPOSED CONCEPT OF CROSSING AT CONCORDIA AVE AND N MACKUBIN ST

The concept drawing shown below shows recommended changes to the crossing at Concordia Ave and Mackubin St. This intersection was identified as a barrier for students walking and biking to the Rondo Complex. The recommendations shown are discussed in keynote A on page 24.







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, public health, and community advocates.

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 five 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.

FOR MORE INFORMATION

MN SRTS Resource Center

There are many great resources already available on the Minnesota Safe Routes to School Resource Center. You can find answers to many common questions, information about upcoming events, and even promotional material that can easily be customized for your community's SRTS event.

The MN SRTS Resource Center is a great way to stay engaged throughout the year!

mnsaferoutestoschool.org



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 initiatives 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 AM A TEACHER OR OTHER STAFF MEMBER

Other than parents, teachers might interact with students the most. Teachers can include bicycle and pedestrian safety in lesson plans (see Walk! Bike! Fun!). Sharing books in your classroom that promote walking and biking is a good way to get kids interested at an early age. Teachers can also arrange for field trips within walking distance of school and incorporate informal lessons about safety along the way. In general, being positive and encouraging about walking and biking is a great way to start!

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 SRTS grants
- Federal 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. 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.