



Safe Routes to School Plan

Duluth Marshall School

2017

Prepared by



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Duluth Marshall School | 2017



Executive Summary

In 2017, the Marshall School community completed its Safe Routes to School Plan. Safe Routes to School (SRTS) is an international program aimed to improve the safety, health, and well-being of children by enabling and encouraging students to walk and bicycle to school. A SRTS Plan aims to identify strategies to further this cause.

Selected goals identified in the Marshall Safe Routes to School Plan are included below.

Vision Statement

Develop Marshall School and its surrounding neighborhood into a community that values and strives toward preserving student safety and health by empowering students to walk or bicycle to and from school.

Education



Implement MnDOT's Walk! Bike! Fun! Pedestrian and Bicycle Safety curriculum at Marshall School by September 2018.

Encouragement



Continue to promote and celebrate International Walk School Day annually to encourage students to walk or bike to school.

Enforcement



By 2020, ensure the Rice Lake Road shared use path is cleared within 24 hours of snowfall to preserve winter connections.

Engineering



By 2022, enhance pedestrian and bicycle connections for students along the Rice Lake Road corridor and its surrounding area.

Engineering



Construct a sidewalk adjacent to the Marshall School drop-off/pick-up area to accommodate pedestrian movements.

Evaluation



Conduct surveys at Marshall School each year to evaluate how each student travels to and from school.



For more information about the Marshall Safe Routes to School Plan, contact:

Arrowhead Regional Development Commission

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Introduction

What is SRTS?

The Safe Routes to Schools Program is a Federal-Aid program of the U.S. Department of Transportation's Federal Highway Administration (FHWA). The Program was created by Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users Act (SAFETEA-LU). The SRTS Program is administered by State Departments of Transportation (DOTs).

The Program provides funds to the States to substantially improve the ability of students – especially primary and middle school students – to walk and bicycle to school safely. The purposes of the program are:

- To enable and encourage children, including those with disabilities, to walk and bicycle to school;

- To make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and
- To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity (approximately 2 miles) of select schools.

Each State administers its own program and develops its own procedures to solicit and select projects for funding. The program establishes two distinct types of funding opportunities: infrastructure projects (engineering improvements such as sidewalk improvements and street crossings) and non-infrastructure activities (such as education, enforcement, and encouragement programs).

The 6-E Approach to Planning

The Safe Routes to School planning approach to pedestrian and bicycle safety is effective because it is done comprehensively and covers six key areas, referred to as the 6-“E”s: Education, Encouragement, Enforcement, Engineering, Evaluation, and Equity.

- Education & Encouragement work together to increase the number of children who walk and bicycle to school safely; promotion activities play an important role in moving the overall SRTS program forward because they enhance community buy-in for more expensive projects, like sidewalk installations. The cognitive development of students should be considered when planning encouragement activities. Therefore, encouragement activities for students under the age of 10, who cannot judge speed and distance of vehicles when crossing a road, should include an adult supervising the child. *(Project examples: Participate annually in International Walk/Bike to School Day events and host walking school buses or bike trains once a week.)*
- Enforcement provides the maintenance of safe conditions and practices for kids walking and biking to school by utilizing strong collaboration between local law enforcement, the community, and the school to maintain safe school zone conditions and proper pedestrian and bicyclist practices. *(Project examples: Local law enforcement of traffic laws in the school vicinity, school enforcement of safe non-motorized behavior and vehicle drop-off/pick-up zone rules, and community initiation of a crossing guard program.)*

- Engineering addresses operational and physical infrastructure improvements that provide safe walking and biking facilities and reduce motor vehicle speed and risk of conflict. *(Project examples: Establish school speed zones, separate bus and parent drop-off/pick-up zones, narrow roadways to reduce speed, and lessen street crossing distances by adding pedestrian islands or sidewalk bump-outs.)*
- Evaluation ensures that previously described approaches are having the desired effect of more active children, less traffic, cleaner air, and fewer injuries because of efforts within the community. Evaluation does not have to be complicated, but it should be done on a regular basis so that changes can be made in the SRTS program as needed. *(Project examples: Daily counts of school bicycle rack use, interviews of parents following drop-off/pick-up zone changes.)*
- Equity recognizes that some segments of a school population have unmet safety, transportation, and health needs due to physical or cognitive ability, geographic location, or socioeconomic status within a community; equity plays an important role in making sure these populations are considered and empowered in SRTS programs. This topic overlaps with the other five “E”s and is integrated throughout chapters and action statements within this plan. *(Project examples: Walking school buses and bike trains connecting schools to low-income neighborhoods, prioritized infrastructure improvements along corridors connecting schools with a neighborhood with a high percentage of underserved populations.)*

Why is SRTS important?

The SRTS program addresses a number of issues at and around schools, including traffic safety, children’s health, education, and funding. Without an adopted vision and plan to improve these problems, obtaining funding for improvement projects and programs would be difficult. A SRTS plan can help a school district and community plan for and address issues that hinder walking and biking opportunities to school. Additionally, having a SRTS plan in place better positions a school or city to pursue and be awarded related funding opportunities for project implementation when they become available.

Following is an overview of factors which support the importance of planning for Safe Routes to School.

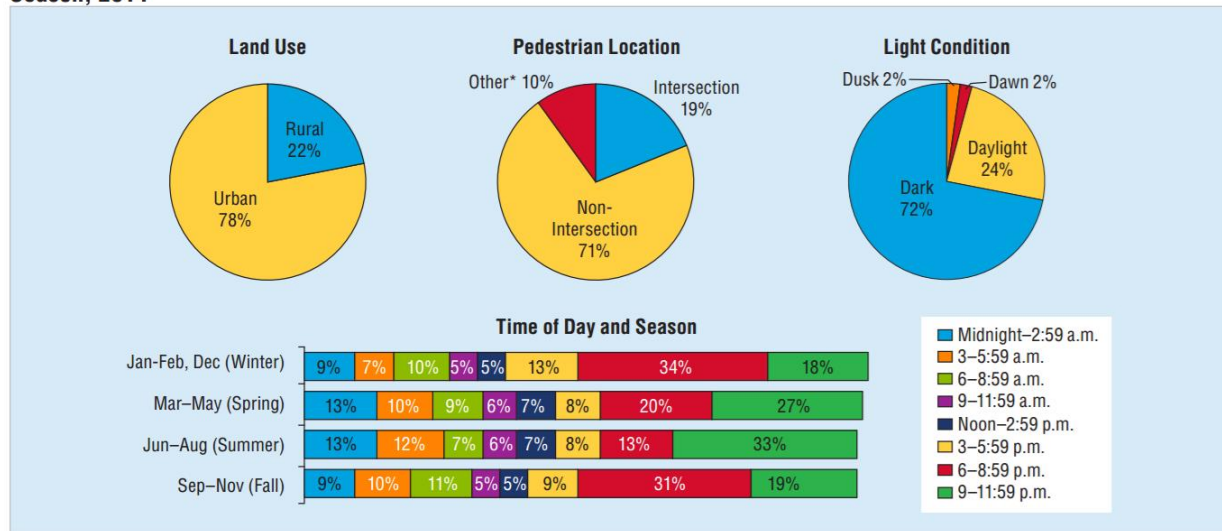
National Trends

In 1969, nearly 50% of children walked or rode their bikes to school. Today, that figure is closer to 10%. The impacts of this change are quite dramatic:

- Obesity is a serious health concern for children and adolescents, and data from the National Health and Nutrition Examination surveys (1976–1980 and 2013–2014) show that the prevalence of obesity in the United States has increased over the past 40 years. For children aged 2–5 years, prevalence increased from 5.0% to 9.4%; for those aged 6–11 years, prevalence increased from 6.5% to 17.4%; and for those aged 12–19 years, prevalence increased from 5.0% to 20.6%; in 2013, three in 10 adolescents were overweight or obese. Obese children and adolescents are at risk for health problems during their youth and as adults, and obese adolescents carry higher risk factors associated with cardiovascular disease (such as high blood pressure, high cholesterol, and Type 2 diabetes) than other children and adolescents.
- Physical Activity combats obesity and other related health issues, but in 2013, statistics from the Centers for Disease Control (CDC) reported that only 27.1% of U.S. adolescents partake in daily activity. This represents a decrease in the number of children who are physically active in the United States. Based on successes in Europe and the drastic decline in the number of U.S. students who are walking and biking to school (as their parents once did), the CDC and other groups across the nation have been promoting “Kids Walk-to-School” programs that encourage physical activity as an integral part of a child’s daily routine. It assumes that teaching children the importance and pleasure of walking and bicycling to and from school may help to increase the likelihood that they will engage in other forms of physical activity. Data shows that physical activity may also improve academic performance and alertness in youth.

- Traffic Safety, or lack thereof, is one of the top reasons parents do not allow their children to walk to school. The safety of children as pedestrians is a real concern. Data from the [National Highway Traffic Safety Administration’s 2014 Traffic Safety Facts](#) report show that nearly one-fifth (19%) of children 14 and younger killed in traffic crashes were pedestrians. The report also notes that pedestrians had high rates of fatalities in urban areas, in non-intersection areas, and when it was dark outside. This data points to the

Figure 1
Percentage of Pedestrian Fatalities in Relation to Land Use, Pedestrian Location, Light Condition, and Time of Day and Season, 2014



Source: FARS 2014 ARF.
 Note: Unknown values were removed before calculating percentages.
 *Other includes parking lane/zone, bicycle lane, shoulder/roadside, sidewalk, median/crossing island, driveway access, shared-use path/trail, non-trafficway area, and other.

critical need to teach on-going proper pedestrian skills to children and young adults, stressing the importance to cross at intersections and at identified crosswalks when provided. The younger children in this age group have not developed the skills and experience to navigate traffic safely, including the ability to judge speed and distance. It is important to teach and practice safe pedestrian skills with our children as well as provide responsible adult supervision as they travel to and from school.

- Emerging Cultural Norms are acting as a barrier to the wellness of our children. More than 10% of all trips are “escort” trips, children being driven around by adults; and during the morning rush hour, escort trips account for almost one-third of all trips. Children today have much less independence, freedom to move around, and opportunities to “discover” their world than any previous generation, and children in the U.S. spend an average of more than one hour in a car every day and between three and four hours a

day watching television. Parents report the primary barriers to their children aged 5-18 years old walking to or from school as (1) distance to school and (2) traffic-related danger. To address these issues, comprehensive Safe Routes to School (SRTS) initiatives focus on behavioral, environmental, and policy strategies in an effort to increase the percentage of children who walk and bike to school.

Status of State and Federal Support for SRTS

In December 2015, Congress passed a new five-year transportation bill, Fixing America's Surface Transportation (FAST) Act. The FAST Act continued the consolidated program which provides funding for a variety of alternative transportation projects, including SRTS, that were previously separate programs. The SRTS program is now combined with other bicycling and walking programs into a new program called the Surface Transportation Block Grant (STBG) Set-Aside Program. Each state is responsible for disbursing the federal funds within their jurisdictions. In turn, each state hosts a competitive grant program. Minnesota has an established SRTS program with State-allocated funding in addition to the federal Transportation Alternatives (TA) Program funds for SRTS projects; this program is administered by MnDOT.

Background on School and Community

Marshall School is the Twin Ports flagship independent school and has served the Duluth area for more than a century. Founded in 1904 as Cathedral Senior High School, Marshall has adapted with Duluth as the educational needs of the community changed. The foundation of providing the highest-quality, college-preparatory educational experience to students in the area has always remained a part of the school's history.

Now a member of the National Association of Independent Schools (NAIS) and the Independent Schools Association of the Central States (ISACS), Marshall serves students in grades 4-12 with personalized attention, small class sizes, and advanced academic experiences.

Originally located in downtown Duluth on the corner of 4th Street and 2nd Avenue, the school began as a Catholic high school. In the early 1960s, the school moved to its current location in Duluth on Rice Lake Road. It became an all-faith institution in the early 1970s, which led to a name change to Marshall School in 1987.

Marshall School expanded to include grades 7 and 8 in the early 1990s. Most recently, Marshall has added grades 4, 5, and 6 in the past two decades.

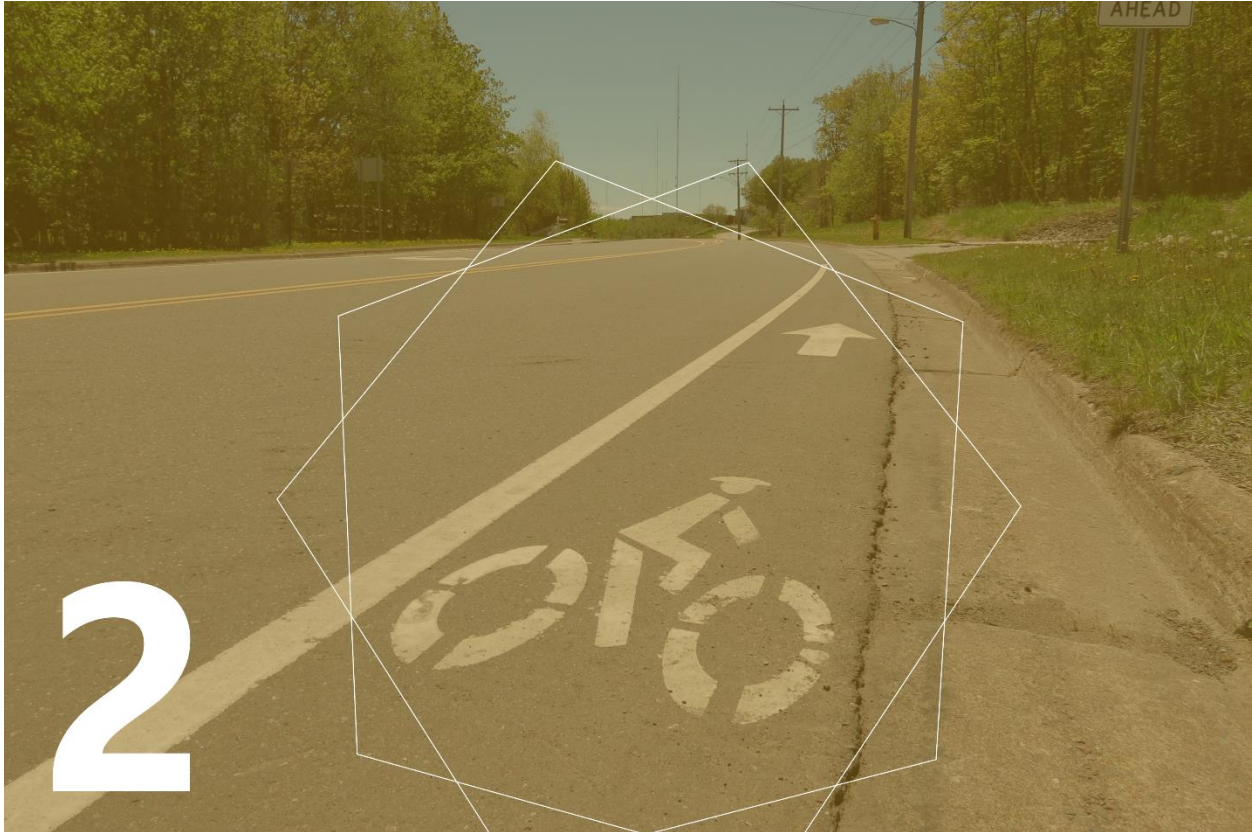
Along with always being known as the Hilltoppers, Marshall's unique history has consistently upheld the values of exhibiting strong academic habits, integrity, respect, and compassion.

In 2014, Marshall School was included in a contract between ARDC and MnDOT to complete SRTS plans for schools in the greater Duluth area.

SRTS Team

The Marshall School SRTS Team, comprised of stakeholders representing schools, government, public health, law enforcement, community, and the public, met four times during the planning process to discuss the SRTS program at Marshall School. The SRTS Team included:

- Heather Anderson, *Marshall School*
- Kevin Breen, *Marshall School*
- Michael Gabler, *Marshall School*
- James Gittemeier, *Duluth-Superior Metropolitan Interstate Council*
- Kim Hededgaard, *Parent*
- Mimi Stender, *Parent*
- Beth Tessier, *Marshall School*
- Shawna Weaver, *Marshall School*



Vision

The Marshall School SRTS Team developed the following vision statement and subsequent goals to guide its work as a group:

Vision Statement

Develop Marshall School and its surrounding neighborhood into a community that values and strives toward preserving student safety and health by empowering students to walk or bicycle to and from school.

Education Goal

Enhance student learning opportunities with the infusion of lessons about active transportation across subject areas.

Encouragement Goal

Organize programs and activities that promote and incentivize students to walk or bike.

Enforcement Goals

Engage in local policy-making and law enforcement to develop and maintain student-friendly walking and bicycling environments near Marshall School.

Engineering Goals

Identify and implement infrastructure changes that enhance walking and biking spaces on and near the Marshall School campus.

Evaluation Goal

Conduct evaluation to collect measurable data on the Marshall School Safe Routes to School program and its impact over time.



Existing Conditions

This section outlines the current state of school facilities, bus transportation, student drop-off/pick-up, walking facilities, and bicycle facilities. Supporting maps and results from surveys, walk audits, and neighborhood assessments completed as a part of this process can be found in Appendices A, B and C.

School Facilities

Marshall School is located on Rice Lake Road (County Highway 4), which carries approximately 10,500 vehicles daily, on the eastern edge of the City of Duluth's Duluth Heights neighborhood. The school's campus includes the Marshall School, Mars Lakeview Arena, tennis courts, a track and hybrid field, a baseball/softball field, and a soccer field. A parking lot for students and staff are located on the center of the campus off Rice Lake Road, with a loop to accommodate bus drop-off/pick-up.

Bus Transportation

In accordance with the Minnesota Fair Bus Act, Marshall School provides bus transportation to students residing within the Duluth School District boundaries and outside a two-mile limit from the School. An excerpt from the School Family Handbook (2016-17) is included below.

Under the Minnesota Fair Bus Act, transportation is provided at no cost to all Marshall students residing within the Duluth school district boundaries and outside of a two-mile limit. The Duluth school district governs the service. Students are reminded that having the opportunity to ride a school bus is a privilege that must be respected. Proper behavior while riding on a school bus is imperative for the ultimate safety of everyone. Bus safety instruction is provided annually for students in grades 4-6 and distributed to students in grades 7-10. The school will forward a copy of misconduct reports received from the bus company to parents.

At Marshall School, bus drop-off and pick-up takes place along Marshall High Drive, the loop that borders the campus parking lot (aka "the upper ramp").

Student Drop-off/Pick-up

Student drop-off/pick-up occurs on the northern edge of the Marshall School parking lot, where a traffic loop is designated with signage. An excerpt from the School Family Handbook (2016-17) is included below.

The following procedures should be followed for safely coordinating student drop-off and pick-up in the morning and afternoon.

- *Parents are encouraged to avoid the upper ramp and use the lower parking area for dropping off and picking up students.*

- *All traffic must stop for students in the crosswalks and at all posted stop signs. Students should only cross the roadway in the crosswalk area.*
- *The speed limit on the ramp and in the parking area is 5 mph. Drivers should use caution and be aware of pedestrian traffic. Drivers should not use cell phones in moving vehicles.*
- *Cars may not park on any portion of the upper ramp. Cars should stop only long enough to allow passengers to load or unload and only at curbside. Students should exit the vehicle on the curb-side of the ramp.*
- *All busses will pick-up and drop-off students on the upper ramp. Busses at all times have the right of way. Busses will use flashers and stop signs when unloading. Cars will not be allowed to move ahead of a bus while unloading.*
- *Short-term parking is available in the lower lot. Spaces for visitors during the school day, and drivers waiting for passengers, are located on the far western side of the lot (closest to the Gym entrance).*
- *Traffic flow is one way only on the ramp.*



Walking Facilities

The City of Duluth currently hosts a network of sidewalks and trails that has been built over the community's history. The Duluth Legislative Code outlines the upkeep of public sidewalks by property owners and stipulations to parking bikes on sidewalks. Excerpts from the Code are included below.

Duluth Legislative Code, Section 45-82.4. – Public sidewalk repair-private initiation--assessment.

The city engineer is authorized to contract with private property owners to repair or replace the public sidewalk located on said owner's property subject to the owner or owners of benefitted property agreeing, in the form of an agreement which is approved by the city attorney, to either reimburse the city for all of the city's direct and indirect costs of such work or agreeing that the benefitted property be assessed for all of such costs. The term of any such assessment shall be established by the city engineer. (Added by Ord. No. 9974, 5-26-2009, § 1.)

Duluth Legislative Code, Section 45-82.5. – Incidental private repair--assessments.

When the city is itself or by means of a contract repairing or replacing any public sidewalk, the city engineer or his or her designee is hereby authorized to enter into an agreement to repair or replace private sidewalks, curbs, stairs, railings or concrete curb aprons on property on or adjacent to property upon which said public sidewalks are located subject to the owner or owners of benefitted property for all of the city's direct and indirect costs of such work or agreeing that the benefitted property be assessed for all of such costs. The term of any such assessment shall be established by the city engineer. (Added by Ord. No. 9974, 5-26-2009, § 2.)

Duluth Legislative Code, Section 9-13. – Parking.

- (a) No person shall park a bicycle upon a street, highway or alley other than at the edge of the developed portion of such street, highway or alley;*
- (b) No person shall park a bicycle on a sidewalk other than in a bicycle rack or as near to the edge of the sidewalk as practicable so as to create the least possible obstruction to pedestrian traffic.*

The City of Duluth has stipulations to the removal of snow and ice from sidewalks. The City of Duluth stipulates that the occupant of an abutting property must remove snow within 24 hours after snowfall, and sidewalk ice must be treated; the City of Duluth may remove the snow and assess the cost of snow removal. Excerpts from the code is included below.

Duluth Legislative Code, Article VI. Snow Removal.

Section 45-56. – Abutter defined. For the purposes of this Division, the word abutter shall mean any person who owns, leases or otherwise lawfully occupies any parcel of land which abuts any public sidewalk with the city.

Sect. 45-57. – Duty of abutters – within 24 hours. All abutters shall remove or cause to be removed sufficient snow falling on any public sidewalk abutting such parcel of land within 24 hours after the end of every snowfall to create a clear path of a minimum width of 36 inches.

Section 45-57.1. – City responsible for removal of certain snow from sidewalks. If, in the course of plowing snow from any street, avenue, alley or highway, the city deposits snow on any public sidewalk, it shall have the responsibility to remove such snow from that sidewalk.

Section 45-59. – Sand to be sprinkled on sidewalks when ice cannot be readily removed. All abutters shall sprinkle sand and/or a chemical deicer other than salt upon any ice forming upon any public sidewalks abutting upon their property when such ice cannot be readily removed, so that such sidewalks shall be made reasonably safe for the use of pedestrians.

Section 45-61. – Removal by city when owner fails to do so – authorized. The director of public works, either by contract to the lowest responsible bidder or by such other method as may, in his judgment, seem best adapted for the purpose under the circumstances shall cause all snow not removed by the abutter, immediately upon the default of such abutter, to be removed from such sidewalks.

Section 45-62. – Same – Assessment of cost. The director of the public works department shall keep an accurate account of the expense of removing snow where the abutter has failed to remove such snow. At the close of the season, he shall report the same to the city

council, which shall thereupon cause an assessment to be made and levied against the real property abutting upon such sidewalks for the purpose of defraying the expense and cost of such snow removal. Such assessment shall be enforced and collected in accordance with the procedure prescribed by the Charter, this Code and other ordinances relating to the enforcement and collection of special assessments for local improvements. To each assessment a collection fee may be added in an amount set by city council resolution to reimburse the city its administrative assessment costs.

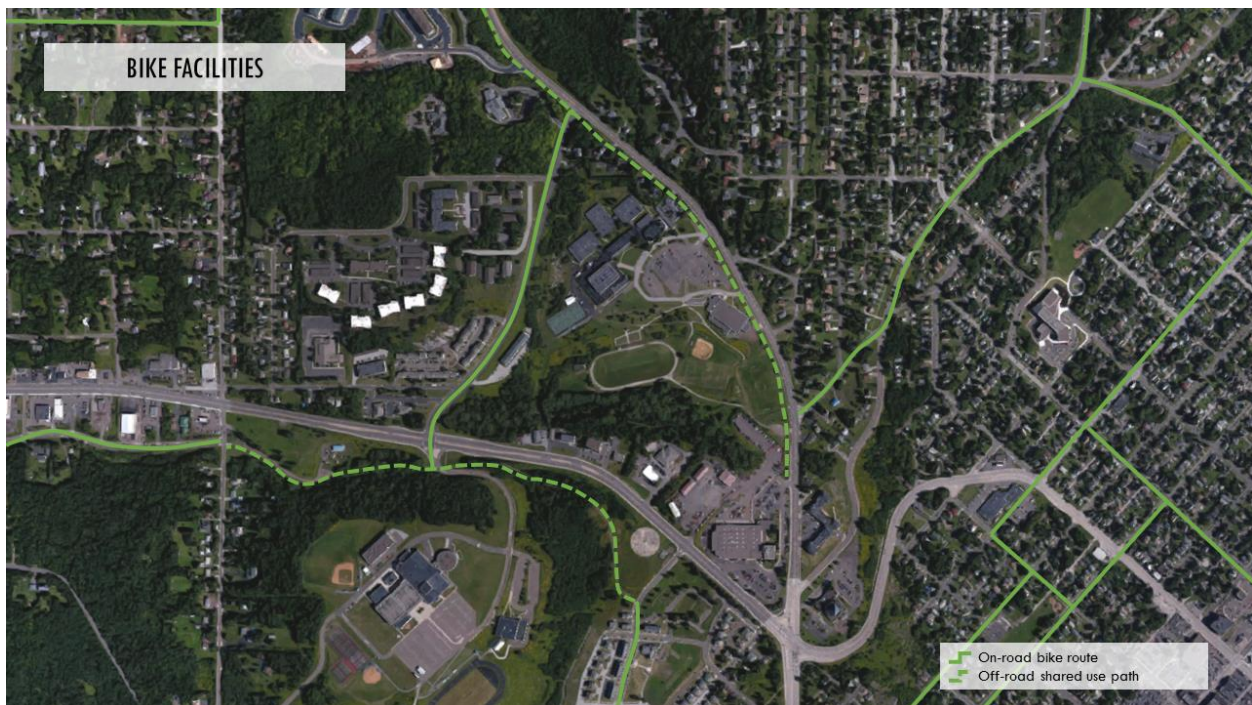


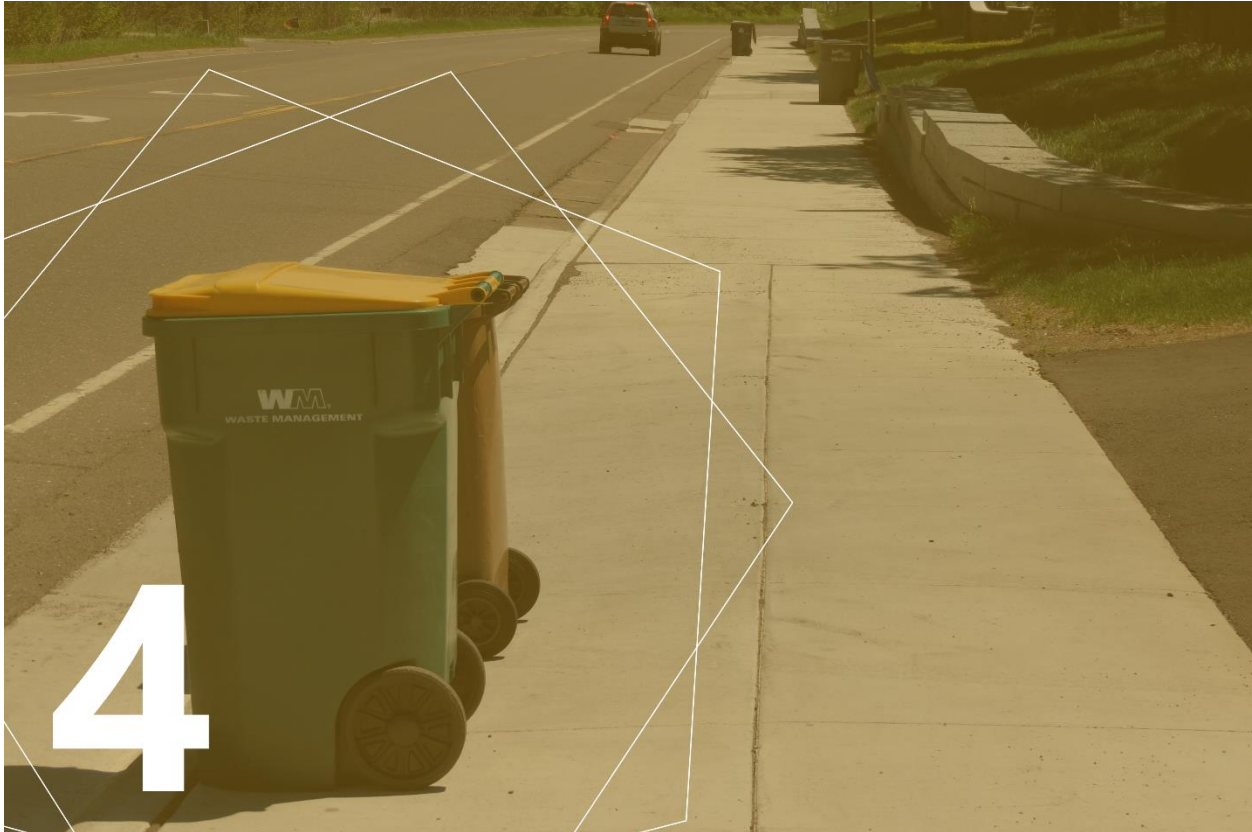
Bicycle Facilities

Bicycle facilities in the City of Duluth currently consist of on-road bike routes, bike lanes, and some select paved trails. In the City of Duluth, bicyclists can ride their bikes on sidewalks and shared pathways, but must give pedestrians right of way. Near Marshall School, the most pertinent bicycle facilities include the roadside shared-use path along Rice Lake Road and the bicycle lanes on Pecan Avenue, northwest of the School campus. Bike-related excerpts from the Duluth Legislative Code and are included below.

Duluth Legislative Code, Section 9-18. – Operation of bicycles on bicycle lanes and paths.

- (a) Where a combination bicycle-pedestrian path has been established, bicyclists shall yield the right-of-way to pedestrians;*
- (b) When a person is operating a bicycle within a bicycle lane he may overtake and pass motor vehicles operating on the traffic lane to the person's left;*
- (c) Whenever a bicycle lane or bicycle path is designated as one way only, no person shall operate a bicycle within such lane or path in other than the designated direction.*





Issue Identification

As a part of the SRTS planning process, the Marshall School community participated in parent surveys, classroom tallies, walking audits, and neighborhood assessments completed to provide feedback and input about existing walking and biking in school areas. 156 parent surveys and 22 classroom tallies (asking about how students travelled to and from school on select days) were completed; a summary of results are available in Appendix B, Survey/Tally Results. In accordance with SRTS Team meetings, the Duluth-Superior Metropolitan Interstate Council (DSMIC) led a walk audit and completed neighborhood assessments for Marshall School. These efforts helped identify the following issues with walking and biking near Marshall School.

Education

- Students currently receive no formal education about safe walking and biking practices.
- School staff is not trained in walking and biking education. In turn, none of the staff members can reserve and utilize the Duluth YMCA bike fleet for students.

Encouragement

- Only 16% of students live within two miles of the School campus, and only three students (who all live within ¼-mile of the campus) walk to school.
- Currently, the School does not host events or activities that support encourage active transportation of students.

Enforcement

- Motorists, especially in southbound traffic, often exceed the 40 mph speed limit along Rice Lake Road.
- Snow removal policies in the City of Duluth are not enforced.

Engineering

- Sidewalk is lacking between the Rice Lake roadside shared use path and the Marshall School entrance.
- Sidewalk is lacking adjacent to the student drop-off lane in the parking lot.
- Painted crosswalks across drop-off lanes are not visible, partially due to wear.
- Crosswalks are lacking at the intersections of Marshall High Drive and Rice Lake Road.
- A convenient and safe crossing is lacking across Rice Lake Road near the entrance to Marshall High Drive, where students would naturally cross if travelling to or from that residential neighborhood.
- Trees block signage directing drop-off/pick-up traffic on Marshall High Drive.
- Pedestrian connections from the intersection of E. 13th Street and Rice Lake Road are lacking along E. 13th Street and up to E. 14th Street.

Evaluation

- No regular evaluation of how students travel to or from school takes place.
- No regular evaluation of sidewalk/path use near the school takes place.



Action Plan

The following action plan outlines goals and action steps related to education, encouragement, enforcement, engineering, and evaluation as they are related to the Safe Routes to School program. Equity was considered during creation of this plan.

Where cost is presented in the following project sheets, they will be rated as \$ (low cost, below \$25,000), \$\$ (medium cost, \$25,000-\$75,000), or \$\$\$ (high cost, above \$75,000). The cost estimates for each project sheet is conceptual and meant to enable comparison of the relative cost of one type of project over another. Determination of real costs can and should only be done after detailed review, study, and analysis by a licensed professional engineer.

Education Plan

Education works with encouragement to increase the number of children who walk and bike to school safely; teaching both elementary and secondary students about walking and biking plays an important role in ensuring safety for students in addition to forming lifelong safety habits. The goals and action steps on the following project sheets highlight the identified tasks associated with SRTS-related education in the Marshall School community.

Project Sheet 1: Walking/Biking Education

WALKING/BIKING EDUCATION

Goal: Embed walking and biking education and active transportation options into school curriculum.

Action Steps:

1. Implement the Minnesota Department of Transportation's Walk! Bike! Fun! Pedestrian and Bicycle Safety curriculum (www.bikemn.org/education/walk-bike-fun/srts-education-curriculum) at Marshall School.
2. Send educators to Walk! Bike! Fun! curriculum trainings, or seek to bring BikeMN staff to Duluth to train educators on-site.
3. Embed curriculum and lessons about walking and biking safety across subject areas (i.e. physical education, health, science, social studies, art, economics, etc.).
4. Utilize the Duluth YMCA Bike Fleet (<http://www.duluthymca.org/bikefleet/>) to teach classes about safe biking practices.

DETAILS

Improvement Type: Non-Infrastructure

Cost Estimate: \$

Target Completion: September 2018

Lead Agency: Marshall School



Encouragement Plan

Encouragement works with education to increase the number of children who walk and bicycle to school safely; promotion activities play an important role in moving the overall SRTS program forward because they enhance community awareness about walking and biking. The cognitive development of students should be considered when planning encouragement activities. Therefore, encouragement for students under the age of 10, who cannot judge speed and distance of vehicles when crossing a road, should include an adult supervising the child. The goals and action steps on the following project sheets highlight the identified tasks associated with SRTS-related encouragement in the Marshall School community.

Project Sheet 2: Walk/Bike to School Day

WALK/BIKE TO SCHOOL DAY

Goal: Hold special events to promote walking and biking to school.

Action Steps:

1. Continue to promote and celebrate Walk and Bike to School Days to encourage students to walk or bike to school.
 - a. Hold Walk to School Days, with remote drop-off for students being dropped off by parents.
 - b. Include official Walk and Bike to School Days on school district calendar.

DETAILS

Improvement Type: Non-Infrastructure

Cost Estimate: \$

Target Completion: September 2018

Lead Agency: Marshall School



Enforcement Plan

Enforcement ensures safe conditions for kids walking and biking to school by utilizing strong collaboration between local law enforcement, the community, and the school to maintain safe school zone conditions and proper pedestrian and bicyclist practices. The goals and action steps on the following project sheets highlight the identified tasks associated with SRTS-related enforcement in the Marshall School community.

Project Sheet 3: Rice Lake Rd Speed Enforcement

Project Sheet 4: Snow Removal Policies

RICE LAKE RD SPEED ENFORCEMENT

Goal: Remind and cue drivers to adhere to speed limits along Rice Lake Road to create safer conditions for student pedestrians and bicyclists.

Action Steps:

1. More frequently station a squad car on Rice Lake Road, and particularly in the southbound lane, near Marshall School during student arrival and departure times.
2. Install traffic calming measures, like trees along the Rice Lake Road shared use path, to subliminally cue drivers to slow down.

DETAILS

Improvement Type: Non-Infrastructure

Cost Estimate: \$\$

Target Completion: September 2020

Lead Agency: City of Duluth



SNOW REMOVAL POLICIES

Goal: Remove snow and ice as a barrier for students walking or biking to school by addressing local policy backed up by enforcement efforts.

Action Steps:

1. Ensure the Rice Lake Road shared use path is cleared within 24 hours of snowfall to preserve pedestrian and bicycle connections in the winter; complete a memorandum of understanding to put the snow removal commitment in writing between the appropriate agencies.
2. Review City of Duluth snow removal policies and ensure they reflect an enforceable system, possibly through policy changes.

DETAILS

Improvement Type: Non-Infrastructure

Cost Estimate: \$\$

Target Completion: September 2020

Lead Agency: Marshall School, St. Louis County, City of Duluth



Engineering Plan

Engineering addresses operational and physical infrastructure improvements that provide safe walking and biking facilities and reduce motor vehicle speed and risk of conflict. The goals and action steps on the following project sheets highlight the identified tasks associated with SRTS-related engineering in the Marshall School community.

Project Sheet 5: Rice Lake Road Connections

Project Sheet 6: Drop-off/Pick-up Area

RICE LAKE ROAD CONNECTIONS

Goal: Enhance pedestrian and bicycle connections for students along the Rice Lake Road corridor and its surrounding area.

Action Steps:

1. Construct a sidewalk on the north side of Marshall High Drive at Marshall School's main parking lot entrance to connect pedestrians between the Rice Lake Road shared use path to Marshall's existing sidewalk at the building entrance.
2. Construct a sidewalk on the south side of Marshall High Drive at the Mars Lakeview Arena entrance to connect pedestrians between the Rice Lake Road shared use path to the existing sidewalk at the Arena entrance.
3. Install crosswalks across Marshall High Drive at its intersections with Rice Lake Road to ensure continuous connections along the Rice Lake Road shared use path.
4. Construct sidewalks on the northwest side of East 13th Street between Rice Lake Road and East Skyline Parkway.
5. Construct a trail on the east side of Rice Lake Road connecting the intersection of Rice Lake Road and East 13th Street with East 14th Street.

DETAILS

Improvement Type: Infrastructure

Cost Estimate: \$\$\$

Target Completion: September 2022

Lead Agency: Marshall School, St. Louis County, City of Duluth



DROP-OFF/PICK-UP AREA

Goal: Enhance the drop-off/pick-up area at Marshall School to protect student pedestrians.

Action Steps:

1. Construct a sidewalk on the north side of the Marshall School parking lot to accommodate safe pedestrian movements where students are dropped off and picked up.
2. Install high visibility crosswalks across the drop-off/pick-up lanes at Marshall School.
3. Trim vegetation, as necessary, to ensure school drop-off/pick-up signage is clear to motorists visiting Marshall School during student arrival or departure times.

DETAILS

Improvement Type: Infrastructure

Cost Estimate: \$\$\$

Target Completion: September 2022

Lead Agency: Marshall School



Evaluation Plan

Evaluation ensures that previously described approaches are having the desired effect of more active children, less traffic, cleaner air, and fewer injuries because of efforts within the community. The goals and action steps on the following project sheets highlight the identified tasks associated with SRTS-related engineering in the Marshall School community.

Project Sheet 7: Annual Student Surveys

Project Sheet 8: Rice Lake Road Path Counts

ANNUAL STUDENT SURVEYS

Goal: Conduct surveys at Marshall School each academic year to evaluate how each student usually travels to and from school.

Action Steps:

1. Administer surveys annually, asking how each student arrives to and departs from school; include student identification measures in the survey to help administration understand transportation of students and true bus transportation needs.
2. Tabulate results to examine how the SRTS program has impacted how students travel to and from school over time.

DETAILS

Improvement Type: Non-Infrastructure

Cost Estimate: \$

Target Completion: June 2022

Lead Agency: Marshall School, Duluth-Superior Metropolitan Interstate Council

RICE LAKE ROAD PATH COUNTS

Goal: Conduct pedestrian and bicyclist counts on the Rice Lake Road shared use path bi-annually to capture trail use and Marshall students partaking in active transportation.

Action Steps:

1. Coordinate pedestrian and bicyclist counts at road intersections and trailheads adjacent to the school during student arrival and departure times.
2. Utilize automatic trail counters to capture trail use of students walking or biking to Marshall School.
3. Tabulate results to examine how the SRTS program has impacted frequency of walking and biking infrastructure use around Marshall School.

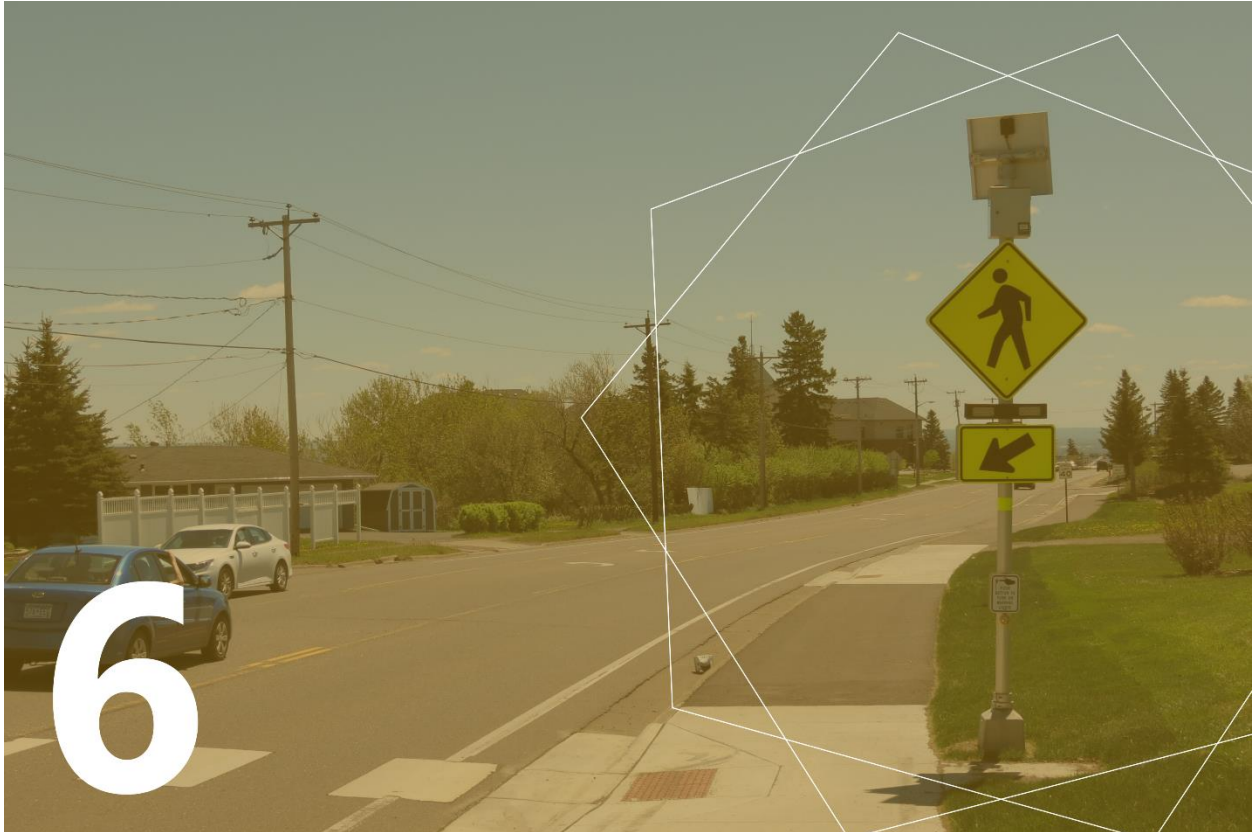
DETAILS

Improvement Type: Non-Infrastructure

Cost Estimate: \$

Target Completion: June 2022

Lead Agency: Marshall School, Duluth-Superior Metropolitan Interstate Council



Appendices

Appendix A: Maps

Appendix B: Survey Results

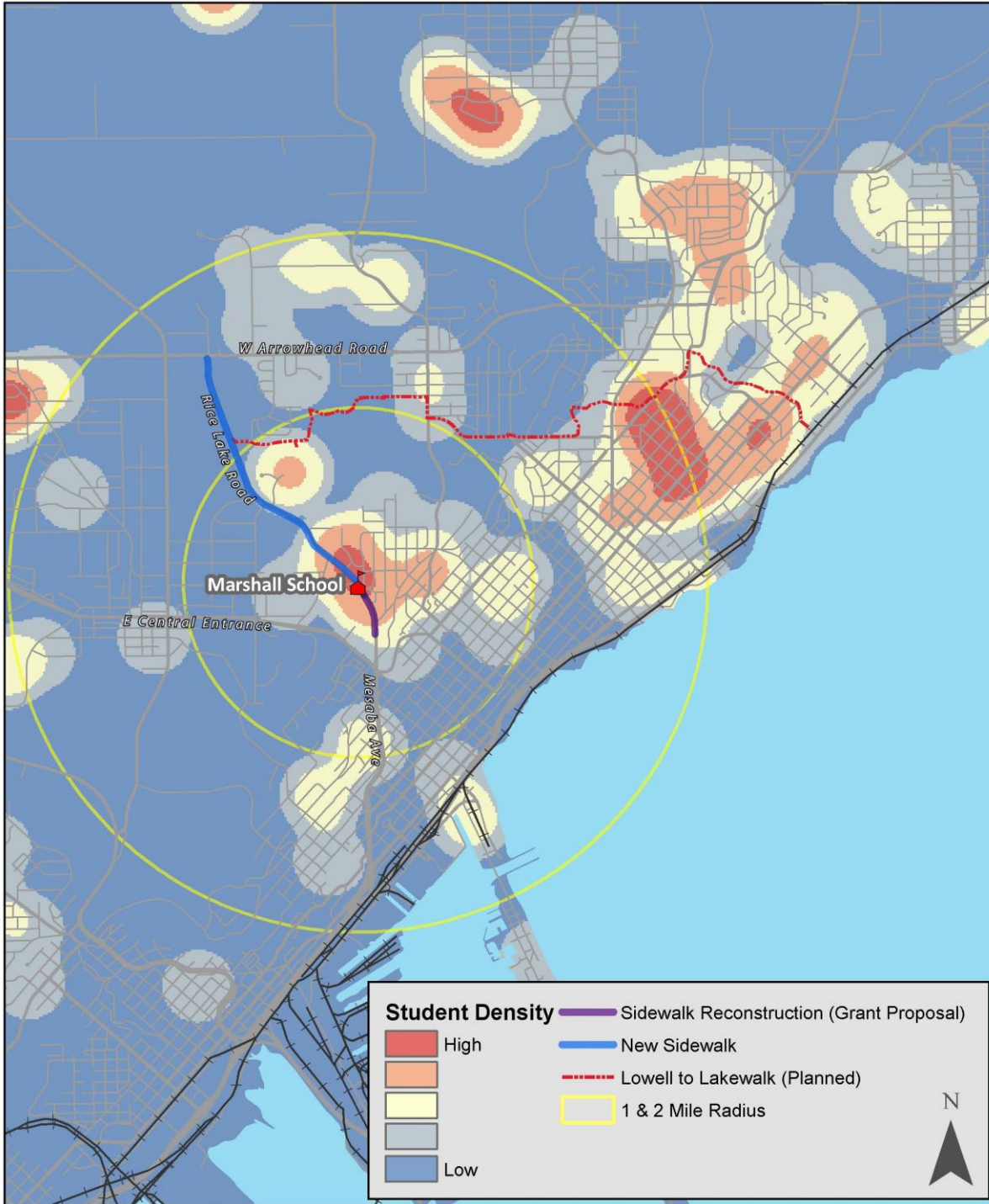
Appendix C: Assessment Data

Appendix D: SRTS Funding Resources

Appendix A: Maps

MARSHALL SCHOOL STUDENT DENSITY

Duluth, MN



Marshall School Student Walk Zones



Credit: Arrowhead Regional Development Commission (2017)
Data Sources: ARDC, Esri, MnDOT



Appendix B: Survey/Tally Results

The Duluth-Superior Metropolitan Interstate Council administered parent surveys and classroom tallies to families and students at Marshall School. These tools helped collect information about how students travel to and from school and why. Major findings are highlighted below:

- The survey captured 156 responses (32.1%) of the student population.
- 2% of students live within ¼-mile of the School, 3% live within ½-mile of the School, 8% live within one mile of the School, 16% live within two miles of the School.
- 84% of students live more than two miles from the School.
- Typical mode of arrival at and departure from school:
 - Walk: 1-2%
 - Bike: 0%
 - School Bus: 7-9%
 - Family Vehicle: 84-86%
 - Carpool: 5%
 - Transit: 0.6%
- Top 5 Parent Concerns (in order)
 - Distance
 - Amount of traffic along route
 - Speed of traffic along route
 - Weather or climate
 - Safety of intersections and crossings
- Parent Comments
 - Most students live too far away to walk or bike to school.
 - Lacking pedestrian and bike facilities along Rice Lake Road prevents parents from allowing students to walk or bike.
 - The winter season plays a huge part in discouraging walking or biking to school.
- Tally Results
 - Walk = 2.4%; Bike = 0%
 - School Bus = 5.5%; Transit = 0%
 - Family Vehicle = 85.7%; Carpool = 8.2%

The following pages provide a sample of the survey and tally forms.

+		+
<p>8. Has your child asked you for permission to walk or bike to/from school in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>9. At what grade would you allow your child to walk or bike to/from school without an adult? (Select a grade between PK,K,1,2,3...) <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade</p>		
Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box		
<p>10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)</p> <p><input type="checkbox"/> Distance.....</p> <p><input type="checkbox"/> Convenience of driving.....</p> <p><input type="checkbox"/> Time.....</p> <p><input type="checkbox"/> Child's before or after-school activities.....</p> <p><input type="checkbox"/> Speed of traffic along route.....</p> <p><input type="checkbox"/> Amount of traffic along route.....</p> <p><input type="checkbox"/> Adults to walk or bike with.....</p> <p><input type="checkbox"/> Sidewalks or pathways.....</p> <p><input type="checkbox"/> Safety of intersections and crossings.....</p> <p><input type="checkbox"/> Crossing guards.....</p> <p><input type="checkbox"/> Violence or crime.....</p> <p><input type="checkbox"/> Weather or climate.....</p>	<p><input type="checkbox"/> My child already walks or bikes to/from school</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p>	
+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box		
<p>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</p> <p><input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages</p>		
<p>13. How much fun is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring</p>		
<p>14. How healthy is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy</p>		
+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box		
<p>15. What is the highest grade or year of school you completed?</p> <p><input type="checkbox"/> Grades 1 through 8 (Elementary) <input type="checkbox"/> College 1 to 3 years (Some college or technical school)</p> <p><input type="checkbox"/> Grades 9 through 11 (Some high school) <input type="checkbox"/> College 4 years or more (College graduate)</p> <p><input type="checkbox"/> Grade 12 or GED (High school graduate) <input type="checkbox"/> Prefer not to answer</p>		
<p>16. Please provide any additional comments below.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		

Appendix C: Assessment Data

The Duluth-Superior Metropolitan Interstate Council completed the Safe Routes to School Neighborhood Assessment Guide to help assess the walking and biking environment near Marshall School. This tool helped identify additional problem areas with SRTS-related infrastructure throughout the school walk zones throughout the Marshall School neighborhood. Major findings are highlighted below:

SRTS Neighborhood Assessment Guide Findings

- The City lacks policies that support walking and biking, particularly in regards to policies related to sidewalk development or maintenance.
- High traffic volumes and street design near the school create an environment not friendly for students walking or biking.
- Designated spaces for non-motorized traffic near the school offer minimum facilities for connection to the school site, and a rectangular rapid flashing beacon (RRFB) offers the ability for students to safely cross Rice Lake Road.
- Approximately 16% of students live within a walkable or bikeable distance from Marshall School.

Appendix D: SRTS Funding Resources

The following information outlines the federal and state funding available to the SRTS program for grants and statewide programs for the next two years. The state fiscal year begins July 1, 2016, which means \$1 million in non-infrastructure SRTS funds is available to the program for 2016-2017. The schedule, programs and grant funding levels were developed by MnDOT under advisory from the SRTS Steering Committee. This information is preliminary and may change throughout the next two years. Applications and solicitation details will be available in the fall.

Sign up for our [MnDOT SRTS email list](#) for announcements and visit the [MnDOT SRTS website](#) for additional information, and for continually updated information on SRTS funding resources, visit the [MnSRTS Resource Center funding page](#).

Types of Funding

- **Federal Funds:** Safe Routes to School federal funding was distributed to every state from 2005-2012. In 2012, the federal Safe Routes to School program was replaced with the Transportation Alternatives (TA) Program, a program for which SRTS projects are eligible to apply. For more information, visit MnDOT's [TA and future Minnesota TA solicitations page](#). These federal funds require a 20 percent match.
- **State Funds:** In 2012, the Minnesota State Legislature created a state Safe Routes to School program modeled after the federal program. In 2013, the State invested \$250,000 per year in non-infrastructure programs from the general fund. In 2014, the state increased this to \$500,000 per year and provided a \$1 million one-time investment of infrastructure funding in 2015. However, by not passing the transportation bill, the legislature did not designate funding for SRTS in 2016. MnDOT's programs to support SRTS are listed below. Other funding opportunities, especially for trail development, are available through the Minnesota Department of Natural Resources.

2016-2017 MnDOT Grants and Programs

- **Walk! Bike! Fun! Bicycle and Pedestrian Safety Curriculum:** In 2013, MnDOT contracted with Blue Cross Blue Shield and the Bicycle Alliance of Minnesota (BikeMN) to develop a Minnesota-specific safety curriculum for youth that meets state standards.

BikeMN trains teachers and school-related staff to teach Walk! Bike! Fun! and provides technical assistance to schools and communities.

- **Minnesota SRTS Resource Center:** This online resource provides tools, resources, and information needed for all SRTS partners – including parents, teachers, students, schools, school districts, and communities – at www.dot.state.mn.us/mnsaferoutes.
- **Program Administration:** MnDOT offers administrative support for SRTS as well as funding for trainings, periodically.
- **Planning Assistance Grants:** Through MnDOT, communities can apply for planning assistance to develop SRTS plans. If a community is awarded, MnDOT contracts with regional development organizations or a statewide SRTS consultant to facilitate the process. Since 2006, MnDOT has funded more than 200 schools.
- **Bicycle Fleets and Mini-grants:** Through MnDOT, communities can apply for small grants to start or expand SRTS school programs (crossing guards, bike trains, Walk to School Day) or develop a bicycle fleet. These programs are announced periodically and do not follow a regular schedule.
- **Infrastructure Grants:** Through MnDOT, communities can apply for funds to construct infrastructure that improves access and safety around schools. Past grants included sidewalks to schools, trails along state highways, and improved crossings on school walking routes. A SRTS plan is required to apply.

Other Funding/Support

Communities are successful at creating positive changes and implementing comprehensive SRTS programs when they have sources of funding and support on multiple levels. Examples of regional- and local-level support for SRTS-related work include:

- **Local Community Organizations:** Rotary Club of Duluth, Duluth Superior Area Community Foundation, etc.
- **Health organizations:** Essentia Health, St. Luke’s Hospital, St. Louis County Public Health, Blue Cross and Blue Shield Center for Prevention, etc.
- **Regional Organizations:** Northland Foundation, Lloyd K. Johnson Foundation, Minnesota’s Lake Superior Coastal Program, Arrowhead Regional Development Commission, Safe Kids Northeast Minnesota, etc.

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Duluth Marshall Safe Routes to School Plan

2017

If you have questions regarding the Marshall Safe Routes to School Plan
or ARDC, please contact:

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Duluth, MN 55802
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Fax: 218-529-7592
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Email: info@ardc.org

