

PLANNING COMMISSION

NOVEMBER 13, 2017

6:30 O'CLOCK P.M.

AGENDA

1. Call to Order
2. Minutes of the Previous Meetings – October 9, 2017
3. Comp Plan Workshop 2 –
 - a. Complete the preference exercise for the draft vision and guiding principles ahead of time
 - b. Review Potential Projects and consider creating one of your own
4. Comp Plan Update
5. Statute to sell property – 305 South Mantorville Ave
6. Safe Route to School - Resolution
7. Other Business
8. ADJOURN

Theresa Coleman

From: Jesse Thornsens <Jesse@hkgi.com>
Sent: Wednesday, November 08, 2017 8:51 AM
To: Theresa Coleman; Brandon Theobald
Cc: Brad Scheib
Subject: Kasson Comp Plan Update
Attachments: ProjectScheduletabloid UPDATED 11072017.jpg

Theresa and Brandon,

As a follow-up to last Wednesday's community workshop we have decided to include an online survey to gain further feedback on the vision and guiding principles, future land use concept, and project ideas. The link to the draft survey can be found here: <https://www.surveymonkey.com/r/kassontest>. We have also updated the project website with the materials from the community workshop. In order to leave enough time around the holidays to get valuable feedback on these materials, we have adjusted the project schedule (see attached). The adjusted project schedule pushes back Task 4 and 5 to allow time for additional community feedback. We would be looking to meet with the task force in the middle of January and again at the end of April. The next community workshop (if we believe it is needed) will tentatively take place the beginning of May. The updated project schedule also includes an update to the Planning Commission and City Council in November, mainly to talk about the community workshop. Would the two of you be able to coordinate those updates?

Let us know if you have any questions or comments.

Thank you

Jesse Thornsens, AICP, LEED Green Assoc.
Planner

































Hoisington Kogler Group Inc.
Creating Places that Enrich People's Lives
Planning Landscape Architecture Urban Design

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DRAFT

KASSON, MN COMPREHENSIVE PLAN

TASK	2017												2018					
	Q2		Q3					Q4					Q1			Q2		
	MAY 2017	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN 2018	FEB	MAR	APR	MAY	JUN				
Task 1 Project Kick-Off																		
Task 2 Community Audit/Visioning																		
Task 3 Explore Future Directions: Vision, Goals, Policies																		
Task 4 Prepare the Comp Plan Update																		
Task 5 Seek Approvals																		
MEETINGS																		
 Stakeholder Update (Email/Website)			Launch Website Launch Social Pinpoint															
 Public Workshop																		
 Comprehensive Plan Task Force Meeting																		
 Planning Commission Meeting																		
 City Council Meeting																		

Plan Adoption



Demographic Survey - Please take a moment to fill out the following questions!

Please leave completed forms in the box provided before you leave.

Table #

1. Your Age

- ☐ Under 25 ☐ 45-54
☐ 25-34 ☐ 55-64
☐ 35-44 ☐ 65 & Older

2. Your Gender

- ☐ Male ☐ Female

3. How long have you lived in Kasson?

- ☐ 0-5 years ☐ 11 - 20 years
☐ 6 -10 years ☐ 20+ years
☐ Do not live in Kasson

4. Where do you expect to live in the next ten (10) years?

- ☐ Same house
☐ Different house in Kasson
☐ Outside of Kasson
☐ Don't know

5. If you do NOT expect to live in Kasson in ten (10) years, list the factors that will cause you to move:

6. Do you own or rent your current home?

- ☐ Own ☐ Rent

7. How many people currently live in your home?

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

8. Do you currently own and/or operate a business in Kasson?

- ☐ Yes ☐ No

General Directions for Tables

1. **Sign the table roster** (pink sheet) and introduce yourself if you don't know your table mates. Please sit at a table with other people if possible, meet someone new!
2. **Fill out the demographic survey** form (yellow sheet). Use the back for comments.
3. **Assign a table RECORDER** – the table recorder is responsible for marking down group consensus on the table master sheet. Please mark your table number on all reporting forms.

Welcome and Background (5 minutes)

Exercise 1 – Vision and Guiding Principles (20 minutes)

VISION: While rooted in the reality of the community's past and present, the vision is a broad statement that describes how the community might look, feel, and function over the next 20 years. It is an over-arching framework that permeates the plan and informs supporting policy and strategy decisions. **GUIDING PRINCIPLES:** Guiding principles help define the character, values, and priorities of the Kasson community by acting as an ongoing measurement tool for the appropriateness and effectiveness of future initiatives and results. Key Characteristics of Guiding Principles include:

- Orient the community to the future
- Require imagination, might be ambitious and aspirational
- Look to current conditions and community traditions to inform the appropriate future
- Identify what the community desires for itself based on shared understandings
- Serve as a tool for evaluation of proposals, projects, ideas, and future directions
- Provide an anchor during conflict; a way of finding common ground and shared values
- Become a basis for coordination and cooperation
- Offer a source of energy and enthusiasm for maintaining a commitment to the future

Step 1: We will walk through the vision and guiding principle statements. As we read through them, use the 11x17 Vision and Guiding Principles sheet to mark your individual preferences on the like to dislike spectrum.

Step 2: As a group, discuss the vision and guiding principle statements. Where is there consensus? Where (if any) is there divergence? Discuss and agree as a group where you fall on the spectrum. Use the blue 11x17 sheet to mark your group response. Identify if there are key elements or components missing.

Exercise 2 – Land Use and Community Growth (50 minutes)

- As a GROUP, use the *"Implications to Kasson's Growth"* base map and associated game pieces to allocate future growth in the community. **Game pieces are provided.** Each piece represents a size/area, a number of units (such as housing or jobs), and a type of land use (keyed to the land use typology sheet). Each table **MUST** allocate a total **1,000 housing units and 1,000 jobs** on the map.

- You may cut pieces in half, or in quarters to reflect smaller unit counts.
- You may stack pieces up vertically to reflect a more concentrated pattern or a mix of uses.
- You may place pieces on areas where existing development exists. This action would imply that you envision “redevelopment” or “reuse” happening in that location.
- **Where you place pieces has implications.** Use the *guiding principles stickers (icons)* to indicate if your placement of growth has an impact on a particular guiding principle. Mark with a (-) or a (+) if the impact is a negative or positive implication.

Exercise 3 – Project Idea Evaluation (15 minutes)

A series of project ideas have been generated to help illustrate ways in which the vision and guiding principles can be advanced. Review the provided project ideas as a group. At a minimum we ask that the **RECORDER** circle your table/group consensus on “Tell us what you think about this project idea” using the like/dislike spectrum (right column bottom of page) and identify the **Priority** row.

Each project idea contains the following:

Project Description: This does not need to be long but needs to describe the project idea in enough detail to understand what it is. Words and text are good; however, a diagram or illustration is also very helpful. Use the map at left to identify the **location** of where the project idea might be applicable if it is site specific. Draw a circle, polygon, line or asterisk to help define the geographic location if different than what is provided.

Guiding Principles: The Guiding Principles help define the character, values, and priorities of the Kasson community by acting as an ongoing measurement tool for the appropriateness and effectiveness of future initiatives and results. The icons are used to identify with the key guiding principle. For each project, identify the **most relevant** guiding principles.

Responsible Entity: Who is primarily responsible for seeing the project gets implemented. It may be multiple.

Project Priority: Different projects might have different levels of priority. Some might be based on “need” while others on “desire” or perceived benefit. They may be great ideas, but when compared to other ideas and projects, they are less of a priority. Help us in defining the priority by choosing **LOW, MEDIUM, or HIGH**.

Project Costs: It is important to think about relative financial magnitude:

- \$ Minimal Funds Required, limited to planning and programming
- \$\$ More substantial funds required such as: Substantial planning and design; minor capital investments (for construction of improvements such as trails, parking areas, storm water, or landscape/streetscape; on-going operations and maintenance costs.
- \$\$\$ Significant investment required such as: substantial planning, permitting, and design; acquisition of land; major capital investments (for construction of improvements such as new or renovated buildings, new or replaced streets, associated infrastructure, and public amenities); on-going operations and maintenance costs which are extraordinary or new (i.e. not replacing or increasing existing obligations).

Funding sources are limited but could be creative. They might include: public funds (taxes), private investments, philanthropic, grants, or loans or any combination. This topic might be one that could be hard to pin down. We will be sure to identify funding sources for all projects; however, if you have ideas, please share.

IF TIME PERMITS – WE WILL SUMMARIZE AND REPORT OUT – THANKS FOR YOUR PARTICIPATION

Draft Vision & Guiding Principles

Establishing a clear vision for Kasson's future is a critical step in the comprehensive planning process. While rooted in the reality of the community's past and present, the vision seeks to describe how the community will look, feel, and function over the next 20 years.

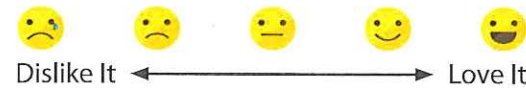
Supporting the vision, the guiding principles define the character, values, and priorities of the Kasson community by acting as an ongoing measurement tool for the appropriateness and effectiveness of future initiatives and results.

Please rate the draft vision and guiding principles

Vision



In 2040 Kasson will be a welcoming community that builds upon and preserves the positive elements that have contributed to its small town identity while at the same time continuing to look towards the future: innovating, collaborating, revitalizing and redeveloping, growing responsibly, adapting to change, and building a sustainable vibrant community.



Guiding Principles



1. Small Town Identity

One of the qualities of greatest importance to the Kasson community is its small town identity. By preserving and enhancing the elements that portray the desired characteristics of a small town, Kasson can continue to grow while maintaining its small town identity. Elements to be preserved and enhanced that contribute to small town identity may include:

- Ease of travel for all modes
- Compact, walkable neighborhoods
- A welcoming and walkable Main Street
- An open and accessible government
- The ability to make a difference in the community
- Safety and family-friendliness
- Abundance of small, local businesses
- Parks, community gardens, and other gathering places
- A collaborative partnership with the school district and other local agencies, philanthropy groups, and social clubs.



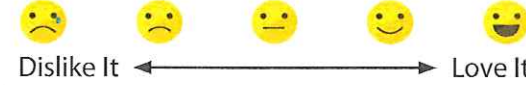
2. Prosperous

Prosperity is promoted by investments that create economic competitiveness. Kasson's prosperity was originally built upon the railroad and the people that it brought. Today, and into the future, Kasson's rich local history and culture, its proximity to Rochester and the Mayo Clinic, its proximity to other regional centers and access to regional highways, and the surrounding fertile agricultural land will all contribute to future economic success. Strategically investing in and protecting its existing community



3. Welcoming

Kasson's friendly and welcoming environment is strengthened through its public spaces and buildings, housing availability and options, community groups, high quality schools, attractive corridors and community entrances. Kasson's residents, civic leaders, businesses, and civic organizations share in the responsibility to promote the community's image through high quality service and hospitality. A welcoming community is also one that embraces the community of today, and the community of the future.



4. Vibrant

Kasson is gifted with many features that make it unique and interesting. Features such as a distinct main street and historic structures, a beautiful natural landscape, quality and sought after schools, actively programmed parks and cultural amenities, and a thriving business environment contribute to a vibrant Kasson and should continue to be enhanced and preserved. As Kasson continues to grow, special emphasis will be given to creating unique places where people can gather, connect, socialize, conduct business, entertain and be entertained.



5. Healthy

Supported by a growing parks and trails system, collaborations with the school district for public athletic facility use, and an increasing amount of fitness-related businesses, Kasson is striving for a physically healthy and active lifestyle. Ensuring high quality and unique health and recreational facilities as well as a connected active transportation network will not only provide an important amenity for Kasson, but also promote Kasson's identity as a place that values active and healthy living.



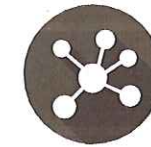
A healthy community practices environmental stewardship. Protecting the natural amenities that support Kasson's quality of life and ensuring that Kasson does its best to protect water quality and clean air for its future will help it work towards becoming an environmentally sustainable community.

Lastly, a healthy community also means financial health. The delivery of services and the provision of utilities and infrastructure (both private and public) is greatly affected by how we grow



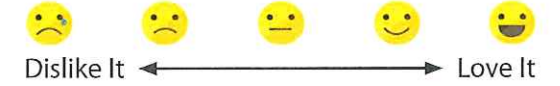
6. Innovative

Innovation comes from ideas, inspiration, and perseverance from inside the community. Kasson continues to be a community that values innovation. This is apparent by its emphasis on the school system's educational excellence, the use of environmentally friendly sources of energy, and the community's ability to look at old and underutilized structures as opportunities to creatively enhance the city and provide new opportunities. As Kasson continuous to grow, avenues for community members to make a difference in the city should be encouraged and various synergies that lead to an efficient and effective government should be sought after. Innovation is a key to opening new opportunities for economic development.

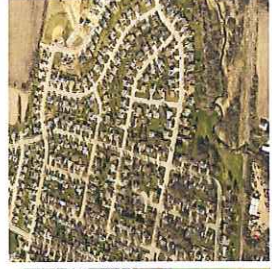


7. Connected

Many choose to live, work, and play in Kasson because of its various mix of connections. These connections include a connection between City of Kasson civic organizations and its citizens, the close-knit connection among residents, recreational connections across the city and to the regional trail network, and telecommunication connections that allow residents to be virtually anywhere an internet connection exists. Embracing technological advances enables Kasson to be a part of the global economic picture. The most visible connection that Kasson benefits from is its physical connection to Rochester due to its location on Highway 14. Supporting and strengthening all of these connections will continue to make Kasson a great place to live, work, and play.



LAND USE TYPOLOGIES



Low Density Residential – Consists of single family detached residential as the prevailing development type but may also consist of limited amounts of two unit buildings (twin home or duplexes). Density of development within the Low Density Residential areas falls within a range of 2 to 4 housing units per gross acre (lot sizes ranging from 8,000 to 20,000 square feet).



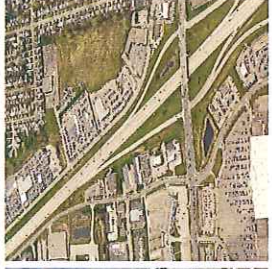
Medium Density Residential – Represents greater density residential development than Low Density Residential, consisting of more attached housing products. This land use pattern would include some single family detached housing, typically on small lots clustered together, as well as some higher density housing in small apartment/condo type structures. Density in this land use pattern would fall in the 4 to 12 units per gross acre.



High Density Residential – Includes stacked orientation of multi-family housing such as apartments and condos. Generally, this land use category would not include any single family detached housing product type but could include attached side by side townhome or condominium type structures. Density in this land use pattern would generally exceed 12 units per acre.



Downtown – Consists of a mix of uses and a pattern of development that supports the notion of a walkable community, providing destinations for residents. Typical uses would be retail goods and services such as coffee, restaurant, dry cleaner, hair/beauty salon, real estate/finance/accounting, and dental office. Medium to high density housing and civic, institutional, and park may also exist.



Retail/Service Commercial – Reflects highway frontage along Highway 14, and small neighborhood nodes (5 to 10 acres in size). Uses require high visibility and good access to the arterial system. Uses in this category might be general retail and service commercial, specialty retail, small professional offices and support services.



Industrial/Manufacturing – Intended to provide a coordinated and planned environment for business uses including manufacturing, research and design, or professional offices. This category is less focused on retail goods and services and more focused on jobs.



Public/Institutional – Represents uses such as churches, schools, and government facilities.

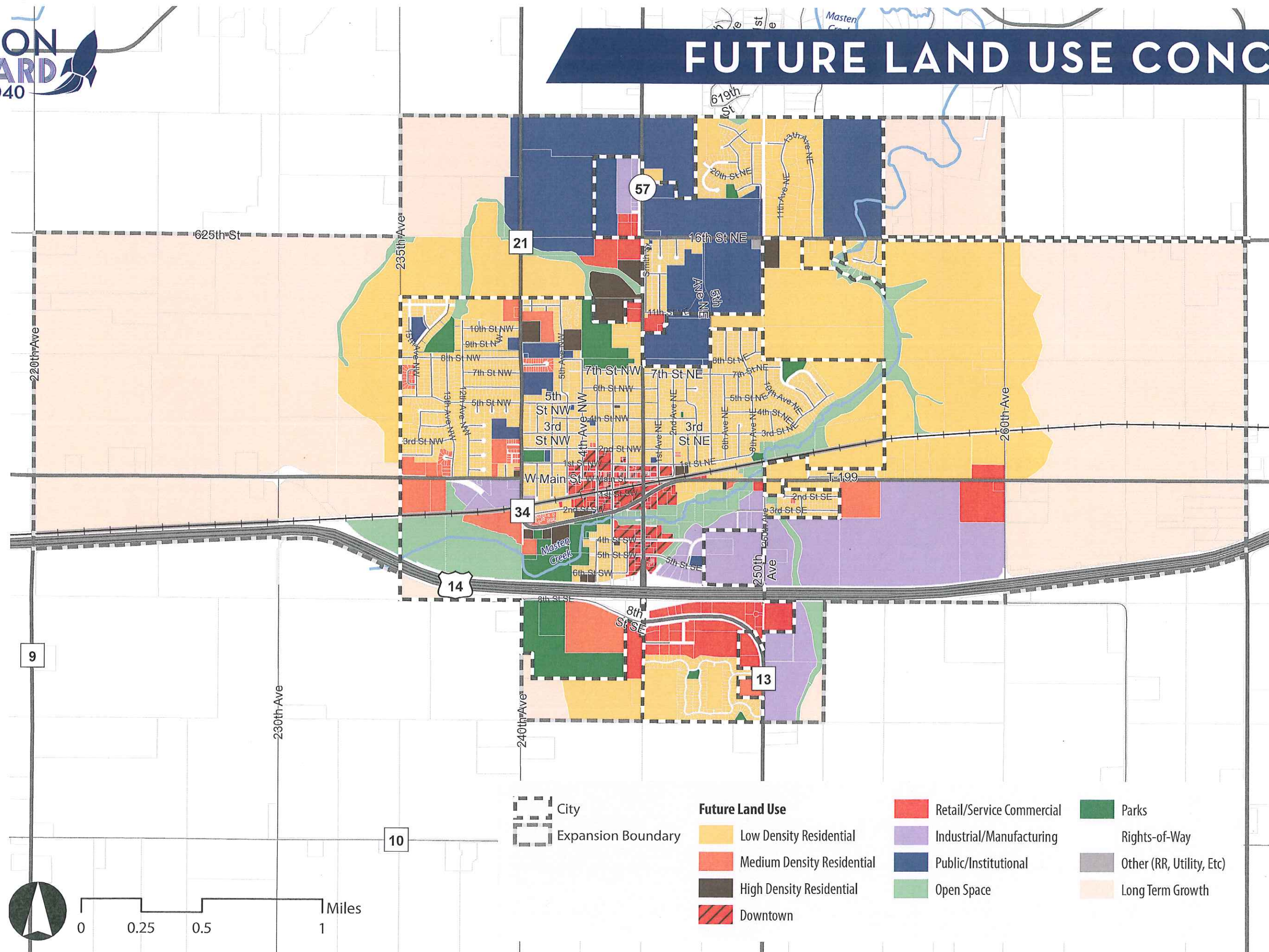


Open Space – Represents areas where the community intends to preserve and manage the valued natural resources. Open space is more passive in character. Recreational trails may be included in open space corridors where appropriate, but development is kept to a minimum.



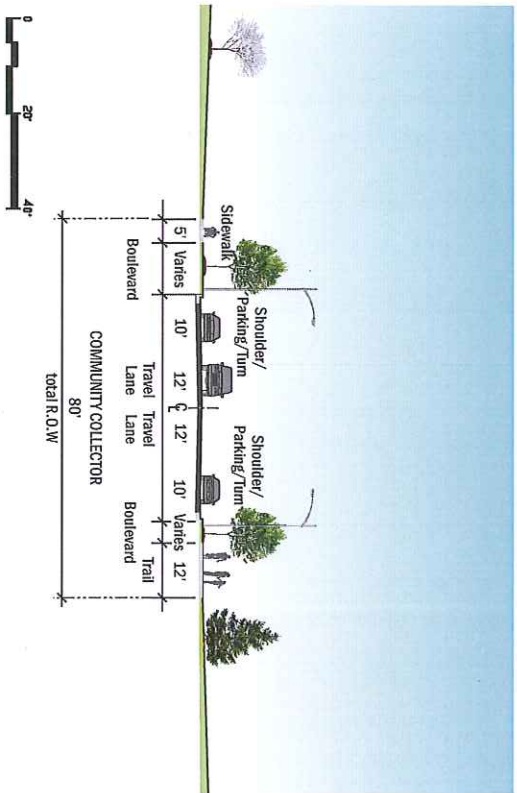
Parks – Represents both public and private parks. Park amenities vary from park to park and can serve different scales of areas such as neighborhood, community, and regional. Parks provide both active and passive recreation.

FUTURE LAND USE CONCEPT

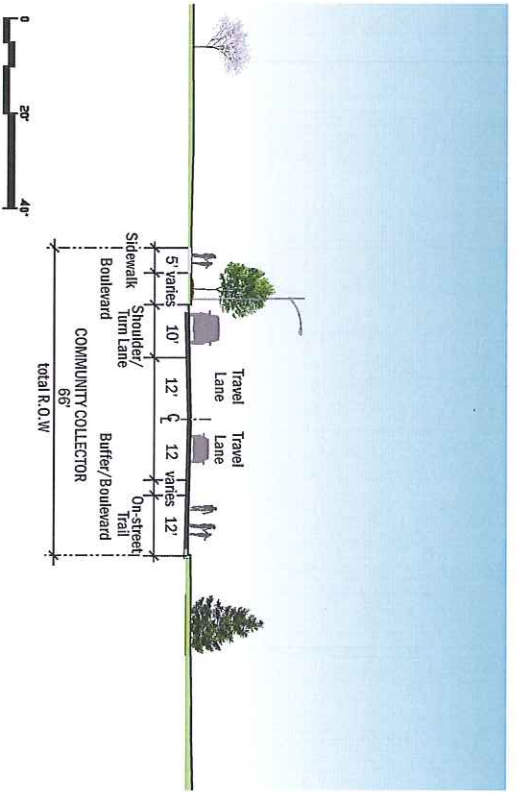


ROADWAY SECTIONS

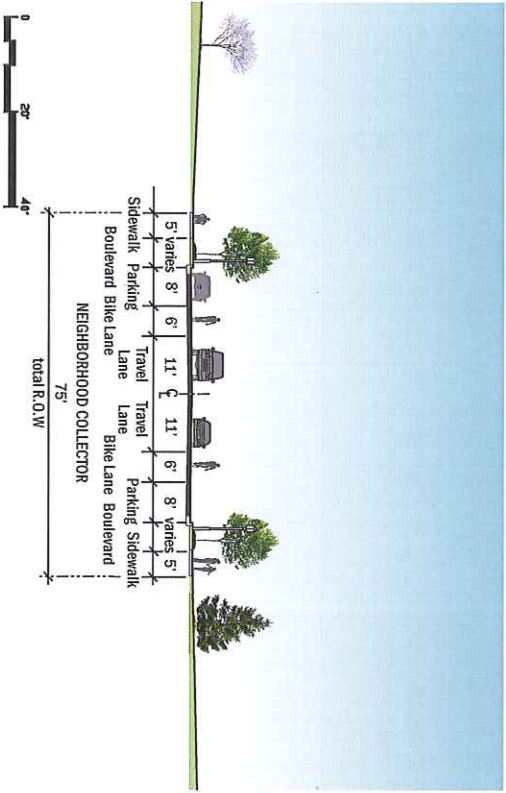
Road Elevations: Community Collector, Typical



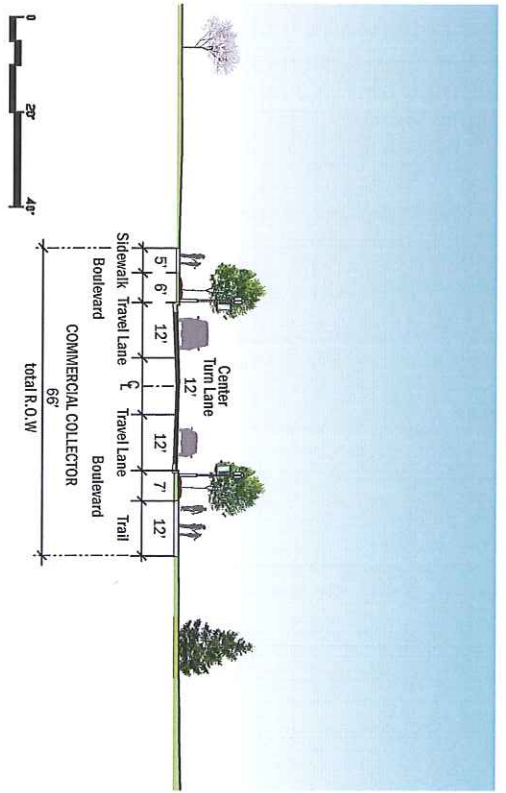
Road Elevations: Community Collector, Constrained



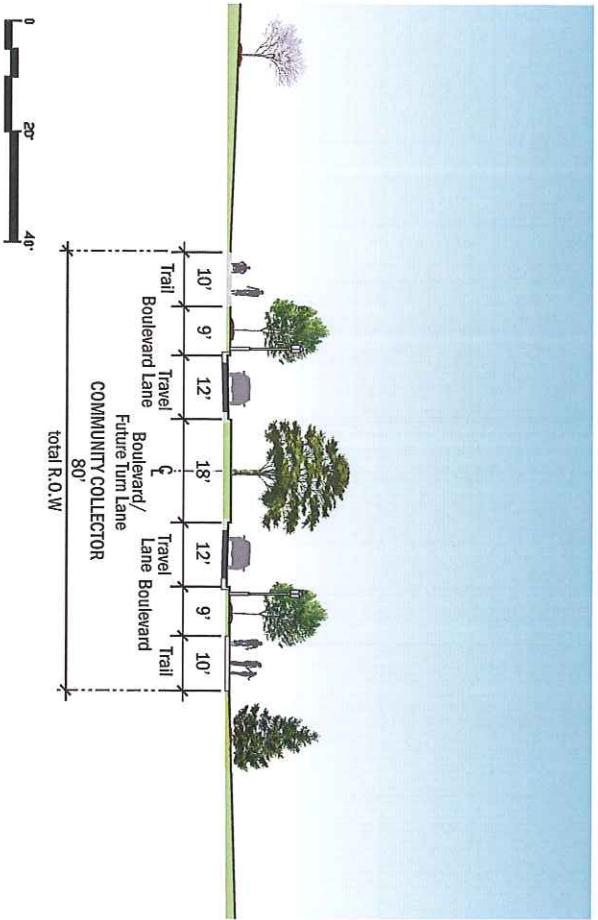
Road Elevations: Neighborhood Collector

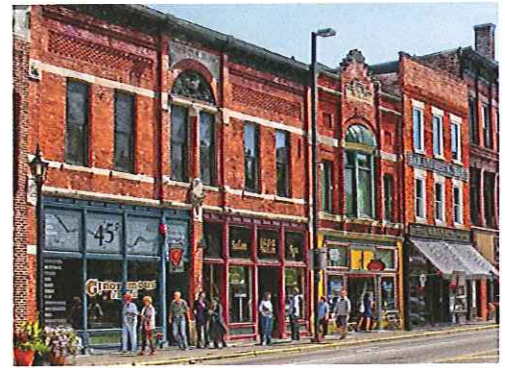


Road Elevations: Commercial Collector



Road Elevations: Parkway





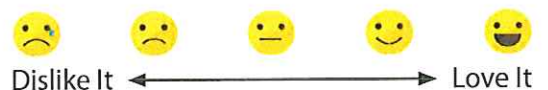
Description

Main Street is the heart of the City of Kasson. It's one of the assets that makes Kasson unique and interesting. Enhancing, improving, and extending the Kasson downtown area will support Kasson's economy and quality of life. It might begin with a focused master plan that engages the community in defining such ideas as:

- » Boundaries and edges defining what downtown is
- » Character (streetscape/building design) extending to Hwy 14
- » Gateway treatments and wayfinding signage
- » Fill in gaps on Main Street with new buildings
- » Redevelopment (market driven) to transition development/buildings that don't contribute to downtown character
- » Public Space/Street Character
- » Events or programming
- » Economic development strategies to help fill existing spaces.
- » others...

Key Guiding Principles	 Small Town Identity		
	 Prosperous		
	 Vibrant		
Responsible Entity	Public	Public/Private Partnership	Private
Priority	Low	Medium	High
Project Cost	\$	\$\$	\$\$\$

Tell us what you think about this project idea



SCHOOL REUSE



Description

Establish a master plan with an implementation strategy. Define what the public role might be to help facilitate implementation and reuse of an important community. Through the planning process:

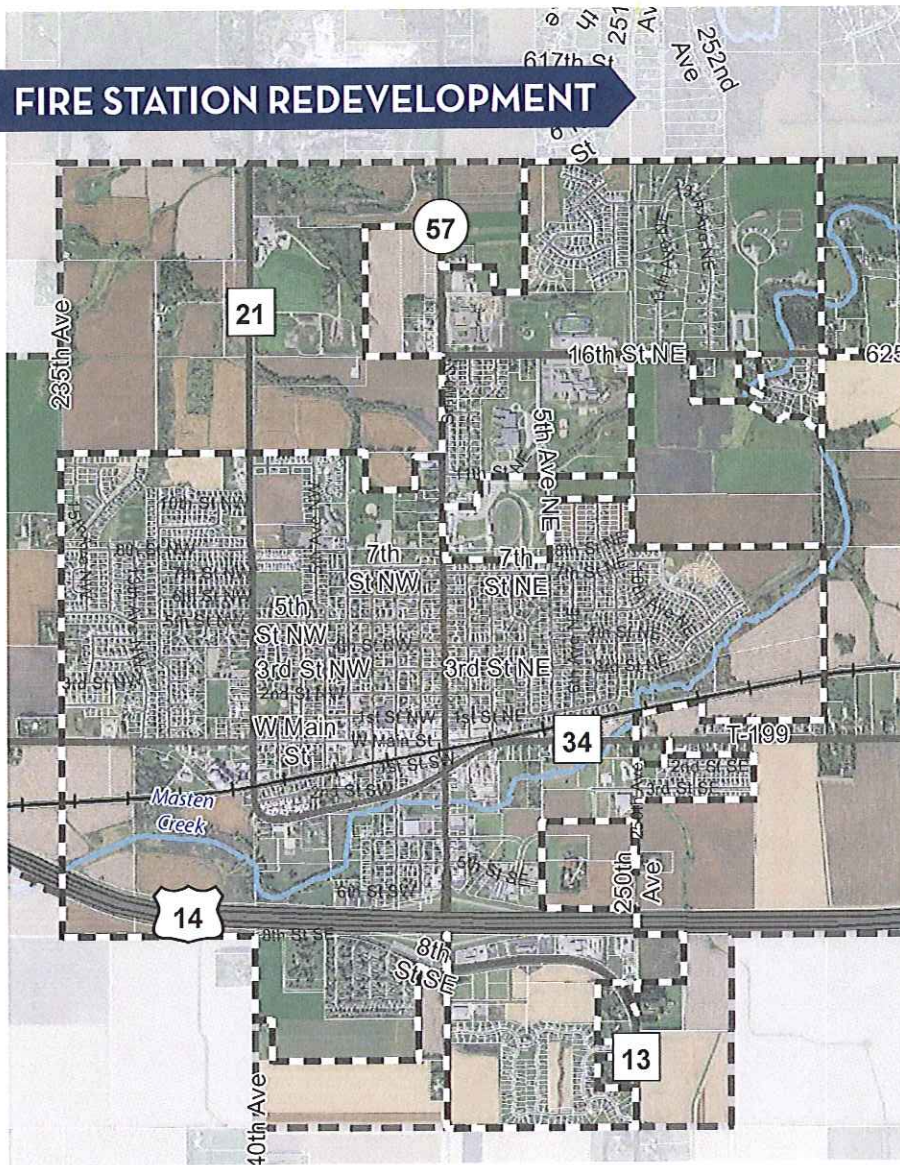
- » agree on the desired or acceptable uses (i.e. housing, senior housing, artist lofts, craft studios, other...)
 - » understand renovation costs - feasibility
 - » define the public role and agree on where public participation is most beneficial and appropriate
 - » establish a plan for funding
- » Consensus (might mean 51%)
 - » other thoughts...

Key Guiding Principles	 Small Town Identity		
	 Welcoming		
	 Innovative		
Primary Coordinating Entity	Public	Public/Private Partnership	Private
City Priority	Low	Medium	High
Project Cost	\$	\$\$	\$\$\$

Tell us what you think about this project idea



FIRE STATION REDEVELOPMENT



Description

Identify a site and plan for a new fire station/EMS facility and prepare a concept plan for redevelopment of the existing fire station site as part of the downtown district.

- » Define the program and space needs for a new facility (fire, police, EMS - meeting, conference, training, storage, maintenance, etc...)
- » Define full spectrum of costs and a plan for funding all aspects of the project.
- » Identify the optimal location to provide greatest level of service
- » Define phasing plan to meet current and future growth needs.
- » Establish a plan for how to redevelop the existing site - maximize value and best fit -

compliment to downtown.

Key Guiding Principles



Small Town Identity



Prosperous



Vibrant

Primary Coordinating Entity

Public

Public/
Private
Partnership

Private

City Priority

Low

Medium

High

Project Cost

\$

\$\$

\$\$\$

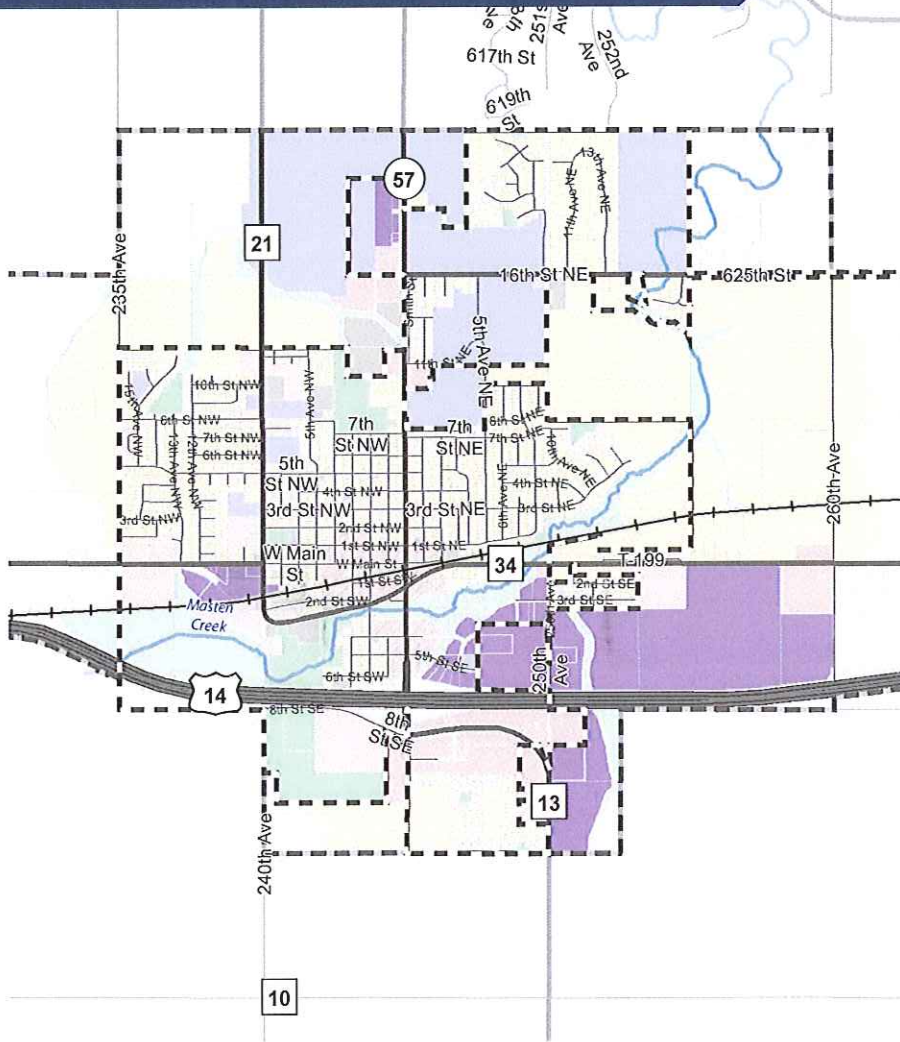
Tell us what you think about this project idea



Dislike It

Love It

ECO-INDUSTRIAL/ TECHNOLOGY PARK



Description

Establish a master plan and marketing strategy for the development of a theme based industry/business park. Leverage existing community assets to develop jobs and tax base. Opportunities might include:

- » Partner with local land owners to determine land availability
- » Explore green/eco industry themes
- » Leverage community connections - partnership with high schools - partnership with universities or technical colleges - partner with Landfill/ resource recovery/energy based uses and Dodge County - partnership with Stussy & Paulson or other local/regional extraction companies
- » Development of master plan and marketing strategy
- » Understand market feasibility
- » Understand infrastructure needs and feasibility

Key Guiding Principles



Prosperous



Innovative



Connected

Primary Coordinating Entity

Public

Public/
Private
Partnership

Private

City Priority

Low

Medium

High

Project Cost

\$

\$\$

\$\$\$

Tell us what you think about this project idea






Dislike It

Love It



A successful transportation network is one that is interconnected and supports a balance of multiple transportation modes such as driving, biking, walking, and freight. Developing a funding policy to build Kasson's transportation network may include:

- » Policy and approach to develop a funding mechanism that allows for regional roadway improvements that provide benefit to all of Kasson residents and beyond
- » Major Road Improvement Projects – Planning/Design
 - » Highway 57 project
 - » Paving 16th
 - » Advocating for Hwy 14 improvements
- » Roadway character
- » Policy and approach to develop a funding mechanism that allows for sidewalk and trail improvements that serve a broader benefit
- » Safe Routes to School infrastructure projects

Key Guiding Principles	 Connected		
	 Prosperous		
	 Vibrant		
Primary Coordinating Entity	Public	Public/ Private Partnership	Private
City Priority	Low	Medium	High
Project Cost	\$	\$\$	\$\$\$

Tell us what you think about this project idea






TRAFFIC SAFETY IMPROVEMENTS



Description

Developing a safe transportation network for all modes of transportation can greatly reduce the number of traffic fatalities and serious injuries. Key considerations to improve traffic safety include:

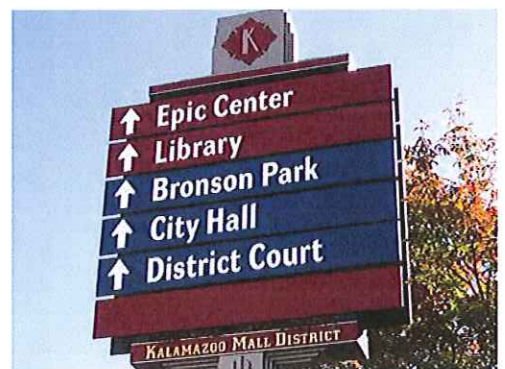
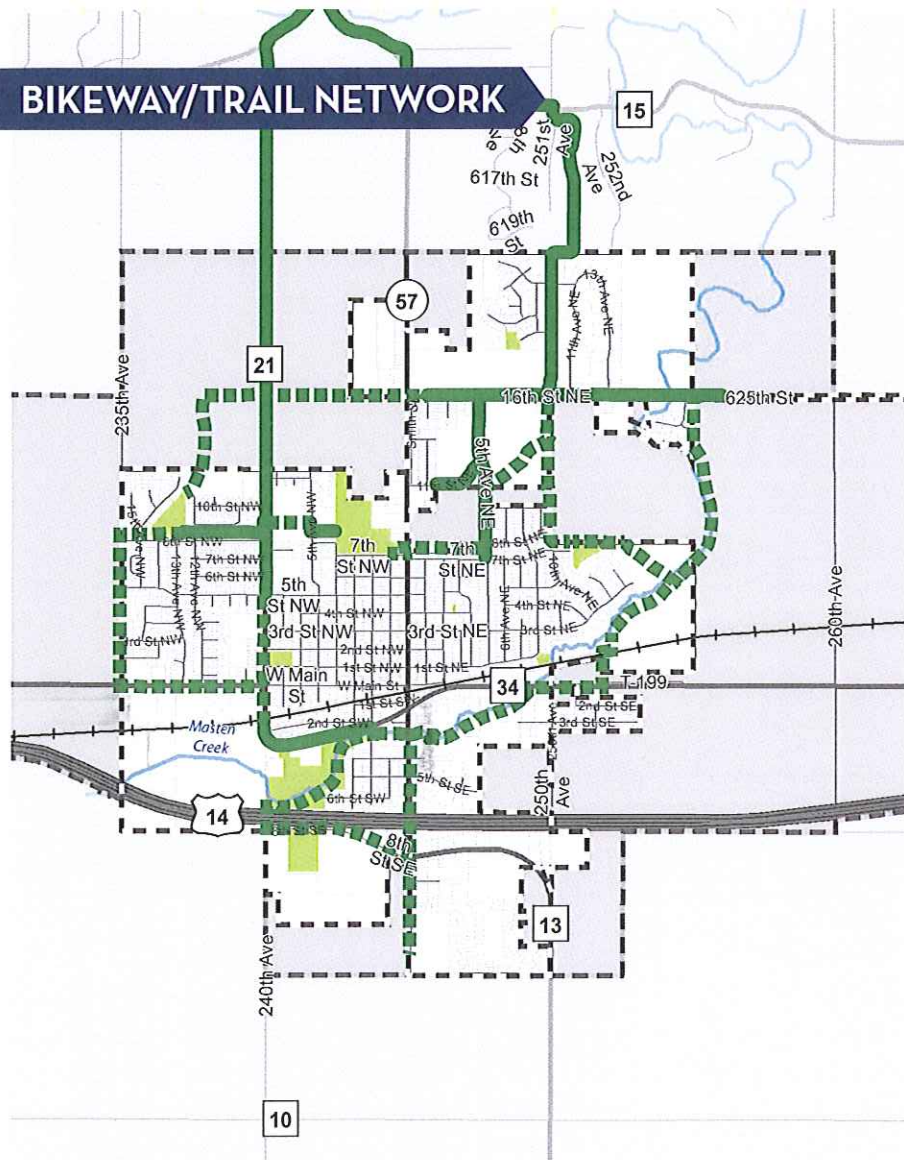
- » Traffic calming strategies
- » Develop a pallet of design and program solutions to safety issues or severe congestion
- » Pedestrian improvements
- » Develop a pallet of ideas to improve pedestrian realm at dangerous intersections

Key Guiding Principles	 Connected		
	 Healthy		
	 Vibrant		
Primary Coordinating Entity	Public	Public/ Private Partnership	Private
City Priority	Low	Medium	High
Project Cost	\$	\$\$	\$\$\$

Tell us what you think about this project idea






BIKEWAY/TRAIL NETWORK



Description

A successful bike and walk trail network serves both recreational and transportation purposes. Developing a useful and successful bike and walk trail network may include:

- » Establish a policy for design of bikeways based on roadway function and type – signage, street markings, physical design features
- » Connected systems and destinations (local/regional)
- » Establish a policy for design of bikeways as part of regional trail corridors (plan and design for ped/bike conflicts)
- » Implementing Safe Routes to Schools recommendations

Key Guiding Principles	 Healthy		
	 Connected		
	 Vibrant		
Primary Coordinating Entity	Public	Public/Private Partnership	Private
City Priority	Low	Medium	High
Project Cost	\$	\$\$	\$\$\$

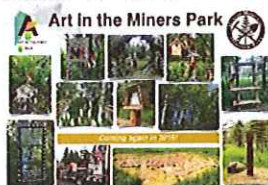
Tell us what you think about this project idea



LIONS PARK MASTER PLAN



Art in the Miners Park 2016!



"Art in the Miners Park" is looking for artists!

Numbered trail site markers are installed around the Aurora Loop (the same trail we used in 2014).

There are lettered stakes at the trailhead at 775 E. Ayer St.

Pick up a stake, claim your spot on the trail for your art installation in June.

Ironwood's Comprehensive Plan and the Miners Park



The complete Ironwood Comprehensive Plan is 338 pages long. The main body without appendices is 116 pages.

Here's 65 pages of Ironwood's Comprehensive Plan dealing with the Miners Park and how it fits into Ironwood's future. Ideas dealing with the future of the Miners Park are highlighted & underlined.

A quick, must read for Miners Park planners.

Miners Park Aurora Location Listening Session



The Aurora location listening session for the Miners Memorial Heritage Park Master Plan

Scheduled for Thursday, October 8, 6:30pm at Manny's Restaurant and Lounge. This is the last scheduled Miners Park listening session. All area residents are welcome to attend and comment.



Description

Prepare a master plan for Lions Park. The plan should guide future development and investments including better defining the park boundaries and extent. The planning process should explore alternative uses for the park site and look to provide a distinct destination for the City of Kasson that leverages Masten Creek and the water / environmental resource amenities. Other considerations include:

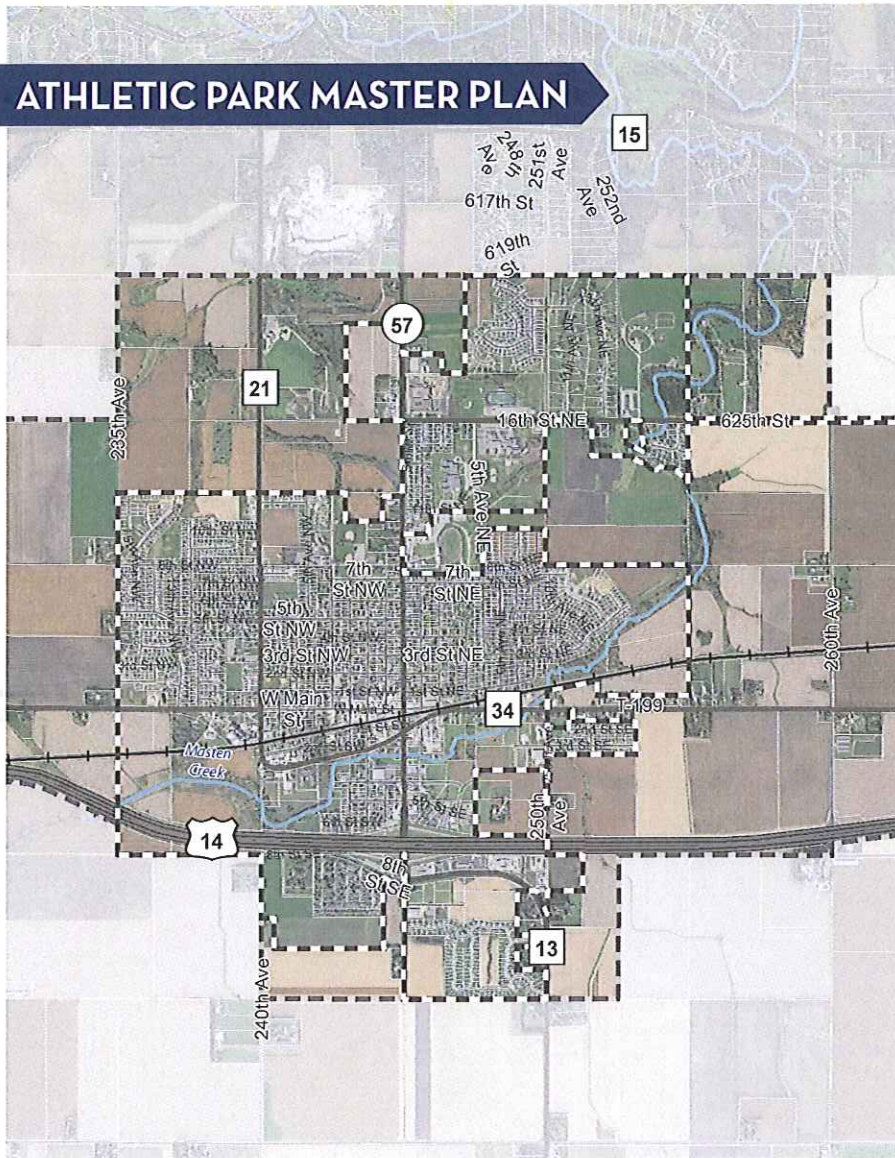
- » Demonstration project with water quality protection
- » Masten Creek story Interpretation, history
- » Educational classroom opportunity – partner with the schools
- » Recreational ideas...

Key Guiding Principles	Healthy Vibrant Innovation		
	Primary Coordinating Entity	Public	Public/ Private Partnership
	City Priority	Low	Medium
	Project Cost	\$	\$\$\$

Tell us what you think about this project idea






ATHLETIC PARK MASTER PLAN



Description

Athletic based parks have become a growing demand in communities across the country. They provide not only recreational amenities for communities and local school districts, but also serve as a draw for economic development (spending from tournaments or other) as well as another reason to establish a home in a community. Master planning an athletic park should include a partnership between local sporting clubs, the school district, and the City. Planning should look to include more than just athletic facilities in order to make the facility an attractive draw for families in addition to the sport participant. Key considerations include:

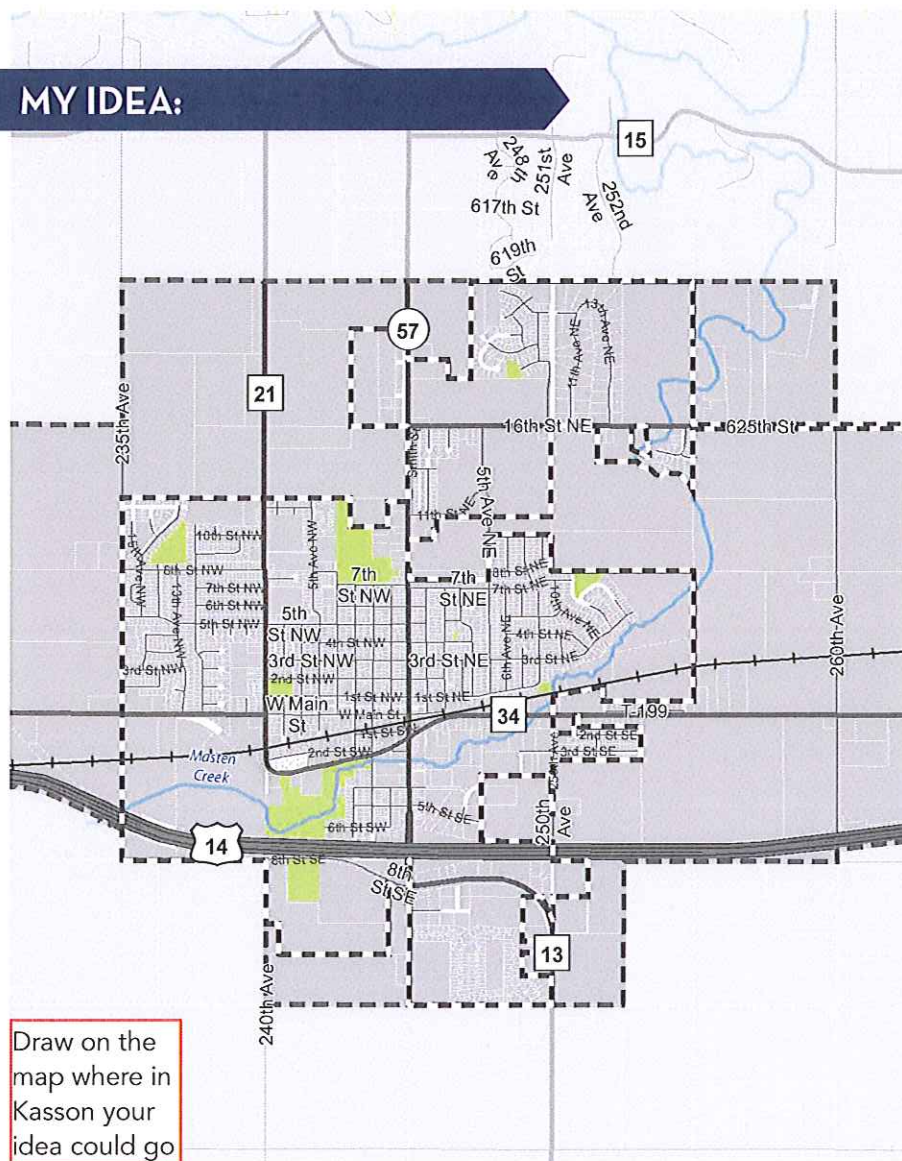
- » A market assessment to understand need and demand
- » Location within the community and accessibility
- » Topography and ability to plan multiple fields
- » Parking and internal circulation
- » Accessory facilities and structures
- » Proximity to services

Key Guiding Principles	 Healthy		
	 Small Town Identity		
	 Vibrant		
Primary Coordinating Entity	Public	Public/ Private Partnership	Private
City Priority	Low	Medium	High
Project Cost	\$	\$\$	\$\$\$

Tell us what you think about this project idea



MY IDEA:



Draw on the map where in Kasson your idea could go

A large dashed rectangular box, intended for a drawing. It is composed of a 3x3 grid of dashed lines, creating a 2x2 grid of squares. The lines are dark blue and the background is white.

Description

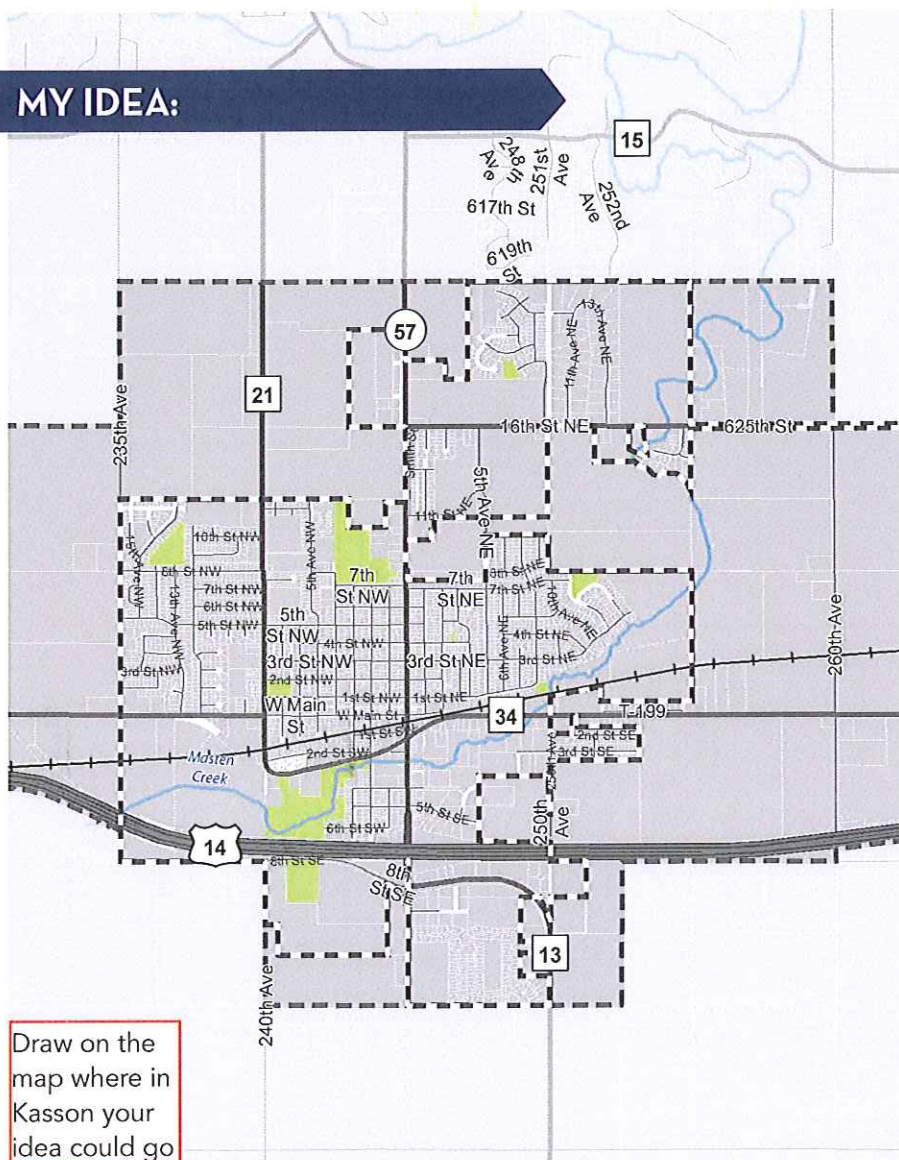
Provide any additional drawings, descriptions, or examples from other communities in the boxes above

Guiding Principles (Circle all that apply)

	Small Town Identity		Vibrant
	Prosperous		Healthy
	Welcoming		Innovative
	Connected		

Primary	Public	Public/ Private Partnership	Private
City Priority	Low	Medium	High
Project Cost	\$	\$\$	\$\$\$

MY IDEA:



Draw on the map where in Kasson your idea could go

[illegible]

Description

Provide any additional drawings, descriptions, or examples from other communities in the boxes above

Guiding Principles (Circle all that apply)

	Small Town Identity		Vibrant
	Prosperous		Healthy
	Welcoming		Innovative
	Connected		

Primary	Public	Public/ Private Partnership	Private
City Priority	Low	Medium	High
Project Cost	\$	\$\$	\$\$\$

Safe Routes to School

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

KASSON-MANTORVILLE MIDDLE SCHOOL AND ELEMENTARY

Kasson-Mantorville Public Schools, Kasson, MN

JUNE 2017



ACKNOWLEDGMENTS

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

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MnDOT

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WHKS Engineering
City of Kasson





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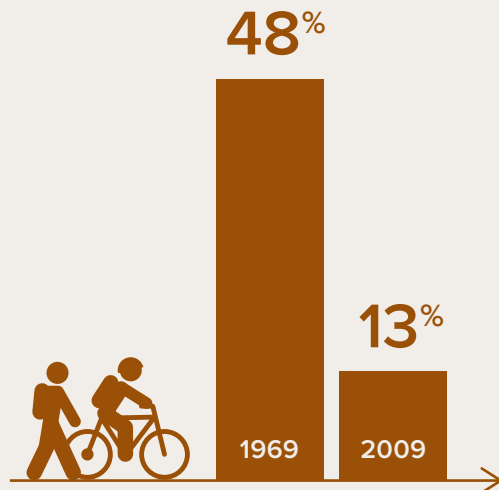
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01

INTRODUCTION + CONTEXT

Why Safe Routes to School?



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



MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY



ROADS NEAR SCHOOLS ARE CONGESTED, DECREASING SAFETY AND AIR QUALITY FOR CHILDREN

KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



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



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance*



Are less likely to suffer from depression and anxiety

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



Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school

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



The Six Es

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



Education

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



Encouragement

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



Engineering

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



Enforcement

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



Evaluation

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



Equity

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



Navigating this Plan

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



Programs

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



Infrastructure

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



How to get involved

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



Appendices

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



Kasson-Mantorville Schools in Context

Kasson-Mantorville Elementary School and Kasson-Mantorville Middle School sit northeast of downtown Kasson just north of the Dodge County Fairgrounds. The middle school is located on the west side of 5th Avenue NE while the elementary school is located across the street and is bounded on its northern border by 16th Street.

Directly to the west and north of the middle school campus is a residential neighborhood along Mantorville Avenue N, a key north-south artery through Kasson that extends north to Mantorville where it becomes Main Street. There are undeveloped fields directly to the east of the elementary school campus. Kasson-Mantorville Senior High School and the Kasson-Mantorville Telecom Stadium are located to the north of both the middle and elementary school campuses along 16th Street.

During the 2016-2017 school year, there were 813 students enrolled in the elementary school and 600 students enrolled in the middle school. The schools draw students from the cities of Kasson and Mantorville as well as their surrounding areas.

The Vision

In the spring of 2016, Kasson-Mantorville Public Schools (ISD 204) was awarded a Minnesota Department of Transportation (MnDOT) Safe Routes to School (SRTS) planning assistance grant to develop an SRTS Plan. The school district selected two schools to receive planning assistance: Kasson-Mantorville Middle School and Kasson-Mantorville Elementary.

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

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



APPENDIX

FURTHER READING

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



The majority of elementary school parents report their children traveling to and from school by school bus (62.5%), followed by family vehicle (30%), with few traveling to and from school by walking (4.5%), biking (2.5%), and carpool (0.7%). These percentages vary by distance from school. Eighteen percent of students living within a half mile of school report walking, 41.8% take the school bus, 40.2% report receiving a ride in a family vehicle, and none ride their bikes. As the distance from school increases to one mile or greater, the share of walking trips decreases to 1.2%, family vehicle trips decrease to 27.8%, carpool trip slightly increase to 0.8%, bike trips slightly increase to 3%, and school bus trips increase to 66.7%.

The majority of middle school parents report their children traveling to and from school by school bus (39.5%) or family vehicle (35%), while a significant portion walk (16%), bike (7.5%) and few carpool (0.5%) or use transit (0.5%). These percentages vary by distance from school. More than one-third of students living within a half mile of school report walking (37.5%), 28.1% report receiving a ride in a family vehicle, 25% ride bikes, 6.2% take the school bus, and 3.1% take transit. As the distance from school increases to one mile or greater, the share of biking trips decreases to 4.9% and the share of carpool trips decreases to 1% while the walking trips increase to 12.7%, family vehicle trips increase to 36.2%, and school bus trips increase to 45.9%.

Mantorville Avenue is a significant barrier to walking and biking to both the elementary and middle schools. Between 2006 and 2015, no crashes involving vehicles and a bicyclist or pedestrian were reported within a one-half mile radius of either school, although there were three crashes along Mantorville Avenue south of both campuses. Sixty-nine percent of elementary school parents reported amount of traffic along route,

68% reported speed of traffic along route, 62% reported weather or climate, and 61% reported distance as factors that affected their decision to allow their children to walk or bike to school. Sixty-eight percent of middle school parents reported distance or amount of traffic along route while 67% reported weather or climate and 64% reported speed of traffic along route as factors that affected their decision to allow their children to walk or bike to school.



APPENDIX

FURTHER READING

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



02

PROGRAMS



Introduction to Programs

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

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



Existing Programs

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

- Annual bike and walk to school day
- Crossing guard program
- Annual bike ride to Mantorville
- Police Department -led walking and biking safety education for 2nd grade classes
- Teacher-led peaceful biking and walking education for students
- Positive behavior reinforcement for students practicing safe walking and biking behavior
- Collection of old bicycles by Kasson Lion's Club

Program Recommendations

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

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



APPENDIX

FURTHER READING

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

Recommended Programs List



PROGRAM	WHICH "E"?	PROGRAM LEADER	PROGRAM SUPPORT	PRIORITY
Bus Drop and Walk/ Park and Walk¹	Encouragement	K-M School District	School staff, Kasson Police	Short term (1-2 years)
Walk/Bike to School Day²	Encouragement	K-M School District	School staff, parents, Kasson Police	
Bike Rodeo³	Education / Encouragement	K-M Community Education	Kasson Police, K-M School District, Community Ed Project Kids, Just Like Home (Child Care)	
Law Enforcement⁴	Enforcement	Kasson Police Department	Cities of Kasson and Mantorville	
Student-Led Community Messaging⁵	Education / Encouragement	K-M SADD Club (student-led)	School staff, K-M School District	Medium term (2-4 years)
Bicycle Maintenance Training^{6,7}	Education	K-M School District	K-M Community Education	
Walk! Bike! Fun! Curriculum⁷	Education	SHIP Coordinator, P.E. Teachers	School staff, K-M School District	
Peaceful Bus/Walk Program	Education	Elementary staff	School staff	Ongoing

REFERENCES AND ADDITIONAL NOTES

¹ Begin program next year (2017-2018). Can be held once a year to begin, but might increase in frequency to once a semester or once a month.

² K-M Schools have participated in Walk/Bike to School Day events; continue annually starting May 2017 and consider increasing the number of times per year

³ Begin program this year (anticipated date: June 14, 2017)

⁴ Continue to work with Jesse Kasel to direct officers to do observations and enforcement, and provide an ongoing, consistent, and visible presence over several weeks at a time; recommended to do observations before and after potential infrastructure improvements to evaluate any improvements in driver behavior - coordinate with the Cities of Kasson and Mantorville

⁵ The SADD Club is based in grades 9-12; leverage opportunities to partner with the Middle School and other members of the community

⁶ Use existing connections/relationships with bicycle mechanics in shop classes at the Middle School; coordinate with High School shop class.

⁷ Coordinate with plans to acquire a bike fleet for the District



EVALUATION

PARENT SURVEYS AND STUDENT TRAVEL TALLIES

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

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

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

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

Program Descriptions

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

Bus Drop and Walk/Park and Walk

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

Additional Resources

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



Walk/Bike to School Day

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

Additional Resources

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



Bike Rodeo

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

Additional Resources

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





Student-led Community Messaging

Involving students in campaigns directed towards neighbors and parents can have a large impact on communicating the benefits of SRTS outside the school community. Middle school students can make posters, yard signs, videos, and t-shirts that provide positive messaging about walking and biking to school, and educate parents about harmful vehicle idling during pick up and drop off.

Additional Resources

Effective Messaging from SRTS National Partnership: http://www.saferoutespartnership.org/sites/default/files/resource_files/effective_messaging_for_promoting_biking_and_walking.pdf



Bicycle Maintenance Courses

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



Walk! Bike! Fun! Curriculum

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

Additional Resources

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





03

INFRASTRUCTURE



Introduction to Infrastructure

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

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

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 Maps on pages 19-20 and described in the table on pages 21-22. 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.



APPENDIX

FURTHER READING

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



ADDITIONAL RESOURCES

SMALL TOWNS AND RURAL MULTIMODAL NETWORKS

In January of 2017, the Federal Highway Administration released **Small Towns and Rural Multimodal Network**. This document is intended to be a resource for transportation practitioners in small towns and rural communities. It applies existing national design guidelines in a rural setting and highlights small town and rural case studies. It addresses challenges specific to rural areas, recognizes how many rural roadways are operating today, and focuses on opportunities to make incremental improvements despite the geographic, fiscal, and other challenges that many rural communities face. The full document can be found at:

https://www.fhwa.dot.gov/environment/bicycle_pedestrian/publications/small_towns/fhwahep17024_lg.pdf



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.

EXISTING INFRASTRUCTURE



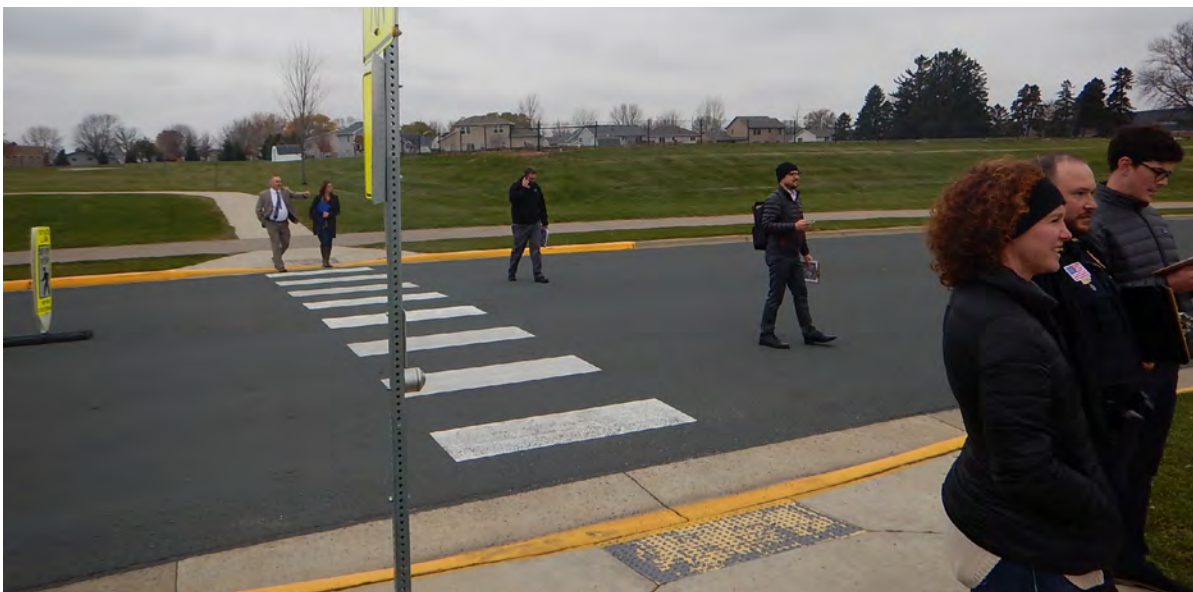
View of 16th St NE crossing at 5th Ave NE. While the crosswalk is marked and signed, the crossing distance is large and vehicle speeds are often high.



View of 16th St NE crossing from Community Education to parking lot on north side. Notice the wide driveway and lack of separated pedestrian space on south side.

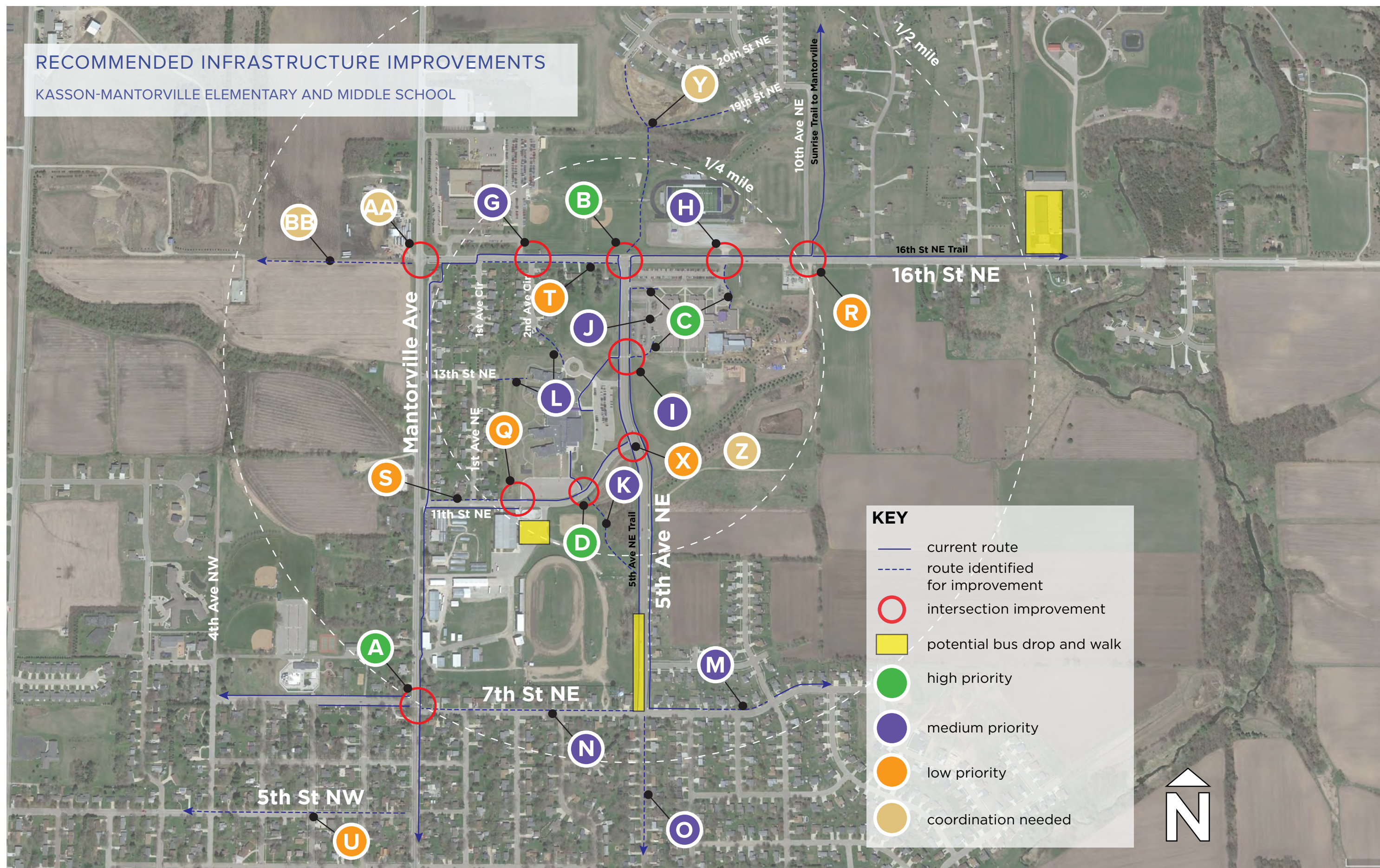


View of 7th St NE between 5th Ave NE and Mantorville Ave. Notice the wide right of way and lack of sidewalks.



View of midblock crossing of 5th Ave NE between Elementary and Middle School.

RECOMMENDED INFRASTRUCTURE IMPROVEMENTS
KASSON-MANTORVILLE ELEMENTARY AND MIDDLE SCHOOL



KEY

- current route
- - - route identified for improvement
- intersection improvement
- potential bus drop and walk
- high priority
- medium priority
- low priority
- coordination needed

HIGHWAY 14 AND MANTORVILLE AREAS



Infrastructure Recommendations

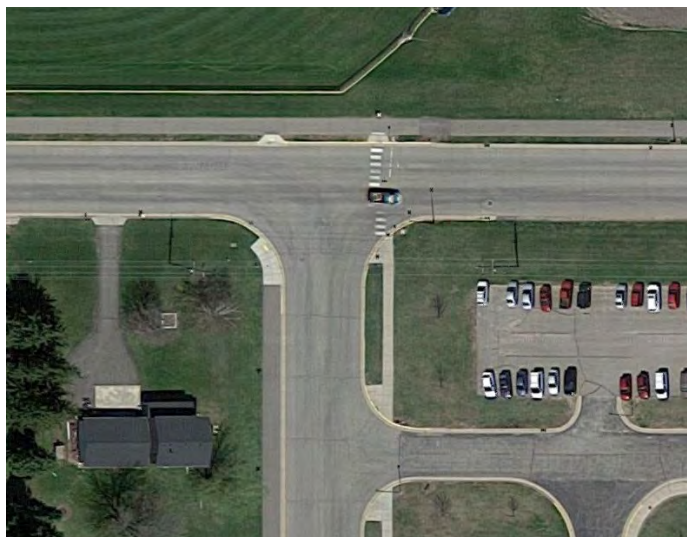
	LOCATION	PROBLEM/ISSUE	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Mantorville Ave and 7th St NE	Uncomfortable crossing of a primary walking route; drivers not anticipating people crossing	Install curb extensions, RRFB, high visibility crosswalks, ADA compliant curb ramps and advanced stop bars	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk	MnDOT with City of Kasson	High
B	16th St NE and 5th Ave NE	Uncomfortable crossing of a primary walking and biking route; drivers move quickly through this intersection	Install curb extensions, ADA compliant curb ramps, high visibility crosswalks and advanced stop bars	Increased safety, comfort and visibility of people crossing; traffic calming	City of Kasson with Dodge County	High
C	Elementary School campus	Uncomfortable or non-existent connections to the school building for people walking and biking	Install direct sidewalk and/or path connections to the school building access points as shown; include campus wayfinding signage	Increased safety, comfort and visibility of people accessing the school building by foot or bicycle; more people choosing to walk or bike to school	K-M Public Schools	High
D	11th St NE east of the Dodge County Arena	People crossing 11th St NE to access an informal path south of 11st NE to/from residential areas on or near 5th Ave NE	Install high visibility crosswalk, curb extensions, advanced stop bars and crossing signs	Increased safety, comfort and visibility of people walking or riding to the Middle School	City of Kasson	High
E	Main St between 5th St and Sunrise Trail (Mantorville)	No dedicated facility for walking or biking	Install trail connection over the bridge and connect to Mantorville; coordinate with Mantorville Trail Plan to enhance regional connections	Increased safety and comfort of people desiring to walk and bike from Mantorville to access the Sunrise Trail to the Middle and Elementary Schools	MnDOT with City of Mantorville	High
F	Mantorville Ave at Highway 14	No dedicated facility for walking or biking from the current and future residential areas south of Highway 14, including Windsor Court Mobile Home Community	Install sidewalk or trail facilities to connect Windsor Court to existing sidewalk on Mantorville Ave S north of Highway 14	Increased safety and comfort of people walking and biking from south of Highway 14 and areas that are more transit-dependent / have less access to cars	City of Kasson with MnDOT and Dodge County	High
G	16th St NE and 2nd Ave Cir	Students cross 16th St at this location to access the High School from the Middle School; drivers not expecting to see people crossing here	Develop a formal crossing with high visibility crosswalk and associated signing (coordinate with item L); opportunity for traffic calming	Direct connection between the two schools is formalized; decrease need for police presence to alert drivers of people crossing	City of Kasson with Dodge County	Medium
H	16th St NE at the driveway to the Elementary School	No designated crossing from the existing trail on the north side of 16th St to the Elementary School / Community Education building; drivers moving quickly and not expecting to see people attempting to cross here	Install high visibility crosswalk and associated signing, curb extensions and ADA compliant curb ramps (coordinate with item C)	Increased visibility of people walking and more people using the existing trail to access the Elementary School and Community Education building	City of Kasson with Dodge County	Medium
I	5th Ave NE between the Middle and Elementary Schools	Wide road cross-section encourages drivers to move quickly when approaching and moving through this designated crossing between the two schools	Install curb extensions and enhance the existing crosswalk with wider high visibility markings and advanced stop bars and associated signage; install pedestrian scale lighting	Drivers traveling at slower speeds and anticipating people desiring to cross at this location; decreased stress of people crossing at this location	City of Kasson	Medium
J	Elementary School campus	People biking to campus do not have a convenient location to store their bicycles	Install bicycle parking that meets the guidance shown in the Appendix near the front door of the school	More people biking to school	K-M Public Schools	Medium
K	Between 5th Ave NE and the south entrance to the Middle School	Direct and convenient walking route from 5th Ave NE is unmaintained and informal	Install a trail extension off of the 5th Ave NE Trail to connect to the south side of the Middle School (coordinate with item D)	Increased comfort and safety of people walking or riding to the Middle School; more people walking and biking to school	City of Kasson	Medium
L	Middle School Campus	No formal or direct connections to the school building from the north or the west; strong desire path leading from campus to the High School via 2nd Ave Cir	Install direct sidewalk and/or path connections to the school building access points as shown; coordinate with homeowners on 2nd Ave Cir to develop an easement; include campus wayfinding signage	Enhanced campus connection between the High School and the Middle School by formalizing a route that is already heavily used (coordinate with item D); increased walking/biking from residential area to the west	K-M Public Schools	Medium
M	7th St NE east of 5th Ave NE	Incomplete sidewalk network	Install sidewalk in existing gap	Increased walking/biking from the residential area to the southeast	City of Kasson	Medium
N	7th St NE between Mantorville Ave and 5th Ave NE	No dedicated facility for walking	Install sidewalk on north side of 7th St NE; consider a pedestrian lane as an interim or temporary pedestrian facility	Increased safety and comfort of people walking on 7th St NE and from the residential area to the south	City of Kasson	Medium
O	5th Ave NE south of 7th St NE	No dedicated facility for walking	Install sidewalk on 5th Ave NE; consider a pedestrian lane as an interim or temporary pedestrian facility	Increased safety and comfort of people walking on 5th Ave NE; more people walking from the residential area to the south	City of Kasson	Medium

Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
P	Main St and Sunset/Sunrise Trail (Mantorville)	Uncomfortable Trail crossing to connect Mantorville with the Sunrise Trail	Install curb extensions, high visibility crosswalks, ADA compliant curb ramps and advanced stop bars; consider RRFB	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk	MnDOT with City of Mantorville	Medium
Q	11th St NE at Dodge County Arena	Inconveniently located marked crosswalk; students not using the crossing as marked; drivers moving quickly from parking lot and not anticipating people crossing	Relocate crosswalk to align with sidewalk along Middle School parking lot; reduce curb radius at entrance/exit of parking lot	Increased visibility of people walking; slower and more predictable movements from drivers and people walking	City of Kasson	Low
R	16th St NE and 10th Ave NE	No existing wayfinding or crosswalk to connect the 16th St NE Trail to the Sunrise Trail connecting to Mantorville	Install high visibility crosswalk on 10th Ave NE and wayfinding to connect the two trails; consider other low-cost improvements such as demonstration curb extensions	Help to guide people walking and biking and encourage more people to use the trails to travel between Mantorville and the schools; more drivers expect to see people crossing at this location	City of Kasson with Dodge County	Low
S	11th St NE east of Mantorville Ave	Incomplete trail network	Install trail where missing on the north side of 11st St NE	Encourage more people to walk or bike from the residential area to the west of the Middle School	City of Kasson	Low
T	South side of 16th St NE west of 5th Ave NE	Incomplete sidewalk network	Install sidewalk where missing	Encourage more people to walk to the Elementary School and the Middle School from the residences on 1st Ave Cir and 2nd Ave Cir	City of Kasson with Dodge County	Low
U	5th St NW west of Mantorville Ave	Incomplete sidewalk network on this east-west spine west of Mantorville Ave	Complete sidewalk network on 5th St NW	More people walking from the residential areas west of Mantorville Ave and crossing at 7th St NE (coordinate with item A)	City of Kasson	Low
V	4th St west of Main St (Mantorville)	Incomplete sidewalk network	Install sidewalk/trail in existing gap; coordinate with Mantorville Trail Plan to enhance regional connections	Increased walking/biking from the residential area to the west (coordinate with items V and W)	City of Mantorville	Low
W	5th St east of Main St (Mantorville)	No existing trail connection to the residential area to the east of Main St	Install trail connection; enhance crossing for people walking and biking at Main St and 5th St; coordinate with Mantorville Trail Plan to enhance regional connections	Increased walking/biking from the east of Main St	City of Mantorville with Dodge County	Low
X	11th St NE and 5th Ave NE	Wide intersection/crossing encourages drivers to move quickly when approaching and moving through this crossing connecting the 5th Ave NE Trail to the Middle School	Install curb extensions and enhance the existing crosswalk with wider high visibility markings and advanced stop bar and associated signage; consider raised crosswalk	Drivers traveling at slower speeds and anticipating people desiring to cross at this location; decreased stress of people crossing at this location	City of Kasson	Low
Y	North of 16th St NE, connecting to 19th and 20th St NE	No formal or direct connections from the Elementary and Middle Schools to the residential area to the north	Install direct, lighted path connections from the 16th St NE Trail to 19th St NE and 20th St NE (coordinate with item B and planned development on the north side of 16th St NE)	Increased walking/biking from the residential area to the north by formalizing a route that is already desired	K-M Public Schools with City of Kasson	Coordinate with Development
Z	Area east of 5th Ave NE, south of the Elementary School	No trail connections to future development	Coordinate with future development to incorporate high quality trails to connect schools to residential areas	People who live in the developments will choose to walk and bike to school	City of Kasson	Coordinate with Development
AA	Mantorville Ave and 16th St NE	No existing crossing to planned future development west of Mantorville Ave	Coordinate with the timing of future development to create a high-quality, at-grade crossing for people walking/biking	Continuous and expanded non-motorized network	MnDOT with Dodge County and City of Kasson	Coordinate with Development
BB	16th St NE extension west of Mantorville Ave	No trail connection to future development	Coordinate with future development to incorporate high quality trails to connect schools to residential areas (coordinate with item AA)	People who live in the developments will choose to walk and bike to school	Dodge County with City of Kasson	Coordinate with Development

RECOMMENDED IMPROVEMENTS

Concept illustrations of selected improvement areas



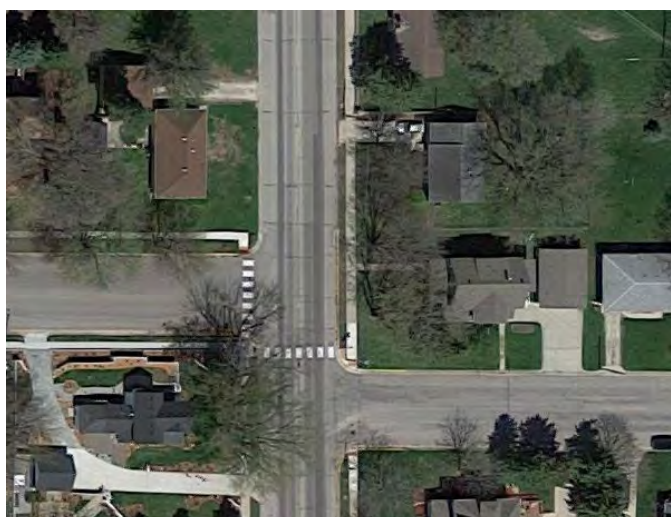
Recommendation B. 16th St NE and 5th Ave NE. Current (left) and recommended (right). Installing curb extensions and additional high visibility crosswalk will improve safety and comfort at an intersection with high pedestrian volumes.



Recommendation I. Midblock crossing of 5th Ave NE between Elementary and Middle School. Curb extensions will increase visibility of pedestrians and help to calm traffic.



Recommendation I- Alternate. Midblock crossing of 5th Ave between Elementary and Middle School. Example of painted curb extension. This treatment has lower capital costs than a permanent curb extension pictured on the left. It provides protection and increased visibility to pedestrians.



Recommendations A. Mantorville Ave and 7th Ave NE. Current (left) and recommended (right). Curb extensions, high visibility crosswalks and advanced stop bars provide increased safety and improved visibility at an intersection with high pedestrian volumes.





Using this Plan

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

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

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



Who are You?

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

I AM A PARENT

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

I AM A COMMUNITY MEMBER

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

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

I WORK FOR THE SCHOOL DISTRICT

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

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

I AM A SCHOOL ADMINISTRATOR

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



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

I WORK FOR THE CITY OR COUNTY

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

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

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

I WORK FOR THE POLICE DEPARTMENT

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

I WORK IN PUBLIC HEALTH

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

MINUTES OF PLANNING COMMISSION MEETING

October 9, 2017

Pursuant to due call and notice thereof, a regular Planning Commission meeting was held at City Hall on the 9th day of October, 2017 at 6:30 PM

THE FOLLOWING MEMBERS WERE PRESENT: Commissioner Ferris, Commission Sannes, Commissioner Tinsley and Commissioner Zelinske, Commissioner Borgstrom, Commissioner Torkelson and Commissioner Burton.

THE FOLLOWING WERE ABSENT: None

THE FOLLOWING WERE ALSO PRESENT: City Administrator Coleman, City Clerk Rappe. Don Marti and Doug Buck

CALL TO ORDER: Commissioner Ferris called the meeting to order at 6:30 PM.

MINUTES OF PREVIOUS PLANNING COMMISSION MEETING: Motion to Approve the September 11, 2017 minutes made by Commissioner Burton, second by Commissioner Zelinske with all voting Aye.

Ordinance Revision Discussion – Definitions – Administrator Coleman stated that all of the definitions from the zoning ordinance were consolidated into one area. She asked for comments. Administrator Coleman stated that definitions that are defined in Miriam Webster's Collegiate Dictionary were taken out. Commissioner Borgstrom would like to keep egress and ingress in the definitions. Commissioner Tinsley had quite a few comments and will send them to Theresa for incorporation. Commissioner Tinsley also asked about flood definitions, Administrator Coleman stated that she left those in for now since we are working on getting our flood map updated. Commissioner Burton stated that this should be left a fluid document while we are going through the Zoning Ordinance in case we find other definitions to put in or take out.

Golf Cart Ordinance Discussion – Commissioner Burton stated that he took this to City Council as a proxy for someone who had gotten stopped after sunset. Commissioner Burton would like to see the time limit at 7:00AM to midnight every night of the week. Commissioner Borgstrom stated that the time limit isn't an issue for him. There was discussion of requiring a permit but it was decided that that wasn't necessary. The consensus was to eliminate time frame for those carts equipped with headlights and taillights.

Comp Plan Workgroup Update – Commissioners Burton and Tinsley gave an update from the last work group meeting. The next community meeting is November 1. Commissioner Burton stated that the big highlights of the meeting were traffic, main street and industrial. Administrator Coleman stated that we shouldn't look at developing too far out and running out of our service territory. Commissioner Tinsley stated the guiding principles that are in the Planning Packet are helpful.

Other Business – There was no other business.

ADJOURN 6:59PM

ATTEST:

Linda Rappe
City Clerk

Theresa Coleman
Zoning Administrator/City Administrator

**CITY OF KASSON
PLANNING COMMISSION**

**RESOLUTION RECOMMENDING ADOPTION OF THE SAFE ROUTES TO SCHOOL
PLAN FOR KASSON-MANTORVILLE MIDDLE AND ELEMENTARY SCHOOLS**

WHEREAS, The Kasson-Mantorville Safe Routes to School Plan recommends ways that the City of Kasson, the City of Mantorville, Kasson-Mantorville School District and Dodge County can deepen involvement with Safe Routes to School activities and promote walking and bicycling to school in Kasson; and

WHEREAS, the Minnesota Department of Transportation awarded funding to develop a Safe Routes to School Plan to systematically address Safe Routes to School needs throughout the Kasson-Mantorville School District; and

WHEREAS, the City of Kasson Officials, the City of Mantorville Officials, the Kasson Police Department, Kasson-Mantorville School District, Dodge County Public Health, Dodge County Economic Development Authority, Dodge County Engineer, MnDOT and community member Marlo Bungum contributed to the findings of the plan via participation in a steering committee; and

WHEREAS, the Kasson-Mantorville Safe Routes to School Plan will inform the development of the upcoming Comprehensive Plan; and

WHEREAS, the Planning Commission finds that the Kasson-Mantorville Safe Routes to School Plan is consistent with the City of Kasson Comprehensive Plan;

NOW THEREFORE BE IT RESOLVED by the Planning Commission recommends that the City Council adopt the Kasson-Mantorville Safe Routes to School Policy Plan dated June 2017; and

BE IT FURTHER RESOLVED, that the Planning Commission will consider incorporating appropriate policies in support of the Kasson-Mantorville Safe Routes to School Plan into the upcoming Comprehensive Plan.

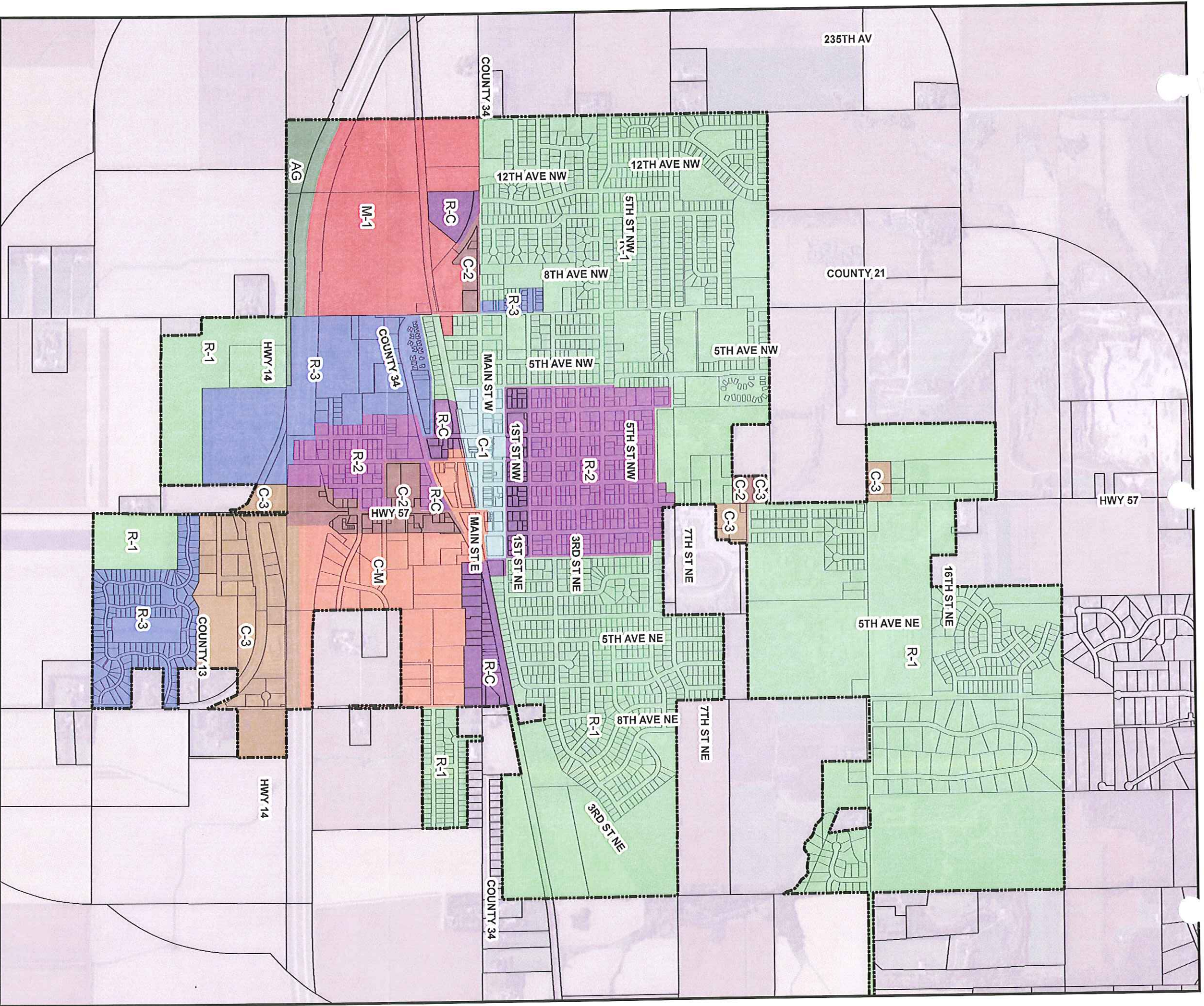
Approved by the Kasson Planning Commission this 13th day of November, 2017.

ATTEST:

Planning & Zoning Commission Chairman

City Clerk

The motion to approve the recommendation of the foregoing resolution was made by Commissioner -- and duly seconded by Commissioner --. Upon a vote being taken, the following members voted in favor thereof: --. Those against same: --

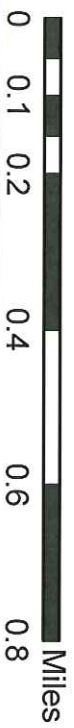


Zoning

- AG, Agricultural District
- C-1, Central Business District
- C-2, General Commercial District
- C-3, Highway Commercial District
- C-M, Commercial - Manufacturing Mixed Use District

- M-1, Manufacturing/Industrial District
- R-1, Single Family Residential District
- R-2, Single Family Older Core Residential District
- R-3, Multi-Family Residential District
- R-C, Residential - Commercial Mixed Use District

Corporation Limits



City of
Kasson

ZONING MAP