### CITY OF SHOREWOOD PARK COMMISSION MEETING TUESDAY, OCTOBER 25, 2022

### 5755 COUNTRY CLUB RD SHOREWOOD CITY HALL 7:00 PM

### **AGENDA**

1.	CONVENE PARK	<b>COMMISSION MEETING</b>	]
----	--------------	---------------------------	---

		~
Α.	Roll	Call
Λ.	KOH	Can

B. Review Agenda

### 2. APPROVAL OF MINUTES

A. Park Commission Meeting Minutes from September 13, 2022

### 3. MATTERS FROM THE FLOOR

(This portion of the meeting allows members of the public the opportunity to bring up items that are not on the agenda. Each speaker has a maximum of three minutes to present their topic. Multiple speakers may not bring up the same points. No decisions would be made on the topic at the meeting except that the item may be deferred to staff or the City Council for more information.)

### 4. NEW BUSINESS

- A. CIP Section Related to Parks (Fund 402)
- **B**. Shorewood Safe Routes to School

### 5. OLD BUSINESS

**A.** Volunteers for City Council meeting

### 6. STAFF AND LIAISON REPORTS/UPDATES

- A. City Council
- B. Staff

### 7. ADJOURN

Upcoming City Council meetings where reports would be provided: November 28

January 23

February 27

February 27

CITY OF SHOREWOOD PARK COMMISSION MEETING TUESDAY, SEPTEMBER 13, 2022 5755 COUNTRY CLUB RD SHOREWOOD CITY HALL 7:00 P.M.

### **MINUTES**

### 1. CONVENE PARK COMMISSION MEETING

Chair Hirner convened the meeting at 7:02 p.m.

A. Roll Call

Present: Chair Hirner, Commissioners Schmid, Gallivan, and Heinz; City

Council Liaison Johnson; Public Works Director Brown, and Parks

and Recreation Director Grout;

Absent: None

### B. Review Agenda

Gallivan moved to approve the agenda as presented. Heinz seconded the motion. Motion carried 4-0.

### 2. APPROVAL OF MINUTES

### A. Park Commission Meeting Minutes of August 23, 2022

Heinz moved to approve the minutes of the August 23, 2022 meeting, as written. Gallivan seconded the motion. Motion carried 4-0.

### 3. MATTERS FROM THE FLOOR

Jeff Dinsmore, 5805 Minnetonka Drive, passed along his appreciation for the fact that the City has involved expertise with Integrated Pest Management in dealing with pest management throughout the City.

### 4. **NEW BUSINESS**

### A. Pest Management Report – Public Works Director, Larry Brown

Public Works Director Brown explained that this was the first phase of the Integrated Pest Management report and plan. He noted that the City had contracted with the IPM Institute of North America to prepare a guiding document for the City regarding alternatives to chemicals and pesticides. He noted that there are three phases to this document and tonight is just intended to cover the first phase. He introduced Ryan Anderson of IPM to go over the first phase of the Pest Management Report.

Ryan Anderson, IPM Institute of North America, gave an overview of Phase 1 of the Pest Management Report that they have completed for the City. He noted that much of the work has happened through Midwest Grows Green (MGG) whose mission is to educate and empower citizens to take sustainable landscaping action that reduces harmful water run-off into the waterways, protects the health of the most vulnerable citizens, and reduces negative impacts of

pesticides on non-targeted species such as pollinators. He explained that Phase 1 is a sustainable landscaping audit; Phase 2 is the three year sustainable landscape management plan; and Phase 3 is implementation of all the recommendations from the earlier phases. He noted that IPM was brought in to evaluate the City and their adherence to the Bee-Safe policy. He reviewed the clauses from the Bee-Safe policy along with their audit findings. He stated that one thing the City does well is, that they mow no lower than three inches; hired goats to remove buckthorn; have prescribed burns every few years in some areas; and have no recorded use of glyphosate for invasive or noxious weed management. He noted that there are areas where there is room for improvement, such as turf grass being dependent on annual applications of systemic pesticides and annual emerald ash borer control applications. He reviewed the definition of 'systemic pesticides' and noted that the City has been using two products that they consider 'systemic' that are in the red or danger classification from MGG. He reviewed the best practices in the City related to planting flowers that are favorable to bees and other pollinators and gave examples of native plant buffers around Manor Park Pond; rain gardens at Freeman and Badger Parks; restored prairie at Gideon Glen; redevelopment of Minnetonka Country Club in 2016 into walking trails, stormwater ponds, and wetlands. He stated that areas that have room for improvement in this area include, clover patch at Cathcart Park in 2014; a number of areas that MGG would classify as 'Category C' areas which means low priority areas that could be turned into pollinator friendly vegetation. He stated that communication with residents will be important regarding the importance of creating and maintaining pollinator friendly habitats. He noted that the City does have web pages for yard and tree care as well as information on a Bee-Safe city, however, they are very hard to find. He stated that their recommendation is for the City to make them a bit more prominent and increase the resources that the City has for native planting, natural lawn care, and sustainable landscaping. He noted that the City has not conducted an annual Bee-Safe City progress report but there are plans to do that in the future.

Mr. Anderson reviewed the specific recommendations for how the City can adhere to and work on the areas that still have room for improvement. He stated that their first recommendation is to prioritize the City parks and set management schedules based on a park or fields prioritization. He stated that they also want to increase cultural controls and practices and also use data for any fertility needs or weed and pest control. He gave an overview of how the prioritization can occur for the different areas within the parks and reviewed the different category classifications. Class A Fields: Freeman and Badger Parks: Class B Fields: Manor and Cathcart Parks: Class C Fields: Silverwood, Southshore and Gideon Glen Parks. He stated that their recommendation includes increasing cultural practices on all fields, but at the very least, on the Class A fields. He explained that this includes moving at least once a week at 3 inches, but also the possibility of increasing the frequency in the spring and the fall in order to not take off over 1/3 of the grass blade at a time. He reviewed irrigation, aeration, and overseeding recommendations. He explained the use of data points for product purchasing for fertilization, such as soil testing and for weed control the use of tolerance thresholds. He explained that their overall recommendations were geared towards turf grass management because the City's most used areas for systemic pesticides has been on turf grass. He stated that they have also included recommendations for developing more pollinator friendly landscaping. He stated that for the Bee-Safe zones, they are recommending consideration of native plantings at Silverwood, Southshore, and Gideon Glen. He explained that they took a look at the City's emerald ash borer treatments and noted that their concern is the annual use of the product the City is using can get into the trees and the bark and can harm the 150 species of native moth and butterfly larvae. He stated that the City wants to preserve the ash trees from the emerald ash borer, but the question becomes whether they are effecting the lives of other pollinators by these applications, but noted that this will need further evaluation. He noted that IPM just came out of the Phase 2 report yesterday, however, he cannot share too much

PARK COMMISSION MINUTES TUESDAY, SEPTEMBER 13, 2022 PAGE 3 OF 7

information from it yet, but a few quick take-aways are that the City should invest in the cultural practices, specifically overseeding and fertilization efforts. He explained that when this gets to Phase 3 they will be holding quarterly meetings with staff and will develop some kind of community engagement support.

Commissioner Heinz thanked Mr. Anderson for his presentation and noted that he felt that there was a lot of thought that went into the recommendations.

Chair Hirner asked about the classification of Silverwood Park as a Class C and noted that the large field area is used by many families with smaller children and also has a new playground. He asked if there may be a way to split the recommendations that would apply some Class B principles to the field area and everything else around it as Class C.

Mr. Anderson reviewed some information from Phase 2 of the report related to Cathcart Park and explained that they have split the ballfield area as Class A and the ice rink and tennis courts as Class B and the tree line area as Class C so they can categorize within the parks within different classifications. He explained that most of their assessment is based on the various uses of the areas within the parks which sometimes needs communicate engagement to see how they are really being used.

Chair Hirner asked how they determine the usage of the different areas from a community perspective.

Mr. Anderson stated that they discovered the most effective way to collect this data was found when they worked with a community near Madison, WI where they actually walked through the fields with the community members and through that input came up with the classifications into the various categories. He noted that they found this approach to be very effective but noted that the City could also try to gather the same information through a survey.

Chair Hirner asked Public Works Director Brown what the City's mowing height was on the sports fields compared to the rest of the parks.

Public Works Director Brown stated that all are at 3 inches.

Chair Hirner asked about the emerald ash borer, the City's thoughts on the ash trees, and the danger at this point.

Public Works Director Brown explained that the City had completed a tree inventory of significant trees on the public land. He stated that they are not planning on injecting all the ash trees, but are counting on significant removal over time. He stated that following conversations with Davey Resource Group, they have decided that if there are specific ash trees that are really significant whose loss would create a void for the community, they have decided to try to protect those. He stated that the practice has been injecting 30 trees per year every other year. He noted that as Mr. Anderson mentioned there appears to be new data that shows that injecting every three years may also be effective.

Patricia Houser, 5805 Minnetonka Drive, asked if there has ever been any consideration for not doing any injections of the ash trees. She stated that the report mentioned the potential toxicity to humans, unborn children, bees and ground water. She gave a brief overview of what she has found about the eating needs and habits of baby birds and the decreasing bird population. She

PARK COMMISSION MINUTES TUESDAY, SEPTEMBER 13, 2022 PAGE 4 OF 7

reiterated whether the City has ever considered just letting the trees go. She stated that she feels that if the public knew about the toxicity and potential danger of the pesticides, they would be more willing to let the trees go.

Chair Hirner asked Park and Recreation Director Grout to add this feedback to things for the Park Commission to consider as this moves forward.

Ms. Houser asked about soil half-life of products and what Mr. Anderson meant when he said they want it below 31 days.

Mr. Anderson explained that soil half life is in aerobic conditions with access to oxygen. He stated that all products eventually break down and at 31 days half of the product potency has decreased. He noted that he believes glyphosate has a half-life of above 80 days.

Paula Callies, 20465 Radisson Road, stated that she serves on the City Council and explained that she felt that this was a very good report. She stated that she felt the information was presented very clearly and likes the recommendations for the City related to soil testing and communication with residents. She noted that she agreed with Chair Hirner's questions about Silverwood Park because it is a very heavily used park for its size and she thinks there are areas which could be categorized in a higher classification. She stated that it is a very complex topic and just putting labels that are red, yellow, or green may be a bit too basic. She noted that the word 'danger' may be used on a chemical but it may just be telling you not to drink it. She stated that she thinks the City needs to understand how the chemicals are used and what the warning labels mean because everything isn't 'dangerous' in the same way. She stated that she also did not think the International Standards were the same as the United States standards but noted that she was looking forward to further information on other alternatives because this needs to be realistic and there has to be a balance or it won't work.

Mr. Anderson explained that many people do not understand how pesticide products are approved by the United States EPA. He explained that the EPA does a different study than what the International Association for the Research on Cancer or the World Health Organization would do. He gave the example of glyphosate which is labeled as a probable carcinogen by the International Association for the Research on Cancer, and noted that EPA conducted different studies but noted that their studies do not include inert ingredients.

Ms. Callies stated that she was not saying that there wasn't something to be concerned about, but when you are talking about agricultural applications versus somebody putting it in their yard or in the parks without a huge broadcast agricultural sprayer, she feels that is a significant factor that should be considered.

Mr. Anderson noted that he was not intending to argue for either way but wanted to clarify that the EPA handles their assessments in a different manner than the other organizations.

Commissioner Gallivan stated that when it comes to Class A, he asked if their approach was for the entire park or just the athletic fields.

Mr. Anderson stated that Phase 1 is for the entire park and Phase 2 will be individual fields.

Commissioner Gallivan asked if for Class B if they envision treating the fields the same as they would in Class A parks, but not the grounds.

PARK COMMISSION MINUTES TUESDAY, SEPTEMBER 13, 2022 PAGE 5 OF 7

Mr. Anderson stated that would be correct but explained that what they are really focusing on for the Class A, B, and C is the cultural practices which means they want to avoid, when possible, pesticide application and replace them with cultural practices.

Commissioner Gallivan confirmed that the cultural practices was the mowing, aeration, overseeding, and fertilization.

Chair Hirner asked how much usage there was for the fields during the fall months.

Park and Recreation Director Grout stated that they are used every single day.

Chair Hirner stated that there are discussions now about overseeding and aerating and with the fields being heavily used, he questioned when the City could find the 'sweet spot' to be able to do some of these things without impacting the usage.

Mr. Anderson stated that he feels there are a few options and explained that with the overseeding program, players wear cleats, so they will just cleat it into the soil and it will start germinating. He noted that their assessment saw a lot of Kentucky Blue Grass which spreads laterally. He stated that if the City cannot do the core aeration frequently, they can consider slicing equipment that would basically make the Kentucky Blue Grass tell itself to grow outwards.

Commissioner Gallivan explained that he was having trouble reading the spreadsheet for the different options and pricing.

Mr. Anderson stated that the spreadsheet information is probably best not in a visual form on paper and is better used on-line. He explained that it is also for the Phase 2 report, so he did not develop it and would be better explained by their turf scientist, Alec McClennan.

Commissioner Gallivan stated that he is curious, moving forward, on how the numbers change if just the playing fields were treated as Class A but the others were treated in a different fashion.

Mr. Anderson stated that he thinks it will work out and noted that Alec McClennan has done two different types of estimates with fully organic and also organic based. He reiterated that their main focus is eliminating pesticides.

Chair Hirner asked if the overall goal is to be able to define Shorewood as a 'Bee Friendly' City and if so, whether there was a potential timeline for that accomplishment.

Public Works Director Brown stated that the Phase 1 report has been very comprehensive, but there is a lot of information still forthcoming. He stated that everything he has observed, thus far, is that this takes time to establish. He stated that he would estimate the City would see these efforts start to pay off in about three years.

Mr. Anderson stated that he would agree with the three-year time period and explained that was why they term it a three year sustainable landscape management plan. He stated that it will not be perfect and it will not be weed free which is why there is community engagement for education purposes. He stated that if the City follows all those cultural management practices they will be able to manage very healthy grass and vegetation.

PARK COMMISSION MINUTES TUESDAY, SEPTEMBER 13, 2022 PAGE 6 OF 7

Public Works Director Brown stated that it will ultimately be a cultural shift because having people have a higher tolerance for weeds will take a lot of education, which will take time. He stated that it needs to be made clear that if the City is going to be a pollinator-friendly City, then this will be the trade-off. He stated that it will also come with a higher cost, which will equate to taxes. He stated that overall, he would say the City is on a 3-5 year spectrum for the timeline.

Ms. Houser asked what would happen if the City included the public in getting this information and be able to really see what has been happening and what is being proposed. She stated that she thinks a huge part of this will be education and it is important for people to learn this information.

Chair Hirner noted that this report and this conversation will be available to the public through the meeting minutes.

Public Works Director Brown noted that the report will be available on the City website.

Commissioner Gallivan asked if Mr. Anderson had seen, with other clients, a phased approach in terms of trying it in one area first and overtime transitioning the complete area. He stated that he believes the City should definitely get away from the use of pesticides, but the parks serve a purpose with the ballfields and the City doesn't want people showing up and having to deal with weeds when they are playing the game.

Mr. Anderson stated that he encouraged the Commission to take a look at Elgin, IL and gave a brief overview of what was done in that situation initially with one area and noted that they have just recently put out a press release that they have added another 10 pesticide free zones. He noted that there is another community in Illinois called River Forest Park district where they have done work and are now being brought back to hold a sustainable landscaping workshop to explain what was done.

Public Works Director Brown explained that one of the issues that the City is coming up against is that there is a very active weed inspection program which must meet the statutory requirements for removal and control of, for example, garlic mustard. He asked what approaches IPM has had outside of park land, such as along roadsides.

Mr. Anderson referenced the flywheel from his presentation that was developed by Natural Communities, LLC that outlines how they can limit their glyphosate use in natural areas. He stated that he cannot use the word 'eliminate' because there are strategies to maintain these weeds without glyphosate but if it is used at a very targeted level with a licensed applicator, the risk of exposure is very low. He reviewed information from the flywheel and how to have continual management. He reiterated that they do not want to see the use of glyphosate because it is a probable carcinogen, but if it is the only effective means for some of the harder to get invasive weeds, then they want to make sure that they don't ever establish themselves again, so they do not ever need to use the application of glyphosate again.

Ms. Houser stated that when she and her husband walk through the park they have noticed a lot of volcano-ing. She stated that she has read information from the University of Minnesota that if there is too much mulch around the base of a tree it can kind of end up suffocating it.

PARK COMMISSION MINUTES TUESDAY, SEPTEMBER 13, 2022 PAGE 7 OF 7

Mr. Anderson admitted that trees were not his area of expertise but explained that they do have Green Shield Certified standards for landscaping and volcano mulching is not allowed because it isn't healthy for the trees.

Chair Hirner stated that this Phase 1 report was just the beginning of this process and was for informational purposes so the Commission was not being asked to make a recommendation to the Council yet.

Public Works Director Brown explained that the Phase 2 report will lay out the 'meat and potatoes' of how the City can begin to put these practices to use. He stated that it will also define the costs and will also let them begin to formulate a communication plan. He stated that because there are budget pressures right now, from an implementation standpoint, the City's focus will probably be on the ballfields so they can ease into the costs. He stated that this endeavor will be an extended adventure and the goal is to get it out in bite sized pieces.

Chair Hirner thanked Mr. Anderson for his presentation and noted that he looks forward to seeing him again to discuss the additional phases.

### 5. OLD BUSINESS

### 6. STAFF AND LIAISON REPORTS / UPDATES

### A. City Council

Council Liaison Johnson reported on the most recent City Council discussion and actions.

### B. Staff

1. Reminder that October Park Commission meeting date is October 25, 2022

Park and Recreation Director Grout noted that Movie in the Park ended up getting cancelled due to weather and will just be held again next year.

Public Works Director Brown noted that this is Park and Recreation Director Grout's last Park Commission meeting prior to her retirement.

The Commission expressed their appreciation for everything Park and Recreation Director Grout has done for the Park Commission and the City and noted that she would be greatly missed.

Chair Hirner noted that he has noticed that the Silverwood Park playground has had more cars and people than he has seen in his fifteen years living in the City.

Commissioner Gallivan stated that Silverwood Park looks great but when he was there a few weeks ago there were a few cinder blocks around the swing that were a little bit loose.

### 7. ADJOURN

Heinz moved to adjourn the Park Commission Meeting of September 13, 2022 at 8:34 p.m. Gallivan seconded the motion. Motion carried 4-0.



### CITY OF SHOREWOOD



5755 Country Club Road • Shorewood, Minnesota 55331 952-960-7900 • <a href="www.ci.shorewood.mn.us">www.ci.shorewood.mn.us</a> • cityhall@ci.shorewood.mn.us

To: Park Commission

From: Maire Darling – Planning Director

Meeting Date: October 25, 2022

Re: Capital Improvements Programming

Attachments: Fund 402 CIP 2023-2032 Projects by Funding Source

Reserves

The attached CIP for Fund 402 reflects the Commission's direction from last year for funding priorities except that staff delayed two projects from 2024 to 2025 (1. the Cathcart Park playground project and 2. the South Shore Park Master Plan project). Preparing the plan to move the projects back by one year allows the revenues to accumulate in Fund 402 so that there would be adequate funding.

Each year, the Commission reviews those priorities and adjusts them where needed and makes recommendations to the City Council.

### Update on Projects:

<u>Silverwood Park (2021-2022)</u>: Completed in the fall of 2022. Staff requested grant reimbursement (\$25,000).

<u>Freeman Park Trails (2023)</u>: Because the City and the Three Rivers Park District have begun discussions on allowing a trailhead connection from the LRT to a parking area. This portion of the park improvements would be paid for entirely by the TRPD. The estimates for remainder of the trail mill and overlay project are not complete, so staff recommend keeping the amount at \$200,000 until we have engineer's estimates and plans for the project. The Council requested engineering for the project to begin and when the plans are at 50 percent, staff will bring those back to the Commission for review.

### Fund 402 Reserves:

With continuing efforts to acquire grants to subsidize the cost of playgrounds and other park projects, park dedication, transfer to the park from the general fund and various other sources, and assuming a one-year break between major projects (2024), the CIP is funded through 2025. Freeman Park may be less than the amount budgeted and consequently the Park Commission could review the timing of Cathcart Park playground replacement again at the end of next year.

Monday, October 17, 2022

City of Shorewood, Minnesota

Capital Improvement Program
2023 thru 2032

## PROJECTS BY FUNDING SOURCE

Source	#	Priority	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
402 - Park Improvements													BALL.
Freeman Park Overlay Trails	P0105	n/a	200,000										200,000
Freeman Park North Playground	P0110	n/a								250,000			250,000
Cathcart Park Resurface Tennis Court	P0200	n/a				15,000				18,000			33,000
Cathcart Park Hockey Boards	P0201	e/u					150,000						150,000
Cathcart Park Playground Equipment	P0202	n/a			150,000								150,000
Badger Park Tennis Courts	P0301	n/a				30,000							30,000
Manor Park Outdoor Ampitheatre & Perimeter Trall	P0403	m ea						150,000					150,000
Manor Park Surface	P0404	n/a									250,000		250,000
Silverwood Park Retaining Walls Replacement	P0502	n'a					27,900						27,900
South Shore Park Master Plan	P0700	n/a			10,000								10,000
South Shore Park Reconstruction Project	P0701	n/a						000,06				:	000'06
402 - Park Improvements Total	9/ 80 40	S Tota	200,000		160,000	45,000	177,900	240,000		268,000	250,000		1,340,900
GRA	ND TC	GRAND TOTAL	200,000		160,000	45,000	177,900	240,000	The second secon	268,000	250,000		1,340,900

## PARK CAPITAL IMPROVEMENT FUND Fund: 402- Park Capital Outlay

					YTD & Fet										
	Actual 2018	Actual 2019	Actual 2020	Actual 2021	2022 10/14/2022	Budget 2023	Budget 2024	Budget 2025	Budget 2026	Budget 2027	Budget 2028	Budget 2029	Budget 2030	Budget 2031	Budget 2032
REVENUES															
Park Dedication Fees - Mattamy	84,888	,	•	,	,	,	,	,	,	,	,	,	ı	,	,
Park Dedication Fees - Oppidan				,	,			,	,		,	,			,
Park Dedication Fees - Other	13,000	19,500	19,500	91,000	6,500	58,500	,	,	,	,	,	,	,	,	,
Interest Earnings	9,053	14,873	2,333	(1,441)	(272)	(419)	12	(148)	516	984	814	358	1,125	581	148
Voluntary Contributions - Walnut Grove Villas						105,000									
Contributions/donations - Minnetonka Youth lacrosse	2,000			•	,	,		,			,	,			,
Contributions/donations - Other	,	,		6,000	,	1	,		1	,	ı	,	,	•	
Grants - Hennepin County Lacrosse		,		•		٠		,			,	,			,
Grants - Hennepin County - Silverwood Park	,	,		,	25,000	1	•		1	,	ı	,	,	1	
Grants - Badger Park	,	150,000	25,000	•	10,000			,	,	,	,	,	,		,
Grants - Minnesota Twins Community Fund	,	,		,	10,000	1	•		1	,	ı	,	,	1	
Miscellaneous revenue	,	,	,	,	,	,	,	,	,	,	,	,	,	,	,
Transfers in - Budget (Property tax levy for 2021 and on)	42,000	42,000	95,000	100,000	118,000	123,000	128,000	133,000	138,000	143,000	148,000	153,000	158,000	163,000	163,000
Transfers in - Excess Reserves		180,000						1		1					1
Transfers in - Badger Park Phase 2 (Water, Storm, Street)		,	1	1		1		1	1		1		1	1	1
Transfers in - correct Excelsior annexation detachment	18,850	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUES	172,791	406,373	141,833	195,559	169,228	286,081	128,012	132,852	138,516	143,984	148,814	153,358	159,125	163,581	163,148
EXPENDITURES															
Other Improvements Additional Estimate	466,624	479,155	352,799	362,647	168,487 30,000	200,000	160,000	1	45,000	177,900	240,000	1	268,000	250,000	1
TOTAL EXPENDITURES	466,624	479,155	352,799	362,647	198,487	200,000	160,000		45,000	177,900	240,000		268,000	250,000	.
Revenues Over/(Under) Expenditures	(293,833)	(72,782)	(210,966)	(167,088)	(29,259)	86,081	(31,988)	132,852	93,516	(33,916)	(91,186)	153,358	(108,875)	(86,419)	163,148
Beginning Fund Balance	690,197	396,364	323,582	112,616	(54,472)	(83,731)	2,350	(29,638)	103,214	196,730	162,813	71,627	224,985	116,110	29,691
Ending Bulgaria	796 906	222 502	110 616	(07 / 72)	(102 721)	2,250	(000 00)	100 214	105 720	163 043	71 637	337 005	116 110	102.00	103 636
citating ruliu balance	tococc	362,526	114,010	(2/4/46)	(TC1'CO)	6,330	(22,030)	+17,CUI	130,730	CT0/20T	17,021	605,432	011,011	150,52	134,633

휜	
뢰	
딃	
찖	

									1,642 within \$265,000 in 2022 CIP	52,074 within \$265,000 in 2022 CIP			
0	284	0	0	18,000	0	0	0	0	1,642	62,074	52,480	32,450	1,557
18,842	0	14,698	2,318	0	5,340	0	0	0	208,905	22,432	19,502	70,610	0
212,282	0	62,691	13,655	39,960	0	0	0	0	0	0	0	24,211	0
0	1,876	248,785	75,224	49,110	0	0	86,060	18,100	0	0	0	0	0
0	302,564	164,060	0	0	0	0	0	0	0	0	0	0	0
Badger Park Tennis Courts	Badger Park Phase 2	Badger Park Playground	Badger Park picnic shelter	Badger Park restroom	Badger Park bleachers	Freeman Park Parking Lot, Rink, Lights	Freeman Park Playground	Cathcart and Silverwood Parks - resurfacing courts	Silverwood Playground	Silverwood Park Improvements	Christmas Lake Boat Landing	Freeman Park Ballfield #4 repair	Freeman Park Trail Improvement

352,799

479,155

4B



### CITY OF SHOREWOOD

5755 Country Club Road • Shorewood, Minnesota 55331 952-960-7900 • www.ci.shorewood.mn.us • cityhall@ci.shorewood.mn.us

To: Park Commission

From: Andrew Budde, City Engineer Reviewed by: Marie Darling, Planning Director

Meeting Date: October 25, 2022

Re: Safe Routes to School Plan

Attachments: Safe Routes to School Executive Summary

Safe Routes to School Final Plan (Electronic Packet Only)

In 2021 the City of Shorewood applied for and was successfully awarded a Safe Routes to School Planning Grant, though MnDOT. The planning grant covers the cost of developing a Safe Routes to School Plan. In this case the focus was on Excelsior Elementary School and routes within a one mile radius. The planning effort includes a conglomerate of stake holders including Shorewood, Excelsior, Excelsior Elementary, MnDOT, Hennepin County, and interested residents.

The plan was completed in the summer of 2022 and looks at two ways to enhance the connections and routes to Excelsior Elementary school: 1) Infrastructure and 2) Programming. Infrastructure looks at the physical changes to the streetscape that are essential to making walking, biking, and rolling to school safer and more comfortable. Programing looks at opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.

The plan provides recommendations on both infrastructure and programming that can be implemented and also provides action steps to help advance the improvement of the Safe Routes to School. MnDOT has also recently completed a Road Safety Audit for TH 7 through this area and the two documents complement each other in advancing to the next steps.

The next steps involve additional scoping to better understand implementation costs. On local roadways this can be completed internally, but when looking at infrastructure on County or MnDOT Roadways it would include further studies or planning that include the roadway authority such as a corridor study, intersection control evaluations, or other processes depending on the proposed improvements. These studies often include costs estimates so that agencies can better prepare financially and begin seeking outside grant funding sources.

City Council has directed staff to engage with MnDOT on their next steps necessary for a corridor study and staff/council have also reached out to adjacent communities to see if there is any interest to participate.

Due to its size, the full plan is available only in the electronic copy of the packet. The paper packet includes the executive summary only.

### Next Steps:

Staff recommends that you review the Safe Routes to School Plan and be advocates on behalf of the city and to city council to prioritize projects.

SHOREWOOD, MN

### SAFE ROUTES TO SCHOOL

**Executive Summary** 



### The Vision

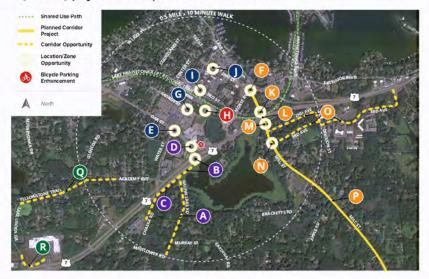
Walking and biking to school is safe, comfortable, and fun for all students at Excelsior Elementary.

In June 2022, Shorewood and Excelsior Elementary completed a year-long planning process that culminated in a Safe Routes to School (SRTS) plan. The SRTS plan identifies policy changes, infrastructure improvements, and program strategies to create a safe, comfortable, and fun active transportation system and culture of walking and biking to school, with a focus on addressing equity in transportation and meeting the needs of underresourced groups.

This summary highlights selected high-priority infrastructure recommendations and selected program recommendations.

### Infrastructure

Engineering projects that improve streets and routes





Explore installing a trail on the southern side of Hwy 7 from Galpin Lake Rd to Oak St; consider connection with Recommendation C. Evaluate options to improve crossing Hwy 7 at Oak St, including No Right Turn on Red signage, a recessed stop line for westbound traffic, and a curb extension with a mountable truck apron on the northeast corner.



As part of the planned shared use trail along Mill St from Holly Lane to 2nd St, evaluate opportunities to fill gaps in the pedestrian network and improve pedestrian crossings and connections, including through reconfiguring intersection geometries and installing curb extensions, high visibility crosswalk markings, and ADA-compliant curb ramps.



Install U-shaped bicycle parking adjacent to the main entrance to Excelsior Elementary.

### 為 立 で 流 る SAFE ROUTES TO SCHOOL

### GET INVOLVED

Want to help make it safer, easier, and more comfortable to walk and bike to school in Shorewood? Contact your school principal or SRTS lead to learn how to get involved.

Laura Nelson | Assistant Principal, Excelsior Elementary | | |aura.nelson@minnetonkaschools.org

Learn more about SRTS in Minnesota at www.dot.state.mn.us/saferoutes

### **Programs**

Education, encouragement, engagement



### Walk/Bike to School Day

When, where, and how will this be implemented? In

October, February, and May to start, with adults or secondary school students leading groups along preidentified routes.

Why is this relevant and recommended? These events have been held successfully in the past; a new coordinator, e.g., a teacher, school staff person, or caregiver, is needed to continue coordinating participation.

How will this address transportation inequities? Coordinated events can make walking/biking accessible to students disproportionately impacted by unsafe crossings.

How will this be evaluated? Student participation counts.

Who needs to be involved to make this happen? Students, PTO, school staff

What is the timeline for implementation? Short-term.



### Drop & Walk

When, where, and how will this be implemented?

Coordinated drop-off points along the Lake Minnteonka LRT Regional Trail.

Why is this relevant and recommended?

Strategic drop-off locations can remove major crossing barriers (e.g., Hwy 7 and Mill St).

How will this address transportation inequities?

Coordinated events can make walking/biking accessible to students disproportionately impacted by unsafe crossings.

How will this be evaluated? Annual caregiver survey about transportation patterns.

Who needs to be involved to make this happen? Students, PTO, school staff.

What is the timeline for implementation? Short-term.

### SAFE ROUTES TO SCHOOL

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

SHOREWOOD, MINNESOTA

Excelsior Elementary

**JUNE 2022** 



### Acknowledgments

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

SRTS LOCAL PLANNING TEAM

Greg Lerud

City of Shorewood - Team Lead

Mackenzie Turner Bargen

MnDOT

Andrew Budde

City of Shorewood

Nicholas Calder

Shorewood Resident

Morgan Dawley

City of Excelsion

Matthew Gallivan

Shorewood Resident

Nathaniel Gorham

Shorewood City Council

Mitchell Kiecker

MnDOT

Rebecca Monnens

Excelsior Elementary

Andrew Morrow

Shorewood Resident

Laura Nelson

Excelsior Elementary, Vice Principal

Mike Samuelson

MnDOT

David Sheen

Hennepin County

Jessica Scholla

Minnetonka Public Schools

Phong Vu

Hennepin County

**SRTS STAFF / CONSULTANTS** 

Dave Cowan

MnDOT

Colin Harris

Alta Planning + Design

Matthew Dyrdahl

Alta Planning + Design

Will Curran-Groome

Alta Planning + Design

**Brigitte Bjorklund** 

Zan Associates

Tom Holmes

Zan Associates





### **Table of Contents**

12

26

32

36

04	WLIV	CAFE	DOLLTES	TOC	CHOOL	2
VI.		SAFE	ROUTES	103	СПООЬ	н

02. INFRASTRUCTURE

03. PROGRAMS

04. WORKING FOR CHANGE

05. APPENDICES

### ORGANIZATION OF THIS REPORT

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School in Shorewood, including students, caregivers, teachers, school administrators, public works staff, elected officials, and county and state employees. This Plan focuses on key information and recommendations, while the Appendices document additional participation, analysis, resources, and deliberation that shaped the development of the plan.

### THE VISION

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

### THE 6 Es

Safe Routes to School (SRTS) programs rely on six core strategies, called the "Six Es," to work towards their vision.



### **EQUITY - THE OVERARCHING E**

Prioritizing positive outcomes for students from lower-income households; Black, Indigenous, and other students of color; students with disabilities; and other students who face disproportionate barriers to walking, biking, and rolling to school because of their group membership. This Plan uses the term "priority equity populations" to refer to disproportionately-impacted groups of students and other community members.



### ENGAGEMENT

Working with students, families, school staff, and community members and organizations, especially those from priority Equity groups, to create and implement Safe Routes to School initiatives.



### **EVALUATION**

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



### EDUCATION

Providing students and other community members, especially those from priority Equity groups, with skills and knowledge about walking, biking, and rolling.



### **ENCOURAGEMENT**

Normalizing a culture of walking, biking, and rolling through incentive programs, events, and activities that center priority Equity groups.



### ENGINEERING

Developing Equity-focused changes to the built environment, designed and prioritized through community Engagement.



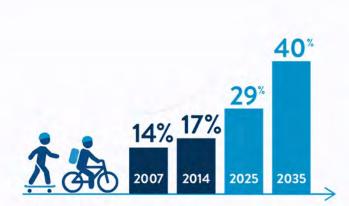
為 注 【 抗 法



### O1. WHY SAFE ROUTES TO SCHOOL?

### Why Safe Routes to School?

Today, fewer than 20% of K-8 students walk or bike to school, but as recently as 1970, nearly 50% of students walked or biked to school. Where schools and housing are located, how roads are designed, and how automobiles are regulated have all contributed to this decline. Through policy changes, infrastructure improvements, and programs, Safe Routes to School helps create physical and social environments that empower students, their families, and their communities to walk and bike more often. Communities that participate in Safe Routes to School also benefit from less air, noise, and water pollution; lower road maintenance costs; and more pleasant streetscapes for pedestrians, bicyclists, and drivers alike.



SRTS initiatives are contributing to more students and families walking and biking to school.



Most kids are not getting enough physical activity.





Roads near schools are congested, decreasing safety and air quality for children.

### KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



Feel better about their physical health



Are more likely to have good mental health



Get most of their recommended daily physical activity just from traveling to and from school



Have better school performance and test scores

A REINFORCING CYCLE OF WALKING AND BIKING TO SCHOOL



More students walking and biking to school

Better air quality and more pleasant bike and pedestrian environments Greater focus on policies, infrastructure, and programs to support walking and biking

Safer and easier routes to and from school

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



### **Equity in SRTS**

Particular groups and communities in the US have disproportionate access to resources such as high-quality jobs, schools, parks, healthcare, food, and bike and pedestrian infrastructure. Meanwhile, other groups of people have limited access to these resources, negatively impacting their health and wellbeing. These differences are not random—they are the results of government policy in the past and present, which has worked to the benefit of some and to the disadvantage of others, often along race, income, and gender lines. These group-based differences are forms of inequity.

Equity in Safe Routes to School is impacted by transportation system inequities—such as limited access to high-quality walking and biking infrastructure or the presence of highways in lower-income and Black, Indigenous, and People of Color (BIPOC) neighborhoods—as well as inequities in related systems. For example, racial wealth inequities and racial discrimination in housing mean that BIPOC students may live further away from schools than their white peers from higher-income families.

Safe Routes to School works to address these inequities by prioritizing programs, infrastructure, and policy improvements that help individuals and groups with less access to resources, in particular those who don't have safe, convenient, and fun routes to school. By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the Shorewood Safe Routes to School team worked to develop recommendations that support equity in walking and biking to school.

### PRIORITY EQUITY AREAS EXCELSIOR ELEMENTARY

SHOREWOOD SAFE ROUTES TO SCHOOL PLAN

Refer to Appendix H for a description of the methods used to produce this map.

### Composite Equity Scores

**Lower Equity Priority** 





### **Excelsior Elementary**



### SITE CIRCULATION:

Pedestrians: While relatively few students walk to school from their homes, many walk to the building entrances from the northern parking lot or one of the nearby businesses' parking lots along Water St. Paved paths connect from the Lake Minnetonka LRT Regional Trail through the northern parking lot to the rear entrance to the building. Some students approaching the building from parking lots along the northern side of Water St cross mid-block or at the signalized intersection at Oak St. There is continuous sidewalk once students have crossed to the southern side of Water St, though parking lot entrances and exits create potential vehiclepedestrian conflicts. Some students walk to school from housing southeast of the campus on the other side of Hwy 55. These students have no designated crossing

point from the sidewalk along Oak St through the parking lot to the main building entrance.

Bicyclists: No students were observed biking to school, nor were staff aware of students biking to school with any frequency.

School Buses: Buses approach the school along Oak St, circle through the southern parking lot, drop off students in front of the main (southern) building entrance, and then exit onto Oak St from the same location they entered.

Transit: There is no public transit available.

Vehicles: Vehicles either turn into the northern parking lot off of Water St and circle through, dropping their students off at the rear building entrance, or they enter

### SCHOOL CONTEXT\*:

### **Excelsior Elementary**



### **ENROLLMENT:**

800



### **GRADES SERVED:**

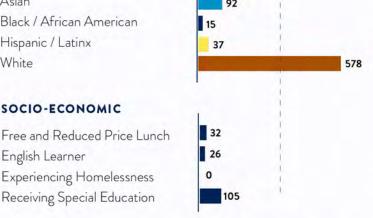
**DEMOGRAPHICS** American Indian / Alaska Native Asian Black / African American Hispanic / Latinx White

SOCIO-ECONOMIC

Experiencing Homelessness

Receiving Special Education

English Learner



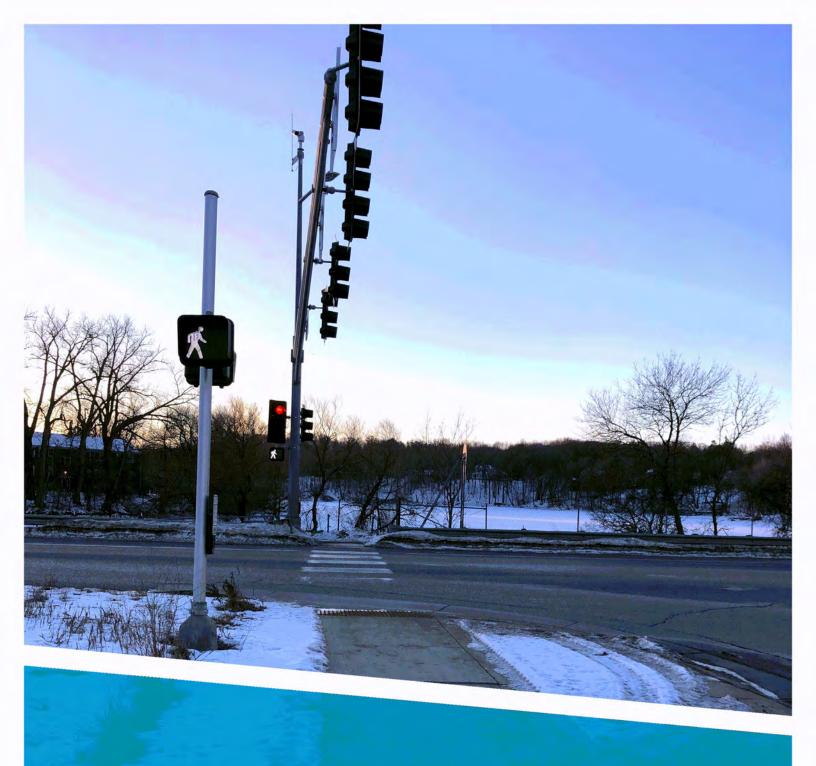
\*Source: SY 2021 student enrollment data from the Minnesota Department of Education.

off of Oak St and follow the same loops as buses before turning right (northward) and dropping off students at the western building entrance before exiting north of where they entered, along Oak St.

### STUDENT DEMOGRAPHICS:

- · The Excelsior Elementary student population is predominantly white, with a significant number of Asian students and relatively small subsets of students who are Latinx, Black / African American, or American Indian / Alaska Native. Excelsion Elementary offers a Chinese immersion program, which may influence the school's relatively large Asian student population.
- The school serves households from both the City of Shorewood and the City of Excelsior. Some of the areas within the school's catchment zone that rank the highest for equity considerations (e.g., concentrations of non-white and low-income residents; air pollution exposure) are located in the City of Excelsior.
- The school's population of free and reduced-price lunch-eligible students (n = 32; 4%) is very small relative to the total school enrollment, which may be due in part to the limited availability of affordable housing in the surrounding area.





02. INFRASTRUCTURE



### Introduction to Infrastructure

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

An in-person walk audit and discussions with the Safe Routes to School Team, school and district staff, caregivers, students, community members, and city and county staff informed recommendations to address key barriers to walking and biking in Shorewood.

Recommendations were prioritized on the basis of community and stakeholder input, traffic and roadway conditions, cost, number of students impacts, and benefit to equity priority populations. This planning process was designed to address historical and contemporary inequities in who benefits from and whom is burdened

by transportation systems, and equity considerations accordingly played a central role in the prioritization of infrastructure recommendations.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements. Recommendations range from simple striping changes to more significant changes to streets, intersections, and school infrastructure.

Recommendations are planning-level concepts and will require additional study to confirm feasibility and to finalize project prioritization.

Recommendations on the subsequent pages are grouped by color to reflect interrelated projects.



# Infrastructure Recommendations

RELATED RECOMMENDATIONS GROUPED BY COLOR

DIVISION ST GALPIN LAKE RD CHASKA RD Corridor Opportunity Planned Corridor Project Shared Use Path Bicycle Parking Enhancement Location/Zone Opportunity North MINNETONKA DR LAKE LINDEN DR

### **GALPIN LAKE RD FROM HWY 7** TO MAYFLOWER RD



### PRIORITY Low 000

While some stakeholders and community members supported this project, it is unlikely to benefit priority equity populations, will serve relatively few students, and will provide modest safety and comfort benefits.

### WHO WILL MAKE THIS HAPPEN?

City of Shorewood

### HWY 7 FROM GALPIN LAKE RD TO OAK ST



### PRIORITY High •00

Many stakeholders and community members were very supportive of this project; it stands to provide significant safety and comfort benefits to users. It is unlikely, however, to benefit priority equity populations, it will serve relatively few students, and it will be costly to implement.

### WHO WILL MAKE THIS HAPPEN?

City of Shorewood; MnDOT

### RECOMMENDATION

Consider striping improvements, including an advisory bike lane/shoulder, in coordination with a planned mill and overlay in 2022.

### WHY IS THIS RELEVANT?

Galpin Lake Rd is a potential route for students living south of Hwy 7 and to the west and south of Galpin Lake. Galpin Lake Rd has limited right-of-way and a narrow street without sidewalks. Opportunity to explore traffic calming treatments.

### HOW WILL THIS ADDRESS EQUITY?

While this recommendation supports walking and biking, it does not address transportation equity goals.

### RECOMMENDATION

Explore installing a trail on the southern side of Hwy 7 from Galpin Lake Rd to Oak St; consider connection with Recommendation C. Evaluate options to improve crossing Hwy 7 at Oak St, including No Right Turn on Red signage, a recessed stop line for westbound traffic, and a curb extension with a mountable truck apron on the northeast corner.

### WHY IS THIS RELEVANT?

Galpin Lake Rd is a potential route for students living south of Hwy 7 and to the west and south of Galpin Lake. There is no designated pedestrian crossing of Hwy 7 at Galpin Lake Rd; there is a signalized crossing at Oak St and Hwy 7, approximately 550 ft east northeast, though there is no dedicated way to access the intersection. Hwy 7 is a major crossing barrier with an AADT of more than 26,000.

### HOW WILL THIS ADDRESS EQUITY?

While this recommendation supports walking and biking, it does not address transportation equity goals.



### CHASKA RD AND HWY 7



### PRIORITY Low 000

While some stakeholders supported this project, it is unlikely to benefit priority equity populations, will serve very few students, and will be costly to implement.

### WHO WILL MAKE THIS HAPPEN?

City of Shorewood; MnDOT

### OAK ST IN FRONT OF EXCELSIOR ELEMENTARY



### PRIORITY Medium 000

This project will serve a modest number of students, will address on-campus accessibility and safety concerns, and is likely to be relatively low-cost.

### WHO WILL MAKE THIS HAPPEN?

Minnetonka Public Schools; City of Excelsion

### RECOMMENDATION

Explore connecting a future trail on the southern side of Hwy 7 from Galpin Lake Rd to Chaska Rd in tandem with pedestrian improvements along Chaska Rd between the senior housing complex and Hwy 7. Alternately, evaluate opportunities to encourage bike and pedestrian traffic on Chaska Rd onto Galpin Lake Rd via Mayflower Rd. Coordinate with Recommendation B.

### WHY IS THIS RELEVANT?

Chaska Rd is a potential route for residents living south of Hwy 7 and west and south of Galpin Lake. There is no designated crossing of Hwy 7 at Chaska Rd; there is a signalized crossing at Oak St and Hwy 7, 1,200 ft northeast, though there is no way to access the intersection. Hwy 7 is a major crossing barrier with an AADT of 26,000+.

### HOW WILL THIS ADDRESS EQUITY?

While this recommendation supports walking and biking, it does not address transportation equity goals.

### RECOMMENDATION

Consider high-visibility crosswalk markings, ADA upgrades, and extensions of existing sidewalks to reduce the number and width of crossings and create a direct, accessible path for students walking and biking to the front of the school.

### WHY IS THIS RELEVANT?

For students and other pedestrians approaching the Excelsior Elementary campus from the south, sidewalks run from the Hwy 7-Oak St intersection up to the entrance and exit lanes to the school parking lot. However, there is no designated crossing for students to access the school, and existing pedestrian facilities do not meet ADA standards.

### HOW WILL THIS ADDRESS EQUITY?

Facilities that meet ADA standards ensure that students, caregivers, and other community members with disabilities can safely access key destinations such as the school campus.

### WATER ST AND OAK ST



### PRIORITY Medium 000

Stakeholders supported this project, which will serve a large number of students, will provide significant safety and comfort benefits, and is likely to be moderately expensive.

### WHO WILL MAKE THIS HAPPEN?

Hennepin County

### MILL ST, LAKE ST, 2ND ST, EXCELSIOR BLVD, AND MORSE AVE



PRIORITY Medium 000

This project will serve a moderate number of students, will benefit priority equity populations, will provide moderate safety and comfort benefits, and is likely to be moderately expensive.

### WHO WILL MAKE THIS HAPPEN?

City of Excelsion

### RECOMMENDATION

Evaluate opportunities to reduce crossing distances for pedestrians, including reducing the number of lanes, adding curb extensions, and tightening curb radii to slow vehicle turning movements.

### WHY IS THIS RELEVANT?

This intersection abuts the Excelsior Elementary campus. Students and other community members coming from the south and west must navigate this intersection to reach the school and downtown Excelsior. The traffic signal includes leading pedestrian intervals; a blank-out sign prohibits Right Turn on Red during high-traffic periods; and crossing distances exceed 50 ft. High-visibility continental crosswalk markings connect to curb ramps and sidewalks on all legs of the intersection. Oak St has an AADT of more than 13.000.

### HOW WILL THIS ADDRESS EQUITY?

While this recommendation supports walking and biking, it does not address transportation equity goals.

### RECOMMENDATION

Employ treatments such as roundabouts, curb radii reductions, curb extensions, lane reductions, and other designs that calm traffic, reduce crossing distances, increase pedestrian visibility, and reduce the total number of crossings.

### WHY IS THIS RELEVANT?

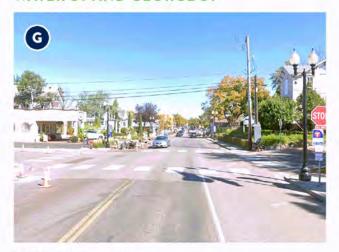
Students who live to the north or east of this intersection must navigate multiple wide crossings to get to and from school and other destinations downtown via this intersection. A new multifamily development opposite Maynard's will increase pedestrian traffic through this intersection.

### HOW WILL THIS ADDRESS EQUITY?

This intersection is a crossing barrier between a higherequity-priority Census tract and downtown for students walking or biking to the campus from the north and east.



### WATER ST AND GEORGE ST



### PRIORITY Low 000

Stakeholders supported this project, which will serve a moderate number of students, will provide modest safety and comfort benefits, and is likely to be moderately expensive.

### WHO WILL MAKE THIS HAPPEN?

City of Excelsion

### **EXCELSIOR ELEMENTARY REAR** PARKING LOT



### PRIORITY Low 000

This project will serve many students, will address oncampus accessibility and safety concerns, and will be very low-cost.

### WHO WILL MAKE THIS HAPPEN?

Minnetonka Public Schools

### RECOMMENDATION

Consider curb extensions where feasible, in coordination with Metro Transit bus stops, to calm traffic and reduce crossing distances.

### WHY IS THIS RELEVANT?

This intersection forms part of the Water St corridor that connects Excelsior Elementary to the library and downtown. Water St has one lane of traffic in each direction, two lanes of parking, and sidewalks along both sides of the street. When there are few parked vehicles, the street feels wide and speeding may be a concern. High-visibility crosswalks connect to curb ramps and sidewalks on all legs of the intersection.

### HOW WILL THIS ADDRESS EQUITY?

This segment of Water St is in a moderate-equity-priority Census tract and forms a key link for students walking or biking to the campus from the north and east.

### RECOMMENDATION

Install improvements to bring these on-campus facilities up to ADA standards. Evaluate winter maintenance practices to ensure this crossing is accessible and free of snow and ice.

### WHY IS THIS RELEVANT?

Many students approach the school campus from the east by walking across or along the Lake Minnetonka LRT Regional Trail, walking along the sidewalk to the north of the parking lot, and then crossing to the path that runs along the school fields and playground. The curb ramps do not meet ADA standards, and snow clearance issues may make this crossing challenging or impossible.

### HOW WILL THIS ADDRESS EQUITY?

Facilities that meet ADA standards ensure that students, caregivers, and other community members with disabilities can safely access key destinations such as the school campus.

### WATER ST AND 3RD ST



### PRIORITY Low 000

Stakeholders supported this project, which will serve a moderate number of students, will provide modest safety and comfort benefits, and is likely to be moderately expensive.

### WHO WILL MAKE THIS HAPPEN?

City of Excelsion

### WATER ST AND 2ND ST



### PRIORITY Low 000

Stakeholders supported this project, which will serve a moderate number of students, will provide modest safety and comfort benefits, and is likely to be moderately expensive.

### WHO WILL MAKE THIS HAPPEN?

City of Excelsion

### RECOMMENDATION

Consider curb extensions where feasible, in coordination with Metro Transit bus stops, to calm traffic and reduce crossing distances.

### WHY IS THIS RELEVANT?

This intersection forms part of the Water St corridor that connects Excelsior Elementary to the library and downtown. Water St has one lane of traffic in each direction, two lanes of parking, and sidewalks along both sides of the street. When there are few parked vehicles, the street feels wide and speeding may be a concern. High-visibility crosswalks connect to curb ramps and sidewalks on all legs of the intersection.

### HOW WILL THIS ADDRESS EQUITY?

This segment of Water St is in a moderate-equity-priority Census tract and forms a key link for students walking or biking to the campus from the north and east.

### RECOMMENDATION

Consider curb extensions where feasible, in coordination with Metro Transit bus stops, to calm traffic and reduce crossing distances.

### WHY IS THIS RELEVANT?

This intersection forms part of the Water St corridor that connects Excelsior Elementary to the library and downtown. Water St has one lane of traffic in each direction, two lanes of parking, and sidewalks along both sides of the street. When there are few parked vehicles, the street feels wide and speeding may be a concern. High-visibility crosswalks connect to curb ramps and sidewalks on all legs of the intersection.

### HOW WILL THIS ADDRESS EQUITY?

This segment of Water St is in a moderate-equity-priority Census tract and forms a key link for students walking or biking to the campus from the north and east.



### MILL ST AND 3RD ST



### PRIORITY High .00

While this project is likely to be moderately expensive, it was supported by stakeholders, will serve many students, will provide significant safety, accessibility, and comfort benefits, and will benefit equity priority populations.

### WHO WILL MAKE THIS HAPPEN?

Hennepin County; City of Excelsion

### MILL ST BRIDGE



### PRIORITY High •00

Stakeholders supported this project, which will serve many students, will provide significant safety, accessibility, and comfort benefits, will benefit equity priority populations, and is likely to be low-cost.

### WHO WILL MAKE THIS HAPPEN?

Hennepin County; MnDOT

### RECOMMENDATION

Extend the planned shared use path along the eastern side of Mill St to align with the sidewalk on the north side of 3rd St. Consider curb extensions to calm traffic and reduce crossing distances. Evaluate high-visibility crosswalk markings to increase pedestrian visibility and vehicle yielding. Evaluate the fiscal feasibility of installing a connection to the trail below.

### WHY IS THIS RELEVANT?

The Mill St bridge is the only pedestrian- and bike-accessible crossing of Hwy 7 for students who live east of Galpin Lake. The sidewalk on the bridge ends abruptly on the northern side and transitions to an unprotected shoulder; there is no connection to the regional trail that runs below the bridge parallel to 3rd St. This section of Mill St has an AADT of 9,000+ and the intersection crossing is 40+ ft wide.

### **HOW WILL THIS ADDRESS EQUITY?**

Mill St connects more affordable multi-family housing to downtown Excelsior; improvements to Mill St will mitigate safety disparities and make walking and biking more convenient and pleasant for these households.

### RECOMMENDATION

Consider installing vertical separation between the planned shared use path and roadway to protect vulnerable road users and increase bicyclist and pedestrian comfort.

### WHY IS THIS RELEVANT?

The Mill St bridge is the only pedestrian- and bike-accessible north-south crossing of Hwy 7 for students who live east of Galpin Lake. Sidewalk is present only on the northern side and is roughly 6 ft from back-of-curb; there is no boulevard for additional separation from traffic. This section of Mill St has an AADT of more than 9,000.

### HOW WILL THIS ADDRESS EQUITY?

Mill St connects more affordable multi-family housing to downtown Excelsior; improvements to Mill St will mitigate safety disparities and make walking and biking more convenient and pleasant for these households.

### MILL ST AND HWY 7 ON-RAMP



### PRIORITY High 000

While this project is likely to be moderately expensive, it was supported by stakeholders, will serve many students, will provide significant safety, accessibility, and comfort benefits, and will benefit equity priority populations.

### WHO WILL MAKE THIS HAPPEN?

Hennepin County

### MILL ST AND 3RD AVE



### PRIORITY Medium 000

Stakeholders supported this project, which will serve a moderate number of students, will provide modest safety and comfort benefits, and is likely to be relatively low-

### WHO WILL MAKE THIS HAPPEN?

Hennepin County

### RECOMMENDATION

Evaluate opportunities to reduce the number of crossings and conflict points and slow turning traffic. Design to minimize driver speed and maximize the visibility of the pedestrian crossings. Consider adding raised crossings between the pork chop island and the edge of the roadway to improve visibility of bicyclists and pedestrians and slow motor vehicle traffic. Ensure all features of this intersection meet ADA standards.

### WHY IS THIS RELEVANT?

A trunk highway on-ramp accessed from a free right/pork chop creates two crossings separated by a small pedestrian refuge island between 2nd Ave and the southern side of the Mill St bridge. High visibility crosswalks connect to sidewalks to the north and south. Curb ramps do not appear to meet ADA standards, and the total crossing is more than 60 ft wide. This section of Mill St has an AADT of 9,000+.

### HOW WILL THIS ADDRESS EQUITY?

Mill St connects more affordable multi-family housing to downtown Excelsior; improvements to Mill St will mitigate safety disparities and make walking and biking more convenient and pleasant for these households.

### RECOMMENDATION

Upgrade curb ramps to meet ADA standards. Consider curb extensions to calm traffic along Mill St and reduce crossing distances. Evaluate high-visibility crosswalk markings across Mill St.

### WHY IS THIS RELEVANT?

Sidewalk is present on the northeastern and southwestern legs of this intersection; there are no sidewalks on 3rd Ave. There are no crosswalk markings at the intersection, and curb ramps are absent or do not meet ADA standards. The intersection crossings measure up to 45 ft. This section of Mill St has an AADT of more than 9,000.

### HOW WILL THIS ADDRESS EQUITY?

Mill St connects more affordable multi-family housing to downtown Excelsior; improvements to Mill St will mitigate safety disparities and make walking and biking more convenient and pleasant for these households.



### 3RD AVE FROM MILL ST TO HWY 7; 2ND AVE FROM DIVISION ST TO MILL ST



### PRIORITY Medium 000

Stakeholders supported this project, which will serve relatively few students, will provide modest safety and comfort benefits, and is likely to be moderately expensive.

### WHO WILL MAKE THIS HAPPEN?

City of Excelsion

### MILL ST FROM HOLLY LANE TO 2ND ST



### PRIORITY High 000

While this project is likely to be very expensive, it is already funded by the County, it was supported by stakeholders, it will serve many students, and will provide significant safety, accessibility, and comfort benefits.

### WHO WILL MAKE THIS HAPPEN?

Hennepin County

### RECOMMENDATION

Consider providing dedicated space for pedestrians along 3rd Ave where it is one-way (from Mill St to Division St); alternately, consider facilities along 2nd Ave, possibly leveraging the striped shoulder. Explore curb extensions at 3rd Ave and Division St to reduce crossing distances and calm traffic; consider improvements such as speed cushions to reduce vehicle speeds along the rest of 3rd Ave. Longer term, provide dedicated pedestrian space to connect multi-family housing to the shared use path.

### WHY IS THIS RELEVANT?

3rd Ave links student residences to the east of Division St to sidewalks along Mill St and over Hwy 7. 3rd Ave has limited right-of-way and a narrow street without sidewalks.

### **HOW WILL THIS ADDRESS EQUITY?**

Mill St connects more affordable multi-family housing to downtown Excelsior; improvements to Mill St will mitigate safety disparities and make walking and biking more convenient and pleasant for these households.

### RECOMMENDATION

Given the lack of adequate, continuous bicycle and pedestrian facilities along Mill St, design shared use paths to comfortably accommodate two-way pedestrian and bicycle traffic. Evaluate opportunities to improve crossings so that pedestrians and bicyclists can safely cross to and along the shared use path.

### WHY IS THIS RELEVANT?

Hennepin County is planning a shared use trail along the eastern side of Mill St from Holly Lane to 2nd St that is programmed for 2024. While trail extent has been decided, plans for crossings to and along the trail have yet to be determined; opportunities for improvements along the trail have been identified as part of this plan.

### HOW WILL THIS ADDRESS EQUITY?

Mill St connects more affordable multi-family housing to downtown Excelsior; improvements to Mill St will mitigate safety disparities and make walking and biking more convenient and pleasant for these households.

### ACADEMY AVE, YELLOWSTONE TRAIL AND LAKE LINDEN DR



### PRIORITY Low 000

This project will serve relatively few students, will provide modest safety and comfort benefits, and is likely to be moderately expensive.

### WHO WILL MAKE THIS HAPPEN?

City of Shorewood

### RECOMMENDATION

Consider traffic calming improvements, such as speed cushions, to reduce vehicle speeds.

### WHY IS THIS RELEVANT?

Academy Ave is a fairly direct route for students to access the school from the west via Water St, and it connects to the shopping center and Cub Foods on Lake Linden Dr to the east. Academy Ave has limited right-of-way and a narrow street without sidewalks. Opportunity to explore traffic calming treatments on Academy Ave.

### HOW WILL THIS ADDRESS EQUITY?

While this recommendation supports walking and biking, it does not address transportation equity goals.

### LAKE LINDEN DR AND HAZELTINE BLVD



### PRIORITY Low 000

This project will serve very few students, will provide modest safety and comfort benefits, and will be moderately expensive.

### WHO WILL MAKE THIS HAPPEN?

City of Shorewood

### RECOMMENDATION

Explore opportunity to fill the shared use path gap along Lake Linden Dr to create continuous pedestrian facilities to and around Cub Foods.

### WHY IS THIS RELEVANT?

The path along Lake Linden Dr runs from the intersection with Yellowstone Trail to the driveway for Seidou Spa and South Lake Agency Insurance Brokers. The sidewalk does not continue until just north of the Hwy 7 intersection with Lake Linden Dr, creating a gap in pedestrian facilities.

### HOW WILL THIS ADDRESS EQUITY?

While this recommendation supports walking and biking, it does not address transportation equity goals.

### **EXCELSIOR ELEMENTARY MAIN** ENTRANCE



### PRIORITY High 000

Stakeholders supported this project, which will serve many students, will provide significant convenience benefits, and will be very low-cost.

### WHO WILL MAKE THIS HAPPEN?

Minnetonka Public Schools

### RECOMMENDATION

Install U-shaped bicycle parking adjacent to the main entrance to Excelsior Elementary.

### WHY IS THIS RELEVANT?

The existing bike parking is located behind the building. Bike parking in front of the main entrance could facilitate bike trips to the school for students and other community members arriving from the south or west. Prominently sited bike parking could also help to signal the school's support for biking and remind students and others that biking to school may be an option.

### HOW WILL THIS ADDRESS EQUITY?

While this recommendation supports walking and biking, it does not address transportation equity goals.

This page intentionally left blank.



03. PROGRAMS

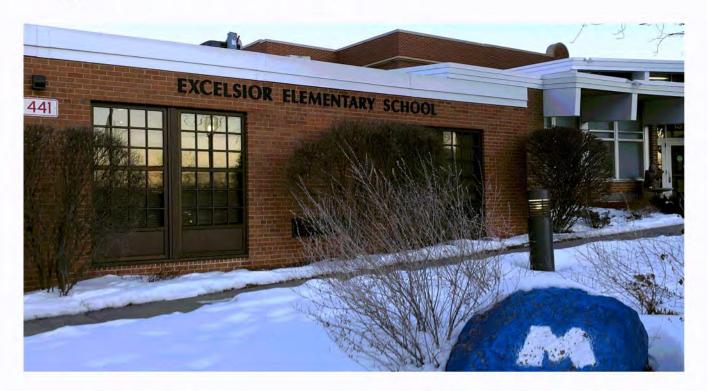


### Introduction to Programs

Programs are opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.

Programs are focused on educating students, families, and the broader community about walking and biking. Programs also help to build a culture that supports and normalizes walking and biking to school and other destinations. Because programs are low-cost and can often be implemented quickly by an individual school or the school district, they represent an important Safe Routes to School strategy that complements longerterm strategies, including infrastructure improvements and policy changes.

### Program Recommendations



### **EXISTING PROGRAMS**

The Cities of Shorewood and Excelsior and Excelsior Elementary have been actively working towards providing safe and inviting spaces around school for students. This work provides a valuable baseline for expanding programs to encourage more students to walk and bike.

### Active or previously implemented programs include:

- Walk/Bike to School Day
- Running Club
- Crossing Guards

### PROGRAM RECOMMENDATIONS

Conversations with school and district staff, caregivers, students, community members, and city and county staff led to the following program recommendations. Programs were identified to meet the needs, capacities, and interests of the community and were prioritized based on existing programs, input from local stakeholders, the extent to which the program would serve priority equity populations, and the readiness of the school to launch the program.

### Recommended Programs:

- Walk and Bike to School Days
- Drop & Walk
- Inter-school Partnership (Mountain Biking Club)
- Walk! Bike! Fun! Curriculum





### WALK/BIKE TO SCHOOL DAYS

National Walk and Bike to School Days engage millions of students and families every October and May. Minnesota also celebrates Winter Walk to School Day in February. Additional education and encouragement programming can increase awareness, and expand participation. Events can also take place more frequently (e.g., Walking Wednesdays) if there's interest and capacity.

### When, where, and how will this be implemented? In

October, February, and May to start, with adults and/or secondary school students leading walking groups along pre-identified routes.

Why is this relevant and recommended? These events have been held successfully in the past; a new coordinator, e.g., a teacher, school staff person, or caregiver, is needed to continue coordinating participation.

### How will this address transportation inequities?

Coordinated events can make walking/biking accessible to students disproportionately impacted by unsafe crossings.

How will this be evaluated? Student participation counts.

Who needs to be involved to make this happen? Students, PTO, school staff.

What is the timeline for implementation? Short-term (1 year).

### **DROP & WALK**

During a drop and walk event (also called park and walk or remote drop-off), bus drivers and caregivers drop students at a designated off-campus location and students walk the rest of the way to school. Remote drop-off events can help reduce drop-off congestion on campus and provide students who live further from school with an opportunity to walk to school.

### When, where, and how will this be implemented?

Coordinated drop-off points along the Lake Minnteonka LRT Regional Trail.

### Why is this relevant and recommended?

Strategic drop-off locations can remove major crossing barriers (e.g., Hwy 7 and Mill St).

### How will this address transportation inequities?

Coordinated events can make walking/biking accessible to students disproportionately impacted by unsafe crossings.

How will this be evaluated? Annual caregiver survey about transportation patterns.

Who needs to be involved to make this happen? Students, PTO, school staff.

What is the timeline for implementation? Short-term (1 year).





### INTER-SCHOOL PARTNERSHIP (MOUNTAIN BIKING CLUB)

Inter-school partnerships can support students at multiple schools by implementing mutually beneficial programming. For example, younger students can benefit from mentorship and relationships with older students while older students can practice teaching and leadership and can earn community volunteering hours.

### When, where, and how will this be implemented?

Minnetonka High School mountain biking club members can co-lead group trail rides along the Lake Minnetonka LRT Regional Trail or can assist with Walk! Bike! Fun! classes.

### Why is this relevant and recommended?

High school students can help build knowledge of and a culture around biking at Excelsior Elementary; volunteers could also earn community service credits for their time.

### How will this address transportation inequities?

This will support student knowledge of and comfort with walking/biking; it will not benefit equity priority groups.

### How will this be evaluated?

Participation counts; number of events held.

### Who needs to be involved to make this happen?

Elementary and high school staff and students.

What is the timeline for implementation? Medium-term (2-3 years)

### WALK! BIKE! FUN! (WBF) CURRICULUM

WBF is a two-part curriculum designed specifically to meet Minnesota education standards. WBF helps students ages five to thirteen learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community.

### When, where, and how will this be implemented?

Physical education teachers can integrate WBF as a component in their annual curriculum for students of all ages

### Why is this relevant and recommended?

WBF is tailored to meet education standards for students in Minnesota, Direct access to the Lake Minnetonka LRT Regional Trail provides a unique opportunity to extend the classroom beyond the school campus onto dedicated pedestrian and bicycle facilities.

### How will this address transportation inequities?

This will support student knowledge of and comfort with walking/biking; it will not benefit equity priority groups.

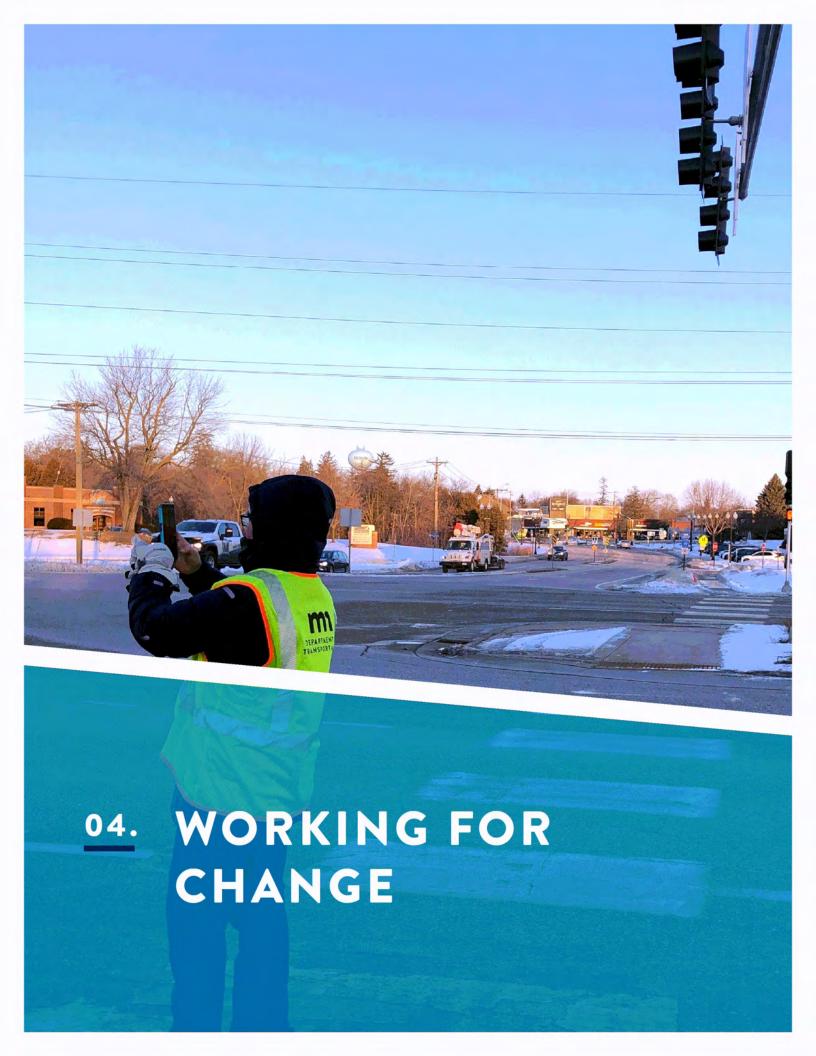
### How will this be evaluated?

Student travel tallies to measure modal change over time.

### Who needs to be involved to make this happen? School staff.

What is the timeline for implementation? Medium-term (2-3 years).

This page intentionally left blank.





### **Action Steps**

This plan and planning process provide two critical ingredients for creating a more equitable transportation system in Shorewood and Excelsior: a prioritized set of infrastructure and program recommendations, and a network of caregivers, school staff, local government employees, and community members committed to improving walking and biking.

### PRIORITY SRTS INITIATIVES

- Install crossing improvements at intersections along the planned shared use path on Mill St, and design the path to accommodate two-way bicycle and pedestrian traffic (Recommendations M, N, O, P, and R).
- · Coordinate Walk and Bike to School events on the nationwide dates in the fall and spring, and identify opportunities to conduct these events more frequently (e.g., monthly), including on the Minnesota-wide date during the winter.
- Integrate Walk! Bike! Fun! into the Excelsion Elementary curriculum, possibly as a module within the existing physical education (PE) curriculum, building on the elementary school's proximity to the Lake Minnetonka LRT Regional Trail and downtown destinations as natural assets.



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

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

### I AM A STUDENT OR CAREGIVER

Students and their families can have incredible influence when advocating for change in their school and broader community. For example, students and caregivers can support and lead SRTS initiatives including:

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

### I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable transportation system. By describing the challenges and opportunities their students face around walking and biking, and by petitioning local elected officials for improvements, school district employees can support policy and

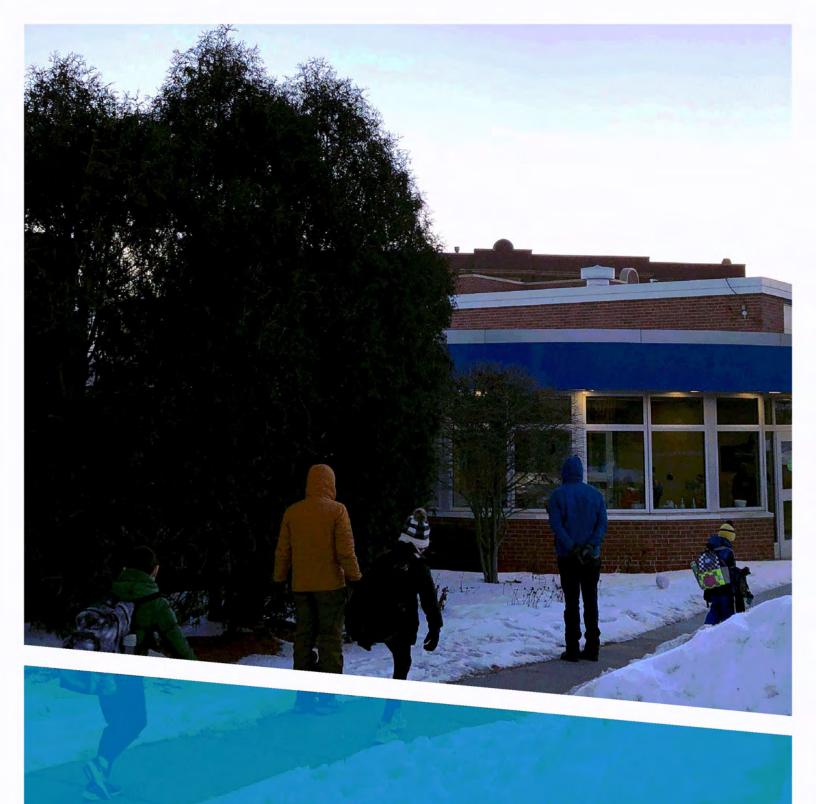
infrastructure improvements that benefit their students and the broader community. Staff are also ideally positioned to implement the recommendations in this plan, whether it be a classroom-level curriculum or school district-wide policy around walking and biking.

### I WORK FOR THE CITY OR COUNTY

As members of the governments that own, regulate, and maintain the roads, city and county staff can be instrumental in re-orienting transportation policies and infrastructure around walking and biking to schools and other destinations. City and county staff can leverage their expertise to identify, advocate for, and implement changes that contribute toward a more equitable transportation system. Key policies that staff can support include:

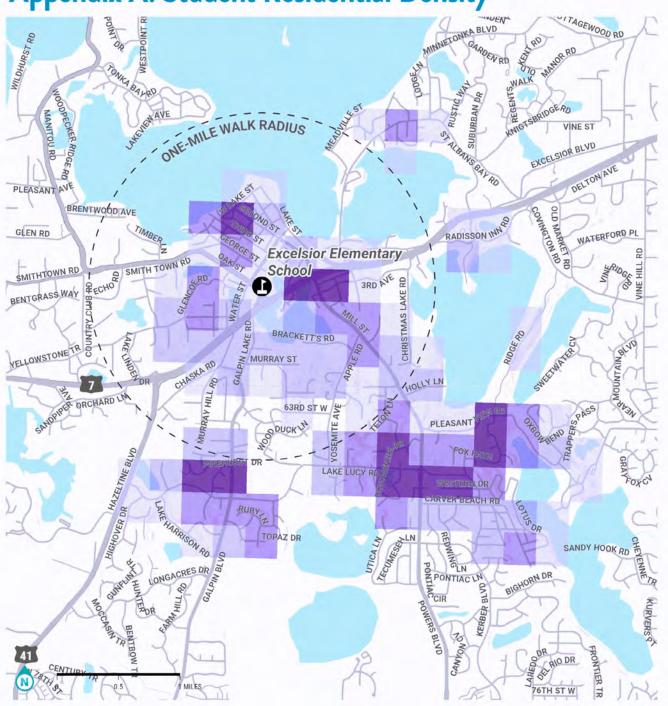
- · Reducing lane widths and vehicular speed limits.
- · Eliminating minimum parking requirements.
- Revising land use regulations to promote denser and more integrated land uses that promote walkable and bikeable trips.
- Prioritizing municipal maintenance and snow clearing of all pedestrian and bike facilities
- Requiring complete streets infrastructure as part of all road resurfacing and reconstruction projects

City staff can also use this report to support Safe Routes to School funding applications to programs such as MnDOT SRTS grants, federal SRTS grants, and the Statewide Health Improvement Program (SHIP).



05. APPENDICES

**Appendix A: Student Residential Density** 



### STUDENT RESIDENCE HEAT MAP EXCELSIOR ELEMENTARY

SHOREWOOD SAFE ROUTES TO SCHOOL PLAN

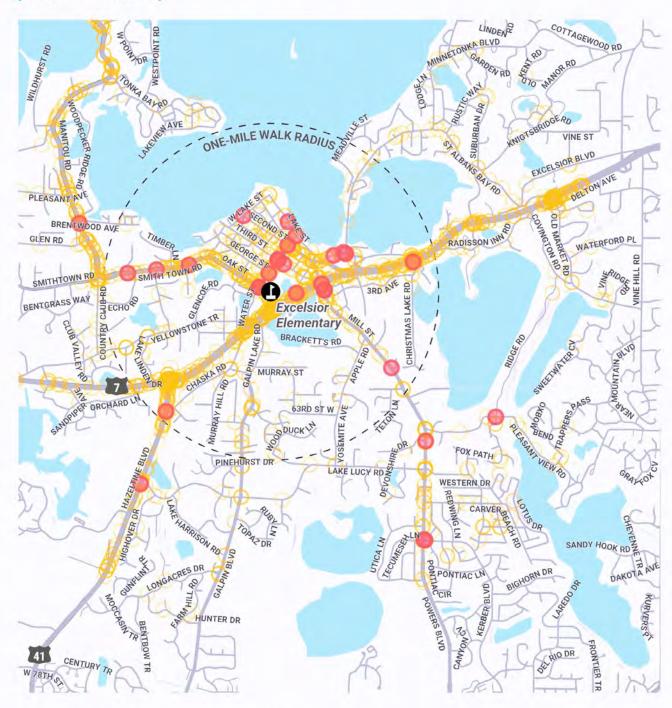
### Student Density

**Lower Density** 





### Appendix C: Crashes by Road User Vulnerability (2011 - 2021)



### COLLISIONS BY ROAD USER VULNERABILITY EXCELSIOR ELEMENTARY

SHOREWOOD SAFE ROUTES TO SCHOOL PLAN

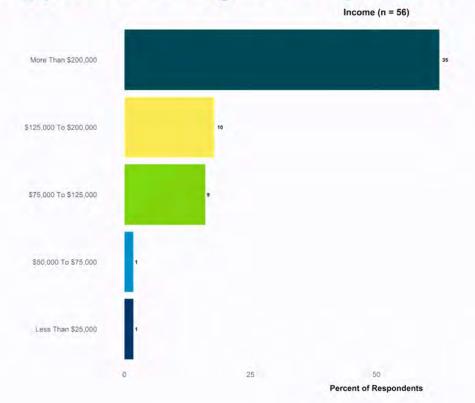
Refer to Appendix H for a description of the methods used to produce this map.

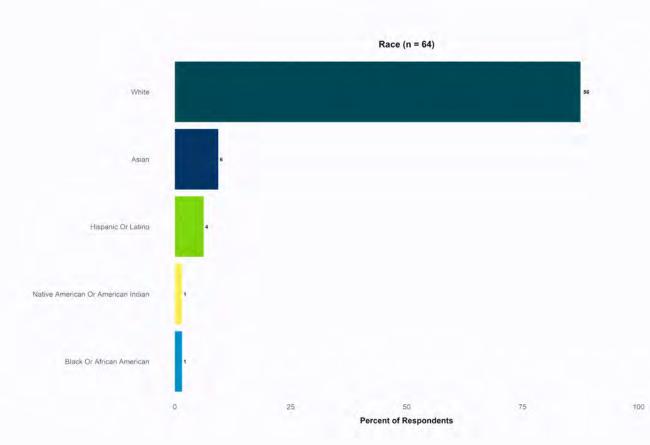
### Collisions

Vehicle(s) Only

Bike- or Pedestrian-Involved Collision

### **Appendix D: Caregiver Survey Results**

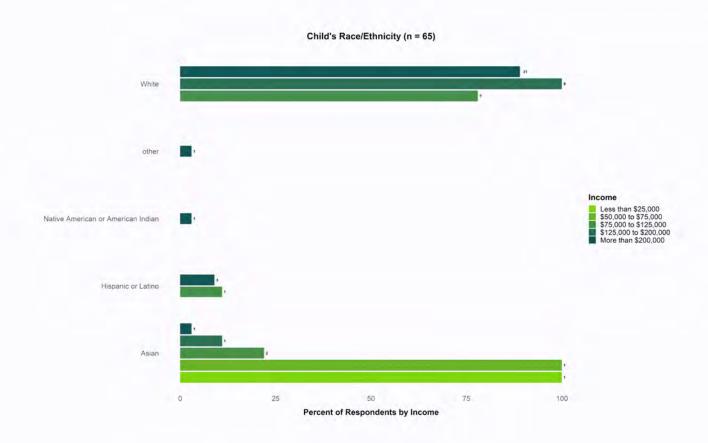


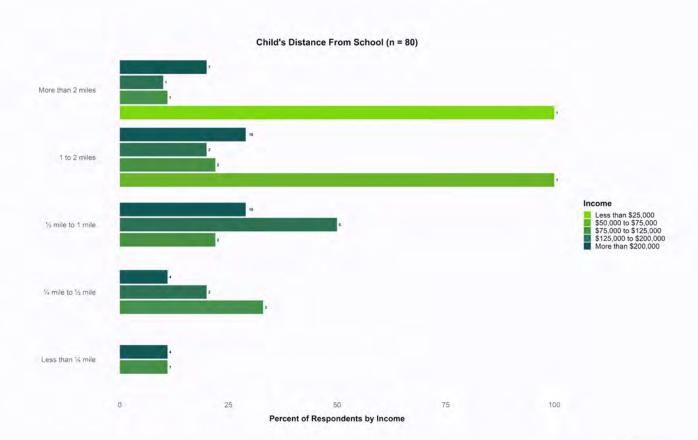


7.5

100

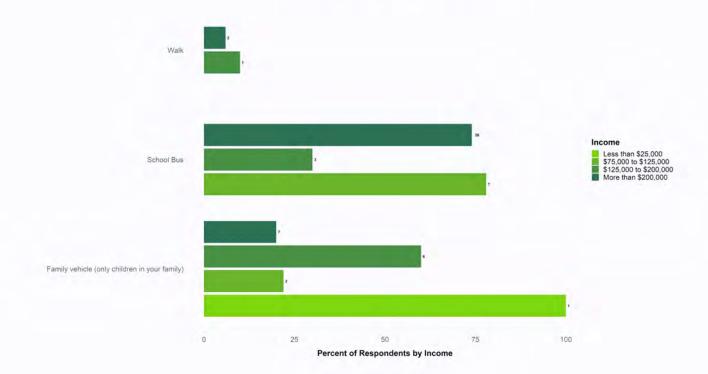




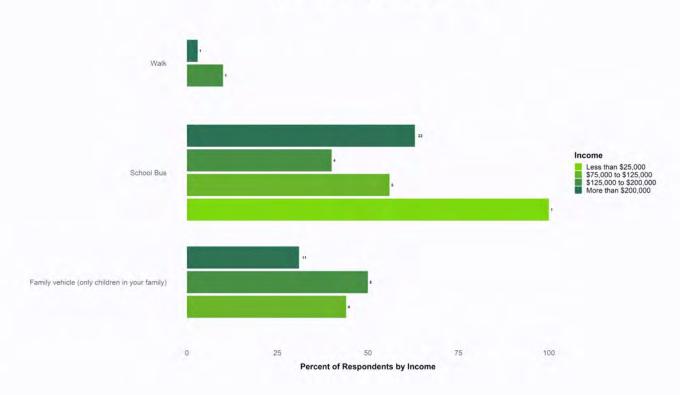




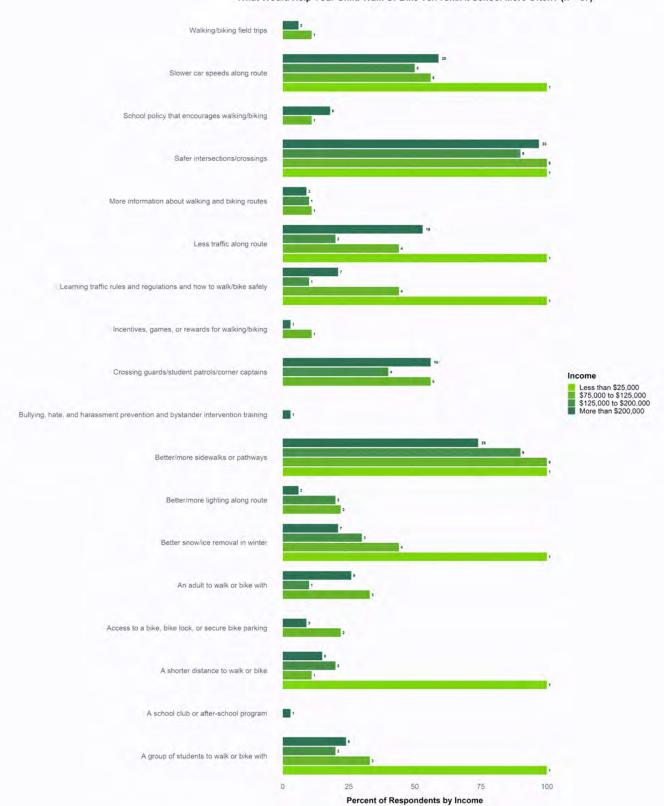
### Child's Mode Of Travel To School (n = 80)

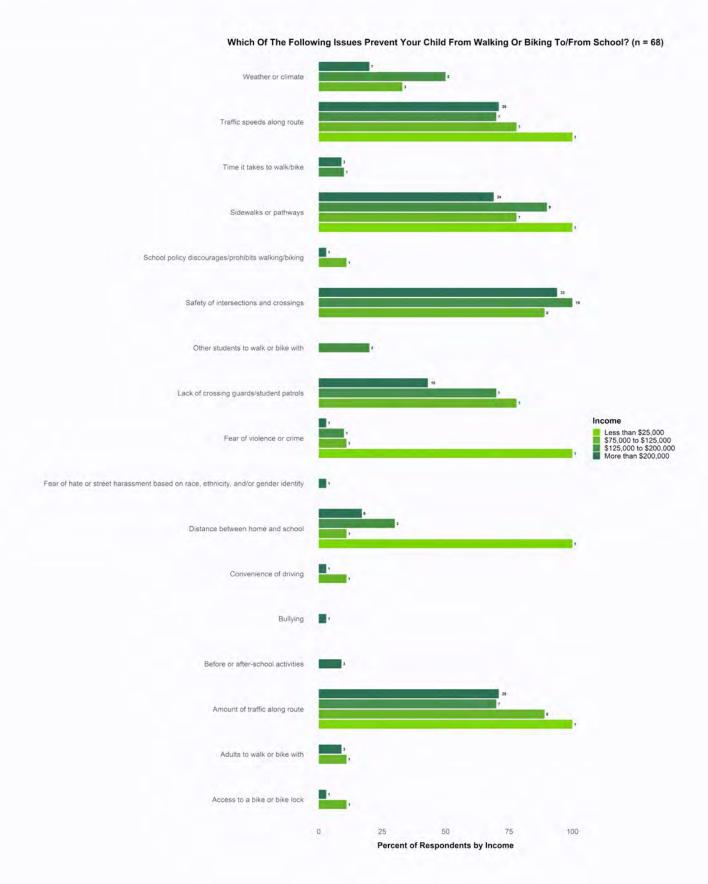


### Child's Mode Of Travel From School (n = 80)









# Appendix E: Project Process and Timeline

Intro Call: SRTS staff and consultants meet with local SRTS team lead(s), review the timeline of the planning process, talk through the responsibilities of the different stakeholders, and identify short-term next steps, such as scheduling the kick-off meeting and finalizing stakeholders for the SRTS team, including local community members and staff from the school(s), city and county governments, and MnDOT.

Kick-off Meeting: the SRTS team, including SRTS staff and local and county participants, reviews the planning process and talk about high-level goals.

Engagement + Data Collection: SRTS staff and consultants work with the schools, non-profits, and the broader community to build awareness of the planning process, solicit input, and identify opportunities for programs and infrastructure improvements.

Rapid Planning Workshop: the SRTS team discusses past efforts around walking and biking in the community, identifies areas of need, and brainstorms possible resources, collaborations, and opportunities to implement new programs and infrastructure improvements.

**Technical Meeting:** SRTS staff speak with local, county, and MnDOT staff about existing studies, projects, and other opportunities and constraints relating to pedestrian and bicyclist infrastructure within the planning area.

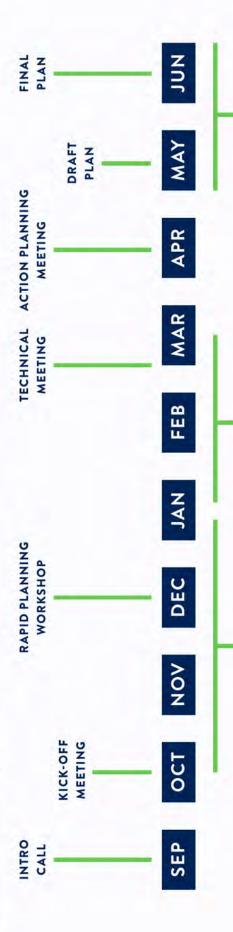
Summarize Issues + Opportunities: building on input from community engagement, data collection, the rapid planning workshop, and the technical meeting, SRTS staff and consultants compile identified program opportunities and locations where infrastructure improvements could support walking and biking to school.

Action Planning Meeting: the SRTS team reviews the summary of issues and opportunities and discusses possible actions to take in response to issues/opportunities.

**Draft Plan:** the SRTS team reviews and provides feedback on a draft of the full plan.

Implementation Support: SRTS staff and consultants assist the community with short-term actions, such as designing a concept for a demonstration project to test improvements at a problematic intersection near the school.

**Final Plan:** the completed plan is published online and in print and is formally adopted to guide future SRTS efforts.



IMPLEMENTATION

**ISSUES +OPPORTUNITIES** 

ENGAGEMENT +

SUMMARY OF

## Appendix F: Equity Scorecard

## **EXCELSIOR ELEMENTA**

Each section of the scorecard targets a different area in the planning process. As you and your team research and answer each question, consider how that information will be helpful in meeting the equity commitments below. The responses gathered will help guide your/ This Equity Scorecard works as a guide to ensure careful thought is put into planning an equitable SRTS Plan. Each community has different needs, experiences and challenges, so it is important to be intentional about including everyone in the decision-making process. the team's decision-making and strategizing. This scorecard allows you to put your best foot forward in serving all residents of your community fairly and equitably.

# SAFE ROUTES TO SCHOOL EQUITY COMMITMENTS\*

- Everyone affected by a decision has a right to be involved, and we strive to engage all people.
- Everyone has a valid opinion, and we actively listen to people and use their input in the decision-making process.
- come to us. We go where the people are. We do not expect them to
- People engage, learn and receive information in many ways, so we use a variety of strategies and tactics to gather information.
- We seek out local knowledge and contacts (cultural, neighborhood and business) to collaborate and better serve our communities.
- We give and gather information in multiple ways to provide all invested people access.
- We learn from our experiences and hold ourselves accountable to our goals.

### EQUITY GROUPS TO CONSIDER

Remember, equity is not just about race or ethnicity, consider the following groups while working on your plan:

- Ability
- Cultural Customs Religion
- Housing access and tenure
  - Income

Education

Technology Access/Skill

- Race/Ethnicity

Geography

- Gender/preference
- Language and Linguistic Diversity
- \* Adapted from IAP2's Core Values for the Practice of Public Participation: https://www.iap2.org/page/corevalues

### SCORECARD

Answer as many questions related to equity for your SRTS Plan as you can in the table below by researching online, asking colleagues, and talking to people in your community. Give yourself one point for each question you answer meaningfully. This self-scoring process is to help you be authentic and accountable to yourself and those you serve. Your goal is to grow and do better each time. This is a living document and should be updated throughout the project and sometimes beyond.

CATEGORY	QUESTION	PROMPT	RESPONSE	SCORE
ORIGINS	What inspired your SRTS plan?	Knowing what inspired the plan gives insight into motives, funding, expectations, decision makers, desired outcomes, etc.	Safety issues for students walking and biking across Highway 7 and along Galpin Lake Road. The plan is being developed in concert with the Galpin Lake Road Trail Improvement project.	_
	Who requested the plan?	Same as question 1.	City of Shorewood.	<del>-</del>
	How is the plan funded?	Same as question 1. In addition, knowing about the funding source helps with planning and equitable access.	Federal and state money set aside for SRTS planning assistance.	-
	What are some potential challenges?	What are the obstacles to the success of the project? Gathering information? Reaching all stakeholders? Once these are known, strategies can be put in place.	Engaging all communities virtually during COVID-19. Other school priorities taking attention away from the plan. No existing walking/biking champions identified at the school.	-
	Have historically untapped groups (based on race, ethnicity, socioeconomics, language, religion, ability, etc.) been included in the process from the beginning?	Historically, not all community members have been invited to the table in the decision-making process. Extra effort needs to be made to include people who have been historically ignored or unacknowledged, purposefully excluded, are distrustful of systems to engage, etc. in the process. In addition, these targeted groups need to be included from the beginning of the process, because their perspectives and ideas are valuable and will help shape the plan.	Previous focus for Shorewood has been specifically Galpin Lake Rd pedestrian improvements. I am not sure if the larger area surrounding the school has been engaged previously. Mill Street corridor outreach and focus group in 2019 included residents along that corridor, but also in the area off Mill Street proper - but was more location specific.	-
	What does success look like for the plan?	Imagine what your SRTS plan looks like at completion if all goes as well. What do you see? How will people behave? What benefits will arise? Who will be pleased? Who will benefit? How will the community be left better than when the project started?	Multi-agency, school, and government support and adoption. Momentum created by project or projects that arise out of implementation of the plan to build upon either with local or other/regional/state funds. Another success factor will be greater awareness outside of only parents of students on how gaps or deficiencies can be addressed, roles and responsibilities of different agencies, as well as collaborative effort and greater communication. The non-motorized traveler (adult) population is only increasing in and around the area, so there would be expected benefit, especially once improvements are made through plan implementation, to	=
GOALS + OBJECTIVES	What are the goals and objectives for the plan?	What is this plan trying to accomplish or do? Will you gather important information? Solve a problem? Educate? Build awareness? Change behaviors? Create something?	the general public through this effort, across political and demographic boundaries. Create safe pathways for children to bike or walk. Unsafe conditions make it dangerous for children in certain areas to get to school safely, whereas others can safely do so. Education will also be key (benefits of biking/walk, where are safe paths, bike and pedestrian safety, rules of the road, safety gear, bike security, hydration, etc.)	-

SCORE	-	Ę.	-	-	-	-	-	-	÷
RESPONSE	Students will be safer, healthier. Those with bikes and a safe route to school will be more likely to bike. Increase in biking culture (rise in trail usage perhaps).	Children and parents/caregivers will more frequently walk or bike to school. Programs to get student awareness of opportunities to walk/bike to school will be in place. More bike racks could/would be installed if necessary. More awareness of bike safety (helmets, storage, and security). Other programs would pop up - group excursions, etc.	No, we intend to inform people in the fall/winter through outreach at the school. A number of people in the community have expressed support for the effort via a petition.	Not yet, we are working on connecting with leaders at the school to help us reach untapped groups.	Excelsior Elementary is located in the City of Excelsior on the border of Shorewood. Furthermore, the school is at the corner of Highway 7 (State Highway) and Oak St (County Road 19), both of which are unsafe for young students to cross on their own.	All of them are. There are so many ways the Excelsior Elementary community can publish, distribute, and exercise the goals and objectives of this plan.	Low for now. It is true there are few children walking this route to school, but I believe the interest will increase significantly once the public becomes aware of this effort to create a safe walking path, and interest will increase significantly because the driving alternative is so inconvenient that walking will become a viable option. Right now, they are trading inconvenience for safety, but if safety is improved, I believe that will be the primary motivation for the choice of mode of transportation.	For this phase, the project team are the main decision makers and are made up of staff from the City of Shorewood, Excelsior Elementary, MnDOT, and the consultant team. As the project moves toward implementation, the local, county, and state governments become the decision makers.	Students, parents, faculty, and staff at Excelsior Elementary, as well as others living in the neighborhood who desire a safe crossing into Excelsior. That interest extends into Carver County.
PROMPT	If the goals are met, how will students be affected? Will some be more affected than others? If so, how? Will some benefit more? Will the community be left better or worse off (from varied perspectives) in the end?	For example, will all the biking/walking concerns be brought forth and addressed? Will there be a specific plan and momentum around increasing biking and walking in this area? Will there be a safe way to cross busy roads near school?	How will you ensure all students and families, not just some or the easiest to reach, understand the objective of the project? How will it be communicated in a way that everyone can have access to the meaning?	Have these groups been identified? And how have they been contacted/asked for their input?	Are there physical geographical features or challenges that will affect the plan? Access? ADA compliance issues? Budget? For example: Does access to transportation limit someone's ability to participate in the project or give feedback?	This question asks the planner to consider how the input from the public will be used in the decision-making process. For example: Once we gather information from meetings, surveys, etc., how will that data be used? Will their voice have an impact and how so? Or can we use ideas from the public to reach more community members or help educate our students?	Is this a priority for families/residents? Depending on the response, how will that affect engagement or participation?	Who will be making the decisions about process, engagement, funding, construction plans?	If this project is completed as planned, who will be affected on a day-to-day basis? Caregivers who send kids to school each morning. School staff? Bus drivers? Etc.
QUESTION	How will the plan goals and objectives affect the community?	How will you know if the goals and objectives have been met?	Are all stakeholders aware of and have a clear understanding of the goals and objectives?	Have untapped groups given input to the goals and objectives?	How does the geography of the plan affect the goals and objectives?	Which goals and objectives are being influenced by the public?	What is the public's level of concern? (Low, Medium, High)	Who are the primary decision makers for the plan?	Who are the communities that will be directly affected by the plan?
CATEGORY						GOALS + OBJECTIVES			

CATEGORY	QUESTION	PROMPT	RESPONSE	SCORE
	Who are the communities indirectly affected by the plan?	For example, surrounding neighborhoods, assisted living communities who may use walkways, nearby daycares, local small businesses.	The neighborhoods surrounding the school, and the Excelsior downtown area.	<del>.</del>
	Who are the historically untapped communities at the school(s)?	Include specific communities, e.g.: residents living in low-income housing, single-parent families, non-English speakers from neighborhood communities, farmers/migrant workers, wheelchair users.	Work with the schools and city to identify these groups.	7
GOALS + OBJECTIVES	Who will/will not benefit from the SRTS plan?	Consider each group that will benefit via money, power, education, safety, access, health, etc.	The primary stakeholders identified in Question 16. Students, staff, families, and the community will benefit. Primary Goal of the Scope would be to have ALL benefit from the SRTS plan. More engaged, attentive students mean other students, staff, and parents all benefit.	÷
	What strategies will be used to create the plan?	Are your strategies dictated by the goals of the project and who you are serving?	The Rapid Planning Workshop, community engagement, and data collection. Continuous collaboration of stakeholders.	÷
	How will potential challenges with the plan be handled?	Being proactive with a plan for challenges will help prevent a delay in progress. For example: the pandemic limits in-person meetings, so we will make sure there are many virtual engagement opportunities to gather input.	Through collaboration, problem-solving, and connecting with resources who can provide clarity.	F
	Review the 7 Equity Commitments. How will these be embedded in the plan?	<ol> <li>Everyone affected by a decision has a right to be involved, and we strive to engage all people.</li> <li>Everyone has a valid opinion, and we respect and actively listen to people.</li> <li>We go where the people are. We do not expect them to come to us.</li> <li>People engage, learn, and receive information in many ways, so we use a variety of strategies and tactics.</li> <li>We seek out local knowledge and contacts (cultural, neighborhood and business) to collaborate and better serve our communities.</li> <li>We give and gather information in multiple ways to provide all invested people access.</li> <li>We learn from our experiences and hold ourselves accountable to our goals.</li> </ol>	From planning to implementation to long-term support, these commitments should be revisited and shared among all (students/staff/families/community). We should be consistent in attracting multiple voices at each step in the process to 'embed' the results in the Excelsior Elementary community.	<del>-</del>
	How will you partner with communities to increase engagement?	The best information comes from the people you are planning for. Speak to students, families, and schools to collect input.	We will work directly with the PTO to reach families at Excelsior Elementary. Excelsior Elementary PTO, Excelsior Elementary Facebook and Instagram pages, Events like Walk & Bike to School Day, ask students for input (Student Council) and ideas on ways to increase community engagement.	÷

CATEGORY	QUESTION	PROMPT	RESPONSE	SCORE
GOALS + OBJECTIVES	What is the racial, social, economic make-up of the area?	Use online demographic search tools, school census information, city facts, etc. to learn about the area. Be thorough; review the equity categories on page 1 for groups to consider.	Shorewood and Excelsior have a combined population of 10,301 people. Of those people, 9% are people of color, 3% speak English less than "very well," and 11% have low income (below 200% the census poverty level).	<del>-</del>
	How do demographics influence the goals and objectives for the plan?	How will the Equity Groups on page 1 influence your plan, strategy, communication and so on? For example: Excelsior Elementary community is 21% People of Color and 7% receive free-reduced lunch. A campaign focused on the health and academic benefits of walking and biking may provide impactful engagement opportunities for school staff (trying to reduce the gap), students and families.	More demographic information needs to be gathered. We learned from the staff that there are Somali, Hispanic, and Chinese families at the school. We also identified students belonging to the backpack club who are experiencing food insecurities. Another focus was nearby families who rent their homes.	₹
	What is important to know about the communities invested in the plan?	This question takes a bit of research. Search online, speak to various leaders in the community, places of worship, organizations, talk to school staff and colleagues. For example, are there any historical impacts, cultural norms, or other characteristics needed for planning context? Is there a group who prefers to drive students to school for cultural or religious reasons? A group that does not feel it is safe to send females out on their own. Or students with disabilities who may have trouble accessing safe routes?	Everything they want to share! Currently this is a drive-heavy community due to safety issues. Making safe places to bike and walk to school will be critical to changing the culture.	<del>5.</del>
	Have you gathered information from community members about the geographic and cultural history of the communities involved in the plan?	Similar to the question above, except the emphasis is on learning from the community.	Not yet, but we intend to do so through our upcoming engagement events.	F
GOALS + OBJECTIVES	How will you communicate the key messages of the plan to your communities?	It is important to use clear, plain language to communicate the plan, expectations, and results in a variety of ways to reach all stakeholders.	You must be transparent and clear on your project. Through outreach events, surveys, website.	÷
	How will you learn from your communities?	What strategies are being used to connect with liaisons in the community to gather information?	At engagement events which are in the works and through the caregiver survey.	F
	How will you keep a consistent feedback loop with your communities (input in, information out)?	People want to know they have been heard. Once you hear from them and make decisions, let them know how their voice mattered.	Follow up and update the progress of the project- create check in plan	<del></del>
	How are different communication strategies and languages being utilized to reach communities?	Consider using translator services, technology, and non-technology tools, virtual and in-person, etc.	Social media, Facebook, websites etc.	<del>-</del>
	How will the plan promote a positive quality of life for communities?	How will the community be better off because of this project?	Safety for all the users, health and wellness benefits of walking and biking, culture change (less driving), educational benefits of exercise	÷

SCORE	<del>-</del>	-	<del>-</del>	<del>-</del>	<del></del>	-	-	<del>-</del>
RESPONSE	Student travel data collected through the caregiver survey. Student, parent and staffideas collected through engagement and the interactive map. Demographic data to help target families/communities.	Engagement events, student tallies, online map, caregiver survey.	Scorecard will be updated throughout to see if new engagement is needed. The responses listed here will be turned into action steps. Data was collected through the online survey and interactive maps, 1-1 interviews and meetings with school staff.	Opportunity for faculty (Laura and Rebecca??) review? How about families? Zan staff to review and prepare a report.	Yes, we were able to meet with some untapped groups and gather feedback. Most specifically the school's EL families, Backpack club, PTO, and afterschool program students.	We were able to get strong online survey feedback and comments. Speaking with staff also gave us a lot of insight.	School access to families, interactive map	Yes- the plan is shared back with the Rapid Development team but follow up is needed with school staff.
PROMPT	This is key. Consider what you want to know and how you will get it.	Typically, you will need to do this in multiple ways to get to various groups.	This is critical. Use the information you gather to make informed decisions. Collecting data is futile if it is not used to guide your strategies.	This is an accountability piece that makes sure that data isn't from just one group or one perspective.	The following questions are important to help you look back on what worked and didn't, where changes need to be made for next time, and how you have grown.	Refer back to the objectives section.	Keep track for future use.	Make sure to close the loop and report back to the communities you serve with final results.
QUESTION	What data will be collected?	How will data be collected?	How will the data inform decision making?	Who will review the data to ensure it tells an authentic story from multiple perspectives?	Has the plan met its intended outcomes?	Was the engagement plan executed successfully?	What were the successes of the plan?	Does the final plan include community-supported goals and objectives and has the plan been shared with your communities?
CATEGORY	GOALS + OBJECTIVES				GOALS + OBJECTIVES			

40

### SCORING RUBRIC

Use the rubric to see where your score falls. The rubric is meant to be an encouragement and offer suggestions to improve your score and equity focus.

RANGE	PROGRESS	SUGGESTIONS
36 - 40	Exemplary work on your equity-focused actions and efforts! You are well-prepared for successfully implementing an equitable SRTS Plan and have shown excellent initiative and thoughtful care for this work. You are moving toward true inclusion and awareness. Because of your commitment to equity, the communities you serve will have an important voice in the happenings in their schools. When you commit to engaging and empowering all, you are one step closer on the journey to social justice. Thank you!	Continue to use your position to uplift those who have been historically untapped and give voice to those generally not asked to speak. Continue to gather information and resources from your communities. Take note of where you have been successful, and your work is supporting the communities you serve. Keep the scorecard handy throughout the plan so you are able to refer to it regularly. The more you refer to it and answer the questions, the more natural it will be to stay equity-focused in all of your SRTS work.
31- 35	Good effort on your equity focused SRTS Plan! You most likely made a positive impact on the communities you serve. Your plan is on track; however, you could use some additional information and effort in preparing your SRTS Plan. Consider returning to this document to add information as you go, it will be a benefit to your plan. Thank you for your dedication.	Ask community representatives if they could help provide more information about the school(s). Do some investigating into the history, demographics, and culture of walking at biking at your school(s). As you gather information, update your scores. Continue to learn more about the communities and neighborhoods that you serve. Grow your contact list as well as your engagement strategy repertoire. Deepen your connections with contacts and reach out to those who can teach you more about the communities you serve.
LESS THAN 31	You are beginning to see equity as a priority in your work. Using this scorecard will help you to consider the many ways you can make an impact on the communities you serve. You have identified some important information in your responses but there is still more work to do. Learning to be equity-focused is a journey and progress is made by small steps in the beginning. Thank you for your efforts around equity.	Do more research or connect with additional people to gather information. Consider how you could talk to colleagues, community members and others to learn more about the area. Read up and research about different cultural groups in your area. Keep your scorecard front and center as you work. Research the answers to as many questions as possible. Don't be afraid to ask for support. Focus on reviewing your actions through a lens of empathy and interest as you move forward to ensure you are promoting the voices of all.



### Appendix G: Engagement Summary

### INTRODUCTION

Safe Routes to School (SRTS) staff provided community engagement support to collect ideas on walking and biking from the Excelsior Elementary community. SRTS staff assisted local Excelsior Elementary staff by using multiple strategies such as: hosting an interactive

caregiver and student surveys, teaching lessons with the student council and afterschool program, and coordinating with a parent liaison to gather feedback from other families on the opportunities and barriers of walking and biking to school.

engagement website, requesting feedback through

The purpose of the engagement strategies were to identify walking and biking challenges, to understand Build where people would like to go, to provide information walking - piking about walking and biking safety, and to build excitement for the Excelsior Elementary Safe Routes to School Identify Understand Plan. These engagement strategies were chosen to make waiking - biling outes walking - piking it easy for the Excelsior Elementary communities to





### TABLE 1: ENGAGEMENT STRATEGIES

DATE	STRATEGY	DESCRIPTION	COUNT
Oct 2021 – Spring 2022	Interactive engagement website	Engagement website available in both English and Spanish.	
Oct 2021 - Spring 2022	Interactive map	Interactive online map provided for residents to leave comments and match them to the exact locations.	21 comments
Oct 2021 – Spring 2022	Caregiver survey	Survey to identify why families walk and bike and what would help make it safer to walk and bike. The survey was available online as well as in paper-pencil upon request and available in English, Spanish, Somali, and Chinese.	70
Jan 2022 – Spring 2022	Student survey	Survey using student-friendly language to help identify why they walk and bike and what would help make it safer to walk and bike. Surveys were distributed during school lessons.	10
Dec 2021 - Mar 2022	Equity scorecard	An equity analysis was completed with the project team during the Rapid Planning Workshop and used to guide engagement strategies.	13

DATE	STRATEGY	DESCRIPTION	COUNT
Dec 2021 - Mar 2022	Regular check- in meetings with school leadership	Brainstorming and planning sessions to gather feedback from families.	3
Dec 2021 – Mar 2022	Collaborate with PTO President	Meeting and commitment to put surveys in weekly newsletters.	3+ committee and school families
Jan 2022  – Mar 2022	Student collaboration	Taught lessons to students about walking and biking benefits. Developed a plan to gather more feedback from kids with the student survey. Families were asked to complete surveys afterward.	15

talk to staff and participate while also adhering to social distancing guidelines during the Coronavirus pandemic.

### ENGAGEMENT HIGHLIGHTS

### **OPPORTUNITIES**

While many families choose to walk and bike for recreation and some live in walking/biking distance to school, most don't feel comfortable allowing their children to walk or bike to school alone. The main reason is the lack of safe routes over busy roads. One Excelsion parent mentioned in an interview that a walking school bus program from Kowalski's or another location would be a great option to get kids to bike and walk to school.

### BARRIERS

There are several roads that appear to be dangerous due to traffic speed, lack of safe crossings, and unsafe/ no sidewalks or pathways. The two most commonly mentioned are Highway 7 and Oak Street.

### **EQUITY FINDINGS**

The students living at the apartments on the south side of Highway 7 would like to walk or bike to school but many do not have bikes or families feel it is not safe to cross this

busy road at Mill Street. A bike fleet or rehab program might be a way to supply students with bikes if there were a safe way to cross.

### PROGRAM FINDINGS

Building skills for later in life using programs like the Bike Rehab program or the walking school bus were seen as favorable to families.

### INFRASTRUCTURE FINDINGS

Families shared that additional ways safely cross Highway 7 would encourage more biking and walking to school. More school zone and speed limit signs on roads adjacent to Excelsior Elementary could encourage drivers to slow down and watch for kids walking and biking to school. Repaired and added sidewalks/bike paths would be an important improvement as well.

### **EXISTING CONDITIONS**

### **OPPORTUNITIES**

Many families said they enjoy walking and biking and would like their student to be able to walk and bike to Excelsior Elementary. Many parents say they live less than a mile away but do not allow their children to walk/ bike because the routes are unsafe (see Figure 1).

The most requested improvement was a safe way to cross Highway 7, specifically at Oak Street, Galpin Lake Road and Mill Street. People also said access to safe ways

across Highway 7 would bring more people to Downtown Excelsior, increase business, and lessen the traffic at each stop. One resident noted, "We cross this highway monthly on bikes or on walks with very young children. There is so much to offer in downtown Excelsior and we would love to be able to head there more often and spend more money!.

From the students who completed the online survey or spoke one-on-one with staff during lessons, they shared that more sidewalks and paths would encourage them to walk or bike to school. They also thought more



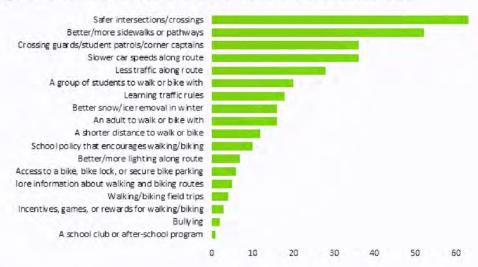
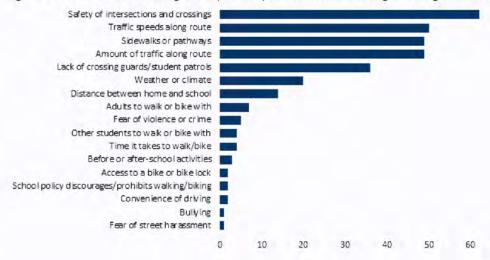


Figure 2: Which of the following issues prevent your child from walking or biking to/from school?



crosswalks, stop signs, flashing lights and signals would benefit the area. Several students mentioned bike racks near school as a possible opportunity to encourage biking to school.

### BARRIERS

Many parents said their primary concerns for their children walking and biking to school are dangerous intersections near school (see Figure 2). The specific areas to consider for improvement are below.

### Highway 7

Throughout engagement, people shared that crossing Highway 7 is dangerous for multiple reasons. First, the speed limit is high along the Highway and there is a lack of shoulder space to walk between the high speed vehicles. Next, there are a lack of safe crossings that require safety improvements, for example at Linden Avenue, Mill Street and Galpin Lake Road. Finally, westbound right-turnson-red are dangerous for pedestrians since drivers are not coming to a full stop at Oak Street. As a result, most families prefer to drive their students.

### Oak Street/Highway 19

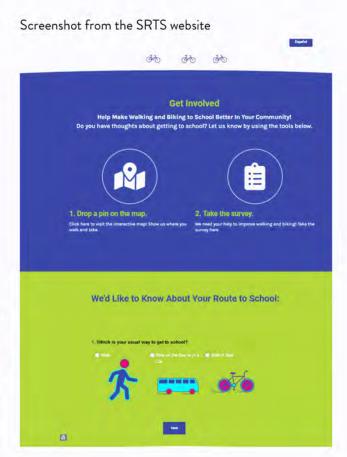
Families said that there are no stop lights at some crossings and roads need to be updated for safety, including sidewalks. One parent noted that they have seen students almost run down by drivers at the Water Street intersection.

### Galpin Lake Road

It's reported that cars move too fast on Galpin Lake Road and there are a lack of sidewalks, shoulder space and bike paths. It also does not lead to any safe places to cross Highway 7.

### Mill Street

People said that Mill Street has no sidewalks and the traffic moves too quickly. A few people mentioned 3rd Street as a dangerous intersection to cross for families. One person said "We'd love to see pedestrian crosswalks



at the intersection of Mill Street and 3rd Street. Many families cross there to access the bike trail, but it's currently extremely dangerous as there's no signage to alert cars to watch that intersection."

One resident noted that the Mill Street. bridge is the only feasible way to cross Highway 7 in that area, but is not safe for walkers. Mill Street is high traffic and lacks dedicated paths. Mill has a stretch of sidewalk on its east side near the bridge, the rest of Mill does not. The east side is poor for school access as it requires crossing an entrance ramp to Highway 7 and then crossing the west side of a very busy Mill at an uncontrolled intersection. A dedicated path along Mill Street. with a connection to the Lake Minnetonka Regional Trail is needed for safe school access. Another resident noted that there is a Hennepin County plan for Mill Street for 2024 to build a trail that ends at 3rd Street, but there is no plan to connect the

trail to the school via the lake Minnetonka Regional Trail. A connection would make it way more likely to be used to walk/bike to school.

### Lake Street

A few people said traffic moves very quickly on Lake Street and sidewalks are inadequate for safe travel. One resident mentioned online, "Nobody is going to cross Oak/Hwy 19 until there are stop lights at all intersections and Lake Street is FULLY updated. Cars drive too fast on Lake street and the City of Excelsior chose not to put sidewalks in the correct locations. It is too dangerous on Lake Street. And William is super unsafe for small kids alone."

### FINDINGS

### EQUITY

While a majority of Excelsior Elementary families fall in the sociodemographic identities of white, upper-middle class, homeowners, and English speakers, there are some families who do not claim those identities. There are families who make less income (below poverty level), rent apartments, speak English less than very well and 9% self-identify as not white. Many of these students live on the southside of Highway 7 in the Christmas Lake Manor Apartments and the Estates at Excelsior. While they are within walking distance of the school, there is not a safe way for them to cross Highway 7. The families who live here speak many primary languages such as Somali, Spanish and Chinese. Working with their English language teacher, the SRTS team was able to teach lessons on the benefits of walking/biking to school. The team learned that many of these students do not have bikes to use.

Additionally, there is an afterschool program at the nearby United Methodist Church that serves English language learners and "backpack" kids. These are students with food insecurities who take home backpacks of food as needed. The food shelf program and the afterschool tutoring program are on the same days. Working with these families, we learned that many would

like students to walk or ride to school when the weather is nice if it is safe.

### **PROGRAMS**

### Walking School Bus

Several people said they would allow their child to walk to school with the walking school bus program. Some said that parents and older students informally act as walking leaders for students living near them, and a formal program could help connect them with more students.

### Crossing Guard

Parents frequently said that they are concerned about the personal safety of their kids walking and biking to school, and said they would feel a better sense of security if there were trained supervisors or volunteers to assist students near the school. Some suggested temporarily closing roads from 7:45-8:15 and 2:45-3:05 with the help of crossing guards. Safety Resource Officers' presence has also been a strategy implemented in the past with success.

### Drop-off Student Valet

Several families said parent pick-up and drop-off in front of the school causes back up and delays. A valet program of trained teachers, parents, or volunteers to assist with the drop-off and pick-up process could create a more organized and safer environment. The library behind the school could be a good place to start. A variation on this, suggested by a resident, is a remote drop-off between the elementary and middle/high school campuses. This would allow older children to walk with younger children to school then be shuttled back to middle or high school.

### Bike Fleet and Bike Rehab

Stakeholders commented that having a bike program instituted to repair donated bikes could eventually turn into a full fleet of available bikes. These bikes could be given to or earned by students to bike to school.

### Walk/Bike to School Day

Providing training and resources to encourage students to come on a specially appointed day may work as an incentive for biking/walking to school.

### INFRASTRUCTURE

Families and residents have clearly stated that creating a safe way to cross Highway 7 is a must if students south of the highway want to walk or bike to school. Additional safety measures need to be in place for parents to feel comfortable allowing their students to cross Highway 7.

In addition, several parents said that there should be more school zone and speed limit signs, particularly on Highway 7, Oak Street, and Galpin Lake Road. Some people recommended flashing lights and radar speed signs for greater visibility.

### Appendix H: Methods and Data Sources

### CRASHES BY ROAD USER VULNERABILITY

Visualized crashes are taken from a MnDOT crash database that spans the years 2011-2021. Pedestrianand bike-involved crashes were those events with "Crash Type Description" values of either "Pedalcycle (bike)" or "Pedestrian".

### STUDENT RESIDENTIAL DENSITY

A kernel density estimate (KDE) was produced from student addresses to show the relative spatial distribution of students across the planning area while protecting the privacy of students and their households.

### ROAD OWNERSHIP

Highway Performance Monitoring System (HPMS) data from 2021 were visualized on the basis of each road segment's "Ownership" value. These values were consolidated from 26 categories down to six for visualization purposes; these six categories were: "Federal," "Tribal," "State," "County," "Local," and "Other".

### PRIORITY EQUITY AREAS

Data from the Centers for Disease Control and Protection (CDC)'s Social Vulnerability Index and the Environmental Protection Agency (EPA)'s EJScreen-Environmental Justice Screening and Mapping Tool were combined at the block group level to create a composite equity priority score for each block group in the planning area. Decile scores for each component measure were calculated, weighted, and then aggregated to produce the composite score. Component measures included deciles for racial/ethnic minority population, low income population, traffic proximity, particulate matter (PM) 2.5 levels, population with a disability, and households without a vehicle. A component measure was also calculated to identify block groups with high concentrations of white residents, which we considered to be the top 20% of block groups with the greatest share of white, non-Hispanic residents.

### SCHOOL ENROLLMENT CHARACTERISTICS

School year 2020-2021 enrollment data were downloaded from the Minnesota Department of Education Data Center.

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

### HOW MUCH PARKING SHOULD BE PROVIDED?

The amount of bike parking needed will depend on the capacity or your some, students, and the number of staff. But remember: be aspirational! Provide parking for the number should be provided for so bicy and staff, add some for for the number of staff.

- Aim for 25 percent of the maximum student capacity of the school.
- Provide additional parking to encourage staff and faculty to bike to school

For example, if each classroom has a max capacity of 20 students and there are 10 classrooms, space for 50 bicyforget to add some for faculty and staff!

### WHERE SHOULD PARKING BE LOCATED?

Well-located bike parking will be:

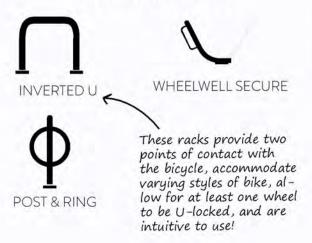
- visible to students, staff, and visitors
- near the primary school entrance/exit
- easily accessed without dismounting
- clear of obstructions which might limit the circulation of users and their bikes
- easily accessed without making a rider cross bus and car circulation
- installed on a hard, stable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

### CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

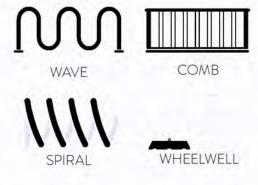
Bike parking shelters and lockers provide extra comfort and security for those choosing to ride to school. They're also a great project for a shop class. Both can be very simple in construction and go a long way towards making biking attractive and prioritized!



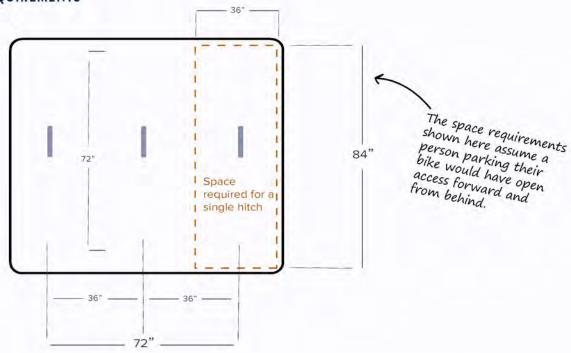
### RECOMMENDED RACKS



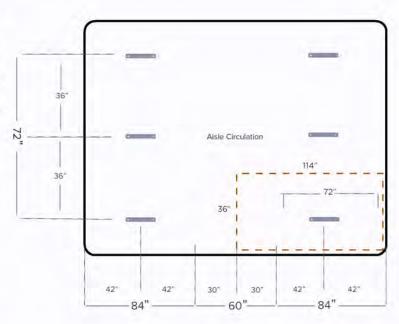
### **RACKS TO AVOID**



### SPACE REQUIREMENTS



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



Space required for a single hitch

### MORE INFORMATION

APBP Essentials of Bike Parking
Bike Shelter Development Guide Portland Public Schools

### RESOURCES FOR EQUIPMENT

<u>Dero</u> Sportworks

Urban Racks

### Appendix J: Maintenance Planning

### ANNUAL MAINTENANCE

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

### SEASONAL MAINTENANCE

Poorly maintained infrastructure and unpleasant weather conditions during the winter create barriers and decrease walking and bicycling. Winter maintenance can facilitate walking, biking, and rolling and provide new opportunities to encourage students to spend more time outside.

### RESOURCES

Safe Routes Partnership - Let It Snow: Ways to Help Walking in the Winter Months https://www.saferoutespartnership.org/blog/let-it-snow-ways-help-walking-winter-months

Winter Design Guidelines: Transforming Edmonton into a Great Winter City https://www.edmonton.ca/city\_government/documents/PDF/WinterCityDesignGuidelines\_draft.pdf

