

# NAYTAHWAUSH SAFE ROUTES TO SCHOOL PLAN

# Naytahwaush Community Charter School



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



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## 01 Introduction + Context



## The Purpose of this Plan

This planning process allows for school and community leaders as well as residents of Naytahwaush to discuss the issues and barriers of children walking and biking to school. This plan provides strategy to instill lifelong habits that support physical activity, health and safe behavior when walking and biking. This process also determines strategies that will address these issues and barriers.

This Safe Routes to School Plan serves as a walking and biking blueprint for the community of Naytahwaush. With this plan Naytahwaush Community can seek funding to implement **Infrastructure projects and programs**.

- 1) **Infrastructure funding** to improve the conditions of walking and biking in the community
- 2) **Program funding** to create educational or encouragement events.

Funding entities like to see the work and discussion which have led to the strategies the communities are now requesting funds to implement. This plan can also be referenced when planning for a roadway project or when a community is looking to create a policy regarding walking and biking.

The photo below is an unpaved path in Naytahwaush that is utilized by the community and would benefit by infrastructure improvements that would help create a trail network.



**FIGURE 3 UNPAVED PATH IN NAYTAHWAUSH**



## Navigating this Plan

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

### Programs

Getting kids to walk and bike to school requires fun and engaging programs for schools and families. Turn to this section for recommended events, activities, and strategies that will get students moving. The programs identified in this plan are recommended due to the program planning information that was captured by the surveys and other forms of public engagement.

### Infrastructure

Ensuring the safety of students on their trips to and from school means upgrading the streets and trails systems. See this section for suggestions to improve the safety, comfort, and convenience of walking and biking, including paint, signage and signals. The maps provided for this section incorporate the Naytahwaush Village Trail System map as well.

### How to get involved

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

### Appendices

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

## Executive Summary

The Naytahwaush Community School District requested a Safe Routes to School planning project for Naytahwaush Community Charter School. The school lies on the Southern edge of the Naytahwaush Village, and serves an area that includes the wide rural area surrounding the school. While many students must be bused more than 2 miles to school, the community served is home to many housing complexes where approximately 40% of the school's students live.

Due to the particular circumstances of the school district, many traditional Safe Routes strategies were viewed as a "hard sell" to parents by many of our Safe Routes team members. The only sidewalk in the Village begins and ends at the school drop-off zone in the front of the school. More so than in other parts of Minnesota, personal and public budgets are tight, which makes necessary infrastructure projects and large biking programs difficult to start. Mandatory walk zones may be viewed as unnecessary restrictions on who can ride the bus (currently everyone can). Parents are concerned about the safety of their children walking or biking.

While concerned about the barriers to Safe Routes strategies, Naytahwaush Safe Routes team members were optimistic. Any and all future strategies must promote safety, physical activity, be supervised, and appear as an overall convenience to parents. Therefore, the goals of this Safe Routes plan go beyond trails and infrastructure; the school district and partners will promote an effort to re-emphasize community pride and physical activity access.

Strategies in this plan reflect these new goals, and it will take more than just Naytahwaush Community Charter School to make it work. Community, tribal, county, and MnDOT involvement will be important in developing better infrastructure and re-emphasizing community pride and physical activity access. Past bike educators and advocates in the Naytahwaush area should be used as a resource for developing new programs. Moreover, a new group of volunteers will be needed to devote time and understanding toward Safe Routes.

Kayla Coleman, a community member, parent, and school staff on the SRTS advisory committee shared "That this SRTS plan is important to Naytahwaush because the students do not have a safe place to ride their bikes. A lot of kids live in walking distance but ride the bus, or get rides to school because there are no safe routes for them to walk."



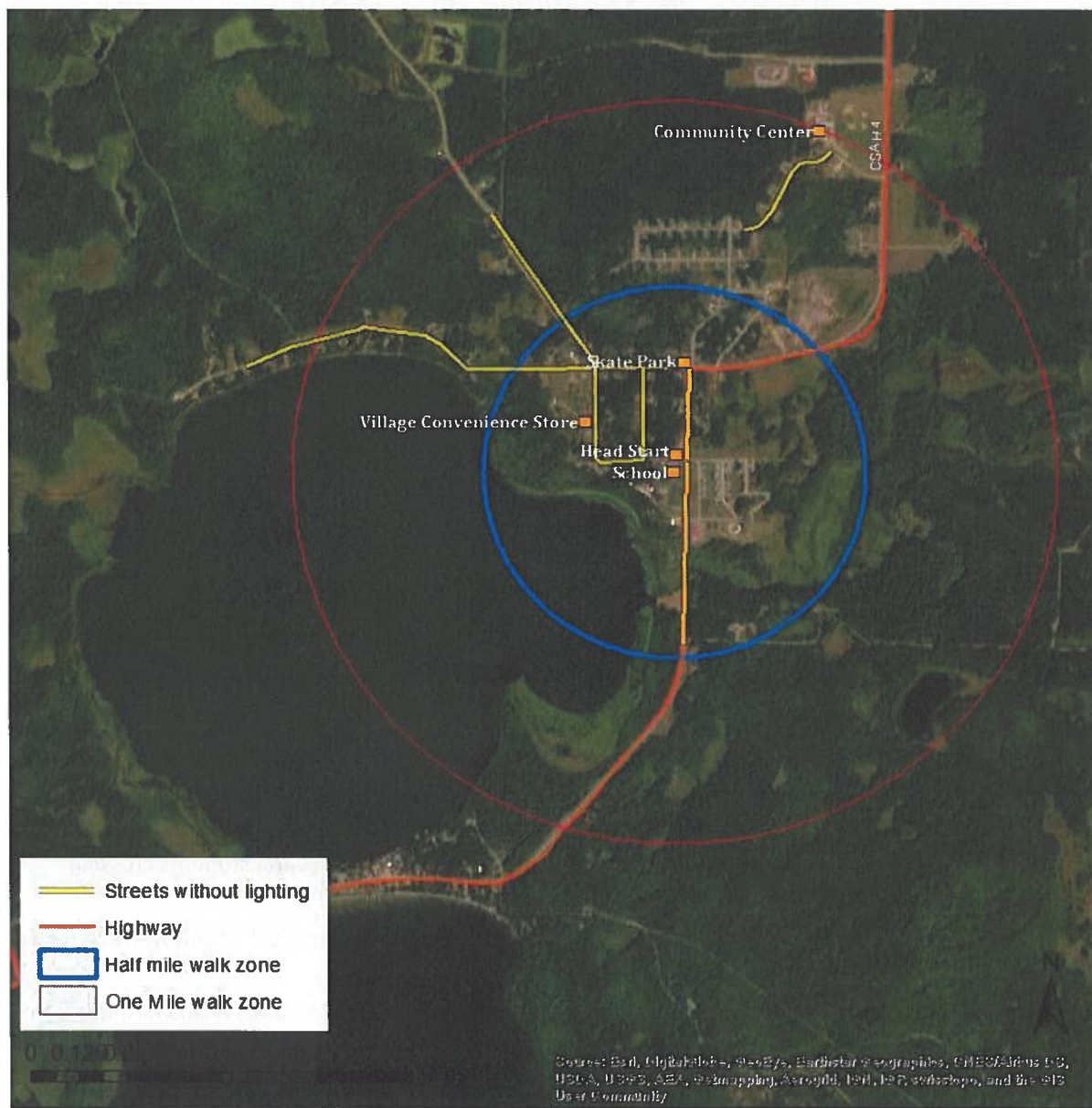
**FIGURE 4 NAYTAHWAUSH CHARTER SCHOOL**

## Community Assessment

### Current Conditions and Walk Audit

Naytahwaush Community Charter School currently does not have a walk zone, and offers transportation to all of their students. A potential safe walking distance for the school could extend to either a ½-mile radius (blue circle) or a 1-mile radius (red circle) around the school. This determination was based on traffic conditions, weather considerations, and improved pedestrian infrastructure. The current proposed walking/biking zone is mapped below. Figure 5 also identifies key locations where walking and biking would be more desirable. These key locations include: *Community Center, Village Convenience Store, Head Start, Skate Park, and the Charter School.*

**FIGURE 5 NAYTAHWAUSH PROPOSED WALK ZONE MAP**

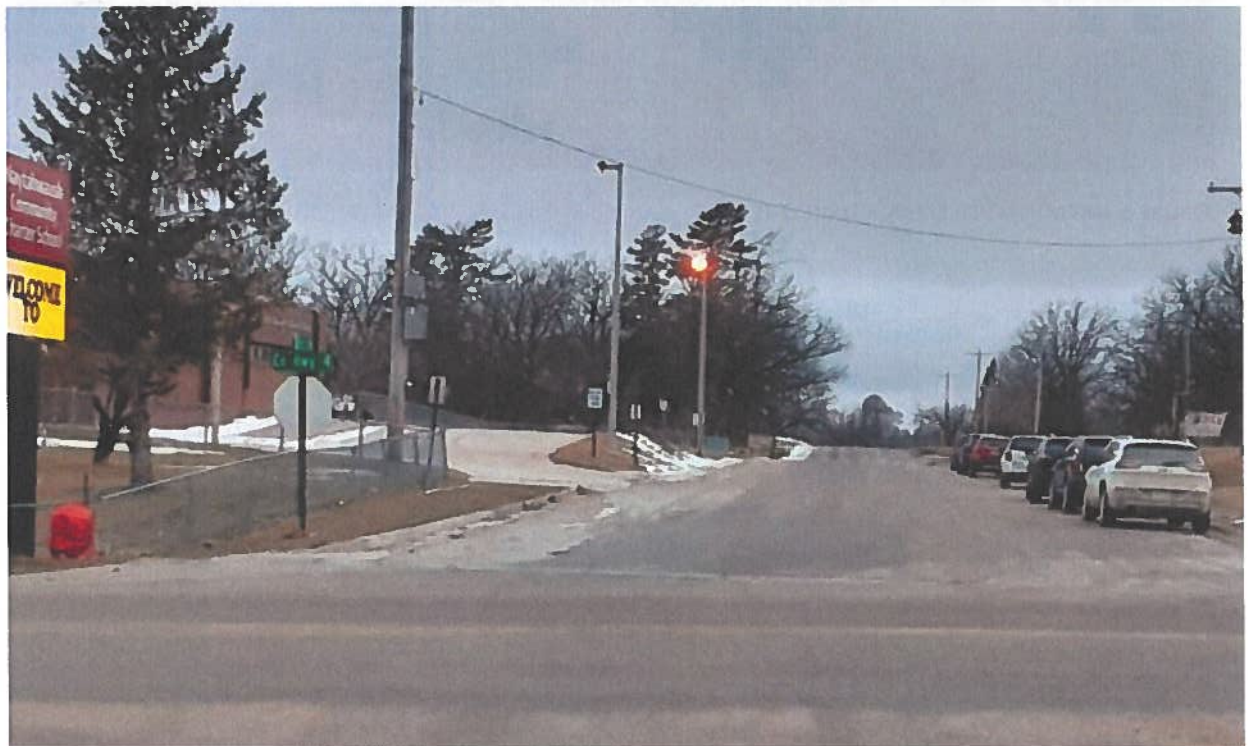




The following Figures show the current concerns for walking and biking within Naytahwaush and the reason for the desired program and infrastructure improvements.



**FIGURE 6 STRAY DOGS IN NAYTAHWAUSH**



**FIGURE 7 NAYTAHWAUSH CHARTER SCHOOL STREET VIEW WEST**





**FIGURE 9 INTERSECTION BY NAYTAHWAUSH SCHOOL LOOKING WEST**





**FIGURE 12 OFF SET INTERSECTION BY SCHOOL**



**FIGURE 13 SKATE PARK THAT HAS NO CROSSWALK**

## Current Safety Concerns and Perceptions

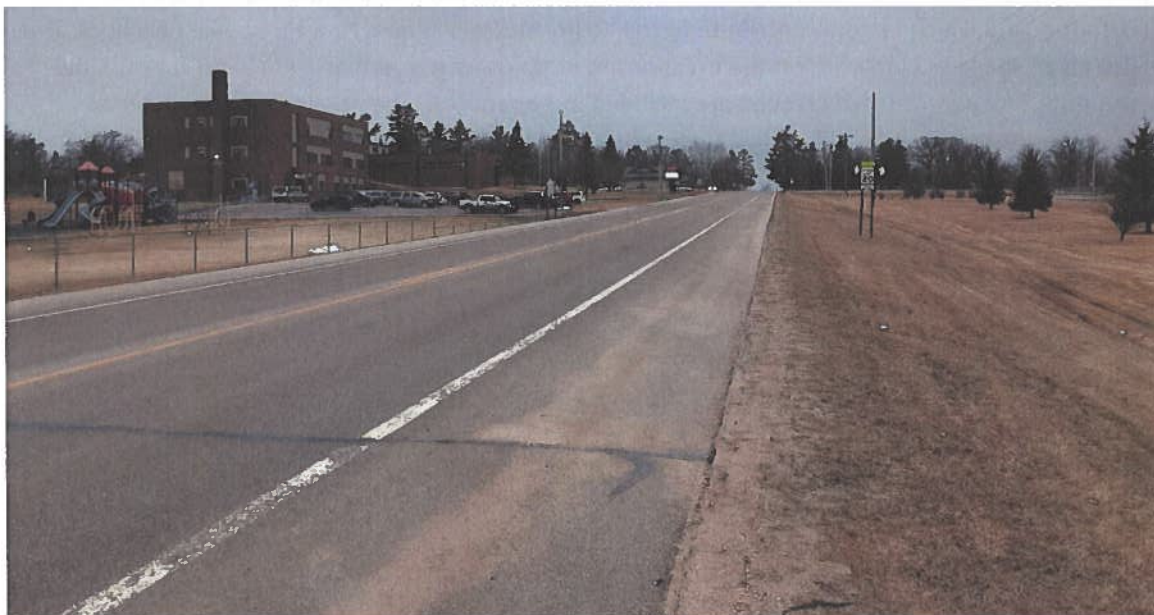
The Naytahwaush Community Charter School lacks specific policies related to walking and biking. The school will bus all students. If a parent is not able to get a student to school, they must call before 9 am to have their child picked up by the school bus or van. The Naytahwaush Community Charter School has a Wellness policy (Appendix E) that sets forth methods that promote student's wellness, prevent and reduce childhood obesity and assure that school meals are available on the school campus during the school day. Within the first few pages of the wellness policy statements B and E as well as a section labeled Physical Activity all address the school environment and the importance of opportunities for physical activity for students and staff to fully embrace and maintain a healthy lifestyle.

### Wellness Policy

B. "The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity."

E. "The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity."

Physical Activity Section: 1) Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television; 2) Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and 3) Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

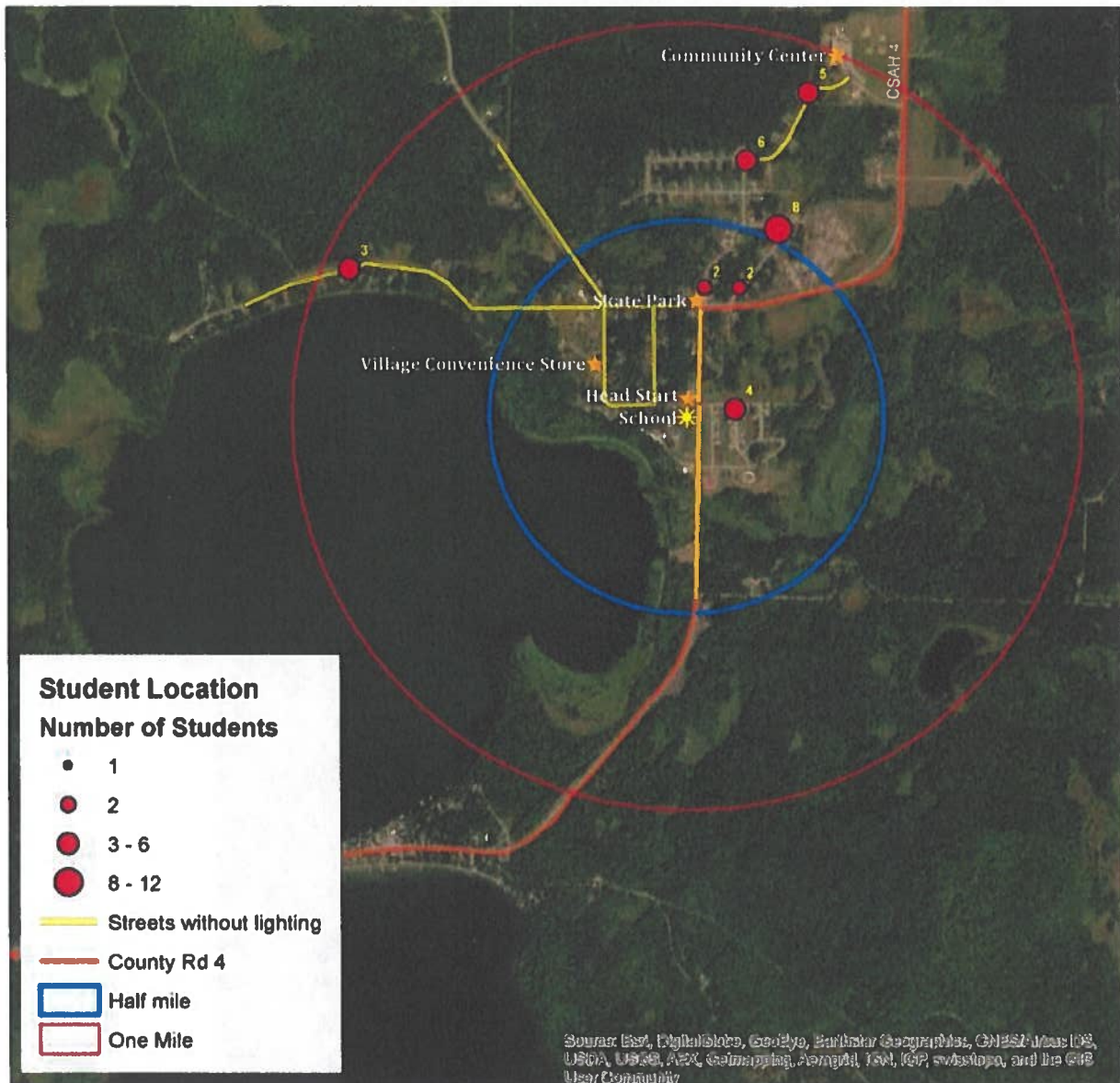


**FIGURE 15 CSAH 4 LOOKING NORTH NEAR SCHOOL**



Parent survey results also indicated that the school could do more to promote walking and biking. Seventy seven percent of parents believe that the school neither encourages nor discourages walking and biking. Sixty two percent of parents agree that walking or biking to/from school is a healthy activity.

**FIGURE 16 STUDENT LOCATION AND NUMBER OF STUDENTS**



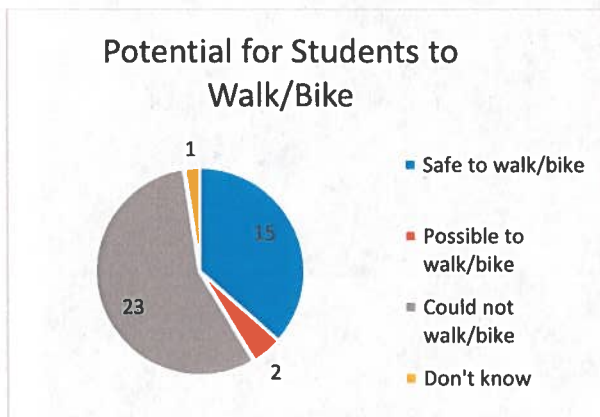
## Areas of Concern

Based on the walk audit, the School Zone Hazard Observational Assessment ( Appendix C ) and the student and parent surveys, the following issues were identified as the **main areas of concern** :

### 1- The distance students must travel

As Mahnomen County is a very rural area, the majority of students simply live too far from the school to walk or bike. Main roads into Naytahwaush have fast moving traffic with little to no shoulder, and are not safe to walk or bike on. Members of the planning team understand that there is little this plan can do to increase walking and biking to school for these rural students, and emphasized the need for encouragement of physical activity outside of traveling to and from school. One example of this is to host a Walk to School Day where the kids that are bussed to school get off before the school and walk together to school.

Students, parents, and members of the planning team showed concern over walking or biking in areas with heavy, fast-moving traffic. CSAH 4, where Naytahwaush Charter School is located, lacks sidewalks and crosswalks. However designated walking and biking space along the road is the safest solution to this problem. CSAH 4 also lacks crossing guards, which work to ensure safe behavior of both pedestrians and drivers.



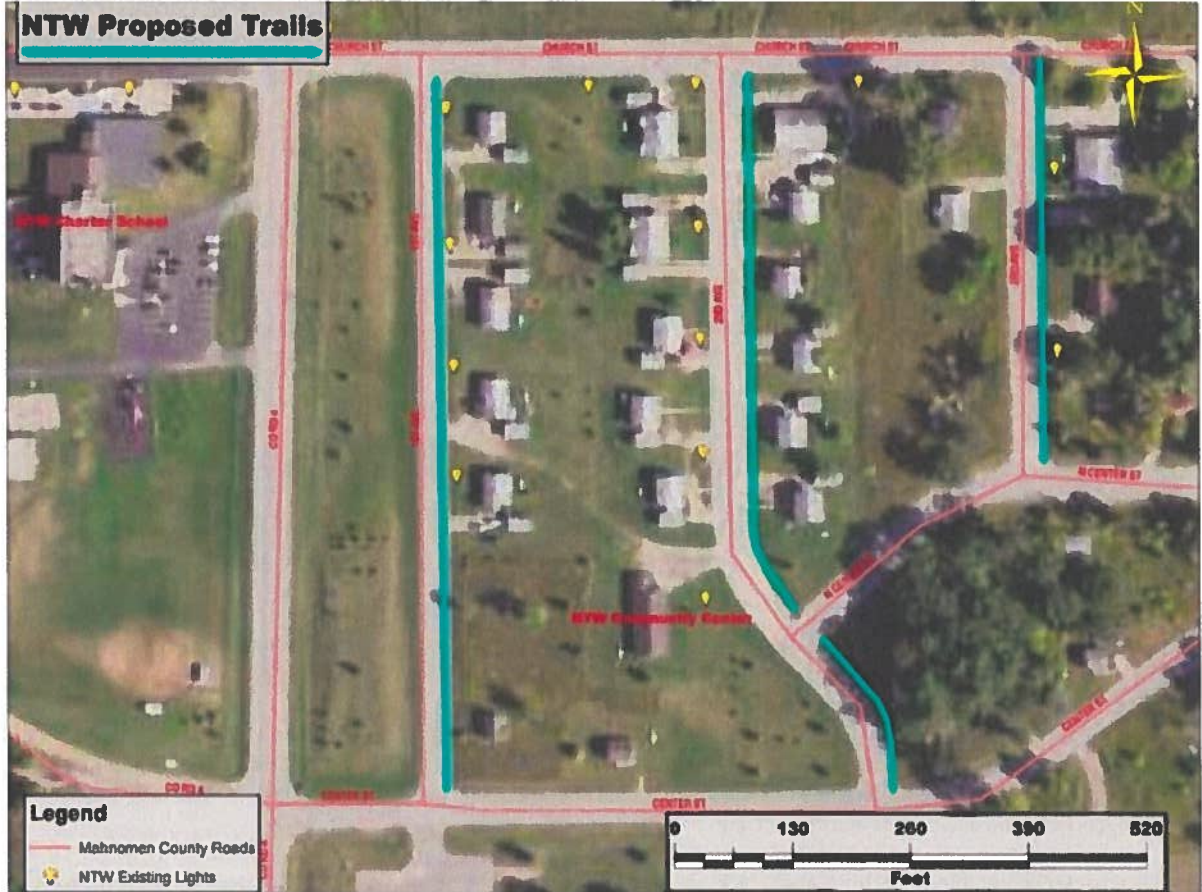
### 2- Violence and/or crime

Many of the parents expressed concern for crime and the safety of their children walking or biking without an adult. This concern may suggest a need for before and after school chaperones, one option for this would be organizing a walking/biking school bus/train.

### 3- Cold weather months

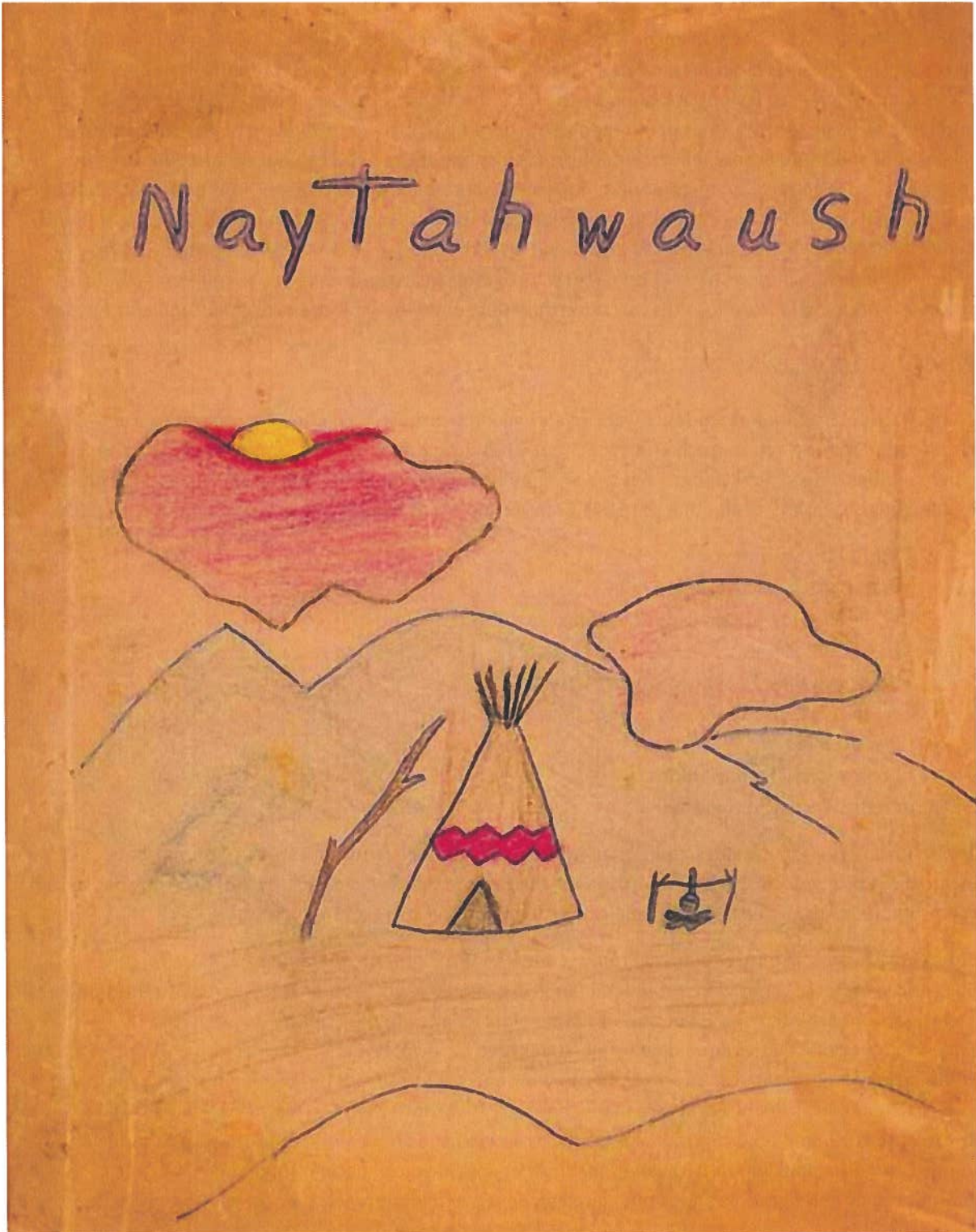
Located in Northern Minnesota, Naytahwaush experiences winter months in which it is not safe to be outside, even for short periods of time. As with distance, there is little this plan can do to mitigate winter weather impacts. The planning team seeks to promote physical activity regardless of weather, and will work to encourage walking and biking in warmer months, wearing proper winter attire on cold days, and organized indoor physical activities on days when it is not safe to be outside.

FIGURE 19 NAYTAHWAUSH COUNTY ROADS AND LIGHTING AND PROPOSED TRAILS





## 02 Programs and Policies



**Education Strategy:** Provide basic bicycle and pedestrian safety classroom lessons to school children, reinforced by take-home safety and educational sheets for parents through the Walk! Bike! Fun! Curriculum and other SRTS educational resources -Website <http://www.mnsaferoutestoschool.org>

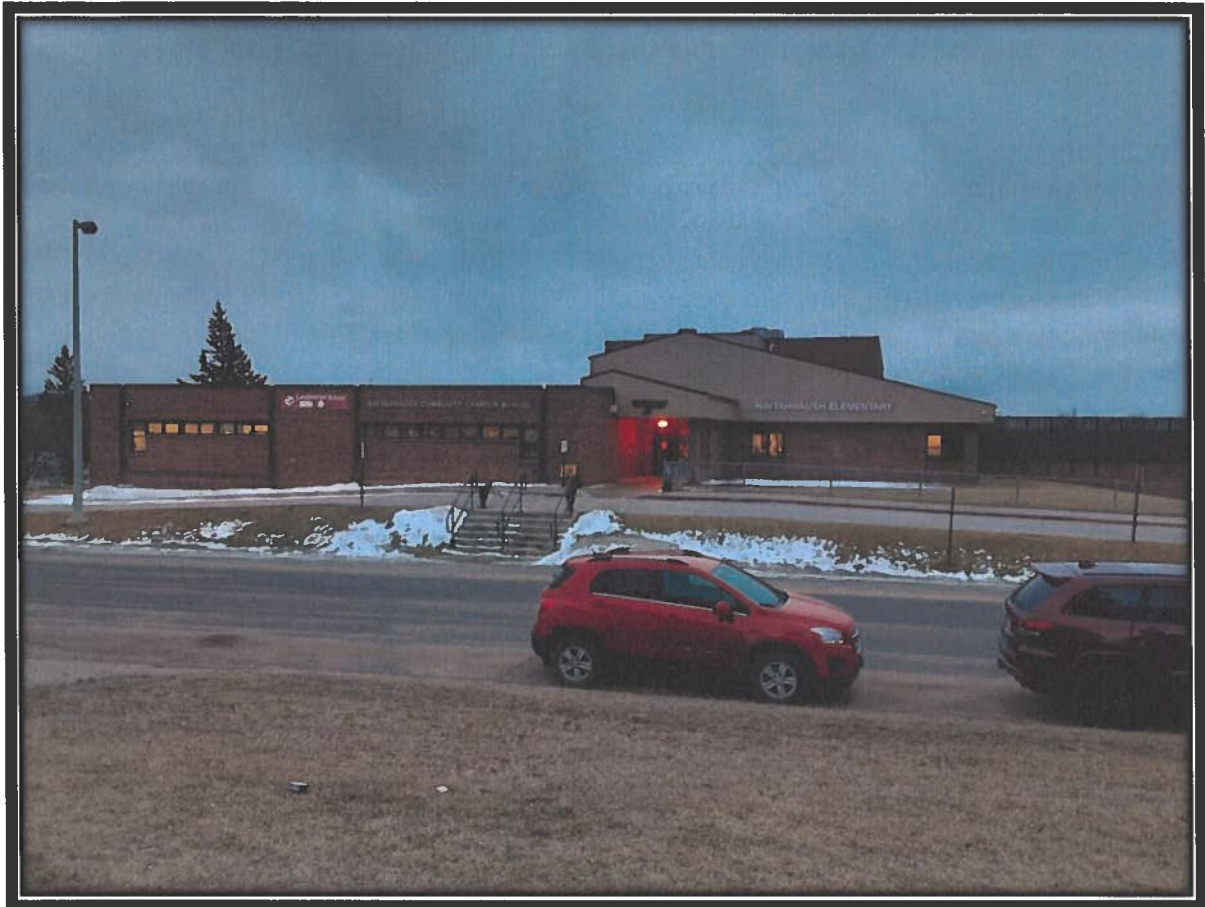
Program	Description	Audience	Outcomes	Lead Implementation and Timeline
<b>Bike Rodeo</b>	<i>Bicycle Rodeos are events where bicycle skills and safety stations are offered for children and sometimes parents. Examples are obstacle courses, bicycle safety checks, helmet fittings, and rules of the road instructions. Events can be held during or after school, can be administered by adult volunteers or through the local police and/or fire department.</i>	<ul style="list-style-type: none"> <li>• Elementary school students</li> <li>• Middle school students</li> <li>• Parents</li> <li>• Teachers/faculty/staff</li> <li>• Volunteers</li> <li>• Local police/fire departments</li> </ul>	<p><i>Improved walking and bicycling safety behavior and youth empowerment</i></p> <p><i>Increase bicycling health and environmental and community connections</i></p>	<p><i>Lead: Naytahwaush Charter School Staff and Boys and Girls Club</i></p> <p><i>Timeline: Immediate</i></p>
<b>School Communication</b>	<i>Communication could come as a paper or electronic newsletter or school social media blast describing safe transportation practices in and around school, making sure to elevate walking and biking as an option. Inform parents of safe crossings and how to dress appropriately for the weather. Information could describe where parking for bikes is located at each school as well as other resources on site. The communication could also highlight SRTS news and efforts to date and advertise any upcoming events related to walking and biking.</i>	<ul style="list-style-type: none"> <li>• Elementary school students</li> <li>• Middle school students</li> <li>• Parents</li> <li>• Teachers/faculty/staff</li> <li>• Volunteers</li> </ul>	<p><i>Continue momentum for ongoing walking and biking communication within the community</i></p>	<p><i>Lead: Naytahwaush Charter School Staff</i></p> <p><i>Timeline: Immediate</i></p>
<b>Walk! Bike! Fun! Curriculum</b>	<i>Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum is a two-part curriculum designed specifically for Minnesota's schools. It is structured to meet Minnesota education standards and is an important part of the Safe Routes to School Program in Minnesota. Walk! Bike! Fun! helps children 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.</i>	<ul style="list-style-type: none"> <li>• Elementary school students</li> <li>• Middle school students</li> <li>• Teachers/faculty/staff</li> </ul>	<p><i>Improved walking and bicycling safety behavior and youth empowerment</i></p> <p><i>Increase bicycling health and environmental and community connections</i></p>	<p><i>Lead: Naytahwaush Charter School Staff and Boys and Girls Club and Police authority</i></p> <p><i>Timeline: Fall 2021</i></p>
<b>Walk and Bike To school Route Map</b>	<i>Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. A well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings.</i>	<ul style="list-style-type: none"> <li>• Elementary school students</li> <li>• Middle school students</li> <li>• High school students</li> <li>• Parents</li> </ul>	<p><i>Improved walking and cycling safety behavior and increased walking and bicycling transit use and carpooling</i></p>	<p><i>Lead: Teachers, administrators, staff, PTA, parents, school district, local public health advocates, local law enforcement, volunteers Resources</i></p> <p><i>Timeline: 1-2 years</i></p>

**Engineering Strategy:** Continue to discuss creation of a network of bicycle paths and sidewalks expansion which will provide a safe and more comfortable opportunity for the community to use. Work to apply to the Planning Assistance Grant funds, TAP infrastructure funding, RTS through for a bike and pedestrian crossing across CSAH-4 which will improve the safety for all users.

Program	Description	Audience	Outcomes	Lead and Implementation Timeline
<b>Rectangular Rapid Flash Beacons and Crosswalks</b>	<i>Pedestrian safety at the intersection of CSAH 4 and Church St. would be greatly improved through the installation of rectangular rapid flash beacons, or RRFBs. These are user-activated LEDs that flash in an irregular pattern to signal to drivers the presence of a pedestrian. RRFBs are often used to supplement warning signs and markings at unsignalized intersections such as the one mentioned before. While RRFBs would increase safety and visibility, their placement is ultimately the decision of MNDOT, and they are a relatively expensive solution. For crosswalks, this would provide access to priority destinations within the community i.e School, Skate Park, Convenience Store, Boys and Girls Club.</i>	<ul style="list-style-type: none"> <li>• Elementary school students</li> <li>• Middle school students</li> <li>• Parents</li> <li>• Teachers/faculty/staff</li> <li>• Volunteers</li> <li>• Local police/fire departments</li> <li>• Community Members</li> </ul>	<p>To improve overall safety of pedestrians and bicyclist</p> <p>To decrease speeds along CSAH 4</p>	<p>Lead: County</p> <p>Timeline: Fall 2021 (next TAP infrastructure funds available)</p>
<b>Road Diet</b>	<i>A four to three-lane conversion, also known as a road diet, is an infrastructure strategy which converts a traditional four-lane undivided configuration to a three-lane undivided comprised of one through lane in each direction and a center two-way left-turn lane (TWLTL). The center TWLTL ultimately reduces the number of conflict points by removing left turning vehicles from the mainline. Many state transportation departments, cities and counties in small communities and large cities are taking advantage of this design because of the proven safety benefit when compared to four-lane undivided highways. This can be a low-cost safety solution when only pavement marking changes are needed. This would be installed on CSAH 4.</i>	<ul style="list-style-type: none"> <li>• Elementary school students</li> <li>• Middle school students</li> <li>• Parents</li> <li>• Teachers/faculty/staff</li> <li>• Volunteers</li> <li>• Local police/fire departments</li> <li>• Community Members</li> </ul>	<ul style="list-style-type: none"> <li>• Crash reduction</li> <li>• fewer rear-end and left-turn crashes</li> <li>• fewer lanes for people walking to cross</li> <li>• Provides space for bicycle lanes, street parking, bus stops, curb extensions or other uses</li> <li>• less lane switching when done as part of a reconstruction there are many positive uses for the space created</li> </ul>	<p>Lead: MnDOT</p> <p>Timeline: Fall 2021 (next TAP infrastructure funds available)</p>
<b>Sidewalk Network and Crosswalks</b>	<i>Naytahwaush's current lack of sidewalks does not provide continuous connectivity to main routes and residential areas, and was an often-cited problem in the walk audit. An expansion of sidewalks throughout residential areas to the school would greatly increase safety and access for walking and biking within the community. As with RRFBs, crosswalks lower the risk of an accident crossing a street. They help pedestrians orient themselves and find their way across complex intersections, and help show pedestrians the shortest route across traffic.</i>	<ul style="list-style-type: none"> <li>• Elementary school students</li> <li>• Middle school students</li> <li>• Parents</li> <li>• Teachers/faculty/staff</li> <li>• Volunteers</li> <li>• Local police/fire departments</li> <li>• Community Members</li> </ul>	<p>To improve overall safety of pedestrians and bicyclist</p> <p>To decrease speeds along CSAH4</p>	<p>Lead: Tribal with MnDOT and County Support Naytahwaush School</p> <p>Timeline: Fall 2021 (next TAP infrastructure funds available; SRTS infrastructure Programs, and the DNR programs)</p>
<b>Walk Zone Policy</b>	<i>Naytahwaush does not currently have a walk zone. Students residing in near the school are not mandated to walk, and buses will pick up every child in town if requested. As described in the evaluation in previous sections, present conditions are unsafe for many students to walk or bike to school, even if they live relatively close. Once infrastructure improvements are made, the school might consider instituting a mandatory walk zone policy for those students who live within a mile or ½ mile of the school.</i>	<ul style="list-style-type: none"> <li>• Elementary school students</li> <li>• Middle school students</li> <li>• Parents</li> <li>• Teachers/faculty/staff</li> <li>• Volunteers</li> <li>• Local police/fire departments</li> <li>• Community Members</li> </ul>	<p>To improve overall safety of pedestrians who live within a ½ mile to 1 mile radius of the school.</p>	<p>Lead: Naytahwaush School</p> <p>Timeline: Fall 2022</p>



## 03 Infrastructure



## Naytahwaush Tribal/County Roads and Point of Interests Maps

The following maps provide an overview of Naytahwaush communities Tribal and County Roads and Points of Interest where students walk and bike to and from school. These maps offer suggested crosswalks around the community that would connect to key destination. These designated areas for crosswalks are encouraged to improve the safety of all users within the town of Naytahwaush.

**FIGURE 20 POINTS OF INTEREST MAP IN NAYTAHWAUSH**



## Implementation

### Best Implementation Practices and Activities

First and foremost, it is important to keep the Safe Routes to School team together. Because this group has representatives from multiple sources including public entities, it will have the know-how and connections necessary to develop most of these strategies. Furthermore, a Safe Routes team which meets regularly will be better in sync, with regular updates on what individuals or public entities are planning for events or construction. To implement these strategies in a timely manner and for coordination of this implementation, the Naytahwaush Safe Routes to School team should plan to meet at least twice a year.

*To implement a strategy in this plan, there will be four needs to consider:*

**A project champion** – Without a champion, projects will only be ideas. A champion can be an individual or an organization. A project champion does not need to have technical expertise but should know where to find it. A champion's roles include continually pushing the project to completion and finding consensus on ideas.

**A team dedicated to strategy** – Most projects will need buy-in from different agencies to succeed. A group made up of individuals from different organizations will bring a variety of knowledge, skill sets, and experiences to the process. This will likely make the project outcome better for the community. ***If the SRTS team stays together, they can be the team to carry out each strategy!***

**Outside support** – For any project, it is good to know what has or hasn't worked in other areas. The Headwaters RDC can provide additional support as part of their MnDOT planning grant; MnDOT D 4 will provide information and support on programs; MDH, and other state organizations have access to the best practices on many different active transportation strategies. County SHIP and the SRTS network are other good resources in creating new programming with the goals of promoting physical activity and safe routes.

**Funding** – Combining funding streams for any strategy can get complicated, but the HRDC is committed to assist Naytahwaush in searching for multiple funding sources. See the Potential Funding Sources section immediately following the Implementation Priorities.



## Potential Funding Sources

**Statewide Health Improvement Program (SHIP)** – In the past, SHIP has been able to fund smaller components of larger projects, including bicycle racks and wayfinding signage. This funding source may continue, depending on how SHIP grants are structured and awarded in the future.

**Boost Grants**- This funding does not require any in-kind or matching funds. There is up to \$200,000 of State SRTS Funds available for this solicitation. Applications should be a minimum of a \$5,000 request and a maximum of a \$35,000 request. If awarded, the funding is available on a reimbursement basis with proper documentation and reporting.

**SRTS Funded Infrastructure** - grants are available to fund engineering projects related to Safe Routes to School (SRTS). These projects alter the built environment making it easier and safer for students to walk and bike to school.

**Transportation Alternatives Program (TAP)** – This is a federally-funded program through the MAP-21 Transportation Bill. Eligible uses are bicycle and pedestrian infrastructure, including trails, sidewalks, bike lanes, crossing facilities, signage. Currently, TAP is solicited by MNDOT District ATPs, so it is important to coordinate with transportation district offices for TAP projects.

**Legacy Funding** – This funding source, dedicated for arts, culture, and natural resource projects, was created by state referendum. The Department of Natural Resources (DNR) manages the trails portion of this fund, delivering grants for “regionally significant” trails and parks. The solicitation for these grants is statewide, making the funding competitive.

**Statewide/national grants** – CTG, SHIP, TAP, and Legacy funds are good for many bicycle and pedestrian projects, but other state & national grants exist that are not directly tied to active transportation. In some cases, other grants related to health or community development could apply to specific projects. The HRDC and local groups can work together to find creative funding sources not always thought of for active transportation projects.

**Local foundations** – Grant foundations exist across the state, dedicated to economic and community development. The Northwest Minnesota Foundations is one example of a foundation which is interested in funding local planning and development projects. Depending on location and project scope, there may be other foundations interested in funding specific projects.

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

**I WORK FOR THE CITY OR COUNTY** City and County staff can use this report to identify citywide issues and opportunities related to walking and bicycling and to prioritize infrastructure improvements. City staff can also use this report to support Safe Routes to School funding and support opportunities such as:

- MnDOT SRTS grants
- Federal SRTS grants
- Statewide Health Improvement Program (SHIP)

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

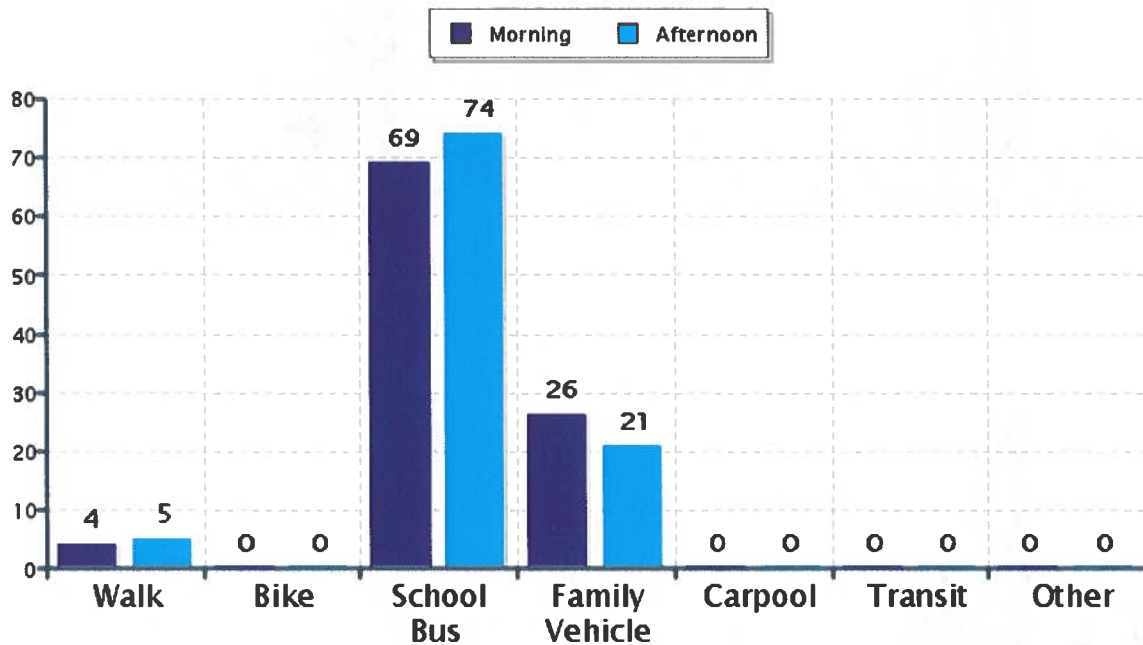
**I WORK IN LAW ENFORCEMENT** Police department staff can use this report to understand issues related to walking and bicycling to school and to lead and support education, encouragement, and enforcement activities that make it easier and safer for students to walk and bike to school. Enforcement efforts should focus on traffic safety education, rewarding positive behavior, and supporting school walk and bike events. Law enforcement representatives should be mindful of strategies that may disproportionately and negatively affect students and families of color, low wealth, or marginalized populations.

**I WORK IN PUBLIC HEALTH** Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families. They are advocate

## Appendix A - In-Class Student Tally Results

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

**FIGURE 22 MORNING AND AFTERNOON TRAVEL MODE COMPARISON**

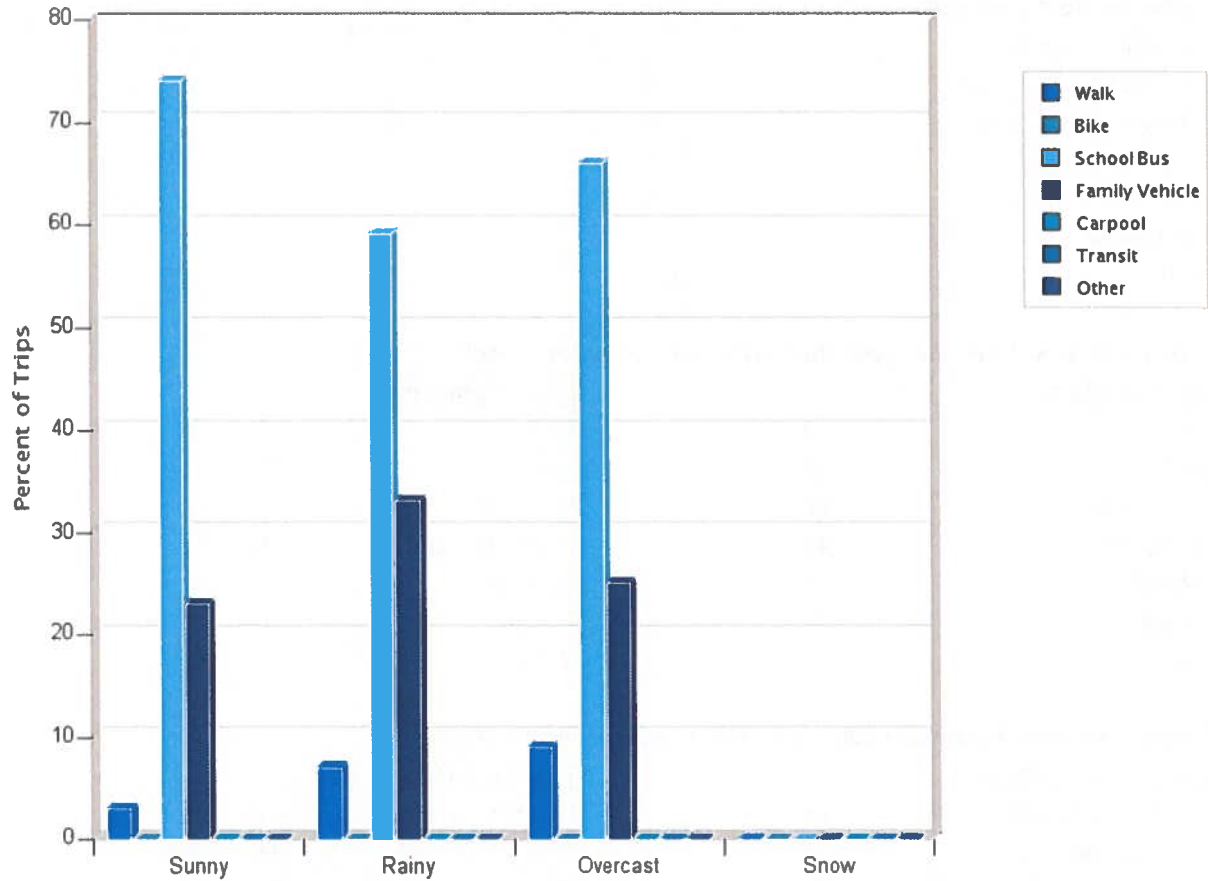


	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	357	4%	0%	69%	26%	0%	0%	0%
Afternoon	361	5%	0%	74%	21%	0%	0%	0%

Percentages may not total 100% due to rounding.



**FIGURE 24 TRAVEL MODE BY WEATHER CONDITIONS**



Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	533	3%	0%	74%	23%	0%	0%	0%
Rainy	27	7%	0%	59%	33%	0%	0%	0%
Overcast	158	9%	0%	66%	25%	0%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

**10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school?**

Distance	65
Convenience of driving	5
Time	31
Child's before or after-school activities	14
Speed of traffic along route	56
Amount of traffic along route	59
Adults to walk or bike with	17
Sidewalks or pathways	30
Safety of intersections and crossings	50
Crossing Guards	20
Violence or crime	22
Weather or climate	50

**11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?**

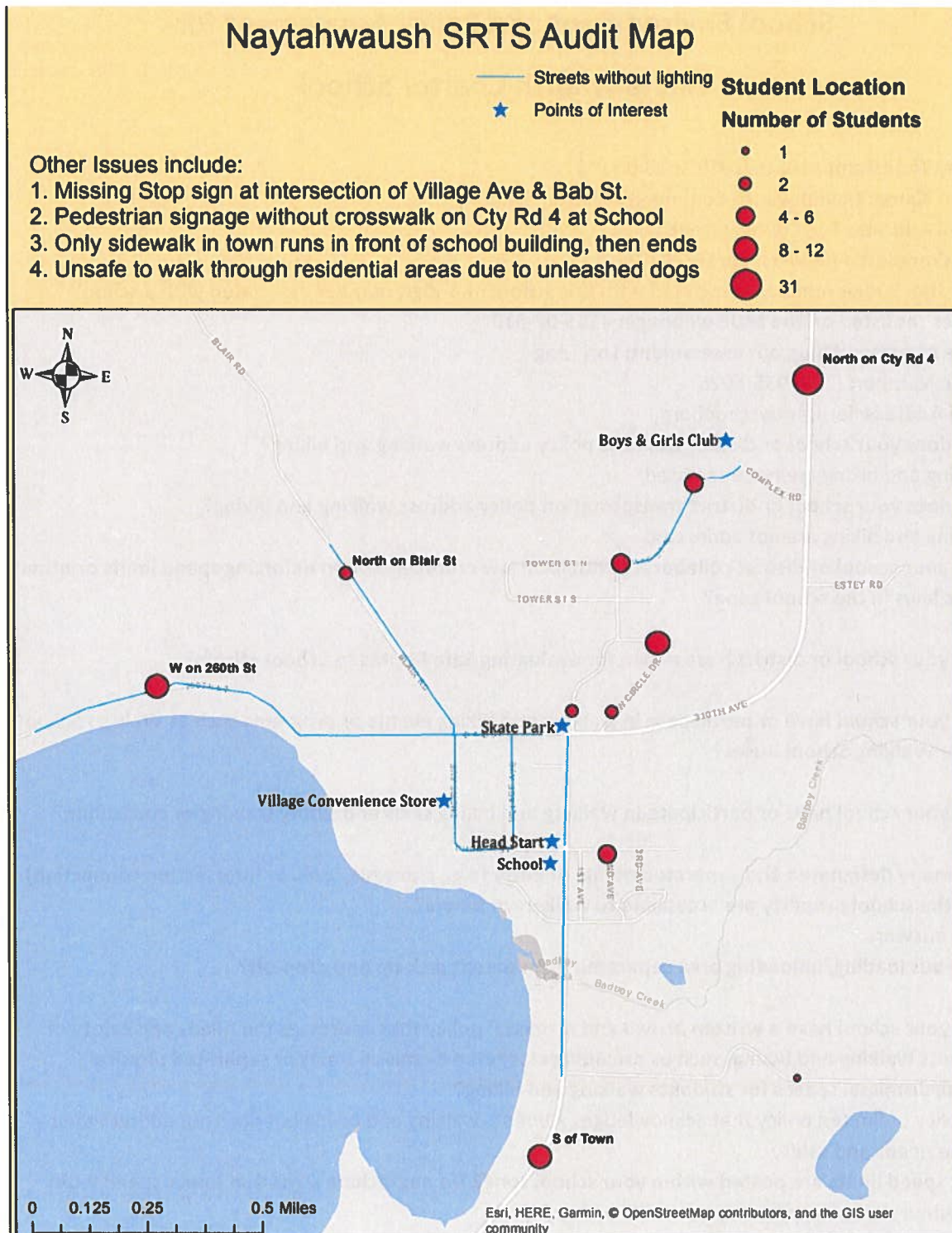
	Yes	No	Not sure
Distance	46	33	18
Convenience of driving	11	33	13
Time	29	26	19
Child's before or after-school activities	18	33	11
Speed of traffic along route	42	34	18
Amount of traffic along route	47	34	17
Adults to walk or bike with	28	29	12
Sidewalks or pathways	41	25	13
Safety of intersections and crossings	43	31	16
Crossing Guards	26	27	15
Violence or crime	15	36	17
Weather or climate	38	35	17
My child already walks or bikes to/from school	2		

**12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?**

Strongly Encourages	1
Encourages	8
Neither	104
Discourages	1
Strongly Discourages	3

## Appendix C- School Zone Hazard Observational Assessment

FIGURE 25 AUDIT MAP FOR NAYTAHWAUSH SCHOOL





**Are there signs in your school zone that lower the speed limit to less than 30 mph when students are present?**

No

**Do the streets in your school zone have sidewalks, paths, and/or protected walkways?**

Yes, but gaps are present

**Are sidewalks and trails in your school zone maintained in safe condition in winter (e.g., cleared of snow and ice to allow students walking and biking to safely navigate them)?**

Yes, in some areas

**What is the condition of the sidewalks in your school zone? (Best guesses are okay).**

(Good few (< 25%) cracked, buckled, or missing sections)

**How clear of obstacles (garbage bins, signs, utility poles, overgrown plants, trees, etc.) are the sidewalks in your school zone?**

Few or no obstacles

**Do the streets in your school zone have dedicated bicycle lanes, trails, and/or off street paths?**

No

**Does your school have a designated walking route in the school zone? if yes, consider this route when answering the following questions**

No

**Are marked crosswalks present in your school zone?**

Yes, at some crossings (or within designated route)

**Are pedestrian crossing signals or 'countdown' pedestrian crossing signals present at traffic signals in your school zone?**

No

**Are adult crossing guards with safety vests and STOP paddles or flags present within the school zone?**

No

**Is student school patrol present within the school zone?**

No

**Complete?**

Complete.

### III. WELLNESS GOALS

***[Note: The Act requires that wellness policies include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.]***

#### A. Nutrition Promotion and Education

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
  - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
  - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
  - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.

#### B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;
  2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
  3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

#### C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
  2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
  3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

### IV. STANDARDS AND NUTRITION GUIDELINES

nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.

2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
  - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.  
***[Note: Healthy party ideas are available from the USDA.]***
  - b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools



1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

***[Note: Per Minn. Stat. § 121A.215, when available, a school district must post its current local school wellness policy on its website.]***

**B. Annual Reporting**

***[Note: The Act requires that school districts inform the public about the content and implementation of the local wellness policy and make the policy and any updates to the policy available to the public on an annual basis.]*** The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

**C. Triennial Assessment**

***[Note: The Act requires a triennial assessment of schools' compliance with the wellness policy. The Act also requires school districts to inform the public about progress toward meeting the goals of the wellness policy by making the triennial assessment available to the public in an accessible and easily understood manner.]***

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
  - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
  - b. the extent to which the school district's wellness policy compares to model local wellness policies; and
  - c. a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

**D. Recordkeeping**

***[Note: The Act requires school districts to retain records to document compliance with the requirements of 7 C.F.R. § 210.30.]***

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.

## Appendix E -Naytahwaush Village Trail System Plan

This Map below identified locations for projects from the Naytahwaush Village Trail System Plan which provides a map of the trail and sidewalk improvements that were discussed for the community of Naytahwaush. These proposed trails were taken into consideration during conversations with the SRTS Committee discussing infrastructure improvements.

C. Miscellaneous multi-use Trail project (10')

D. Miscellaneous sidewalk installation (6')

E. Street Light

**FIGURE 26 NAYTAHWAUSH VILLAGE TRAIL SYSTEM PLAN DESIRED TRAILS, LIGHTING, SIDEWALKS AND CROSSINGS**

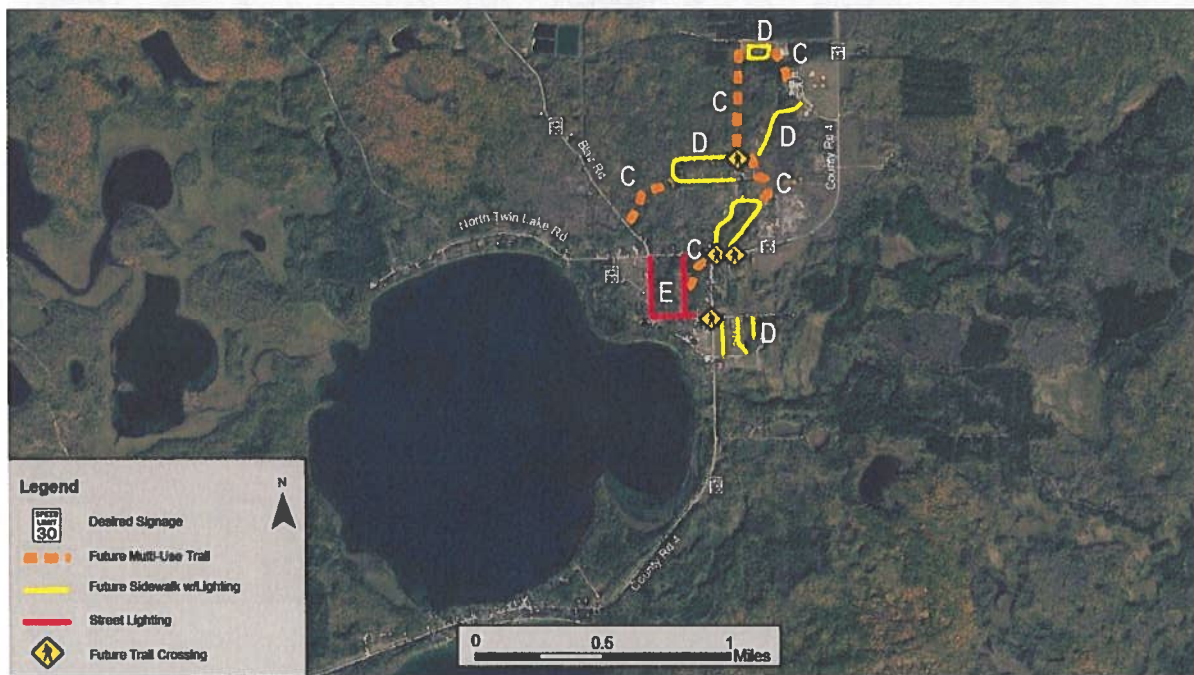
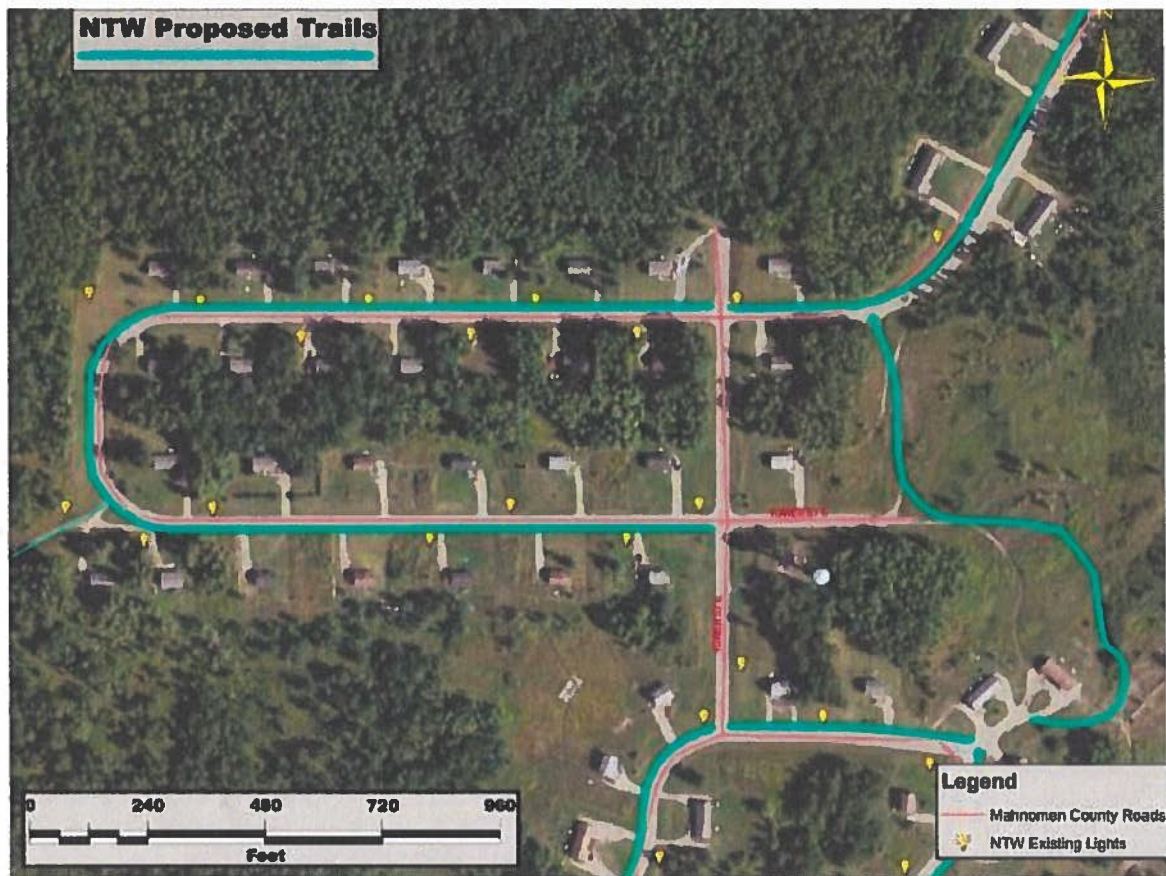
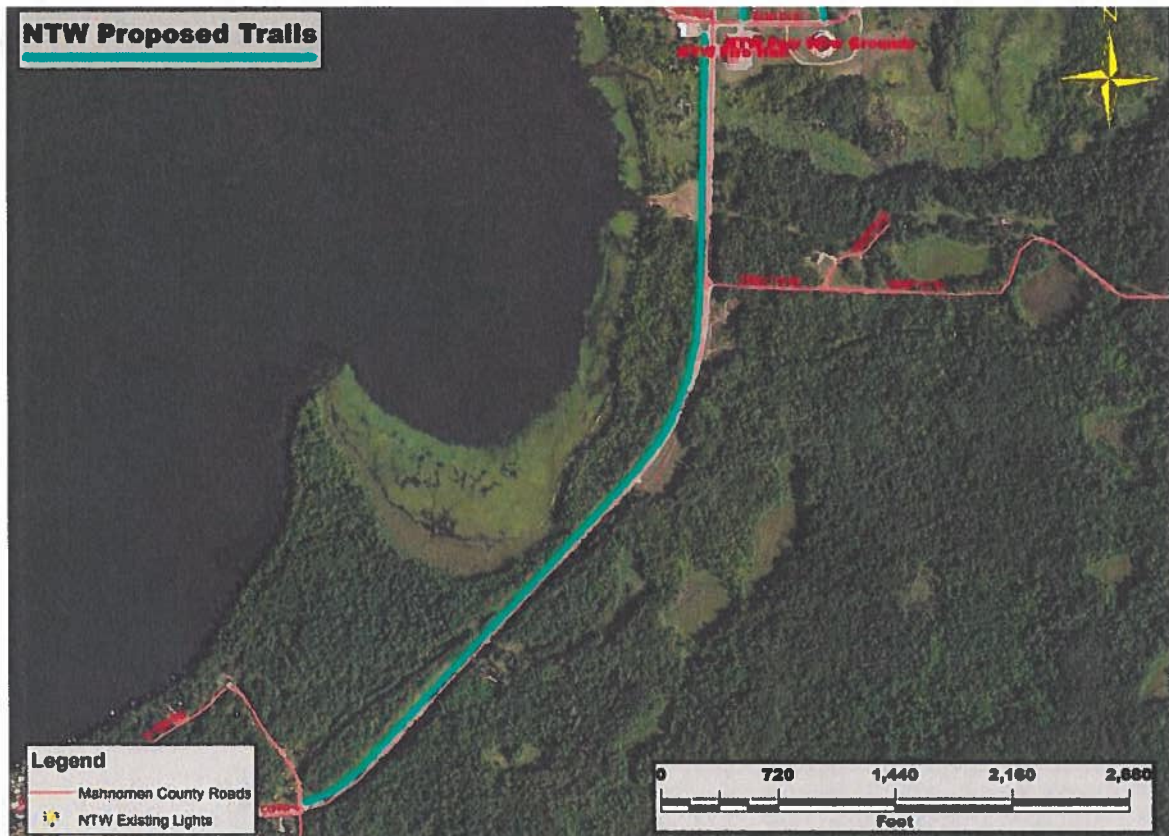


FIGURE 28 NAYTAHWAUSH COUNTY ROADS AND LIGHTING AND PROPOSED TRAILS







## Appendix G-Road Diet Discussion and the History of CSAH 4

Jon Large, SRTS Steering committee member and the County Engineer provides some insight and history on CSAH 4 Below.

“Narrowing shoulders & traffic lanes would be an option. We can do anything as long as we have money.

A little background for everyone, CSAH 4 was graded to its current width in 1992, the road was paved with 2-12' lanes and had aggregate shoulders. In 2007 we utilized LRIP Safety funds to provide 4' paved shoulders from Co.Rd. 104 (Lynwood) to the Sports Complex north of NayTahWaush. The road was resurfaced in 2015 south of CSAH 6 & north of CSAH 6 in 2016, at the time we had requests (mostly from the Pinehurst Association) if we could pave the shoulders for pedestrians who utilize CSAH 4 for walking & Biking, our typical design is to pave 12' lanes and 2' of the shoulders, the additional width of shoulders being aggregate. The County Board approved paving the 6' shoulder width, so we have 6' paved shoulders from Elkhorn Resort on the southwest side of South Twin Lake, to the 4 way stop in NayTahWaush. We were able to provide the 6' width because the road was originally constructed with wider shoulders though this section. The rest of CSAH 4, TH 113 to TH 200, was constructed with 4' paved shoulders, not our typical. Without additional funding for trails or walkways this was the only feasible solution the County had to provide some type of facility for pedestrians and bicyclists. The additional costs for providing the 6' paved shoulders were around \$170,000. Funds came entirely from our Regular CSAH account.”

December 6, 2021

Mr. Michael Bowman, Division Director  
White Earth Department of Transportation  
56671 Marten Drive  
White Earth, MN 56591

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PO Box 458  
Crookston MN 56716-0458  
  
218.281.6522  
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RE: Nay Tah Waush Pedestrian Study

Mr. Bowman,

The attached Pedestrian Study (Report) is a response to your desire to improve safety and provide facilities for pedestrians and bicyclists within the Village of Nay Tah Waush, MN. The report summarizes the condition of the existing pedestrian facilities and provide recommendations for improvements along with associated probable construction costs.

To summarize, you will find recommendation on:

- |  |  |
|--|--|
| a. Enhancing, Replacing, & Adding Traffic Control Devices                    | d. Adding 10-ft wide Bituminous (Asphalt) (Multi-use) Trails |
| b. Reallocating Roadway Surface to Pedestrian/Bicycle usage (i.e. Road Diet) | e. Adding (Street) Lighting                                  |
| c. Adding 6-ft wide Concrete Sidewalks                                       | f. Adding Traffic Signing                                    |
|  | g. Adding Pavement Markings (Crosswalks)                     |

Should you require additional information or have any questions about the report please do not hesitate to contract me at either 218-277-7413 or [lee.cariveau@widseth.com](mailto:lee.cariveau@widseth.com). As always, Widseth looks forward to answering any questions you may have as we work together improving the infrastructure and quality of life of the residents of Nay Tah Waush.

Respectfully submitted:



Lee D. Cariveau, PE  
Widseth

Enclosures



PRELIMINARY ENGINEERING REPORT

# PEDESTRIAN ROUTE STUDY

Nay Tah Waush, Minnesota

December 2021  
Revised December 2021



Prepared  
For the

**White Earth Department of Transportation**  
**White Earth, Minnesota**

By

**WIDSETH**  
Consulting Engineers, Crookston, Minnesota