

CITY OF RICHFIELD

Safe Routes to School Comprehensive Plan



Richfield Safe Routes to School Comprehensive Plan

April 2014

Prepared By:



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Acknowledgements

This Safe Routes to School plan could not have been created without the time, energy, knowledge, and input of the following individuals and agencies:

Jeff Pearson, City of Richfield Public Works

Michael Schwartz, Richfield Public Schools

Jessica Smith, Bloomington Public Health

Julie Zamora, Bloomington Public Health

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Executive Summary

The purpose of a Safe Routes to School Plan (ARTS) is to identify opportunities and priorities to increase walking and biking to schools, and develop an implementation plan for making improvements in these areas. A comprehensive process involving Richfield School District, City of Richfield, parents, and residents was begun in 2012 to develop a plan for the six public schools in Richfield. Through site visits, principal interviews, data gathering, and stakeholder input, a set of recommendations has been developed to address the needs of students walking and biking to school. These improvements involve actions by multiple stakeholders and include both infrastructure and policy changes.

Introduction

Walking and biking to school in the United States has decreased dramatically, from over 60 percent in the 1960s to an average of less than 10 percent today. This reduction in active transportation, and corresponding increase in vehicular transportation, negatively affects students' health, vehicle congestion, traffic safety, and environmental quality around schools.

Many factors contribute to the reduction in walking and bicycling to school. A survey of parents across the United States was conducted by the Centers for Disease Control and Prevention to find out why their children did not walk or bike to school. The most common reasons cited by parents were distance, traffic safety, weather, and crime. Examining the underlying issues for each of these barriers provides an opportunity to understand how they can be addressed.

To reverse this decades-long trend of decreased walking and biking, the nationwide Safe Routes to School (SRTS) initiative was created to increase walking and biking to school through the implementation of each of the five "E's":

- Education – Teaching children to walk and bike safely
- Encouragement – Developing programs that get children excited about walking or biking to school
- Enforcement – Having law enforcement support along the designated routes to school
- Engineering – Identifying infrastructure barriers to walking and biking
- Evaluation – Measuring the effectiveness of the various components of the SRTS project

This Safe Routes to School Plan plays an important function of connecting the roles of the school district and the city in jointly seeking to increase walking and biking to school. It is intended to complement and support the work and planning already completed, while also capturing all the factors that influence choices about transportation. The plan builds on the infrastructure improvements previously identified, but also addresses the other four areas of SRTS including policy and programming.

Richfield has already taken a number of significant steps to improve walking and bicycling in the community, including:

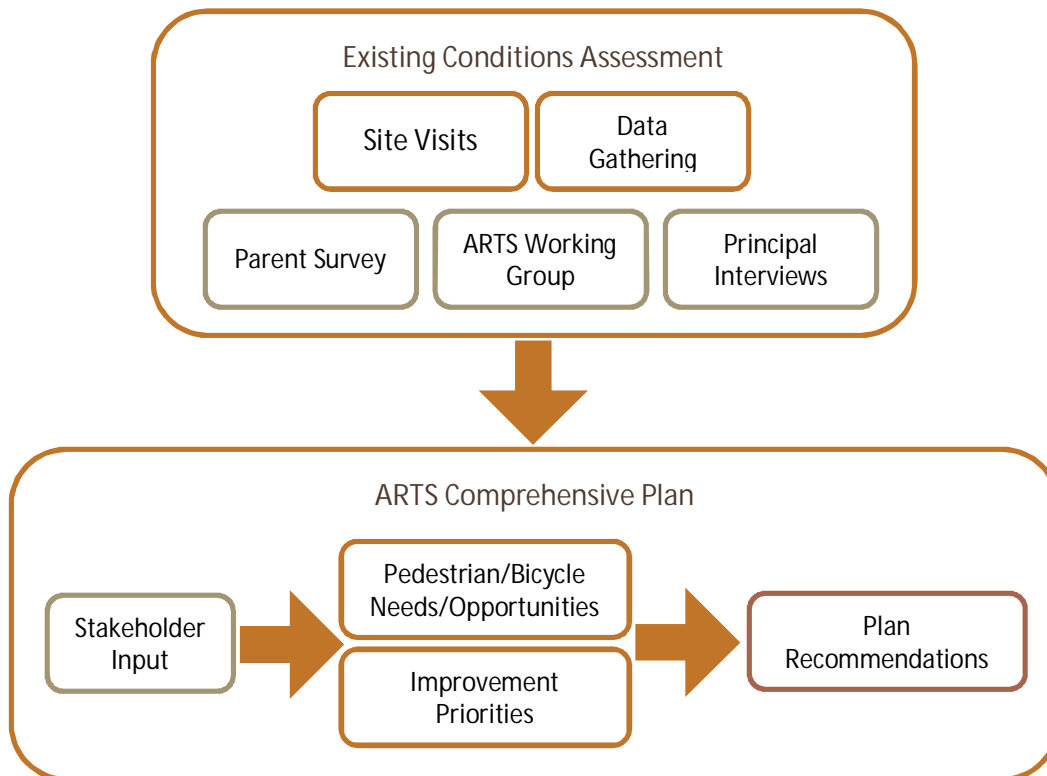
- Safe Routes to School Study (2009)
- Arterials Study (2009)
- Bicycle Master Plan (2012)
- Complete Streets Policy (2013)
- Bicycle Friendly Assessment (2013)



The benefits of a comprehensive SRTS plan are to provide an all-inclusive picture of the needs throughout the school district and community, allowing for programming and prioritization. In addition, it provides the opportunity to address district and city policies and programs related to walking and biking, and having a plan puts the agencies in a favorable position when applying for funding. At the school and neighborhood level, increased walking and biking to school has been shown to improve student health and academic performance, reduce traffic congestion around the school, and thereby also improve air quality and reduce traffic noise.

Project Process

This plan was developed with input from the key SRTS stakeholders in Richfield, including school staff, parents, school district staff, city staff, and students. The initial phases included significant data collection and assembly, along with site observations at each school, discussions with stakeholders, and development of recommendations.



Recommendations

The following sections present the recommendations of the Comprehensive SRTS Plan to increase walking and biking to schools in Richfield. Some recommendations could be feasibly implemented in the next year, while others may require longer timelines due to policy changes or funding. Each measure has been classified according to the agency that would lead its implementation.



City of Richfield Improvements

- Install No Parking signing to increase visibility at the 12th Avenue/71st Street marked crosswalk
- Mark 70th Street/Harriet Avenue intersection with high visibility crosswalks
- Repaint bicycle pavement markings on 75th Street
- Provide periodic speed enforcement on 70th Street near Richfield Dual Language and STEM Schools
- Replace sidewalk and construction pedestrian ramps on Elliot Avenue near 71st Street
- Prioritize snow plowing and removal at schools and on school routes
- Construct sidewalk on 73rd Street or designate an on-street pedestrian route east of Centennial Elementary
- Construct sidewalk on 71st Street from Elliot Avenue to 12th Avenue
- Implement the Bicycle Master Plan, with priority placed on routes that connect to schools
- Implement the Richfield Sidewalk Plan as identified in the City's Comprehensive Plan
- Pursue opportunities for bicycle lane and sidewalk construction as roadways are repaved or resurfaced

Richfield Public Schools Improvements

- Direct students walking and biking to Centennial Elementary to cross 73rd Street at Bloomington Avenue instead of 16th Avenue
- Train adult crossing guards to patrol the 70th Street/Elliot Avenue intersection
- Install bicycle racks on the east side of Sheridan Hills Elementary
- Install a bicycle rack on the west side of Richfield Middle School
- Develop a walking/bicycling section of the school district website
- Designate a SRTS coordinator at the school district level
- Incorporate walking and bicycling to school into the school district wellness policy
- Utilize existing high school and middle school clubs to support walking and bicycling activities
- Replace and improve bicycle racks at all school sites
- Construct sidewalk connections on Centennial Elementary site
- Construct a sidewalk connection from 65th Street to the entrance of Sheridan Hills Elementary
- Reconstruct Sheridan Hills driveway onto 65th Street
- Introduce walking and bicycling into the physical education curriculum

Joint City-District Improvements

- Continue student travel tallies on at least an annual basis
- Establish a permanent Richfield Safe Routes Working Group

Based on its past planning and active efforts to improve its bicycle and pedestrian facilities, Richfield is well-positioned to implement infrastructure improvements and effect the cultural and policy changes necessary to see long-term shifts in travel behavior.



Introduction

Walking and biking to school in the United States has decreased dramatically, from over 60 percent in the 1960s to an average of less than 10 percent today. This reduction in active transportation, and corresponding increase in vehicular transportation, negatively affects students' health, vehicle congestion, traffic safety, and environmental quality around schools. In Hennepin County, only 24 percent of children age 6 to 17 years get the minimum amount of physical activity recommended by the Centers for Disease Control.^{1,2}

Many factors contribute to the reduction in walking and bicycling to school. A survey of parents across the United States indicated that the most common reasons cited by parents were distance, traffic safety, weather, and crime.³ Examining the underlying issues for each of these barriers provides an opportunity to understand how they can be addressed.

To reverse this decades-long trend of decreased walking and biking, the nationwide Safe Routes to School (SRTS) initiative was created to increase walking and biking to school through the implementation of each of the 5 "E's":

- Education – Teaching children to walk and bike safely
- Encouragement – Developing programs that get children excited about walking or biking to school
- Enforcement – Having law enforcement support along the designated routes to school
- Engineering – Identifying infrastructure barriers to walking and biking
- Evaluation – Measuring the effectiveness of the various components of the SRTS project

Locally, SRTS projects have been initiated and funded through federal transportation funds, as well as the Statewide Health Improvement Program (SHIP). SHIP is dedicated to promote active living in communities throughout Minnesota, with the goal of reducing obesity and preventing disease.

The purpose of this Comprehensive Safe Routes to School Plan is to document the existing walking and biking environment in Richfield, identify opportunities and priorities to increase walking and biking to schools, and develop an implementation plan for making the improvements. The comprehensive nature of the plan provides an overall view of the needs and priorities in the city.

Background

The Richfield SRTS Study completed in 2009 established a strong foundation for improving walking and biking infrastructure at the elementary and middle schools in the city. Since that time, several other walking and biking related plans and studies have been completed and policies enacted in the city and school district, including:

- Arterials Study (2009)
- Bicycle Master Plan (2012)
- Complete Streets Policy (2013)
- Bicycle Friendly Assessment (2013)

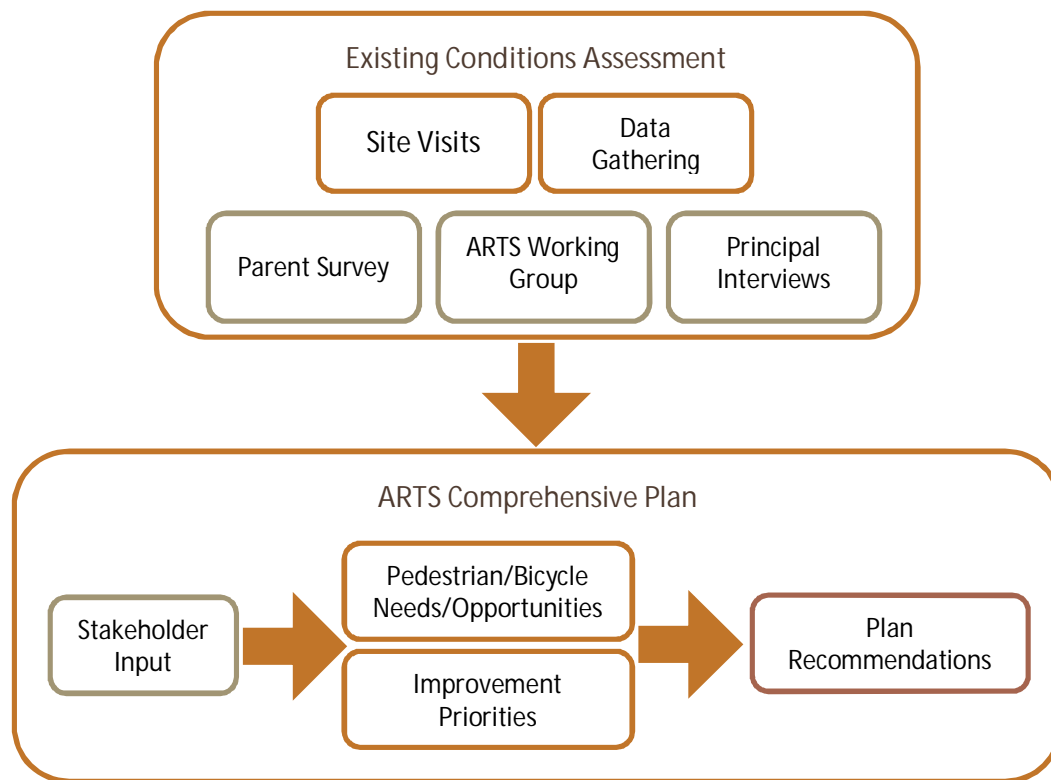
This plan is intended to complement and support the work and planning already completed. It builds on the infrastructure improvements previously identified, but also addresses the other four areas of SRTS



including policy and programming. The benefits of a SRTS plan are to provide a comprehensive overview of the needs throughout a school district or city, allowing for programming and prioritization. In addition, it provides the opportunity to address district and city policies and programs related to walking and biking, and having a plan puts the agencies in a favorable position when applying for funding. At the school and neighborhood level, increased walking and biking to school has been shown to improve student health and academic performance, reduce traffic congestion around the school, and thereby also improve air quality and reduce traffic noise.

Project Process

This plan was developed with input from the key SRTS stakeholders in Richfield, including school staff, parents, school district staff, city staff, and students. The initial phases included significant data collection and assembly, along with site observations at each school, followed by evaluations, and development of recommendations, and implementation. Stakeholder input was gathered at several key points in the process, as highlighted in the diagram below.



Existing Conditions Assessment

The City of Richfield encompasses seven square miles and has a population of approximately 35,000 residents. It is a first-ring suburb of Minneapolis and much of the city was developed with a grid street network, contributing to a more urban environment compared to other suburbs in the Twin Cities area.



Student Data

The Richfield School District serves nearly 4,300 total students across four elementary schools, one middle school, and one high school. Walk boundaries for each school, which are established by the school district, set the distance within which students are not provided bus transportation. These boundaries for the Richfield School District are generally one mile for elementary schools, and two miles for middle and high school. On a district wide basis, approximately 30 percent of students live within the walk boundary of their school. A more detailed summary for each school, based on 2012-2013 enrollment data, is shown in Table 1. The students that live within the walk boundary represent the greatest opportunities for increasing walking and biking.

Table 1. Richfield Students within Walk Zone Boundaries

School	Total Enrollment	Students		
		Within Walk Boundary	Open Enrolled	Provided Bus Transportation
Centennial Elementary	455	33%	9%	58%
Richfield Dual Language	470	4%	19%	77%
Richfield STEM	780	12%	10%	77%
Sheridan Hills Elementary	490	22%	7%	70%
Richfield Middle	920	35%	12%	53%
Richfield High School	1,145	57%	20%	23%
Total	4,260	31%	14%	55%

Student travel tallies were conducted for kindergarten through 8th grade classrooms in fall 2012 using the National Center for Safe Routes to School standard forms. The tallies showed that an average of six percent of elementary students and 14 percent of middle school students walked or biked to school. The predominant mode at all sites was School Bus, followed by Family Vehicle. More than 25 percent of all students arrive to or from school by Family Vehicle, which accounts for significant volumes of traffic at each of the school sites. Table 2 shows the average mode results by school. A breakdown of mode for travel to and from school for each site is included in the Appendix. Counts of pedestrians and bicyclists were also conducted as part of the field observations at each site, which are described further in the next section.



Table 2. Richfield Student Travel Tallies

School	Modes To/From School					
	Walk	Bike	School Bus	Family Vehicle	Carpool	Other
Centennial Elementary	8%	2%	76%	14%	0%	0%
Richfield Dual Language	2%	1%	65%	31%	1%	0%
Richfield STEM	5%	1%	64%	28%	1%	1%
Sheridan Hills Elementary	4%	0%	66%	29%	1%	0%
Richfield Middle	9%	5%	54%	29%	2%	1%

A parent survey, developed by the National Center for Safe Routes to School, was conducted in August and September 2013 with 240 responses. The survey questions are directed at concerns and attitudes related to walking and biking, and parents' perceptions of barriers to walking and biking. As shown in Table 3, the most-cited reasons by parents for not regularly walking or biking to school were distance, followed by traffic concerns (intersection safety, amount of traffic, speed of traffic). The age at which parents said they would allow their child to walk or bike to school without an adult was 5th to 6th grade. In the comments section of the survey, 66th Street and Penn Avenue were specifically mentioned multiple times as being crossing barriers for students walking and biking. A full summary of the survey results is included in the Appendix.

Table 3. Issues that Affect Decision to Walk or Bike

	Issue											
	Distance	Convenience of Driving	Time	Before or After School Activities	Speed of Traffic Along Route	Amount of Traffic Along Route	Adults to Walk or Bike With	Sidewalks or Pathways	Safety of Intersections and	Crossing Guards	Violence or Crime	Weather or Climate
Percent of Respondents	67%	17%	27%	15%	56%	61%	23%	30%	65%	13%	32%	48%

Percentages do not total 100% because respondents could select more than one issue.

Infrastructure

Richfield has an existing network of sidewalk and bicycle facilities that connect many of the key destinations in the city, as shown in Figure 1. However, many of the major east/west roadways and nearly all local roadways do not have sidewalks. City policy is to have sidewalks on both sides of arterial



streets and on one side of collector streets. On local streets, sidewalks may be constructed if needed and supported by residents through the public approval process. The City of Richfield plows all public sidewalks within the city.

In addition to a citywide review, observations were conducted during school arrival and dismissal to evaluate the condition of the infrastructure, gather data on existing walking and biking numbers, and also identify the primary walk/bike routes to each school.

Centennial Elementary

Centennial Elementary School has approximately 460 students in kindergarten through 5th grade. The school day is from 8:40 AM to 3:10 PM.

The east side of Bloomington Avenue and a portion of the south side of 73rd Street adjacent to the school have existing sidewalks. However, the sidewalk on 73rd Street ends at the school property line and as a result, students walking to and from the east were generally observed to walk in the roadway or in the grass next to the roadway. Diagonal Blvd, located one to two blocks north of the school, was reconstructed in 2010 to include an off-road trail on the north side of the roadway, as well as on-street bike lanes.



All the streets near the school are two-lane roadways. The crash data showed that most of these intersections had zero or one crashes over a 10-year period. There are not any designated school zones or school crossings near the school.

Since the SRTS study in 2009, a bike rack was installed on the school site and stop control was installed on 16th Avenue and 17th Avenue at 73rd Street, and on 16th Avenue, 17th Avenue, and 18th Avenue at 74th Street.

Traffic volume data were available⁴ for the following roadway segments, which are generally the higher volume streets:

- Bloomington Avenue S between Diagonal Blvd and 76th Street has 950 vehicles per day
- Diagonal Blvd between 12th Avenue S and Bloomington Avenue S has 1,450 vehicles per day
- 76th Street between Bloomington Avenue and Cedar Avenue has 560 vehicles per day
- Cedar Avenue between 72nd Street and 76th Street has 1,800 vehicles per day



Most of the streets around the school are residential in nature, with relatively low traffic volumes.

A school staff member patrols the 73rd Street/16th Avenue intersection to assist students crossing 73rd Street to walk to the north or to walk to and from family vehicles that park and drop off along 16th Avenue. A bike rack is located on the east side of the school, next to door 2, but there is not sidewalk connecting this location to the front entrance of the school. During the observations in November 2012 and May

2013, there were less than five bicycles parked in the rack. Approximately 10 to 25 students were observed walking or biking to school, with the primary route being to/from the east on 73rd Street. This is a relatively small number considering that Centennial has more than 150 students within the walk boundary, the highest percentage of any of the elementary schools in Richfield.

The designated bus loading and unloading areas are in the parking lot south of the school and along the east side of Bloomington Avenue. The primary area used for family pick-up/drop-off is on 73rd Street in front of the school and some loading/unloading on 16th Avenue north of the school. The south side of 73rd Street is signed No Parking 8AM-4PM School Days. A summary of the existing conditions at Centennial Elementary are shown in Figure 2.

Richfield Dual Language and STEM Schools

Richfield Dual Language School and Richfield STEM School are located on the same site, which is bounded by 70th Street, 12th Avenue, 71st Street, and Elliot Avenue. Since the previous SRTS study, this site has been converted from an intermediate school, with students in 3rd to 5th grades, to two separate elementary schools with kindergarten through 5th grades in both buildings. Richfield Dual Language has approximately 460 students and Richfield STEM has approximately 770 students, both with kindergarten through 5th grades. The school day at both schools is from 7:45 AM to 2:10 PM.

There are existing sidewalks on the east side of Elliot Avenue next to the school site, the south side of 70th Street, and the west side of 12th Avenue. The sidewalk on Elliot Avenue is in poor condition and ends at 71st Street. As a result, students walking to and from school were generally observed to walk in the roadway or in the grass next to the roadway once leaving the school grounds. Diagonal Blvd, located two blocks south of the school, was reconstructed in 2010 to include an off-road trail on the north side of the roadway, as well as on-street bike lanes.

All the streets near the schools are two-lane roadways. The crash data showed that most of these intersections had only zero or one crashes over a 10-year period. The 70th Street/12th Avenue intersection had 8 crashes from 2003 to 2009, but has had no crashes since the conversion from a traffic signal to all-way stop control. There have been two pedestrian crashes near the school, one at 70th Street/12th Avenue and one midblock on 12th Avenue, however neither crash involved a student.



Signed school crossings with high visibility crosswalk markings are located at 70th Street/Elliot Avenue and 70th Street/12th Avenue. School patrols are operated at the 70th Street/12th Avenue, 71st Street/12th Avenue, and 71st Street/Elliot Avenue intersections that assist with crossings. The principal of Richfield Dual Language School reported that the patrols were removed from the 70th Street/Elliot Avenue intersection due to safety concerns for the student patrols, based on the volume and speed of traffic on 70th Street.

Traffic volume data were available⁴ for the following roadway segments, which are generally the higher volume streets:

- 70th Street between Chicago Avenue and 12th Avenue has 2,250 vehicles per day
- 12th Avenue S between 70th Street and Diagonal Blvd/73rd Street has 2,800 vehicles per day

The remaining streets around the school are residential streets with relatively low traffic volumes.

Two bike racks are located on the south side of the school buildings, one within the Richfield Dual Language playground and one near the south entrance to Richfield STEM. During the observations in November 2012 and May 2013, there were as many as 12 total bicycles parked between the two racks. Approximately 45 total students were observed walking or biking to school, with the primary routes being to/from the east on 70th Street and to/from the west on 71st Street. This is a relatively small number considering that the two schools have a total of more than 110 students within the walk boundary.

The designated bus loading and unloading areas are in the parking lot on the north side of the school and along 70th Street. The primary areas used for family pick-up/drop-off were the south parking lot for Richfield Dual Language and 12th Avenue for Richfield STEM. During the site observations of afternoon dismissal, family vehicles were frequently observed parked up to the crosswalk on 12th Avenue at 71st Street, limiting the visibility of both adults and students crossing the street. A summary of the existing conditions at Richfield Dual Language and Richfield STEM are shown in Figure 3.



Sheridan Hills Elementary

Sheridan Hills Elementary School has approximately 490 students in kindergarten through 5th grade. The school day is from 8:40 AM to 3:10 PM.

The east side of Thomas Avenue, south side of 64th Street, and north side of 65th Street have existing sidewalks. However, the sidewalk on Thomas Avenue does not extend north of the school. There is a



trail through Sheridan Park that begins at the 65th Street/Sheridan Avenue intersection and extends west to Vincent Avenue.

All the streets near the school are two-lane roadways. The crash data for the intersections around the school showed that most of them had zero or one crashes over a 10-year period. There are not any designated school zones or school crossings near the school.

Since the SRTS study in 2009, a bike rack was installed near the front door of the school, but the rack is removed during the winter months. It was also noted there are no bike racks near the playground, which is used by children outside of school hours.

Traffic volume data were available⁴ for the following roadway segments, which are generally the higher volume streets:

- 65th Street between Penn Avenue and Vincent Avenue has 1,200 vehicles per day
- 64th Street between Penn Avenue and York Avenue has 2,050 vehicles per day

Students that would need to cross Penn Avenue or 66th Street to travel to and from school are provided bus transportation, however several students were observed crossing Penn Avenue at the signalized intersection with 65th Street. The remaining roadways around the school generally have low traffic volumes.

A school staff member acts as a crossing guard at the 64th Street/Thomas Avenue intersection. Approximately 10 to 15 students were observed walking or biking to school, with the primary routes being east and west on 64th Street or 65th Street. This is a small percentage of the more than 100 students that live within the walk boundary of the school.

The designated bus loading and unloading areas are on Thomas Avenue. The primary area used for family pick-up/drop-off is in the parking lot near the front door of the school.



The east side of 73rd Street is signed No Parking 8AM-4PM School Days. During the site observations, it was noted that the wide parking lot driveway onto 65th Street can be a barrier for pedestrians. In addition, there are not good sidewalk connections from the sidewalk on 65th Street to the front door of the school, as the existing route requires crossing the parking lot traffic twice. A summary of the existing conditions at Sheridan Hills Elementary are shown in Figure 4.

Richfield Middle School

Richfield Middle School has approximately 900 students in 6th through 8th grades. The school day is from 8:05 AM to 2:40 PM.



The east side of Oliver Avenue and the south side of 73rd Street have existing sidewalks, there is an off-road trail on the north side of 75th Street, and there is a marked bicycle facility on 75th Street. The on-street markings and crosswalks appeared to have been installed with paint and were in need of repainting to improve their visibility.

All the streets adjacent to the school are two-lane roadways. However, 76th Street is located just one block south of the school and I-35W is about three blocks east of the school, both of which have very high traffic volumes and can be significant barriers to pedestrians and bicyclists. The crash data shows there have been two total crashes at any of the intersections adjacent to the school over the past 10 years. There are not any designated school zones or school crossings near the school.



Since the SRTS study in 2009, 75th Street in front of the school was reconstructed and the off-road trail and on-road bicycle facility added. At the same time, the school's parking lot was reconstructed to separate parent pick-up/drop-off traffic from bus traffic and staff parking. A locked bike corral was also constructed at the southeast corner of the school.

Traffic volume data were available⁴ for the following roadway segments, which are generally the higher volume streets:

- Humboldt Avenue between 70th Street and 76th Street has 590 vehicles per day

During the observations in November 2012 and May 2013, the bike corral was well used and there were as many as 25 bicycles parked in or near the corral. It was noted during both observations that some bikes were locked to the outside fence of the corral and that most of the racks in the corral are the older style bicycle racks. There was also demand for bicycle parking at other areas of the school site, with up to five bikes observed parked at the northwest corner of the school, near 74th Street/Thomas Avenue, where there are not bike racks. Approximately 65 students were observed walking or biking to school, with the primary route being to/from the east on 75th Street.





The designated bus loading and unloading areas are in the parking lot south of the school and along the east side of Oliver Avenue. The primary area used for family pick-up/drop-off is in the parking lot/drive-through west of the main parking lot, with the entrance on 75th Street and exit on Oliver Avenue. The east side of Oliver Avenue is signed No Parking 8AM-4:30PM School Days. A summary of the existing conditions at Centennial Elementary are shown in Figure 5.

Richfield High School

Richfield High School has approximately 1,100 students in 9th through 12th grades. The school day is from 8:10 AM to 2:40 PM. Richfield High School was not included in the 2009 SRTS study because federal SRTS funding can only be used for K-8 schools.

The south side of 70th Street and the east side of Harriet Avenue adjacent to the school have existing sidewalks. Many students were observed to walk in the street south of 72nd Street and along the railroad tracks that run north/south along the school. All the streets adjacent to the school are two-lane roadways and except for 70th Street, are residential in nature, with low traffic volumes. The Lyndale Avenue/70th Street, Lyndale Avenue/73rd Street, Harriet Avenue/70th Street, and Harriet Avenue/73rd Street intersections all have high visibility marked crosswalks and are signed as school crossings.



The crash data shows that most intersections around the school have zero or one crash over the past 10 years. However, the 70th Street/Harriet Avenue intersection has had 2 bicycle crashes and 1 pedestrian crash, all involving high school students before or after school and there was also a mid-block pedestrian crash on 70th Street east of Harriet Avenue. The 70th Street/Pleasant Avenue intersection has had four crashes over that time period, but none involved pedestrians or bicyclists.

Traffic volume data were available⁴ for the following roadway segments, which are generally the higher volume streets:

- 70th Street between Lyndale Avenue and Nicollet Avenue has 3,300 vehicles per day
- 73rd Street between Lyndale Avenue and Nicollet Avenue has 2,050 vehicles per day

The school has bike racks located in the courtyard on the north side of the school building. During the observations in November 2012 and May 2013, there were up to 25 bicycles parked in the racks as well as a few bikes chained to sign posts and fences around the school campus. It was noted that there is one new bike rack on campus, the remainder are an older style rack that has the potential to damage bike tires. Approximately 140 students were observed walking or biking to school, with the primary routes being 70th Street and along the railroad tracks. However, there are over 600 students that live within the walk boundary.



The designated bus loading and unloading areas are on 70th Street adjacent to the school. The primary area used for family pick-up/drop-off is in the parking lot south of the school, west of the main parking lot. A summary of the existing conditions at Centennial Elementary are shown in Figure 6.

Policy and Programming

The City of Richfield was awarded SRTS grant funding in 2008, which led to the completion of the Safe Routes to School Study in 2009. A number of the recommendations from that study have already been implemented.

A Safe Routes Working Group has been established in Richfield that includes City of Richfield Public Works staff, Richfield School District staff, Bloomington Public Health staff, and a Richfield school principal representative. The role of this group was to share information, identify and discuss challenges and opportunities to walking and biking to schools in Richfield, and discuss the implementation and prioritization of measures to increase walking and biking to school.

At the city level, the Complete Streets Policy establishes a framework for consideration and inclusion of all users in transportation projects, including pedestrians, bicyclists, transit riders, motorists, and freight operators. In addition, the city has a sidewalk plan included in the 2008 Comprehensive Plan and a separate Bicycle Master Plan (BMP) that was completed in 2012.

The Richfield School District established a Wellness Policy in 2006 that addresses nutrition guidelines, nutrition education, physical activity, and parent education. The policy does not specifically address walking or biking to school, or the role of the district in active transportation to and from school. Several of the individual school sites also have wellness policies or plans, but these generally do not specifically speak to walking and biking to school.

A number of localized SRTS activities have also been occurring at the individual school sites, such as participation in International Walk to School Day in the fall and National Bike to School Day in the spring, and hosting of a bike rodeo. The elementary schools also each operate a school patrol to provide for safe crossings immediately next to the school. However, there are not currently district-wide SRTS activities or walking/biking curriculum.

Challenges and Opportunities

As a community, Richfield has already taken a number of progressive steps to increase the opportunities for walking and biking. The creation of a Bicycle Master Plan and the passage of the Complete Streets Policy are two key measures that lay the groundwork for planning and construction of future infrastructure projects. The City has also led or been a key partner in the construction of several significant trail projects over the past five years, including the off-street trail along 75th Street, 76th Street, and Diagonal Boulevard and the future Intercity Regional Trail being built by Three Rivers Park District. Figure 7 shows the full network of planned bicycle and sidewalk infrastructure planned within the city.



Through discussions with the SRTS Working Group, interviews with school staff, and feedback from walking/biking assessments conducted in the community, several consistent themes related to infrastructure emerged:

- The sidewalk and trail networks continue to be expanded across the city, but significant gaps still exist, and connections to destinations are needed
- Crossings of major roadways are one of the most significant real and perceived obstacles to walking and biking
- The lack of sidewalk infrastructure is seen as a barrier to walking and biking, particularly for elementary students, even when they live very close to school



However, infrastructure alone is not enough to change behaviors. There remain pockets of the community that have not embraced walking and biking, and in some cases even discourage it. At the beginning of this planning process, two elementary schools in Richfield had language in their school handbooks that stated “for safety we encourage all students to ride the bus to school (or get a ride from parents)”. This language has since been removed from the handbooks, but demonstrates that perceptions and attitudes towards walking and biking are currently a barrier in some school communities. Education and encouragement to these populations will be necessary to begin to see changes in attitudes and behaviors.

Concerns about liability also remain a challenge. Encouraging walking and biking to school do not increase the district’s or school’s liability risk, but continued education of school and district administrators is needed to ensure this is not a barrier to walking and biking to school. The Minnesota Public Health Law Center has resources and training available to help address this issue, including a summary of liability for schools. This document has been included in the Resources section of the Appendix.

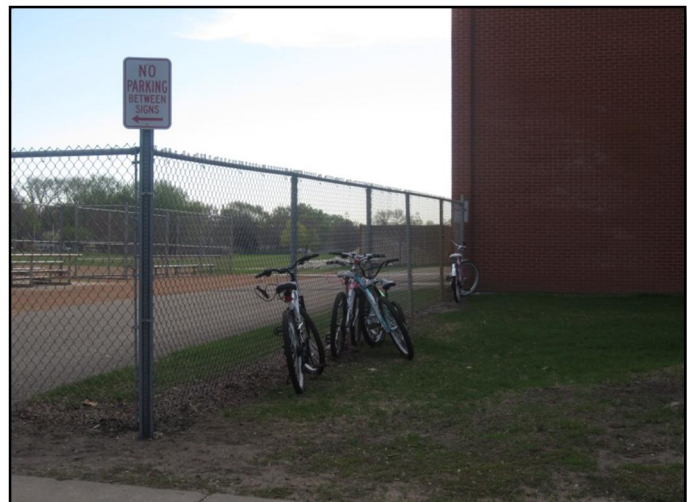
Recommendations

The following sections and the maps shown in Figures 8-13 present recommendations to increase walking and biking to schools in Richfield. The implementation timeline for each recommendation has been identified (short-term, mid-term, long-term, or on-going) as well as identifying the agencies or organizations that would most appropriately take the lead in implementation. The recommendations identified as short-term are generally actions that could be implemented in the next 6 to 12 months, mid-term improvements are generally considered to require 1 to 2 years to implement, and long-term recommendations are expected to require more than 2 years and may also trigger other processes such as policy changes or identification of significant funding sources. Funding of the recommendations is discussed further in the Funding and Implementation section of this report.



Short-Term

- Install No Parking signing to increase visibility at the 12th Avenue/71st Street marked crosswalk. Although parking is already prohibited in this area, vehicles were observed to frequently park too close to the crosswalk next to Richfield STEM School, limiting the visibility of pedestrians stepping into the crosswalk. *Implementation lead: City of Richfield*
- Direct students walking and biking to Centennial Elementary to cross 73rd Street at Bloomington Avenue instead of 16th Avenue. There are no sidewalks on 16th Avenue or pedestrian accommodations at this intersection. In addition, the current crossing location is within the parent pick-up/drop-off area, which has more potential conflicts with vehicles pulling in and out. *Implementation lead: Centennial Elementary*
- Mark 70th Street/Harriet Avenue intersection with high visibility crosswalks. The history of pedestrian and bicycle traffic at the intersection as well as the volume of traffic on 70th Street merit additional measures to increase conspicuity of the crossings. Durable pavement markings may also be considered for this location. *Implementation lead: City of Richfield*
- Train adult crossing guards (staff or volunteers) to patrol the 70th Street/Elliot Avenue intersection before and after school. This intersection has higher traffic volumes and speeds and was identified as a concern relative to driver compliance with the school patrols. Adult crossing guards would better be able to provide for safe crossings. *Implementation lead: Richfield Public Schools and Dual Language School*
- Install bicycle racks on the east side of Sheridan Hills Elementary. Bicycle parking in this area will better serve students traveling to school from the east, as well as children and families using the playground outside of school hours. *Implementation lead: Richfield Public Schools*
- Repaint bicycle pavement markings on 75th Street. The existing pavement markings are faded and need to be repainted to improve visibility. *Implementation lead: City of Richfield*
- Prioritize snow plowing at schools and on school routes. A policy that identifies higher pedestrian areas, such as adjacent to schools and along primary routes to schools, will improve the safety and opportunity for walking to school in the winter. *Implementation lead: City of Richfield*
- Install a bicycle rack on the west side of Richfield Middle School. The sports fields on the west side of the school are used by children and adults and observations showed bicycles chained to the fences in this area, indicating a demand for bicycle parking. *Implementation lead: Richfield Public Schools*
- Provide periodic speed enforcement on 70th Street near Richfield Dual Language and STEM Schools. With the roadway width and lack of parking on 70th Street, traffic speeds have been





identified as a key concern of the adjacent schools. Periodic speed enforcement or traffic calming measures such as dynamic speed feedback signs (“speed wagons”) can help slow drivers as well as improve pedestrians’ perceptions of safety. *Implementation lead: City of Richfield*

- Continue twice-yearly student travel tallies to track changes in walking and biking to school. The travel tallies provide an easy way to measure the progress of the SRTS activities. In addition, having current data will support funding applications. *Implementation lead: Richfield Public Schools and Bloomington Public Health*
- Develop a walking/biking section of the school district website. Walking and biking should be treated as equal transportation alternatives to riding the school bus. The webpage should list pedestrian and bicycle safety rules and tips and could also contain the school walk/bike maps. *Implementation lead: Richfield Public Schools, with support from Bloomington Public Health Department.*

Mid-Term

- Designate a SRTS coordinator at the school district level. Individual school sites need support to plan and implement SRTS programs, and coordination of all activities and policies across the district will make the best use of resources and best practices. *Implementation lead: Richfield Public Schools*
- Incorporate walking and biking to school into the school district wellness policy. The language of the current policy could be strengthened to encourage walking and biking to school as having health benefits, as well as environmental benefits around the school. *Implementation lead: Richfield Public Schools*
- Replace sidewalk on Elliot Avenue near 71st Street and construct pedestrian ramps. The intersection is school patrolled and is marked as a school crossing, however the sidewalk infrastructure does not facilitate pedestrian crossings. *Implementation lead: City of Richfield*



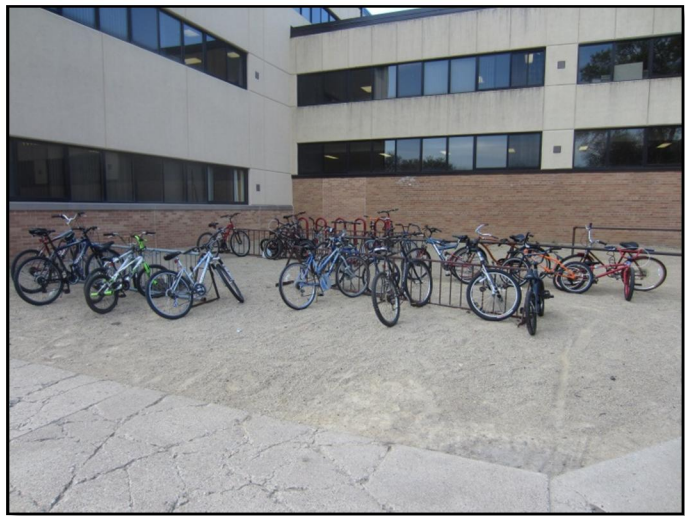
- Utilize existing high school and middle school clubs to support walking and biking activities. There are a number of existing clubs or the potential for new clubs that could be used to promote walking and biking, such as a “Green Team” or bike club. The bike club could include teaching students bicycle maintenance and repair, as well as safe riding skills. These clubs, with support from the district, should plan yearly activities for International Walk to School Month in October and National Bike Month in May. High school and middle school students can also support these activities at the elementary school level. *Implementation lead – Richfield High School and Richfield Middle School*



- Establish a permanent Richfield Safe Routes Working Group. The purpose of the Safe Routes committee would be to provide on-going support and organization for walking and biking activities, as well as maintain communication and coordination among each of the agencies that have a role in walking and biking to school (city, county, school district, etc). The working group could be modeled after the Bike Task Force. Some potential activities that the working group may want to consider are planning of a Walk/Bike to School Day, organizing a family walking/biking even outside the school day. *Implementation lead: Bloomington Public Health and Richfield Public Schools*

Long-Term

- Replace old and outdated bicycle racks on all school sites. Many of the existing bicycle racks on the school sites are older style racks that provide less secure parking and can potentially damage bicycle wheels. These should be systematically replaced over the next five years. A replacement program could be initiated as part of a citywide bicycle parking program. *Implementation lead: Richfield Public Schools*
- Construct sidewalk connections on Centennial Elementary site. Direct paved connections from the south and east sides of the school will provide safer and more easily navigable routes during all weather. *Implementation lead: Richfield Public Schools*
- Construct sidewalk on 73rd Street or designate an on-street pedestrian route east of Centennial Elementary. A sidewalk gap exists east of the school and this route will connect to the future Intercity Regional Trail. *Implementation lead: City of Richfield*
- Construct sidewalk on 71st Street from Elliot Avenue to 12th Avenue. This segment is not identified in the Richfield Sidewalk plan, but represents an existing sidewalk gap next to two school sites with more than 1,000 students. *Implementation lead: City of Richfield*
- Construct a sidewalk connection from 65th Street to the entrance of Sheridan Hills Elementary. A sidewalk connection on the east side of the parking lot would eliminate conflicts with vehicles entering and exiting the school parking lot. *Implementation lead: Richfield Public Schools*
- Implement the Bicycle Master Plan, with priority placed on routes that connect to schools. This would specifically include the proposed on-street bicycle routes on 70th Street and Sheridan Avenue/Russell Avenue and the off-road trail along the existing railroad alignment. *Implementation lead: City of Richfield*
- Implement the Richfield Sidewalk Plan as identified in the City's Comprehensive Plan. Sidewalk segments that are adjacent to or would serve as a route to school should be prioritized, including 64th Street east of Penn Avenue, near Sheridan Hills Elementary, and 73rd Street between I-35W and Lyndale Avenue, which would provide connections to Richfield High School and Richfield Middle School. *Implementation lead: City of Richfield*





- Reconstruct Sheridan Hills driveway onto 65th Street. The existing driveway is very wide and results in a large area of potential vehicle/pedestrian conflicts. *Implementation lead: Richfield Public Schools*
- Introduce walking and bicycling education into the physical education curriculum. Walking and bicycling safely are life-long skills for a healthy lifestyle. Students should receive education and training about how to safely walk and bicycle to school, with or without sidewalks, as well as how to safely cross at intersections. Examples of physical education curricula are found in the Resources section of this plan. *Implementation lead: Richfield Public Schools*
- Pursue opportunities for bike lane and sidewalk construction as roadways are repaved or resurfaced. The City of Richfield has been proactive in seeking opportunities to narrow travel lanes when restriping roadways, which provides a small measure of traffic calming, as well as providing additional space for pedestrians and bicyclist on the shoulder. Opportunities to construct sidewalks or shoulders as part of a larger roadway projects consistent with the Complete Streets Policy should be pursued and coordinated with the citywide maintenance and operation program. *Implementation lead: City of Richfield*



Funding and Implementation

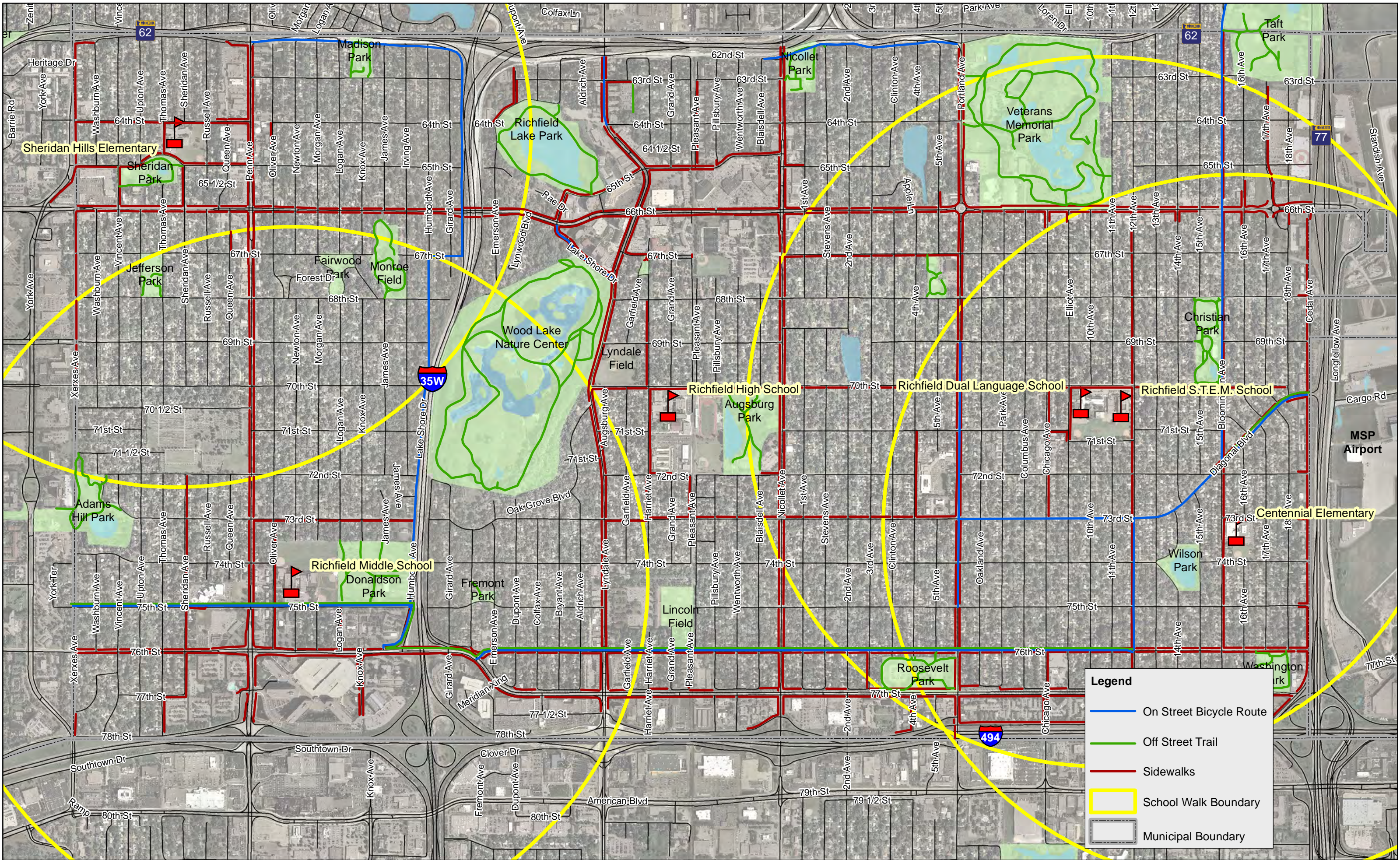
Funding for the various recommended projects may come from a variety of sources depending on the type of project and who is implementing it. Some potential funding opportunities that currently exist and may be used to fund these recommendations include, but are not limited to:

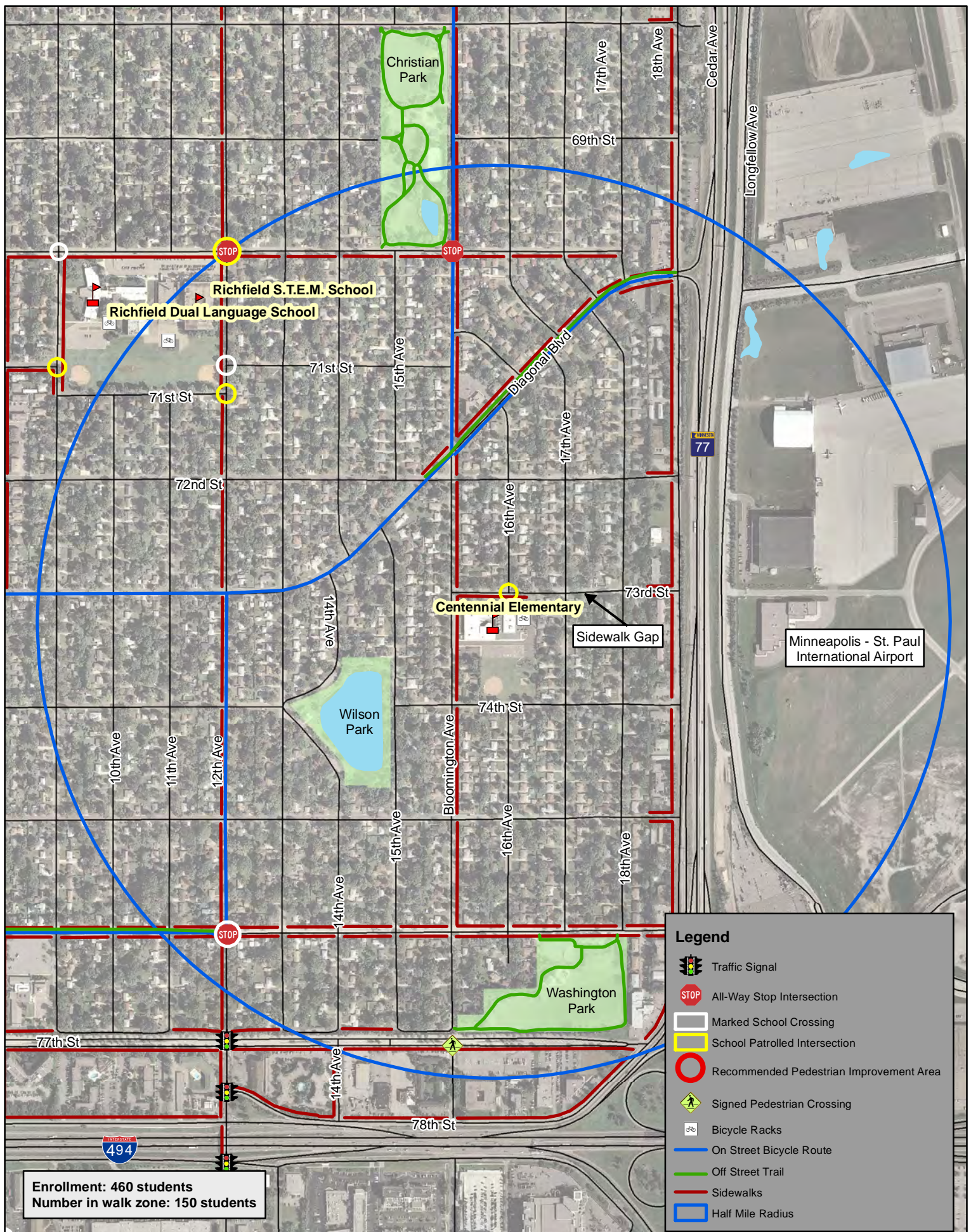
- Blue Cross Blue Shield of Minnesota
- Mini-grants through the National Center for Safe Routes to School
- Federal Transportation Enhancement (TE) funds administered through the Metropolitan Council
- Safe Routes to School funds administered through the Minnesota Department of Transportation

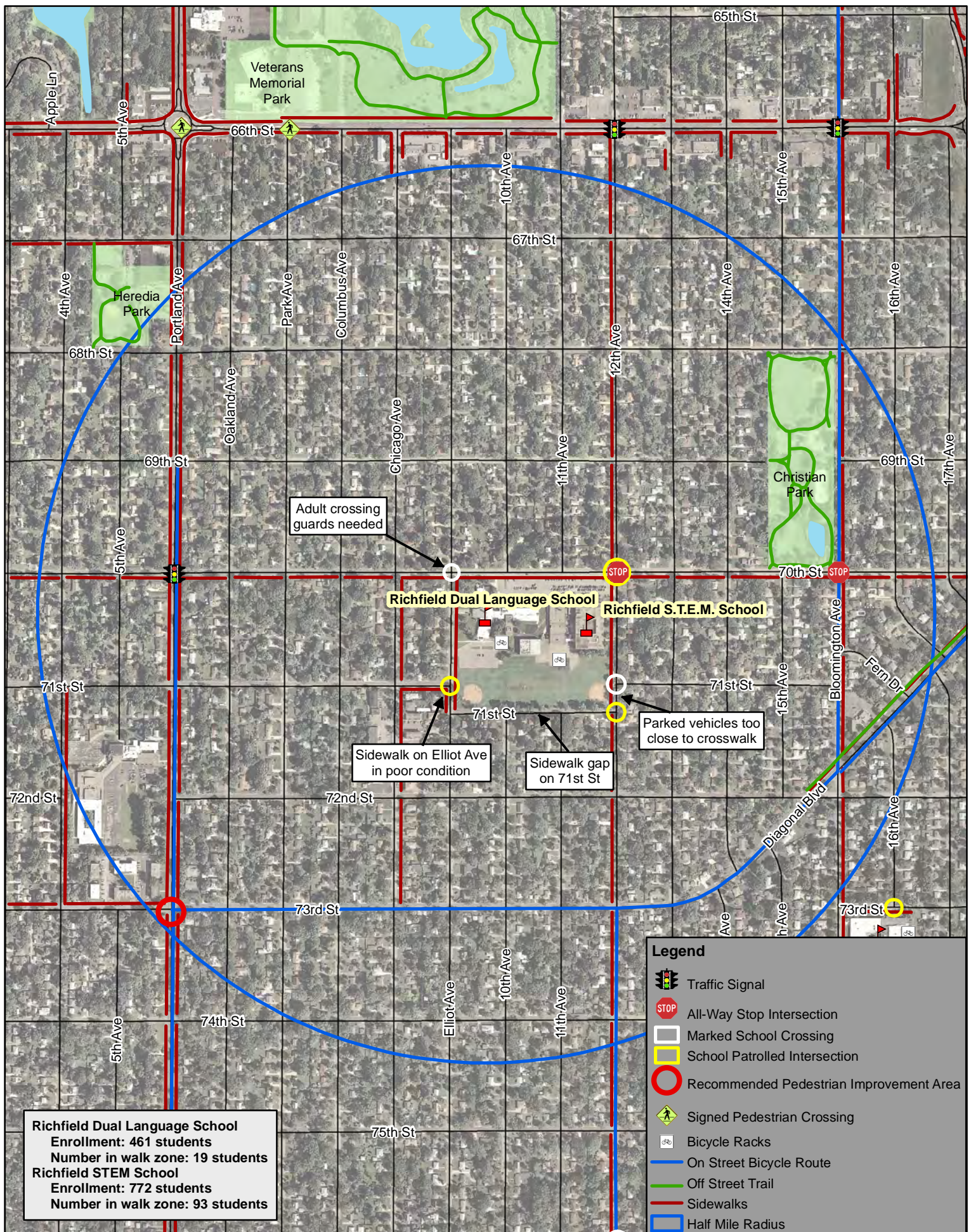
Over the past four years, Minnesota Statewide Health Improvement Program (SHIP) funds have been administered by the Minnesota Department of Health through cities and counties around the state in the form of Safe Routes to School grants, Active Living grants, and assistance with preparing grant applications for other programs. These funds may be available in some form in the future, and continued communications between school districts, cities, and counties will help identify opportunities and needs for funding in the future.

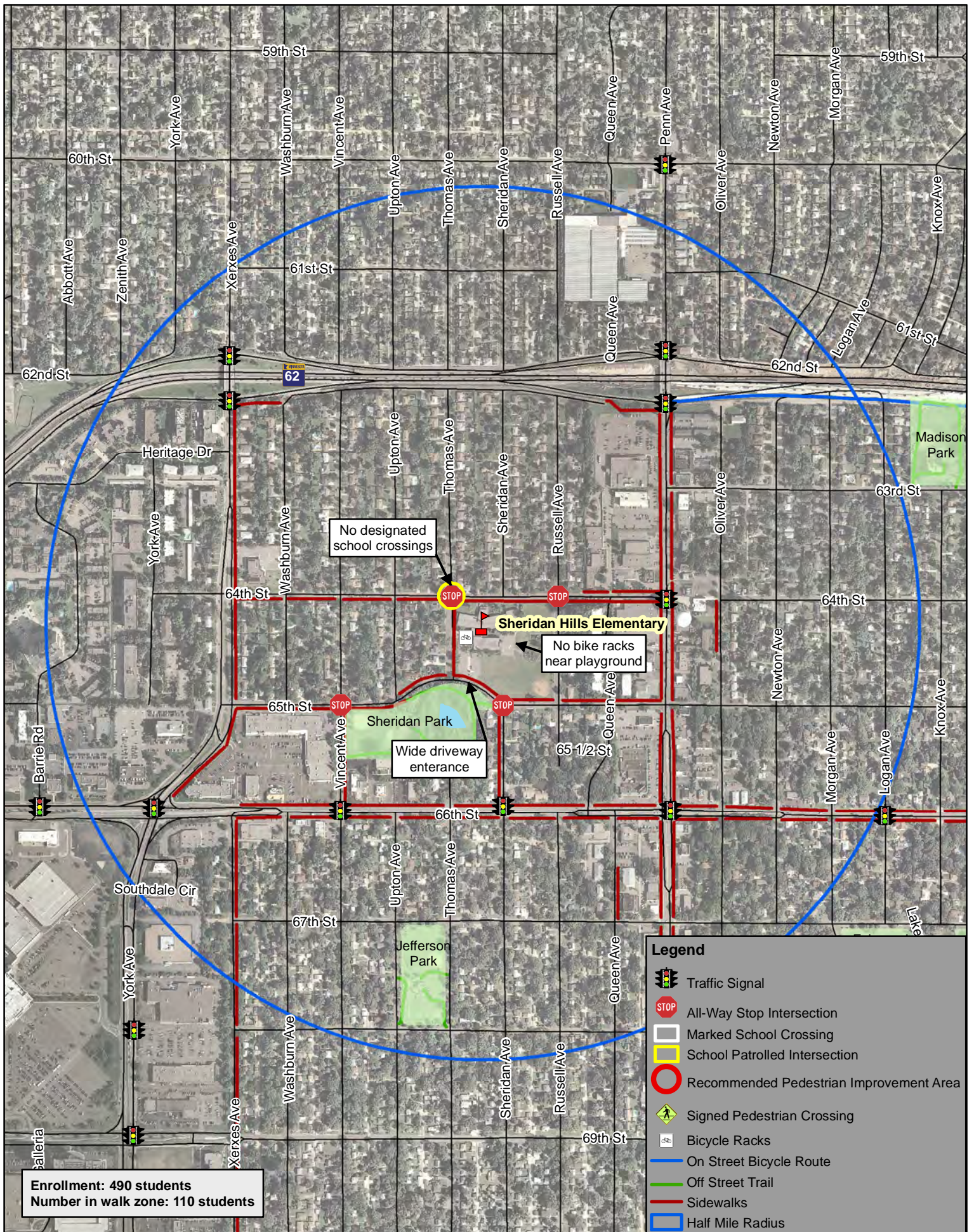


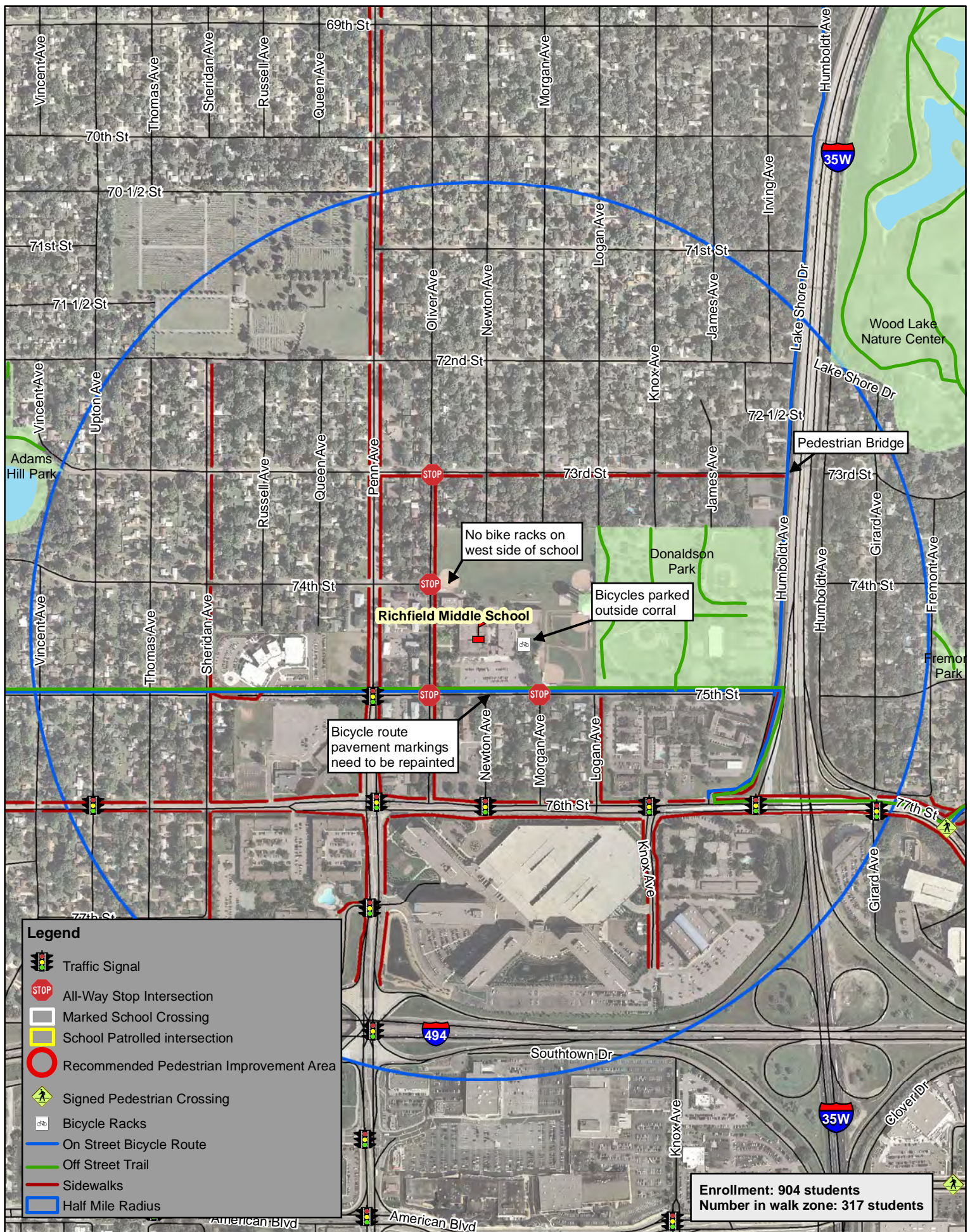
No one of the E's of Safe Routes to School will by itself increase walking and biking, which emphasizes the need for cooperation among school, city, county and other agencies in the implementation of the recommendations identified in this plan. The process used to develop this plan is only the start of on-going efforts that will be needed to result in cultural changes and significant increases in walking and biking.

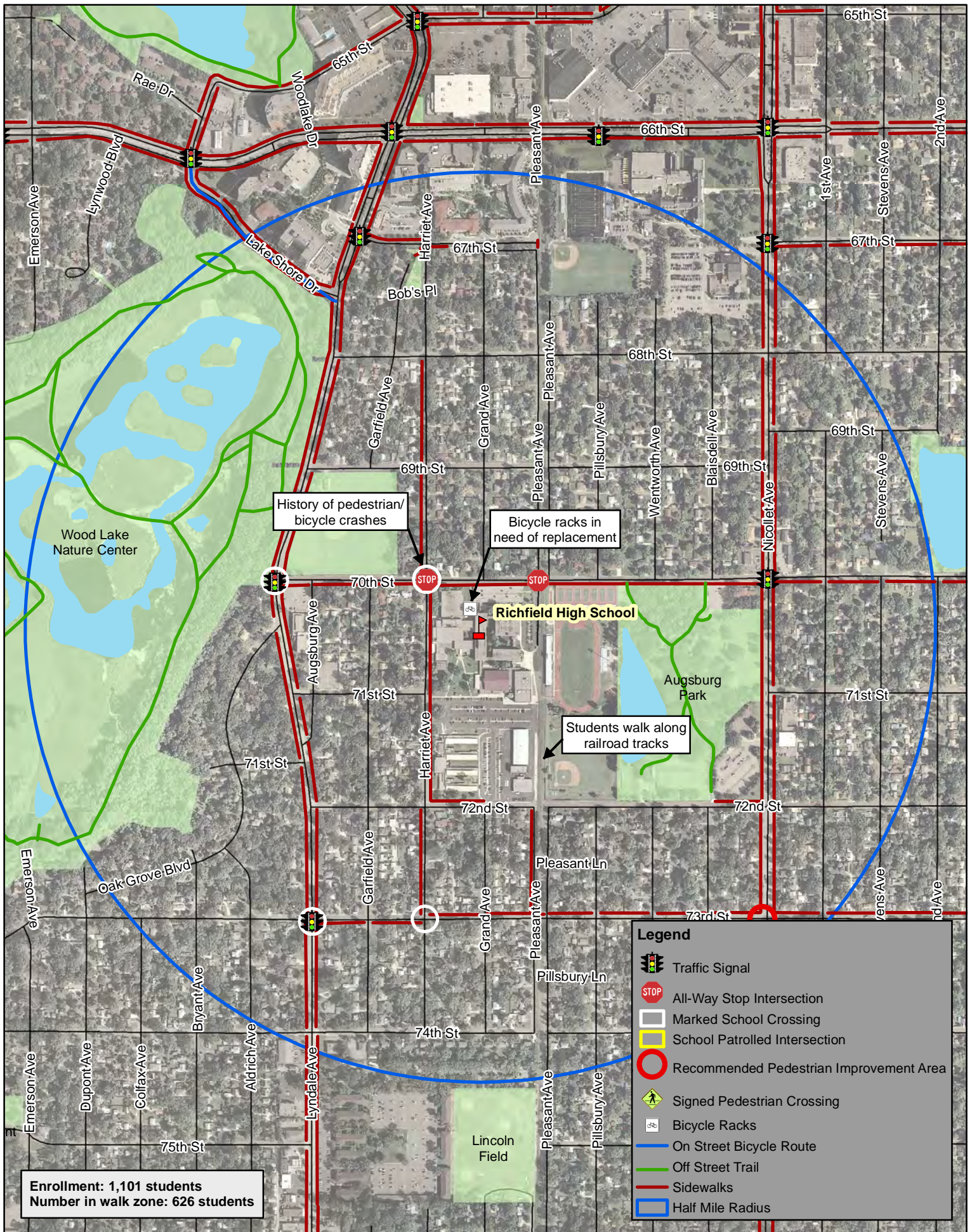












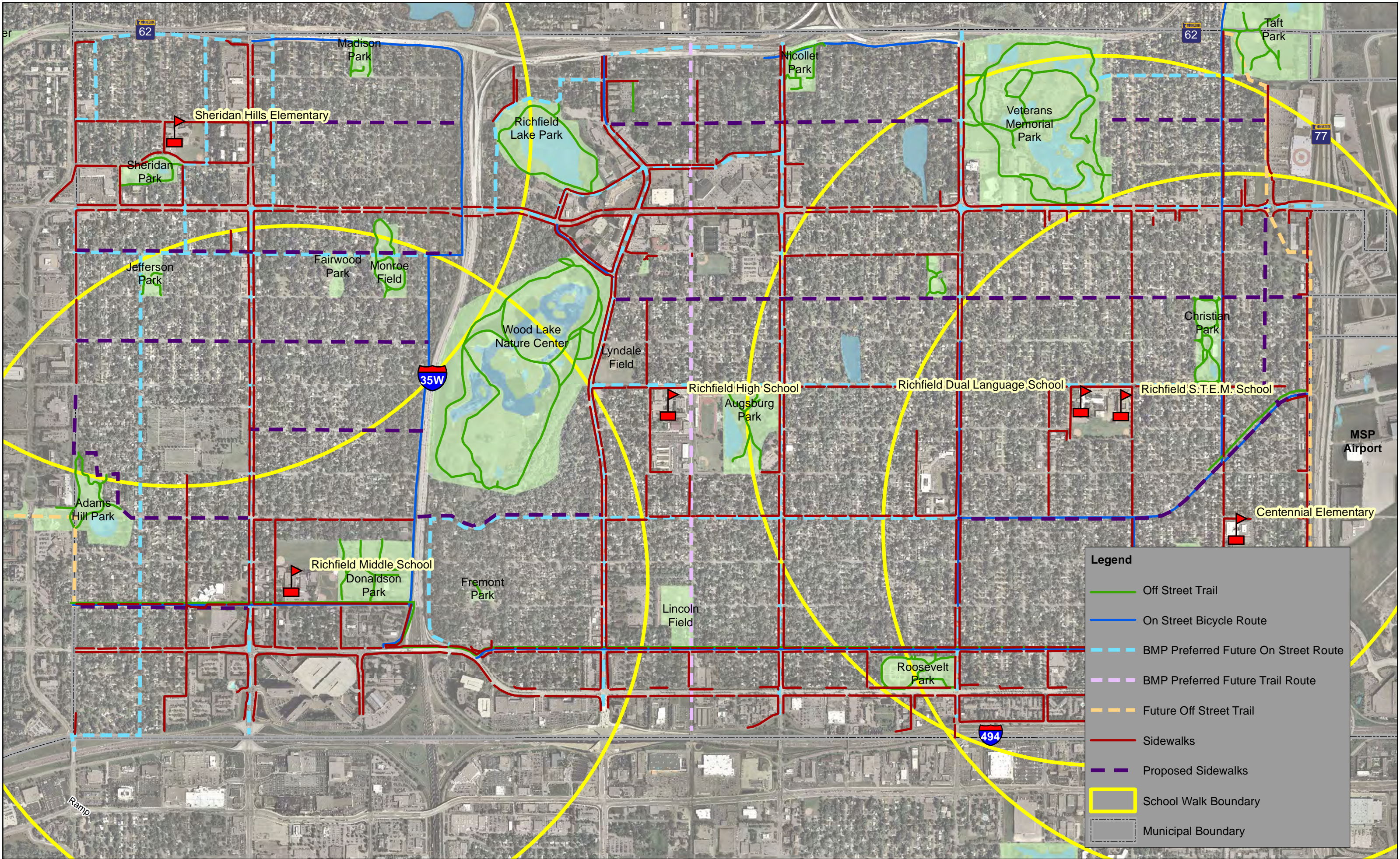
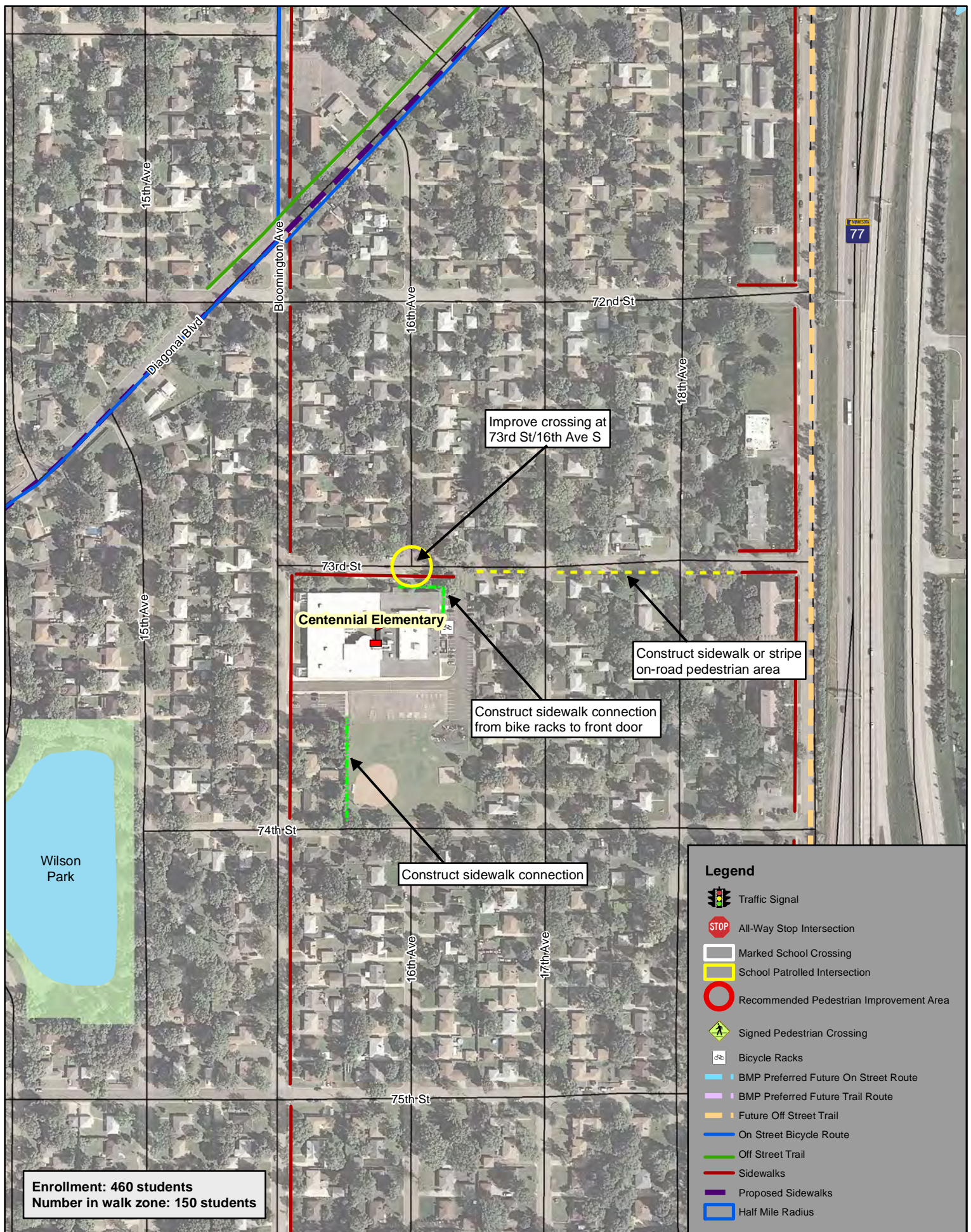
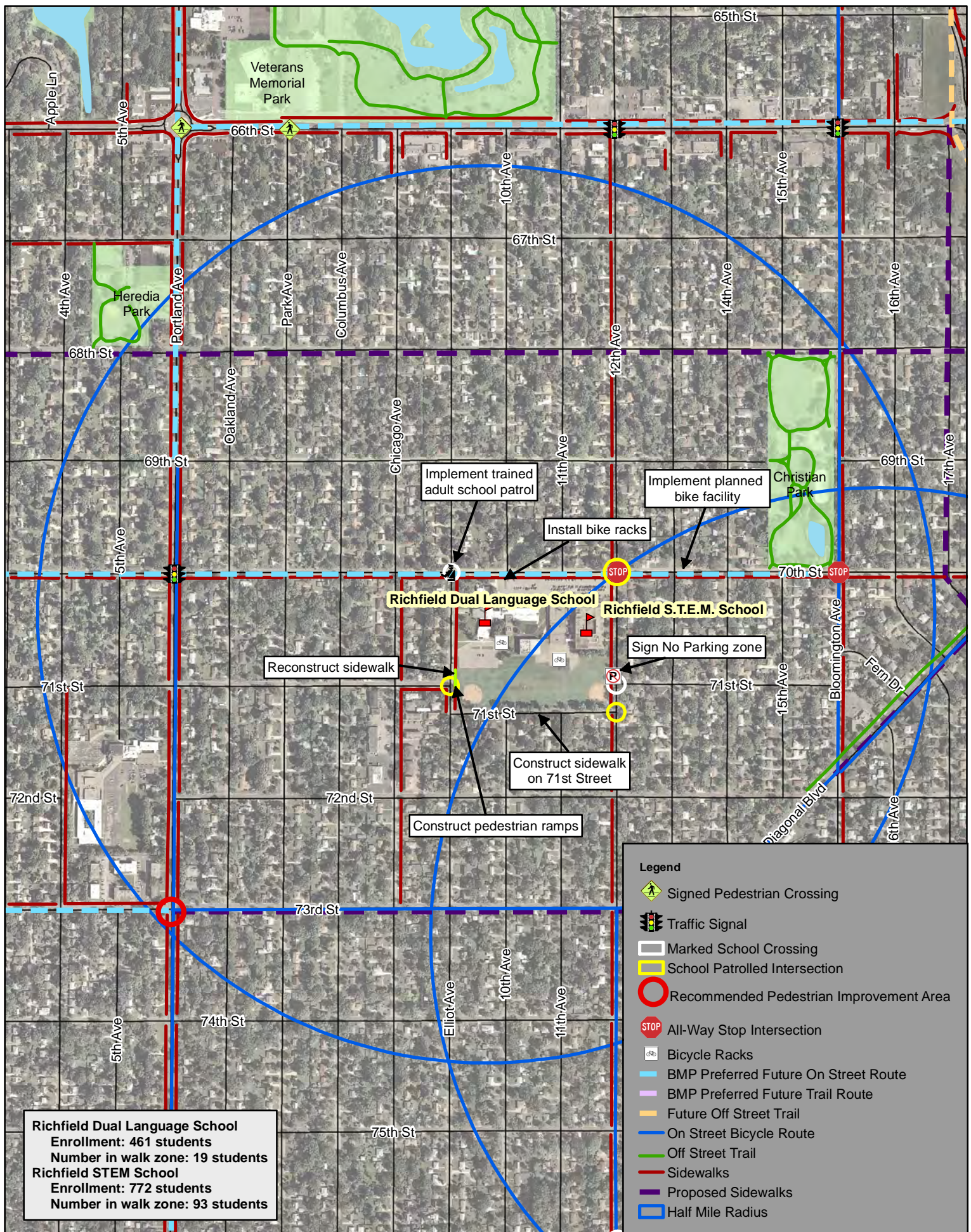
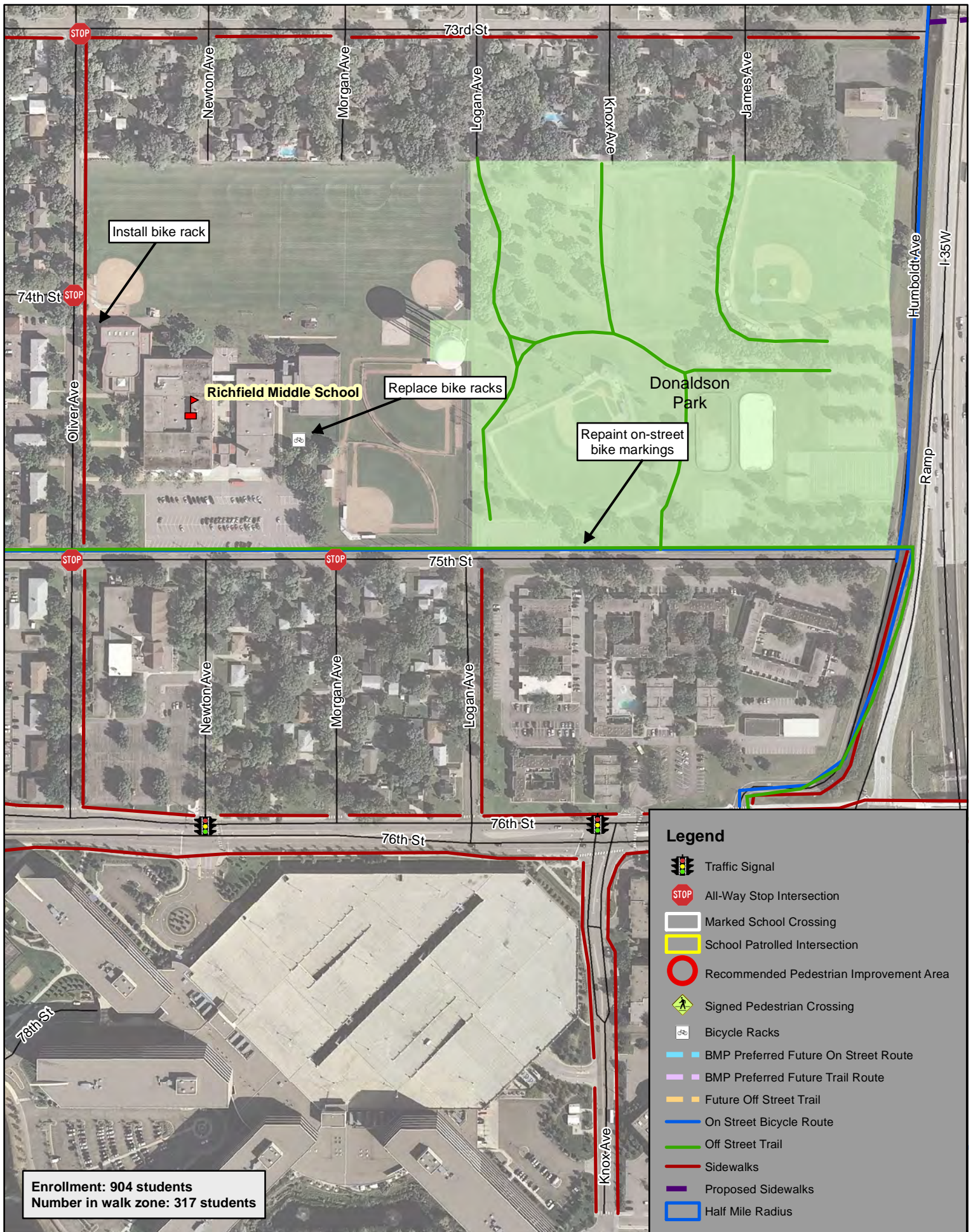
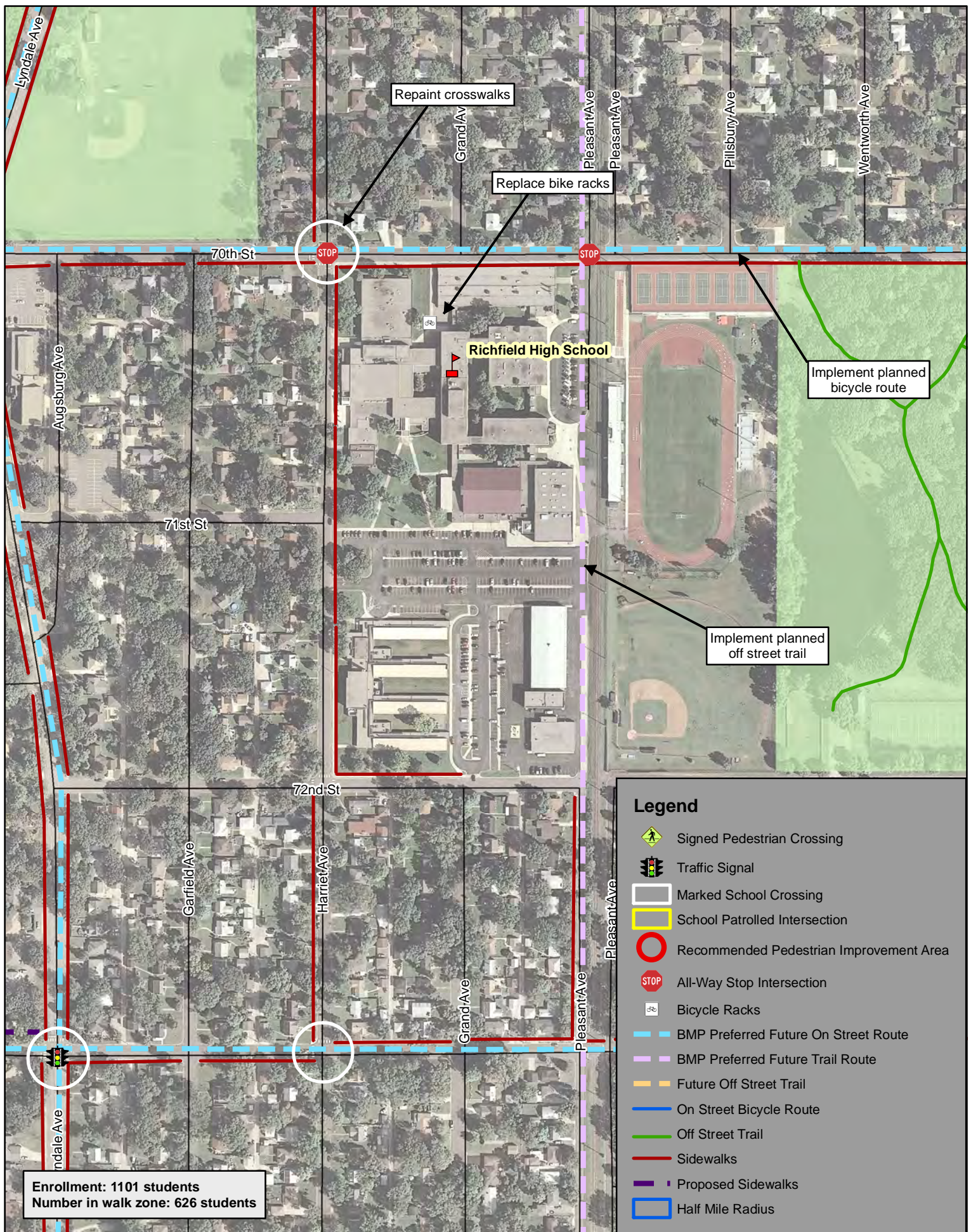


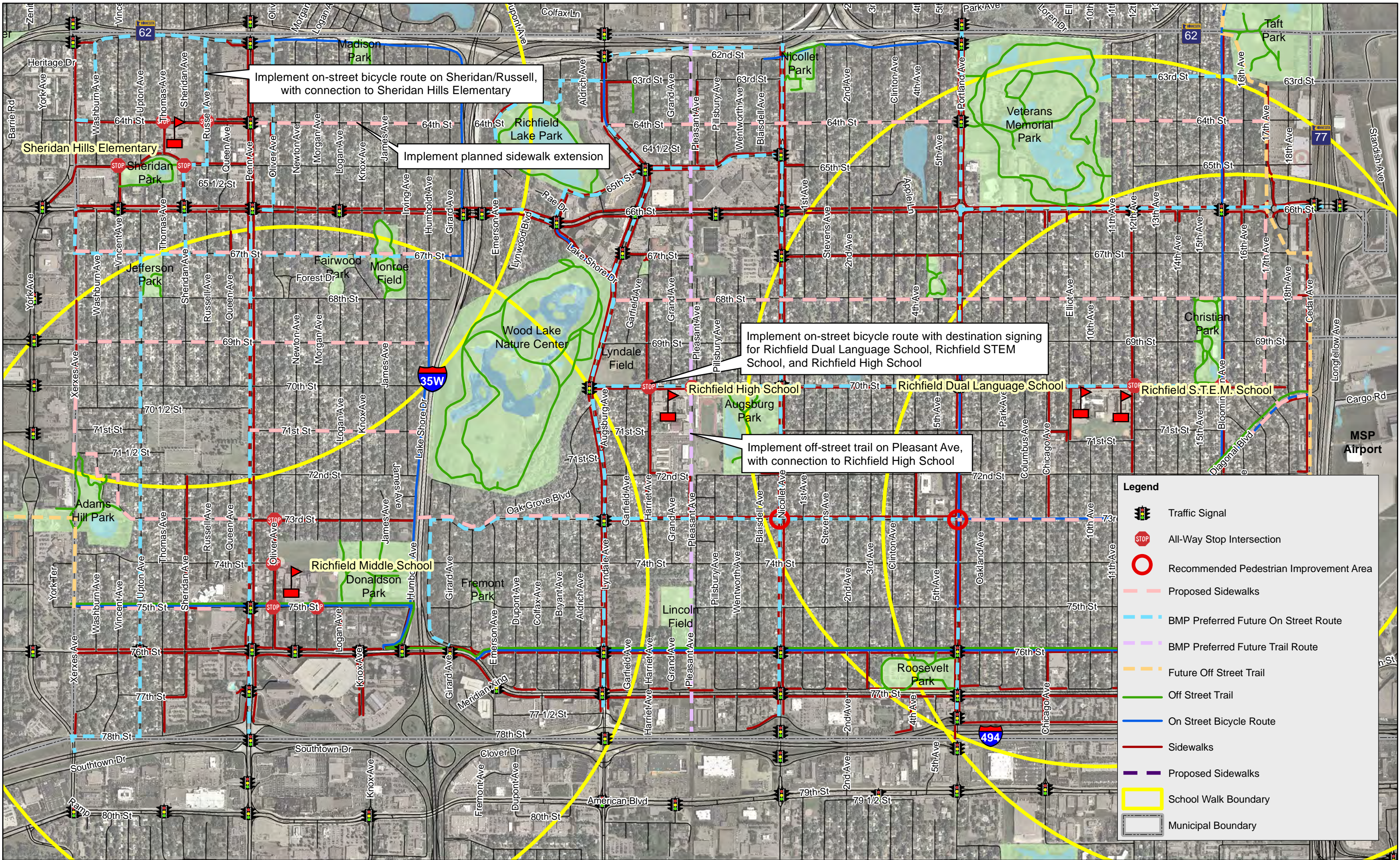
Figure 7. Richfield City-Wide Planned Pedestrian/Bicycle Facilities













Appendix



Student Travel Tally Results

School	Modes To/From School (Fall 2012)											
	Walk		Bike		School Bus		Family Vehicle		Carpool		Other	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Centennial Elementary	7%	9%	2%	2%	73%	78%	18%	11%	0%	0%	0%	0%
Richfield Dual Language	2%	2%	1%	1%	61%	69%	34%	27%	2%	1%	0%	0%
Richfield STEM	4%	5%	1%	1%	59%	69%	35%	22%	1%	1%	0%	2%
Sheridan Hills Elementary	4%	4%	0%	0%	62%	71%	33%	25%	1%	0%	0%	0%
Richfield Middle	7%	11%	5%	5%	59%	50%	26%	32%	2%	2%	1%	0%



Parent Survey Results

School	Number of Survey Responses
Centennial Elementary	0
Richfield Dual Language	73
Richfield STEM	156
Sheridan Hills Elementary	1
Richfield Middle School	1
Richfield High School	5
Total	236

Question 1. What is the grade of the child who brought home this survey?

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Percent of Respondents	0%	12%	15%	20%	22%	6%	22%	0%	1%	0%	0%	0%	1%	1%

Question 2. Is the child who brought home this survey male or female?

	Male	Female
Percent of Respondents	41%	59%

Question 3. How many children do you have in Kindergarten through 8th grade?

	0	1	2	3	4	5+
Percent of Respondents	2%	46%	41%	10%	1%	0%

Question 6. On most days, how does your child arrive and leave for school?

Arrive to School

	Walk	Bike	School Bus	Family Vehicle (only children in your family)	Carpool (children from other families)	Transit (city bus)	Other (skateboard, scooter, inline skates, etc.)
Percent of Respondents	6%	1%	58%	34%	1%	0%	0%



Question 6 (*continued*). On most days, how does your child arrive and leave for school?

Leave from School

	Walk	Bike	School Bus	Family Vehicle (only children in your family)	Carpool (children from other families)	Transit (city bus)	Other (skateboard, scooter, inline skates, etc.)
Percent of Respondents	6%	1%	58%	34%	1%	0%	0%

Question 7. How long does it normally take your child to get to/from school?

Travel Time to School

	< 5 minutes	5-10 minutes	11-20 minutes	More than 20 minutes	Don't know
Percent of Respondents	18%	34%	31%	9%	8%

Travel Time From School

	< 5 minutes	5-10 minutes	11-20 minutes	More than 20 minutes	Don't know
Percent of Respondents	17%	31%	35%	9%	8%

Question 8. Has your child asked you for permission to walk or bike to/from school in the last year?

	Yes	No
Percent of Respondents	19%	81%

Question 9. At what grade would you allow your child to walk or bike to/from school without an adult?

	PK	K	1	2	3	4	5	6	7	8	9+
Percent of Respondents	0%	1%	1%	1%	5%	12%	20%	25%	12%	7%	16%



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

Issue	Percent of Respondents
Child Already Walks/Bikes	4%
Distance	67%
Convenience of Driving	13%
Time	27%
Before/After School Activities	15%
Speed of Traffic	56%
Amount of Traffic	61%
Adults to Walk or Bike With	23%
Sidewalks or Pathways	30%
Safety of Intersections and Crossings	65%
Crossing Guards	13%
Violence or Crime	32%
Weather or Climate	48%

Percentages do not total 100% because respondents could select more than one issue.

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

Issue	Percent of Respondents
Child Already Walks/Bikes	5%
Distance	39%
Convenience of Driving	11%
Time	20%
Before/After School Activities	16%
Speed of Traffic	39%
Amount of Traffic	42%
Adults to Walk or Bike With	32%
Sidewalks or Pathways	26%
Safety of Intersections and Crossings	45%
Crossing Guards	21%
Violence or Crime	31%
Weather or Climate	1%

Percentages do not total 100% because respondents could select more than one issue.



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

	Strongly Encourages	Encourages	Neither	Discourages	Strongly Discourages
Percent of Respondents	3%	20%	71%	5%	1%

Question 13. How much fun is walking or biking to/from school for your child?

	Very Fun	Fun	Neutral	Boring	Very Boring	Not Applicable
Percent of Respondents	7%	34%	50%	4%	2%	3%

Question 14. How healthy is walking or biking to/from school for your child?

	Very Healthy	Healthy	Neutral	Unhealthy	Very Unhealthy
Percent of Respondents	41%	39%	18%	2%	0%

Question 15. What is the highest grade or year of school you completed?

School	Grades 1 through 8 (Elementary)	Grades 9 through 11 (Some High School)	Grade 12 or GED (High school graduate)	College 1 to 3 years (Some college or technical school)	College 4 years or more (College graduate)	Graduate School (Masters degree or doctorate)	Prefer not to answer
Percent of Respondents	6%	6%	11%	29%	40%	1%	7%



Resources

1. National Center for Safe Routes to School, Ongoing Activities
guide.saferoutesinfo.org/encouragement/ongoing_activities.cfm
2. Two Day Travel Tally, National Center for Safe Routes to School
www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally
3. Parent Survey, National Center for Safe Routes to School
www.saferoutesinfo.org/program-tools/evaluation-parent-survey
4. Minnesota Department of Transportation Safe Routes to School resources and funding opportunities
www.dot.state.mn.us/saferoutes/
5. Minnesota Public Health Law Center legal and liability resources
<http://publichealthlawcenter.org/topics/active-living/physical-activity-schools/resources>
6. Examples of walking and biking curriculums for elementary and middle school students
<http://www.dot.state.mn.us/saferoutes/toolkit.html/elementary-srts-curriculum.pdf>
<http://www.dot.state.mn.us/saferoutes/toolkit.html/middle-school-bicycle-education.pdf>
7. Information and examples of pedestrian and bicycle safety campaigns
http://safety.fhwa.dot.gov/local_rural/pedcampaign/
<http://www.bikesbelong.org/resources/stats-and-research/research/bicycle-safety-campaign-review/>



Liability Exposure for Schools

Each school day presents new opportunities for students of all ages to practice healthy behaviors. Schools and school districts are improving student and community health through programs tailored to a community's individual needs and resources. Across Minnesota, school districts are updating their policies to include school wellness, Farm to School, Safe Routes to School programs, school gardens, and are entering into facilities use agreements to expand the recreational use of school property. Well-designed policies, led by knowledgeable and supportive staff, can advance student nutrition, increase physical activity, and help develop healthy lifestyles?

While school districts are generally subject to liability for their wrongful acts as well the acts of their employees, fortunately, Minnesota law provides some significant protections.

Concerns about “liability” can keep schools from implementing policies that would benefit students and community members alike.

What is liability?

For purposes of this publication, liability can be defined as legal responsibility for another person's injury or damages. There are numerous provisions within both state and federal law that serve as sources of potential liability for school districts. However, when a school district is considering allowing community use of its facilities for recreational activities, the possibility that someone who is using a school facility might suffer an injury and bring a claim against the district (or its officers, employees, or agents) is arguably the district's most significant liability concern.

The standards for holding someone liable differ depending on who or what caused the injury. Typically, for a person to be held liable for someone else's injuries, an injured person must first prove that the accused had a legal responsibility to protect him or her from harm (otherwise known as “duty of care”).



Then, the injured person has to show that the accused party failed to protect him or her (or “breached” the duty of care) and as a result, was injured in an expected (or “foreseeable”) manner.¹

The general expectation is that one will act reasonably toward others.² What is considered reasonable, however, depends on the circumstances. Failure to act with as much care as an ordinary, reasonable person in a given situation would be considered negligence.³ However, there are situations where a person or entity is held to a higher or lower standard.

How are school districts protected from liability?

Through governmental immunities. Immunities, provided both in state statutes⁴ and court decisions⁵, protect school districts from liability for a variety of claims. Two immunities are particularly relevant when developing policies that promote healthy, active lifestyles.

First, school districts are shielded from liability that might arise from *discretionary conduct*.⁶ Statutory discretionary immunity protects policy-making decisions that require considering factors such as budget, education, resources and safety.⁷ For example, a school district may adopt a policy stating that, due to limited resources and a desire to cultivate independence, students are responsible for getting on the correct bus at the end of the day.⁸ Statutory discretionary immunity protects school districts from having their decisions “second-guessed” by the courts. Discretionary conduct is distinguished from operational-level or “ministerial” conduct. Operational activities that do not involve exercising of discretion, such as following an established plan, are not protected.⁹

Second, school districts are generally protected from liability when injuries result from the recreational use of school property.



Local governments are generally immune from claims based on the construction, operation, or maintenance of any property owned or leased for park or recreational purposes.¹⁰ School districts are also protected against claims arising from the use of school property or school facilities that are made available for public recreational activities.¹¹ Schools that fail to warn recreational users of known, hidden hazards may still be liable for injuries.¹²

Are teachers, coaches and other school personnel protected as well?

Yes, school personnel are generally protected as well. “Official immunity” protects individuals from personal liability for discretionary actions taken in the course of their official duties.¹³ This is intended to alleviate concerns that the fear of personal liability might deter independent action.¹⁴ School districts are also generally required to defend and indemnify their employees if they are sued for something arising out of their employment.¹⁵ However, school personnel are not protected for willful or malicious conduct,¹⁶ intentionally behaving in a way that is likely to cause harm to another person. Additionally, teachers may not be protected for failing to responsibly perform their regular duties. For example, a teacher who allows students to engage in dangerous play during recess may be liable if a child gets injured.¹⁷

What steps can a school district take to reduce the risk of liability?

There are a number of common sense precautions school districts can take to reduce their risk of liability. Some common risk management strategies include:

- Creating clear policies that are based on a balancing of social, economic, financial and political factors.
- Preserving a record of the decision-making process.
- Training staff in regard to their roles in implementing policies.
- Periodically reviewing policies and procedures, revising when necessary.
- Eliminating known dangers where possible.
- Documenting all precautions taken to avoid harm or risk.
- Developing safety rules and handing them out to all students and parents. Rules should comply with any local rules, any local, state or federal laws, and any national standards.
- Requiring parents or guardians of students to sign waivers before students participate in recreational activities.¹⁸
- Forming joint powers or facility use agreements with other public entities or community organizations that specifically outline acceptable uses of school property and facilities.
- Obtaining liability insurance that covers lawsuits arising from injuries.

Last updated: May 2013



AT WILLIAM MITCHELL COLLEGE OF LAW

The Publication was prepared by the Public Health Law Center at William Mitchell College of Law, St. Paul, Minnesota, funded by the CDC's Community Transformation Grant initiative and a Robert Wood Johnson Foundation's Active Living Research grant. (#69554).

The Public Health Law Center provides information and technical assistance on issues related to public health. The Public Health Law Center does not provide legal representation or advice. This document should not be considered legal advice. For specific legal questions, consult with an attorney.

Endnotes

- ¹ Lubbers v. Anderson, 539 N.W.2d 398, 401 (Minn. 1995).
- ² See Flom v. Flom, 291 N.W.2d 914, 916 (Minn. 1980); 4 Minn. Prac., Jury Instr. Guides--Civil CIVJIG 25.10 (5th ed. 2010).
- ³ See Baker v. Amtrak Nat. R.R. Passenger Corp., 588 N.W.2d 749, 753 (Minn. Ct. App. 1999).
- ⁴ minn. stat. § 466.03 (2012) (local governments); minn. stat. § 3.736 (2012) (state entities).
- ⁵ “Common law” is developed through court decisions.
- ⁶ There are many protections available to schools and the distinctions between them can be difficult to understand. In an effort to simplify the topic of school liability, we have combined discussion of statutory discretionary immunity for municipalities as per minn. stat. § 466.03, subd. 3 (2012), with discussion of common law and vicarious common law official immunity. Individual situations should be reviewed by an attorney.
- ⁷ See J.W. ex rel. B.R.W. v. 287 Intermediate Dist., 761 N.W.2d 896, 902 (Minn. Ct. App. 2009) (including consideration of safety issues, financial burdens, and possible legal consequences in decision-making).
- ⁸ Pletan v. Gaines, 494 N.W.2d 38, 43-44 (Minn. 1992).
- ⁹ Holmquist v. State, 425 N.W.2d 230, 232 (Minn. 1988).
- ¹⁰ minn. stat. § 466.03, subd. 6e (2012).
- ¹¹ minn. stat. § 466.03, subd. 23 (2012).
- ¹² Lishinski v. City of Duluth, 634 N.W.2d 456, 459-61 (Minn. Ct. App. 2001).
- ¹³ Anderson v. Anoka Hennepin Indep. Sch. Dist. 11, 678 N.W.2d 651, 660 (Minn. 2004).
- ¹⁴ Elwood v. Rice Cnty., 423 N.W.2d 671, 678 (Minn. 1988).
- ¹⁵ minn. stat. § 466.07, subd. 1 (2012).
- ¹⁶ Gleason v. Metro. Council Transit Operations, 582 N.W.2d 216, 220 (Minn. 1998).
- ¹⁷ Fear v. Indep. Sch. Dist. 911, 634 N.W.2d 204, 215-16 (Minn. Ct. App. 2001).
- ¹⁸ While waivers are not a guarantee against liability, they may reduce the likelihood of being sued. For more information, please refer to the Public Health Law Center factsheet on Waivers and Releases, available at <http://www.publichealthlawcenter.org/resources/minnesota-recreational-use>



References

¹ Hennepin County Human Services and Public Health Department. SHAPE 2010 Adult Data Book, Survey of the Health of All the Population and the Environment, Minneapolis, Minnesota, March 2011.

² Hennepin County Human Services and Public Health Department. SHAPE 2010 – Child Survey Data Book, Minneapolis, Minnesota, April 2011.

³ U.S. Centers for Disease Control and Prevention. Barriers to Children Walking to or from School United States 2004, Morbidity and Mortality Weekly Report, September 30, 2005.

⁴ 2009 Traffic Volumes Map, Minnesota Department of Transportation Office of Transportation Data and Analysis.