

Safe Routes to School

Perham



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Investing resources
in our communities
for regional success

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City of Perham and Perham Local Schools

Heart of the Lakes Elementary

Prairie Wind Middle School

St. Paul's Lutheran School

St. Henrys Area School

Safe Routes to School Plan 2013

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*Photo from Community Meeting, not all team members in attendance

Executive Summary

The Safe Routes to School planning process began in September 2012 and ended in May 2013. During this time a team was tasked with numerous responsibilities including school observations, conducting surveys and hosting a community meeting. Throughout the process the team learned that Perham has a strong base of community support for walking/bicycling and an active life style. For them this plan was about getting children safely to school and about creating the change necessary to make active living an integral part of daily life in Perham. With multiple other projects happening in Perham it is essential to look at the community as a whole and tie these projects together to create a network that all residents can use to live a more active life. Overall, getting children to walk and bike to school requires a combination of adding additional infrastructure and improving safety, as well as education and encouragement efforts. These efforts can take many forms and are meant to be fun and enjoyable for kids. Safe Routes to School can bring people in the community together, help improve the health of children, ease congestion caused by drivers of motor vehicles and help make air quality around schools better by decreasing the amount of vehicle emissions. The goal of Safe Routes to School is get children walking and biking where it is safe to do and where it is not safe the goal is to make it safe. To accomplish this goal a list of recommendations was developed by the committee to address safety and create enthusiasm in the areas of engineering, education, encouragement, enforcement, and evaluation.

Safe Routes to School Program

Background and Overview

The following sections detailing the Safe Routes to School background and overview as well as the 5 E's are taken from National Center for Safe Routes to School information. Please note that the data represented in these sections is national data and may or may not reflect conditions in Perham.

(Source: National Center for Safe Routes to School, Fact Sheet)

Safe Routes to School (SRTS) is a national and international movement to create safe, convenient, and fun opportunities for children to bicycle and walk to and from schools. The program has been designed to reverse the decline in children walking and bicycling to schools. Safe Routes to School can also play a critical role in reversing the alarming nationwide trend toward childhood obesity and inactivity. In 1969, approximately 50% of children walked or bicycled to school, with approximately 87% of children living within one mile of school walking or bicycling. Today, fewer than 15% of schoolchildren walk or bicycle to school. As a result, kids today are less active, less independent, and less healthy. As much as 10 to 14% of morning traffic can be generated by parents driving their children to schools, and traffic-related crashes are the top cause of death and major injury for children in the U.S. ages 1 to 17. Concerned by the long-term health and traffic consequences of this trend, in 2005, the U.S. Congress approved \$612 million in funding for five years of state implementation of SRTS programs in all 50 states and the District of Columbia. In 2012 funding changed under map 21 and lumped Safe Routes to School funding with 2 other programs in the same pot of money. This made funding more of a challenge however, commitments have been made to the continued funding of this program. Communities are using this funding to construct new bike lanes, pathways, and sidewalks, as well as to launch Safe Routes to School education, promotion and enforcement campaigns in K-8 schools. Safe Routes to School programs are built on collaborative partnerships among many stakeholders that include educators, parents, students, elected officials, engineers, city planners, business and community leaders, health officials, and bicycle and pedestrian advocates. The most successful SRTS programs incorporate the five E's—evaluation, education, encouragement, engineering, and enforcement. The goal of Safe Routes to School is to get more children bicycling and walking to schools safely every day.

Helpful Statistics on Safe Routes to School

Traffic Congestion: Neighborhoods are becoming increasingly clogged by traffic. By boosting the number of children walking and bicycling, Safe Routes to School projects reduce traffic congestion.

- Within the span of one generation, the percentage of children walking or bicycling to school has dropped precipitously, from approximately 50% in 1969 to just 13% in 2009
- While distance to school is the most commonly reported barrier to walking and bicycling, private vehicles still account for half of school trips between 1/4 and 1/2 mile—a distance easily covered on foot or bike.

- In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.
- A California study showed that schools that received infrastructure improvements through the Safe Routes to School program yielded walking and bicycling increases in the range of 20 to 200 percent.

Safety: Safe Routes to School projects focus on infrastructure improvements, student traffic education, and driver enforcement that improve safety for children, many of whom already walk or bicycle in unsafe conditions.

- Pedestrians are more than twice as likely to be struck by a vehicle in locations without sidewalks.
- In 2009, approximately 23,000 children ages 5-15 were injured and more than 250 were killed while walking or bicycling in the United States.
- From 2000-2006, 30% of traffic deaths for children ages 5-15 occurred while walking or bicycling.
- The medical costs for treating children's bicycle and pedestrian fatalities cost \$839 million in 2005 and another \$2.2 billion in lifetime lost wage costs.
- A safety analysis by the California Department of Transportation estimated that the safety benefit of the SRTS was up to a 49 percent decrease in the childhood bicycle and pedestrian collision rates.

Health and Obesity: Children today are simply not getting enough physical activity, contributing to growing rates of obesity and obesity-related health problems, such as diabetes. Safe Routes to School projects make it safer for more children to walk and bicycle to school, which will help address this obesity crisis among children by creating increases in physical activity.

- Over the past 40 years, rates of obesity have soared among children of all ages in the United States, and approximately 25 million children and adolescents—more than 33%—are now overweight or obese or at risk of becoming so.
- Kids are less active today, and 23% of children get no free time physical activity at all.
- The prevalence of obesity is so great that today’s generation of children may be the first in over 200 years to live less healthy and have a shorter lifespan than their parents.
- Today, approximately one-quarter of health care costs in the United States are attributable to obesity, and health care costs just for childhood obesity are estimated at approximately \$14 billion per year.
- People living in auto-oriented suburbs drive more, walk less, and are more obese than people living in walkable communities. For each hour of driving per day, obesity increases 6 percent, but walking for transportation reduces the risk of obesity.
- Walking one mile to and from school each day is two-thirds of the recommended sixty minutes of physical activity a day. Children who walk to school have higher levels of physical activity throughout the day.

Environment: Safe Routes to School projects increase the number of children walking and bicycling to school, which also cuts down on the number of cars. As cars emit pollutants for each mile traveled, reducing traffic can improve the quality of air that children breathe in and around their schools.

- Children exposed to traffic pollution are more likely to have asthma, permanent lung deficits, and a higher risk of heart and lung problems as adults.
- Over the last 25 years, among children ages 5 to 14, there has been a 74 percent increase in asthma cases. In addition, 14 million days of school are missed every year due to asthma.
- One-third of schools in “air pollution danger zones.”
- Schools that are designed so children can walk and bicycle have measurably better air quality.
- A 5% increase in a neighborhood’s “walkability” reduces vehicle miles traveled by 6%.
- Returning to 1969 levels of walking and bicycling to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants—equal to keeping more than 250,000 cars off the road for a year.

Bus Transportation Costs: Schools often make cutbacks in bus routes to save money—meaning that more children will be walking and bicycling in potentially unsafe conditions, or more parents will drive their children, which increases traffic congestion and air quality concerns.

- Approximately 55% of children are bused, and we spend \$21.5 billion nationally each year on school bus transportation, an average of \$854 per child transported per year.

- Eliminating one bus route, based on average per-pupil expenditure and average number of pupils per bus, would save a school district approximately \$45,000 per year.
- Nationwide, approximately 22% of school districts made busing reductions during the 2010-2011 school year due to fuel price increases.

About the Safe Routes to School National Partnership

Launched in August 2005, the Safe Routes to School National Partnership is a fast-growing network of hundreds of organizations, government agencies and groups working to set goals, share best practices, secure funding, and provide educational materials to agencies that implement Safe Routes to School programs. The Safe Routes to School National Partnership's mission is to serve a diverse national community of organizations that advocates for safe bicycling and walking to and from schools throughout the United States.

www.saferoutespartnership.org

Tips for Walking Safely to School

Walking is fun, but you need to be safe while doing it. Follow these tips to make sure you get to and from school without any problems.

Walk together

Younger children should always walk with an adult. Tell your parents that walking is great exercise and a nice way to spend time together.

If your parents say that you can walk to school on your own, remember these tips:

- Walk with a friend when possible.
- Ask your parents to help you pick a safe route to school; one that avoids dangers.
- Stick to the route you picked with your parents. Don't let friends talk you into shortcuts that are more dangerous.
- When you are near the street, don't push, shove, or chase each other.
- Never hitchhike or take rides from people not arranged by your parents.
- Talk to your parents and teacher about any bullying that may happen during your walk.

Be seen

Remember, drivers may not be able to see you well. Always wear bright-colored clothes and if it is dark or hard to see, carry flashlights or wear reflective gear.

Look for traffic

Watch out for cars and trucks at every driveway and intersection on your walk to school. Look for drivers in parked cars. They may be getting ready to move.

Cross the street safely

1. Stop at the curb or edge of the street.
2. Look left, right, left and behind you and in front of you for traffic.
3. Wait until no traffic is coming and begin crossing.
4. Keep looking for traffic until you have finished crossing.
5. Walk, don't run across the street.

Obey traffic signs, signals and adult school crossing guards

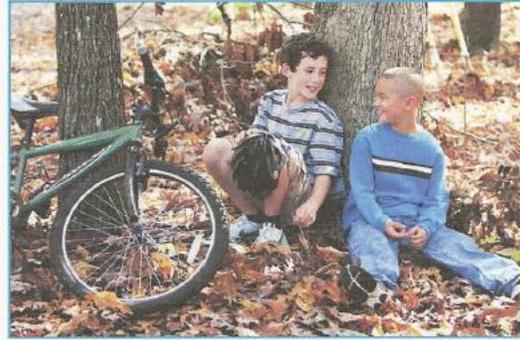
For more resources and information on Safe Routes to School, please visit the National Center for Safe Routes to School Web site at www.saferoutesinfo.org.

Ride Your Bike Safely

Bicycling can be a fun way to get to school. Review these safety points before you ride.

Before riding your bike

- **Talk with your parents.** Are you allowed to ride by yourself or with friends? What route will you ride to school?
- **Practice riding the route to school with your parents.** Doing so will help you know where to stop, signal, and walk your bike.
- **Dress to be seen.** Wear brightly colored clothes and reflective gear, such as a reflective vest, book bag tags, or pant leg straps. Remember, just because you can see a driver doesn't mean the driver can see you.
- **Tie and tuck.** Loose laces and pant legs can get caught up in your bike and cause you to crash. Tie shoelaces and tuck the hanging ends into your shoe, and tie wide pant legs with a reflective strap or tuck them into socks.
- **Check your bike for safety.** Make sure the tires have enough air, the brakes and gears work, the chain isn't loose, and the wheels and bolts are tight. You should also have reflective gear on your bicycle. Have your parents help you fix anything that's not right.
- **Put on your helmet.** Make sure it's properly adjusted, fitted, and buckled. See sidebar for instructions on checking helmet fit.



While riding your bike

- **Look and listen for traffic.** Also, look for things that could make you fall, like potholes and storm grates. Never use a cell phone or wear headphones.
- **Watch for vehicles going in and out of driveways.**
- **Keep both hands on the handlebars, except when signaling.** Carry books and other items in a backpack or bag designed to fit on a bicycle.
- **Stop before crossing the street, entering a road, or turning.** Look left, right, left, and behind you for traffic, including pedestrians, bicycles, and cars.

If you are allowed to ride in the street,

- **Ride single file and in the same direction as cars.**
- **Ride to the right side of the road,** but far enough from parked cars to avoid any car doors that suddenly open.
- **Obey traffic laws.** Follow all traffic signs, signals, and lane markings.
- **Be predictable.** Ride in a straight line, not in and out of cars. Use hand signals.

These tips include concepts from the National Highway Traffic Safety Administration, Safe Kids Worldwide and Bicycle Coalition of Maine.

Take the helmet fit test

Put your helmet flat on your head. If it moves when you shake your head, you need to tighten your helmet or get a smaller one. Check:



Eyes: The helmet should sit low on your forehead – two finger widths above your eyebrows.



Ears: With the helmet buckled, the straps should meet just below the ears.



Mouth: When buckled, you should be able to fit no more than two fingers between the buckle and chin.

THE 5 E's

(Source: National Center for Safe Routes to School)

Engineering strategies including planning and implementing physical improvements that make it safer and more attractive to walk and bicycle to school. Engaging planners and engineers is crucial to successfully implementing safety improvements. It's also important to reach out to the community to educate neighbors about the benefits and importance of any proposed improvements.

- Completing a school walking and bicycling audit and a school travel plan
- Adding traffic calming, crosswalks, sidewalks, bicycle lanes or other infrastructure that improves safety for walking and bicycling
- Installing bike racks at schools

Education about SRTS helps build support among kids, parents, teachers and community members. To craft education messages, first identify your goals and audiences. Do people need to know more about the benefits of walking or bicycling? Would maps of routes to the school help more people walk or bicycle? Would walking or bicycling safety information get kids and parents more excited about walking and bicycling?

- SRTS maps that show suggested routes to walk and bicycle to school
- School bicycle rodeo that teaches safe bicycling skills
- Curriculum focused on the benefits of walking and bicycling
- Seminars or events that educate parents about the benefits of walking and bicycling
- Traffic safety education
- Public education for safety improvements

Encouragement is closely tied to education strategies, but is more focused on getting people to try walking and bicycling to school and celebrating and rewarding people for their efforts. Encouragement activities are more effective if the physical environment works for walking and bicycling to school.

- Organizing events such as "Walk and Bike to School Day" to encourage families to try walking & bicycling to school
- Creating walking school buses that allow kids to walk together with adult volunteers
- Utilizing contests or incentives to encourage walking and bicycling to school

Enforcement strategies help reduce unsafe behaviors by drivers, pedestrians and bicyclists and help reduce unsafe behaviors by drivers, pedestrians and bicyclists and encourage all road users to obey traffic laws and share the road safely. Enforcement can be expensive, so it is best used strategically in conjunction with the other strategies.

- Partnership with law enforcement to target problem intersections for enforcement
- Educational "stings" that teach motorists about laws regarding yielding to pedestrians
- Installation of digital speed signs that display travel speed of passing vehicles

Evaluation is very important to a successful SRTS initiative and should be considered from the very beginning of planning. Ask yourself, how do we define success for our efforts and how can we measure or document our progress? Evaluation will likely include a combination of

quantitative information, such as counts of how many children are walking and bicycling, and more qualitative information, such as success stories from families who have chosen to walk and bicycle more.

- A school walking and bicycling audit and a school travel plan that includes specific goals
- Bicycle and pedestrian counts that show bicycling and walking rates over time
- Data about vehicle crashes near the school, traffic speeds or traffic volumes

Perham Background and Overview

Current Condition

All of the schools in the city of Perham are located on the southern portion of the city. Decades ago, a majority of young families living in the city limits lived in the Krauss Park area which is centrally located amongst the 4 schools in the southern part of the city. Now the majority of homeowners in the Krauss Park area are older with no children living at home. When families living with school children lived in the Krauss Park area, biking and walking to school appeared to be the norm. The route to school presented no perceived or known barriers for safe routes to school.

Conversely, in the past 10-15 years, the majority of family housing development has occurred on the northern perimeter of the city of Perham. New construction housing for young families has steadily increased in the division known as Westwinds Addition (north and west of Main Street and the railroad tracks and schools) and East Park Addition (north and east of main street/railroad tracks and schools)

Parents and members of the Safe Routes to School team feel a major barrier for biking and walking to school is directly connected to the hazards perceived from crossing both a busy railroad track (average 60 trains per day) and high traffic main street.

As the city of Perham expanded, challenges have emerged. As noted by Bonnie Stohs, principal of St. Paul's school, the opening of the new hospital on the southwest corner of Perham has added traffic safety issues for students biking or walking to St. Paul's. Prior to the new hospital, the road going by St. Paul's had minimal traffic. As she states, "Drivers come around the corner at the end of our playground and don't realize that there may be students or cars leaving the parking lot...6th Avenue Southwest is a major road for emergency travel now and there are not many sidewalks along the way from Main Ave."

In May 2010, 97 fifth-graders participated in a Safe Routes to School survey. 35% of the surveyed students state their preferred method of transportation was bicycle, 16% walking and 13% bus. Yet when asked how many times, in an average week, they walk or ride bike to school, 89% said none and 6% said at least 3 times a week. To gain further understanding, students were asked to name what would help or encourage them to walk or ride bicycle more often. They noted the following: 1) nothing, I live too far from school, 2) slower traffic speeds, 3) a drop-off place closer to school so I can walk part of the way, 4) fewer things to carry (books, equipment, instruments), 5) sidewalks that are clean and not broken, and 6) more considerate drivers. A full report of these survey results can be found at: www.ndsu.edu/sdc/publications/research.htm

The Safe Routes to School team looked closely at the possibility of securing a safe drop off spot by busses and family vehicles that would provide an escorted walking distance to each school to encourage and opportunity for physical activity in the mornings. Property accessibility and logistics prevented this option to come to fruition so far.

The Perham Area Community Center (PACC) is located approximately 2-3 blocks from the Heart of the Lakes Elementary and the Prairie Wind Middle School. The PACC provides after school

activities, gym space and is also an area where extra-curricular activities have practices or games. Students will often walk to the PACC and await pick-up from their parents at the end of their work day. Average daily attendance of students at the PACC is from 50 to 100 with the higher end usage during cold weather seasons. The Safe Routes to Schools plan will need to consider these issues also to encourage more biking and walking from school to the PACC as a safe choice in the daily routine of students using this facility.

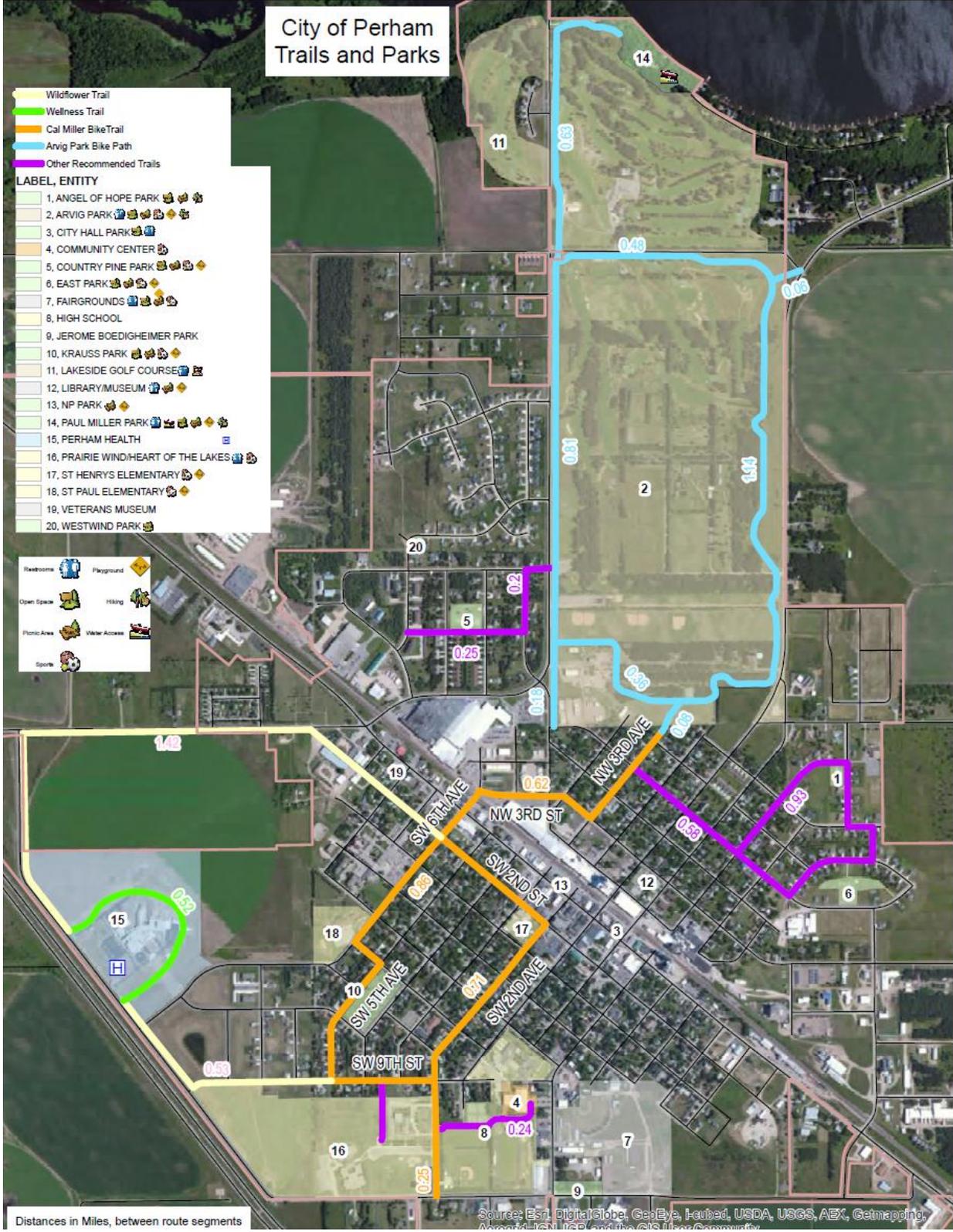
The Boys & Girls Club that provides after-school activities and mentoring programs (approximately 40 students per day attend) is now located at the far western edge of town. They are located approximately 6-10 blocks from the various 4 school sites. Biking and walking from the school sites to the Boys & Girls Club is encouraged; yet in need of safer routes.

In addition to the Safe Routes to School planning Perham has also been working to make their community more bike and pedestrian friendly overall. The City of Perham has been provided with 10 bike racks from PartnerSHIP 4 Health funding. In addition, money was provided to implement some much needed upgrades to the Cal Miller Bike Route. These improvements included new signage, stencils on the street and the creation of maps to help promote the route. This route (show below on the map) provides key connections throughout the City of Perham. This route could be tied into the Safe Routes to School network, although it is an on-street bike route. For the purpose of safety and addressing parent safety concerns a separated facility such as a sidewalk or off-street trails may be more suited for this program.

City of Perham Trails and Parks

- Wildflower Trail
 - Wellness Trail
 - Cal Miller BikeTrail
 - Arvig Park Bike Path
 - Other Recommended Trails
- LABEL, ENTITY**
- 1, ANGEL OF HOPE PARK
 - 2, ARVIG PARK
 - 3, CITY HALL PARK
 - 4, COMMUNITY CENTER
 - 5, COUNTRY PINE PARK
 - 6, EAST PARK
 - 7, FAIRGROUNDS
 - 8, HIGH SCHOOL
 - 9, JEROME BOEDIGHEIMER PARK
 - 10, KRAUSS PARK
 - 11, LAKESIDE GOLF COURSE
 - 12, LIBRARY/MUSEUM
 - 13, NP PARK
 - 14, PAUL MILLER PARK
 - 15, PERHAM HEALTH
 - 16, PRAIRIE WIND/HEART OF THE LAKES
 - 17, ST HENRYS ELEMENTARY
 - 18, ST PAUL ELEMENTARY
 - 19, VETERANS MUSEUM
 - 20, WESTWIND PARK

- Restrooms
- Open Space
- Picnic Area
- Score
- Playground
- Hiking
- Water Access



Distances in Miles, between route segments

Source: Esri, DigitalGlobe, GeoEye, i-cubed, USDA, USGS, AEX, Getmapping, Aerotri-UNL, IGN, i-cubed, and the GIS User Community

Existing Policies

The City of Perham has policies in place in regard to maintenance of sidewalks related to up-keep and snow-shoveling. The public nuisance policy states “The following are declared to be nuisances affecting public peace and safety: (A) all snow and ice not removed from public sidewalks 24 hours after the snow or other precipitation causing the condition has ceased to fall.” This essentially means it is the job of the residents that live along the sidewalk route to keep it clear.

The Sidewalk Inspection, Maintenance and Repair Policy states that “they (sidewalks) are to be constructed and maintained at a level that provides pedestrians and other users, a safe and convenient off road pathway through the city.” It also states that “the landowner of the property upon which there is an abutting sidewalk is responsible to maintain such sidewalk in a safe and serviceable condition.” This short document also outlines a sidewalk inspection process as well as details about when sidewalk repair is needed.

Additional documents include the Comprehensive Plan and the 5 year Capital Improvement Plan (CIP). As these plans are updated they should include goals that align or at a minimum do not inhibit the Safe Routes to School planning effort.

Perham Active Living Study

The Perham Active Living Study was conducted in 2010 by the North Dakota State Data Center of behalf of the Minnesota Statewide Health Improvement Program (SHIP). According to this report “the key objective of this study was for the Minnesota Statewide Health Improvement Program (SHIP) to explore ways in which the City of Perham can create an environment that encourages its residents to become and stay active through choices in their daily routines.” The results of this study support the goals and objectives of Safe Routes to School. There were 3 key findings identified by this report 1) Perham residents place high importance on health; with 73% saying good personal health is “very important” to them 2) Perham residents are using sidewalks and trails; with 64% of respondents saying that walkable/bikeable destinations are important to them 3) Perham residents say sidewalks are important to them; with 78% saying that sidewalk maintenance and winter care (of sidewalks) are important to them. You can further review the results of this plan in the attachments.

Measuring Success

A baseline parent survey and classroom tally have been conducted in each of the 4 schools that are a part of the Safe Routes to School team and project. Follow-up parent and student surveys and community focus groups will provide helpful information as this collaborative seeks common-sense solutions in promoting active living habits at an early age.

The City of Perham anticipates the plan may recommend infrastructure changes or engineering strategies that will make it safer and more attractive to walk and bike to school. Implementation of physical improvements will be impacted by the ability to access appropriate funding to make those improvements.

However, events such as the successful Walk to School or Work Week, Bike Rodeo and International Walk to School Day are all stepping-stone components in building awareness and encouragement to choose life-long health habits. The partnerships formed in the Safe Routes to School team and activities already completed, provide a track record of sustainability and success. Mitch Anderson, Superintendent of Perham Schools has volunteered to be the team “champion” on this project. Adoption of the plan by the school district, city and other stakeholders will naturally occur when those are the same people assisting in the development of the plan.

Perham Area Community Center

The Perham Area Community Center is located a short distance from the Heart of the Lakes Elementary and Prairie Wind Middle School. Currently students cross from the elementary school and follow a paved path to the PACC. This serves as an important destination as many students walk to the PACC everyday. This destination is important to include in planning for Safe Routes to School because of the large number of children who frequent the PACC. This destination was also highlighted in the 2013 Safe Routes to School Infrastructure Grant Application discussed later in this report. You can view to entire SRTS Infrastructure Grant Application in the Attachments section of this plan.

SRTS Planning Process

SRTS Overall Vision

Perham envisions a community connected by trails and sidewalks. Through the use of safety improvements, infrastructure, and education we will strive to increase the number of students walking and biking to school. We realize that by providing students a safe opportunity to walk/ bike to school we are helping to instill positive habits and create a culture of walking/ biking not just in schools, but also to help foster a healthy lifestyle of Perham residents.

SRTS Overall Goals

- 1) Recommendations for infrastructure solutions that will provide a safe route for walking and biking from the north end of town to the south end of town- allowing safe navigation through the perceived danger zones, i.e. crossing the railroad tracks, Main Street, and crossing 3rd Avenue (“Hwy 78”)
- 2) Explore development/expansion of walking/biking trails that connect school and after school activities; i.e. Boys and Girls Club and Perham Community Center (PACC). Long-range plan needed regarding sidewalk installation, up keep and expansion.
- 3) Recommendations regarding changes needed in bus and family vehicle drop off spots that will promote a safer environment for bike and pedestrian traffic.
- 4) Leverage community assets to help accomplish our goals
- 5) Increase education and encouragement to create a culture that supports walking and biking to school
- 6) Recommendations for effective bike and pedestrian ordinances and policies
- 7) Create a plan for improving infrastructure (such as sidewalks, trails, and crosswalks) to help foster to safety and mobility of students and community members

Planning Process – Kick-off Meeting

On Monday October 1st, 2012 a Kick-off Meeting was held. It was attended by 15 persons who form the core of the Safe Routes Planning Team. At this meeting the team discussed the purpose of Safe Routes to School, shared strengths and discussed initial issues, and identified some “quick wins”

Strengths/ Opportunities

- New Interchange has improved safety- fewer trucks going through town
- Active service clubs
- Cooperative bus company
- Innovative thinking by community leaders
- Lots of different opportunities for the kids
- Downtown is walkable- can build off this shopper/visitor traffic
- Considering a Complete Streets Policy
- Capitalize on wide streets/existing infrastructure

Active stakeholders
Lots of Jobs in town-more jobs than residents
Railroad keeps the town grid system intact
In town residentially located school
Walk to school day is observed
Bike safety program/Bike rodeo held yearly
City is proactive with bike trails
 -New trail on CR34
 -Wildflower trail
 -Cal Miller bike route
Healthy living activities in school
School wellness committee
Good infrastructure in many places
 -Could build additional connections
PACC and the Boys/Girls Club

Concerns/ Issues

Making existing routes safer
 -Specific examples of streets were given
Lots of kids on other side of road and railroad from school
 -need safe crossing
 -perception and reality
 -lack of safe crossing points
Large geography for school district- up to 30miles away
Lack of continuous sidewalk- especially near school
Parental Concerns about walking/biking to school
Some kids cross busy streets
Lots of commercial traffic
Separate bike routes from driving routes/barriers
4 way stop (9th and 2nd Ave SW)
Culture isn't conscious of pedestrians
Cars passing on right (especially at intersections)
Pedestrian education
Additional entrance on Fox could separate vehicles and bikes/peds
Lack of funding

Quick Wins

Identify and apply for infrastructure project
Annual bike rodeo in May
Contest x versus x (An example would be school versus school, or 5th versus 6th grade)
Walking school bus
International walk to school day (being observed)
Add bike racks

Pass Complete Streets Policy
Education
-Pedestrian and bike safety

Planning Process – School Observation

School observation was held on Thursday Oct 11th, 2012. On this day volunteers observed students arriving to all four schools in the morning and leaving in the afternoon. Volunteers were placed at several locations around all of the schools in order to observe students who were truly walking and biking to school and not just walking to or from a vehicle. The conditions on this day, according to weather.com were partly sunny with a high of 50 F and a Low of 21F.

Observations at Heart of the Lakes Elementary. Heart of the Lakes Elementary had the largest number of walkers and bikers. There were some conflicts reported from parents about the parent drop-off/pick-up loop. However, on this day the presence of multiple adults in bright green safety vests certainly influenced the situation. Students who might otherwise have cut between vehicles followed the sidewalks to the corner and made perfect right turns. Understanding this we rely on parent testimony as well as our own knowledge of how kids are likely to behave. With this in mind the safety of the parent drop-off and pick-up loop is recommended to be improved. Making it one direction would help as well as making sure parents assist children so that they do not cut in front of vehicles. A large number of walkers was observed crossing at the edge of the parking lot (to where the bike rack is) and going up past the bike rack area to 2nd Avenue, from there they mostly continued down 2nd Avenue. Some walkers also used a trail that comes out towards the back of school onto 9th St SW. Although this path will no longer be available due to new construction. This is being addressed as part of the SRTS infrastructure grant that was submitted February 15th.

The most surprising thing that was observed at Heart of the Lakes was the crossing of children from the school across 2nd Avenue to get to the Perham Area Community Center (PACC). This is a favorite after school location and roughly 80 students crossed the road at this location. It was observed that parents were parking with in feet of the crosswalk and severely obstructing the views of on-coming traffic to see the children crossing, and of the children to see the on-coming traffic. In addition to parent traffic, the entrance and exit for the bus chute is located very close to the crosswalk, increasing the conflicts at this location. Pending additional improvements it was recommended that a no parking zone be implemented on either side of the cross walk to improve visibility. It was also recommended that an engineering solution such as bulb-outs be installed as soon as practicable. This is being addressed in the SRTS infrastructure grant that is attached to this plan. It should also be noted that the efforts of SRTS to get kids walking and biking to school will also help improve this situation because a large portion of the “on-coming” traffic is in fact parents who are picking-up/dropping-off their children.

Observations at Prairie Wind Middle School. At Prairie Wind no walkers or bikers were observed. The SRTS team extrapolated that this was due to its location. It could also be that walkers came past the elementary school, and could not be discerned from students being bussed in or dropped off. Overall, Prairie Wind is a more challenging location to walk or bike to for children,

unless they come via the elementary school. This is because the majority of the neighborhoods are not located in close proximity to the Prairie Wind Middle School and to get to the school via the majority of 2nd street and Coney Street is not something that is safe or enjoyable for students at this time.

Observations at St. Paul's Lutheran School. At St. Paul's 3 children were observed walking; they cut across the grass from the school to 7th St SW. They then crossed the road at the t-intersection of 7th St. SW and 6th Ave SW. This intersection currently has no cross walk and it would be recommended that they be added at this location. There are also several partial sidewalks around this location, however nothing that would lead children from school to another location. Once they crossed these students walked in the street along 7th St. SW. The drop-off and pick-up of students appears to be relatively free of conflicts. For the purposes of Safe Routes to School no immediate changes to the pick-up/drop-off procedure are recommended, other than to continue to observe and make changes where needed.

Observations at St. Henry's Catholic School. On the day of the observation the majority of the school's 95 students were dropped off with cars parking along 2nd street and then taking 3rd avenue to leave. Over this observation period 2 students were observed walking to school; one was accompanied by a parent. Other possible conflicts included a number of rolling stops at the corner of 2nd street and 3rd avenue. Also parents backing out of parking spaces are not only in the way of busses but the action of backing up inherently creates additional risk. However, their current conditions do include a school patrol to make sure students crossing the road do so safely. There are also many sidewalks in this area because of it's proximity to downtown. The entire school block has sidewalk around it and many of the connecting streets have sidewalk as well.

Data collection Process

One of the important steps in this process was getting input from parents about the concerns or barriers they saw that needed to be addressed to help encourage kids walking and biking to school. To do this a survey was sent home with students in Grades k-8. In the case of St. Henry's and St. Paul's grades k-6 were targeted because they do not serve children older than that. In addition we also asked teachers to conduct a "tally survey" using the form provided on the National Safe Routes to School Website. For the tally survey students were asked to raise their hand indicating how they arrived and departed from school each day. A total of 3 consecutive days was preferred; however the majority of the teachers completed it over a 2 consecutive day period. A summary of the results is located in the Findings and Data Subsection below, as well as a complete report of the data located in the Attachments section.

Crash and Ticket Data

Safe Routes to School is about more than just building new sidewalks. We wanted to look into the current safety conditions for pedestrians and bicyclists within the City of Perham. Chief of Police Jason Hoaby provided our team with data regarding accidents and police service calls

from 1/1/2011 to 12/31/2011. There were no fatalities due to accidents in the City of Perham during this period, but police noted 54 calls related to accidents culminating in property damage, 11 accidents with personal injury, and 7 reports of hit and run. Additional data was not available from 2011-2012 but a pedestrian death was confirmed in December 2012. This was a result of a pedestrian trying to cross the road in an area without a crosswalk at the 100 block of West Main Street. He was hit by an oncoming vehicle. Accounts state that weather conditions that day were favorable with clear roads, clear skies, and high visibility.

Mark Fenton Visit

As part of the Safe Routes to School planning initiative in the State of Minnesota several state agencies arranged for national walking and active living expert Mark Fenton to visit the area and speak on the topic of Safe Routes to School. West Central Initiative chose to host him in Battle Lake. As part of his visit Mr. Fenton hosted a 2-day workshop at the school in Battle Lake. While the first day of the workshop consisted of a walking audit specifically focused on Battle Lake, day two was open to the public and those in attendance discussed why SRTS is important. Ideas discussed ranged from healthy living to community connections. The day ended with ideas being brainstormed for next steps in the Safe Routes process. A team from Perham attended the meeting and participated in the brainstorming session. The notes from this brainstorming session, provided by Mark Fenton along with Jill Chamberlin from Blue Cross/Blue Shield of Minnesota, are as follows:

- 1) Big issue is Main Street and high frequency rail. Lots of development on one side of town, and school on the other.
- 2) Engineering: Really need overpass or underpass to cross
- 3) Encouragement: Have a challenging horseshoe driveway with tons of messy traffic.
 - a. Goal: Create a remote pick-up/drop-off area on Coney street to create 5 minute walk
 - b. Do a trial remote drop-off for a week, then do a focus group with the students to learn what they liked, what could be better
 - c. Community planning workshop, with full 5E plan (engineering, education, encouragement, enforcement, evaluation)
 - d. Submit infrastructure grant application to build remote drop.

Team Meetings

Throughout this process, Safe Routes to School team meetings were held on a nearly monthly basis. The input of the team was paramount in the formation of this plan. At the meetings the team discussed visioning, proposed projects, next steps, and priorities for Safe Routes to School in the community of Perham.

Community Meeting

On Wednesday February 6th, 2013 a SRTS community input meeting was held. The purpose of this meeting was to receive community input related to the SRTS planning effort and hear what types of improvements residents of Perham would like to see made. At this meeting a short presentation was given explaining Safe Routes to School and the participants were divided into small groups, each with a map, to discuss the strengths, weaknesses, opportunities and challenges that they saw in Perham. Here is the feedback that was received at the meeting; 18 were in attendance.

As part of this meeting the 2013 proposal for the Safe Routes to School Infrastructure Grant solicitation was presented for public comment. Below is a map of proposed project, see the attachment for the grant application. There was 100% support shown at the meeting for this project with many favorable comments and no one voicing opposition.



The following page contains the notes from the Public meeting

**SAFE ROUTES TO SCHOOL
PERHAM COMMUNITY MEETING
February 6, 2013**

The group likes the current (2013) plan for the infrastructure grant.

Challenges

- Need a safe way from north to south
- Railroad tracks-in center of town; no right-of-way for separate grade
- Intersections
 - Crossing Main Street and County Hwy 51
 - lack of crossing at 3rd other than at signals
 - Limited crossings with signals
 - Pedestrian fatality on Main Street this past December; lack of use of crossings at intersections
 - County 80/34 intersection-dangerous/high traffic; wide intersection/close to railroad crossing
 - No stop or yield signs
- Industry
- Lack of sidewalks, city-wide
- Some increased hospital traffic
- Industrial traffic, trucks
- Speed of traffic; young drivers at high school
- Lots of county highways/high traffic, speed
- West Wind neighborhood; Prairie Acres: lots of kids, growth area
- Funding: cost of sidewalk installation
- Snow removal on sidewalks is somewhat a problem
- Maintenance of sidewalks
- Want crossing guards; St. Henry's has them
- Walking vs. school bus



Strengths

- In general, good path system; Trails and routes that we have: Coney Street Trail, Arvig, Cal Miller Bike Path
 - New bike path on 34; plan to extend down Coney Street
 - Future connection to Hospital park
- Wide streets
- Wide right-of-way; room to add facilities within right-of-way
- Schools located in close proximity; on same side of tracks, close to residential areas
- Athletic fields are also in close proximity
- PACC is close to schools for travel to/from

Education

- Traffic needs to learn to stop for pedestrians; pedestrians to use sidewalks, crossings
- We seem addicted to our vehicles-how do we change the culture?
- How do we reverse the “Jacob Wetterling” scare? According to the parent surveys, 16% listed crime as a deterrent to allowing children to bike or walk to school.
- There has been some increase in bikers in Arvig Park and others but not enough around town and to school.
- Education in schools

Opportunities

- More paved paths
- Opportunity when streets are rebuilt to add sidewalks
- Improve Main Street crossing-maybe do bump outs
- Pedestrian crossings at all railroad crossings
- Uncontrolled intersections
- Wide streets; room in right-of-way
- New development near school
 - Could tie in
 - Make more ped/bike friendly
- Land available near middle school for possible future high school
- Trail to PAC
- Establish a corridor to school
- Need updated map system of the bike trails
- Create a large public display of the map
- Smaller maps at the Chamber
- Give out prize coupons to people walking and biking
- Weekly newspaper info about pedestrian/biking information
- Make path to PACC curve easier for bikes; not a 90° angle.
- The new development will be able to use the infrastructure.



School Background and Overview

The public school system, Independent School District 549, adopted a Wellness Policy in 2010 and has used this policy as a guideline for: 1) Nutrition Education and Promotion, 2) Physical Education and Physical Activity, 3) Nutrition Standards for School Foods and Beverages, and 4) Other School-Based Activities to Promote Student Wellness. Within the component of Education and Physical Activity in the Wellness Policy there are policy recommendations for: a) Standards-based Sequential Physical Education, b) Physical Activity Opportunities Before and After School, c) Physical Activity not used as punishment, d) Safe Routes to School, and e) Incorporating Physical Activity into the Classroom.

All 4 schools (Heart of the Lakes Elementary, Prairie Wind Middle School, St. Henry's and St. Paul's) as part of the Safe Routes to School Team are actively seeking solutions for creating a user-friendly, safe environment to promote walking and biking to and from school. Presently, there is also discussion about various changes in the school bus and family vehicle drop-off areas that would enhance safety measures for students choosing to bike or walk.

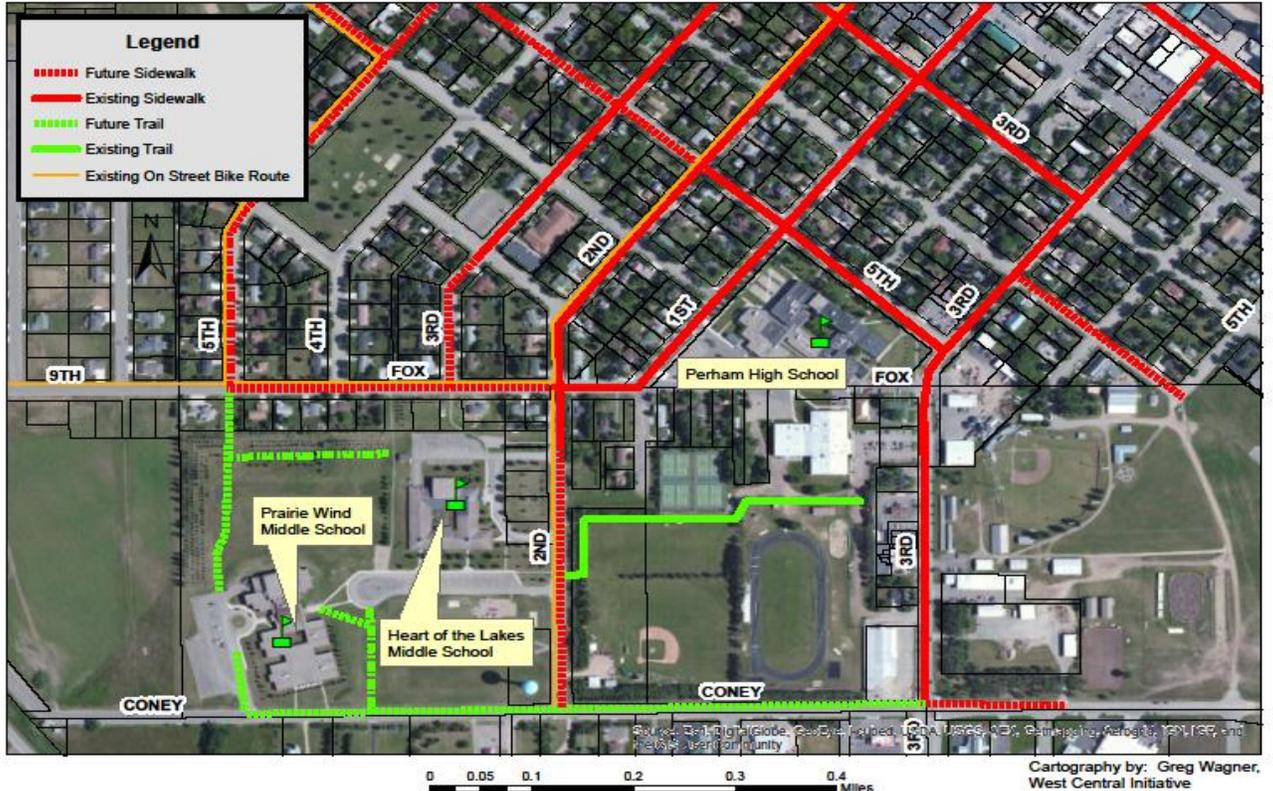
Heart of the Lakes Elementary

(Summary from Kari Yates, Heart of the Lakes Elementary) Heart of the Lakes Elementary School serves approximately 450 students in grades K-4. The school focused on social and academic development of all children. HOTL prides itself on being ranked as a Minnesota Reward School in 2012.

A team spirit is evident throughout the school with teacher collaborating within and across grade levels to provide an educational program that supports and challenges all students. Curriculum decisions are based on data from ongoing assessments, and school and District standards are aligned with Minnesota's state standards in reading, language, and math. Students are provided with opportunities to master basic skills, problem solve, make decisions, and practice higher level thinking skills. The instructional staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills.

School data as of 2012
School Population: 450
Grades at site: k-4

Perham Public Schools



Findings and Data

In October 2012 two types of data collection surveys were done for children in grades K-4 at Heart of the Lakes Elementary. The 1st was a student tally where students were asked to raise their hands to indicate how they arrived to school that morning and also how they planned to get home that evening. This was done for 2-3 consecutive days and as part of this tally the weather on each of those days was noted. The findings from the student tally as well as a copy of the form used can be found in the Attachments section.

In addition to the student tally, a form was also sent home for the parents of the kids to fill out. Here is a summary of the findings. More detailed results of the survey, as well as the form used, can be found in the Attachments section.

Responses were received from 176 of a total of approximately 380 students in grades K-4. Getting to and from school:

- Students most often get to school by motorized vehicle;
 - bus (60%)
 - car (37.6%)
 - walk (2%)
 - bicycle (0%)
- Students most often get home from school by motorized vehicle;
 - bus (69%)
 - car (27.6%)
 - walk (2%)
 - bicycle (0%)
- Top barriers to walking or riding bicycle to school: (Parents were allowed to select more than one)
 - Distance - too far from school (86%)
 - Weather – too cold in winter (43%)
 - Speed of Traffic Along Route (41%)
 - Amount of Traffic Along Route (40%)
 - Safety of Intersections and Crossings (35%)
 - Time (28%)
 - Lack of Sidewalks or Pathways (26%)
 - Child's Participation in After School Programs (19%)
 - Violence or Crime (16%)
 - Convenience of Driving (15%)
 - Lack of Adults to Bike/Walk with (13%)
 - Lack of Crossing Guards (5%)
- Typical mode of school arrival and departure by distance child lives from school
 - Less than 2 miles
 - School Bus (43.5%)

- Family Vehicle (42%)
 - Walk (13.75%)
 - Bike (0%)
 - More than 2 miles
 - School Bus (66%)
 - Family Vehicle (32%)
 - All other methods (3%)
- Top things that would help students walk or ride bicycle more often:
 - Nothing, I live too far from school (86% of those who responded live more than 2 miles from school)
 - Traffic conditions (81% indicated either Speed or Amount of traffic along the route was a barrier)
 - Improvements such as enhanced crossings or separate pedestrian facilities could be useful in correcting this
 - Crossing guards could also be helpful
 - Safety improvements to infrastructure (61% indicated either unsafe intersections and crossings or lack of sidewalks/pathways as a barrier)
 - Weather (43% indicated it was a barrier)
 - This is an issue of perception and should be addressed with Education and Encouragement
 - If this is also related to parents not being able to provide their child with warm clothing then steps should be taken to assist with this

Additionally consult the 5E's and recommendations listed in the Recommendations section as a guide.

Prairie Wind Middle School

(Summary from Scott Bjerke, Prairie Wind Middle School)

Prairie Wind Middle School serves approximately 430 students in grades 5-8. The school's team of over 50 teachers, paraprofessionals, custodians, food service workers and administrative staff all work with students to achieve high academic and social standards as well as personal and community responsibility. Working together as a team the school's mission each school year is to create a nurturing, disciplined, and challenging environment in which all students can learn at optimum levels and become responsible members of society.

We feel that personal and academic growth as well as building skills in self advocacy during the middle school years prepares students for high school and beyond. Our learning approach is to offer a balanced instructional program in a team setting that emphasizes academic integrity while making an emotional connection with the students as they continue to develop social skills. In order to succeed, we wholeheartedly believe that students, families and staff must work together. We are committed to supporting the whole child and invite you to join in this effort to ensure innovation, creative thinking, intellectual curiosity, academic excellence, thoughtful change, and good citizenship.

We have a lot to be proud of at Prairie Wind Middle School. Here are some recent highlights:

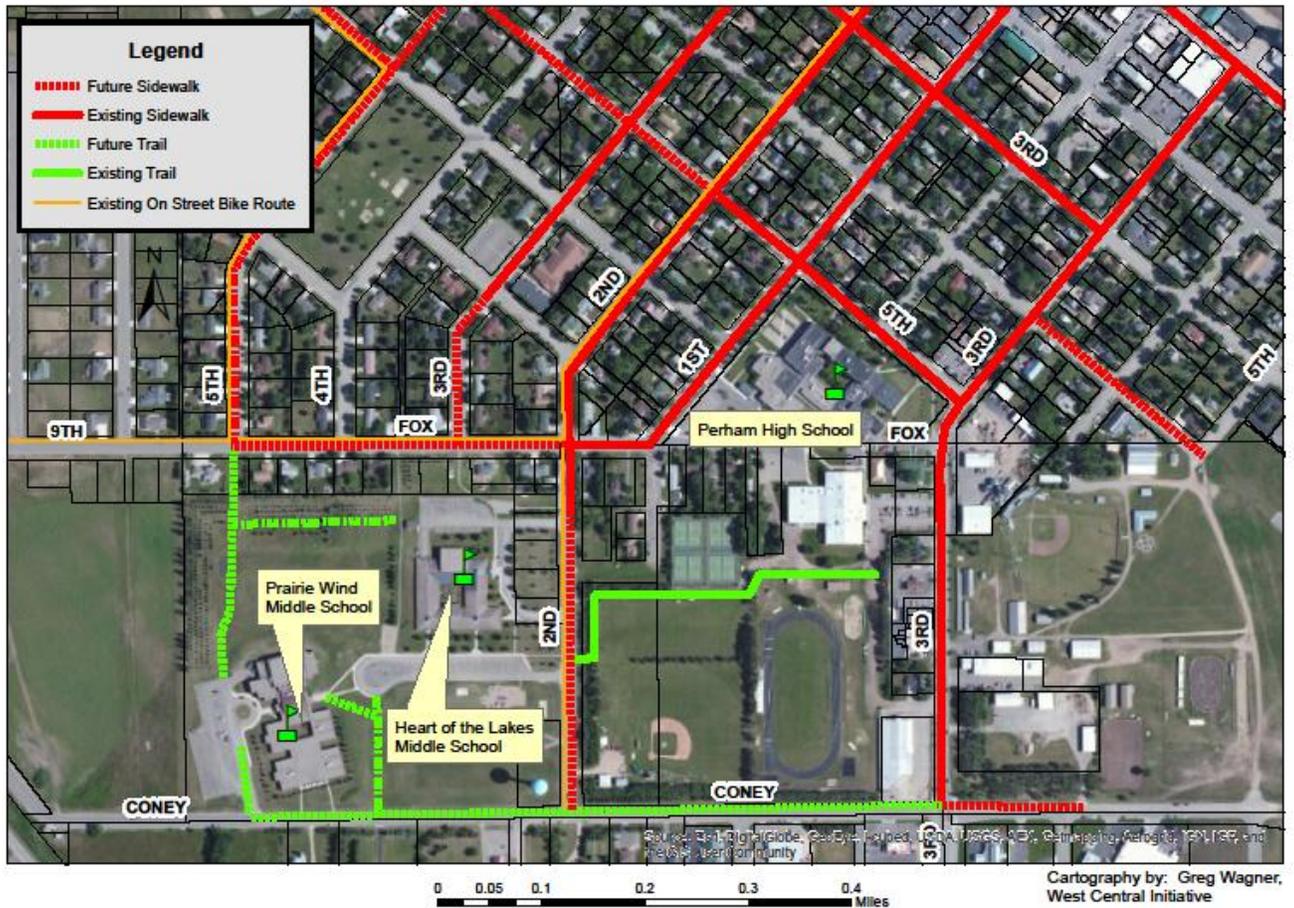
- 1- Bob Tangen, Spanish instructor, was named ISD 549 Teacher of the Year for the 2010-11 school year!
- 2- PWMS ranked highest among area middle schools on MCA scores in Reading, Math, and Science during the 2009-10 school year.
- 3- PE/Health department wrote and received a \$10,000 grant from the Statewide Health Improvement Program for physical education and health equipment such as heart monitors, balance balls, curriculum, etc.....
- 4- Over the last 3 years, the PWMS community & families have raised over \$20,000.00 for the American Heart Association and American Cancer Society.

School data as of 2012

School Population: 430

Grades at school Site: 5-8

Perham Public Schools



Findings and Data

In October 2012 two types of data collection surveys were done for children in grades 5-8 at Prairie Wind Middle School. The 1st was a student tally where students were asked to raise their hands to indicate how they arrived to school that morning and also how they planned to get home that evening. This was done for 2-3 consecutive days and as part of this tally the weather on each of those days was noted. The findings from the student tally as well as a copy of the form used can be found in the Attachments section. Additionally, in May of 2010 a survey of 5th Graders was also done at the Prairie Wind Middle School, a summary of those results can be found in the Attachments Section.

In addition to the student tally, a form was also sent home for the parents of the kids to fill out. Here is a summary of the findings. More detailed results of the survey, as well as the form used, can be found in the Attachments section.

Responses were received from 204 of a total of approximately 430 students in grades 5-8.
Getting to and from school:

- Students most often get to school by motorized vehicle;
 - bus (47%)
 - car (49%)
 - walk (3%)
 - bicycle (0%)
- Students most often get home from school by motorized vehicle;
 - bus (49%)
 - car (39%)
 - walk (9%)
 - bicycle (.5%)
- Top barriers to walking or riding bicycle to school: (Parents were allowed to select more than one)
 - Distance - too far from school (85%)
 - Weather – too cold in winter (58%)
 - Amount of Traffic Along Route (44%)
 - Speed of Traffic Along Route (43%)
 - Time (33%)
 - Child’s Participation in After School Programs (31%)
 - Safety of Intersections and Crossings (30%)
 - Lack of Sidewalks or Pathways (23%)
 - Convenience of Driving (18%)
 - Violence or Crime (16%)
 - Lack of Adults to Bike/Walk with (10%)
 - Lack of Crossing Guards (6%)
- Typical mode of school arrival and departure by distance child lives from school
 - Less than 2 miles
 - School Bus (27.75%)
 - Family Vehicle (58.25%)
 - Walk (14%)
 - Bike (0%)
 - More than 2 miles
 - School Bus (54%)
 - Family Vehicle (45%)
 - All other methods (2%)
- Top things that would help students walk or ride bicycle more often:
 - Nothing, I live too far from school (85% of those who responded live more than 2 miles from school)
 - Traffic conditions (87% indicated either Speed or Amount of traffic along the route was a barrier)

- Improvements such as enhanced crossings or separate pedestrian facilities could be useful in correcting this
- Crossing guards could also be helpful
- Weather (58% indicated it was a barrier)
 - This is an issue of perception and should be addressed with Education and Encouragement
 - If this is also related to parents not being able to provide their child with warm clothing then steps should be taken to assist with this
- Safety improvements to infrastructure (53% indicated either unsafe intersections and crossings or lack of sidewalks/pathways as a barrier)

Additionally consult the 5E's and recommendations listed in the Recommendations section as a guide.

St. Paul's Lutheran School

(Summary from Bonnie Stohs, St. Paul's Lutheran School)

Founded in 1910, St. Paul's Lutheran School is a National Lutheran School

Accredited elementary school which offers quality education for students in preschool through sixth grade.

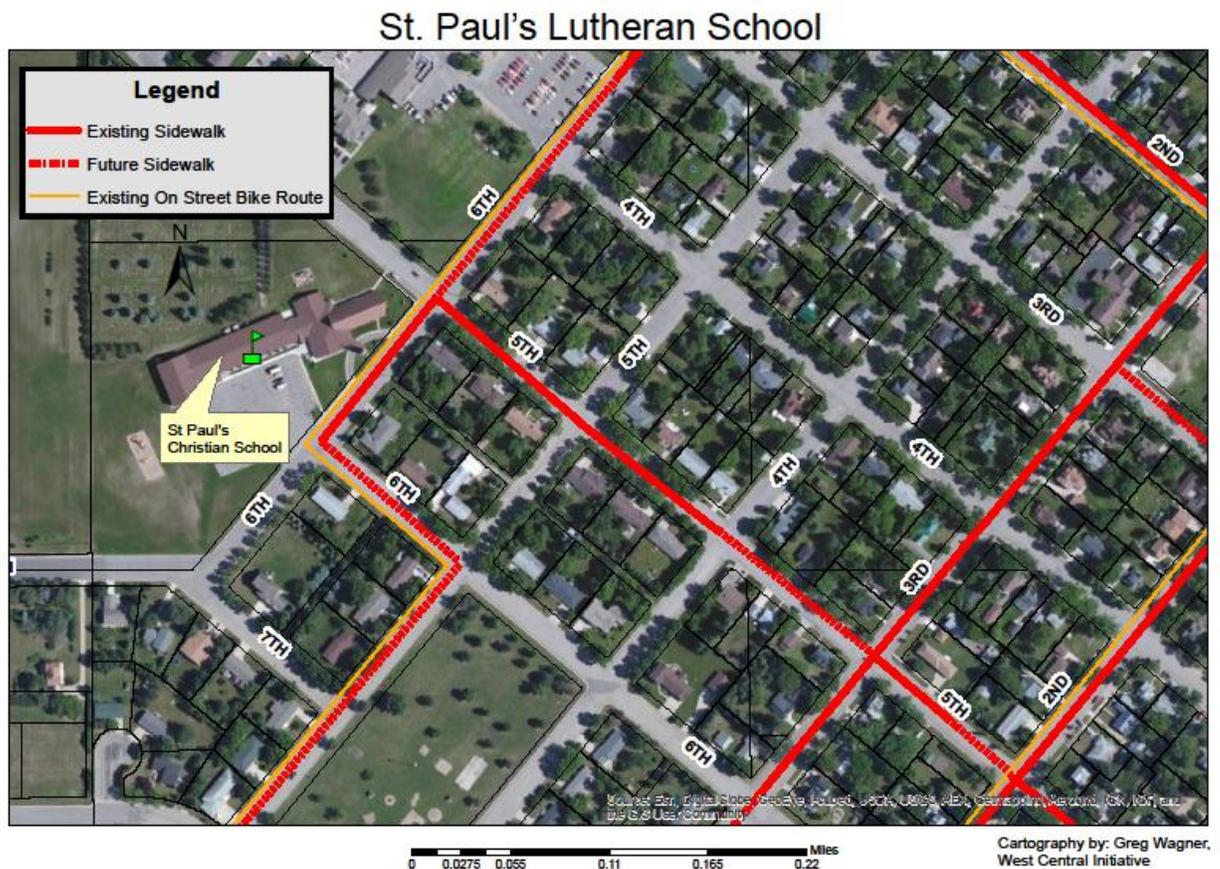
The solid educational program and nurturing environment enables students to reach their full academic potential, develop a strong sense of self-worth and a positive attitude toward sharing and group association.

St. Paul's Lutheran School is a faith community of students, parents, and staff, committed to developing Christian values while promoting academic excellence.

School data as of 2012

School Population: 67

Grades at school Site: K-6



Findings and Data

In October 2012 two types of data collection surveys were done for children in grades K-6 at St. Paul's Lutheran School. The 1st was a student tally where students were asked to raise their hands to indicate how they arrived to school that morning and also how they planned to get home that evening. This was done for 2-3 consecutive days and as part of this tally the weather on each of those days was noted. The findings from the student tally, as well as a copy of the form used can be found in the Attachments section.

In addition to the student tally, a form was also sent home for the parents of the kids to fill out. Here is a summary of the findings. More detailed results of the survey, as well as the form used, can be found in in the Attachments section.

Responses were received from 29 of a total of approximately 67 students in grades K-6.

Getting to and from school:

- Students most often get to school by motorized vehicle;
 - bus (17%)
 - car (11%)
 - walk (1%)
 - bicycle (0%)
- Students most often get home from school by motorized vehicle;
 - bus (20%)
 - car (9%)
 - walk (0%)
 - bicycle (0%)
- Top barriers to walking or riding bicycle to school: (Parents were allowed to select more than one)
 - Distance - too far from school (22%)
 - Weather - too cold in winter (21%)
 - Amount of Traffic Along Route (11%)
 - Speed of Traffic Along Route (10%)
 - Time (9%)
 - Lack of Sidewalks or Pathways (7%)
 - Safety of Intersections and Crossings (5%)
 - Child's Participation in After School Programs (3%)
 - Lack of Crossing Guards (3%)
 - Violence or Crime (2%)
 - Lack of Adults to Bike/Walk with (1%)
 - Convenience of Driving (0%)
- Typical mode of school arrival and departure by distance child lives from school
 - Less than 2 miles
 - School Bus (1)
 - Family Vehicle (3)

- Walk (0)
 - Bike (0)
 - More than 2 miles
 - School Bus (16)
 - Family vehicle (7)
 - All other methods (0)
- Top things that would help students walk or ride bicycle more often:
 - Nothing, I live too far from school (22% of those who responded live more than 2 miles from school)
 - Traffic conditions (21% indicated either Speed or Amount of traffic along the route was a barrier)
 - Improvements such as enhanced crossings or separate pedestrian facilities could be useful in correcting this
 - Crossing guards could also be helpful
 - Weather (21% indicated it was a barrier)
 - This is an issue of perception and should be addressed with Education and Encouragement
 - If this is also related to parents not being able to provide their child with warm clothing then steps should be taken to assist with this
 - Safety improvements to infrastructure (12% indicated either unsafe intersections and crossings or lack of sidewalks/pathways as a barrier)

Additionally consult the 5E's and recommendations listed in the Recommendations section as a guide.

St. Henry's Area School

(Summary from Jason Smith, St. Henry's Area School)

Founded in 1883, St. Henry's Area School is a Minnesota accredited Catholic elementary school which offers quality education for students in grades kindergarten through six.

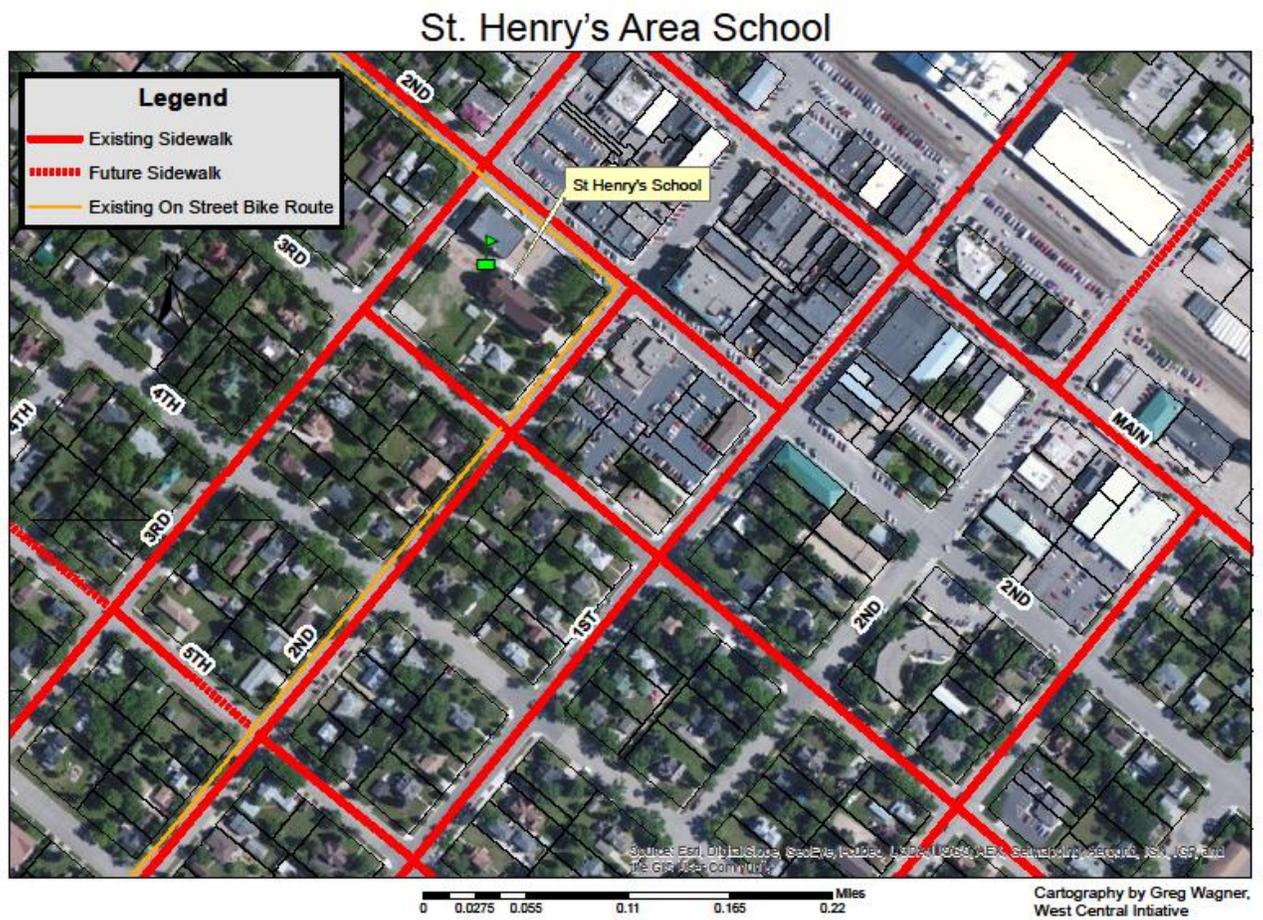
The solid educational program and nurturing environment enables students to reach their full academic potential, develop a strong sense of self-worth and a positive attitude toward sharing and group association.

St. Henry's Area School is a faith community of students, parents, staff, and parishioners committed to developing Christian values while promoting academic excellence.

School data as of 2012

School Population: 89

Grades at school Site: K-6



Findings and Data

In October 2012 two types of data collection surveys were done for children in grades K-8. The 1st was a student tally where students were asked to raise their hands to indicate how they arrived to school that morning and also how they planned to get home that evening. This was done for 2-3 consecutive days and as part of this tally the weather on each of those days was noted. The findings from the student tally as well as a copy of the form used can be found in the Attachments section.

In addition to the student tally, a form was also sent home for the parents of the kids to fill out. Here is a summary of the findings. More detailed results of the survey, as well as the form used, can be found in the Attachments section.

Responses were received from 50 of a total of approximately 89 students in grades K-6.
Getting to and from school:

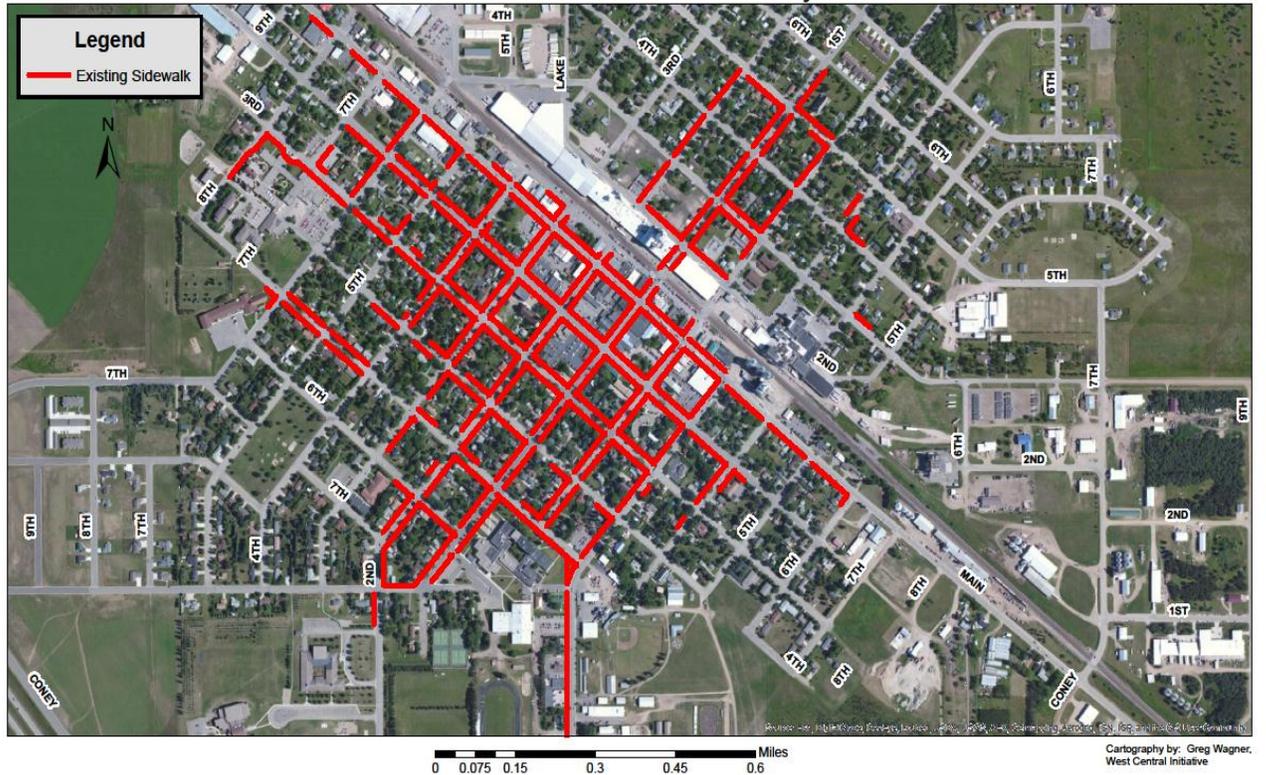
- Students most often get to school by motorized vehicle;
 - bus (33%)
 - car (64%)
 - walk (2%)
 - bicycle (0%)
- Students most often get home from school by motorized vehicle;
 - bus (42%)
 - car (48%)
 - walk (10%)
 - bicycle (0%)
- Top barriers to walking or riding bicycle to school: (Parents were allowed to select more than one)
 - Distance - too far from school (90%)
 - Weather – too cold in winter (53%)
 - Speed of Traffic Along Route (48%)
 - Safety of Intersections and Crossings (45%)
 - Time (40%)
 - Amount of Traffic Along Route (40%)
 - Lack of Sidewalks or Pathways (38%)
 - Child's Participation in After School Programs (35%)
 - Violence or Crime (28%)
 - Lack of Adults to Bike/Walk with (23%)
 - Convenience of Driving (23%)
 - Lack of Crossing Guards (23%)
- Typical mode of school arrival and departure by distance child lives from school
 - Less than 2 miles
 - School Bus (14.25%)
 - Family Vehicle (77.5%)
 - Walk (8.25%)

- Bike (0%)
 - More than 2 miles
 - School Bus (39%)
 - Family Vehicle (55%)
 - All other methods (6%)
- Top things that would help students walk or ride bicycle more often:
 - Nothing, I live too far from school (90% of those who responded live more than 2 miles from school)
 - Traffic conditions (88% indicated either Speed or Amount of traffic along the route was a barrier)
 - Improvements such as enhanced crossings or separate pedestrian facilities could be useful in correcting this
 - Crossing guards could also be helpful
 - Safety improvements to infrastructure (83% indicated either unsafe intersections and crossings or lack of sidewalks/pathways as a barrier)
 - Weather (53% indicated it was a barrier)
 - This is an issue of perception and should be addressed with Education and Encouragement
 - If this is also related to parents not being able to provide their child with warm clothing then steps should be taken to assist with this

Additionally consult the 5E's and recommendations listed in the Recommendations section as a guide.

Recommendations

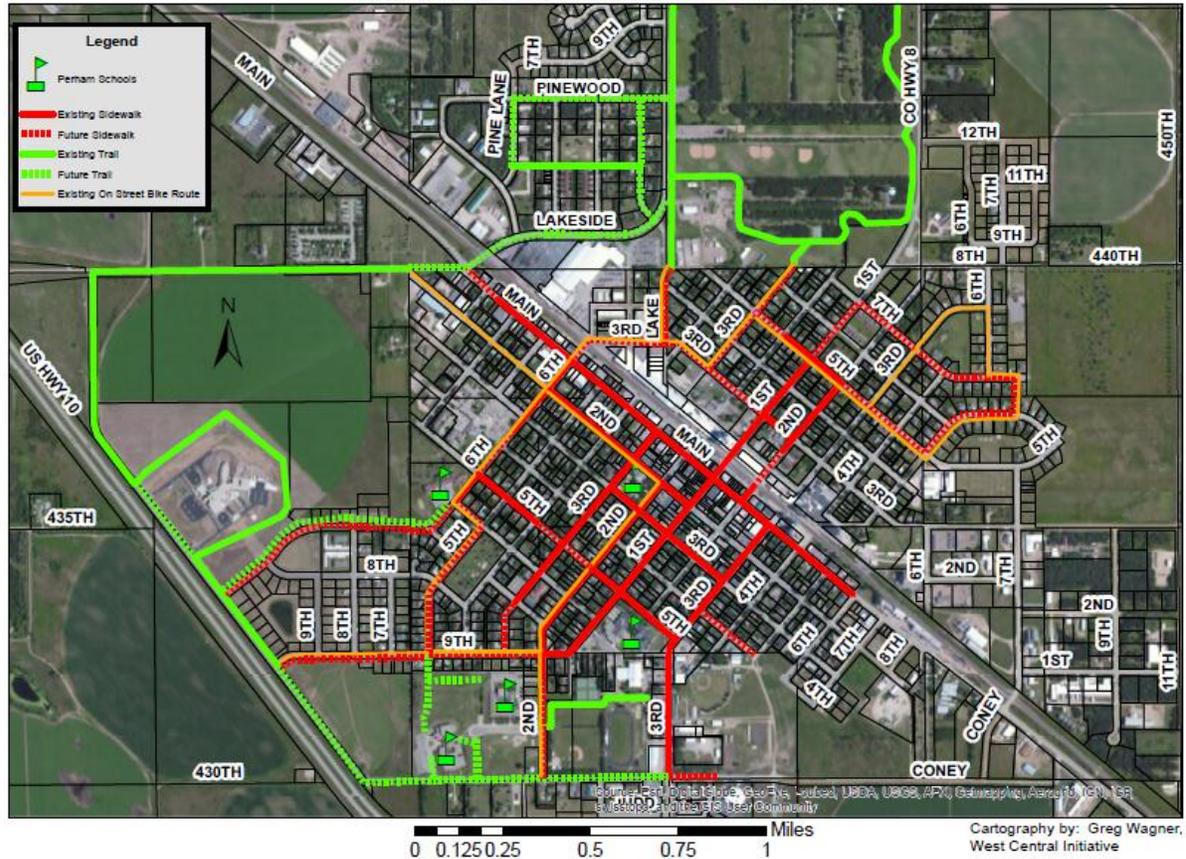
Perham Sidewalk Inventory



The Perham sidewalk inventory was conducted by the City of Perham and converted to a GIS map by WCI. This map shows where existing sidewalk or sections of existing sidewalk exist. It is recommended that these sections of sidewalk be maintained and up kept in good condition as much as possible.

This map shows suggested safe routes and expansions. This map shows existing sidewalk (solid red) and then shows how these routes could be expanded (the dashed red) to better aid children getting to and from school more safely. While some streets may require sidewalk on both sides of the street other areas may be accommodated adequately with sidewalk on one side only. This will be determined per project as well as per funding available. The existing trail (solid green) along with the future trail (dashed green) show how the local trail network could be expanded to better assist in mobility and connectedness both to the school and around town. The existing on street bike routes (shown in orange) are a great compliment to the other infrastructure this allows bikes to function correctly, as users of the road way while also allowing for the normal flow of traffic.

Perham Safe Routes to School



The 5 E's (Education, Encouragement, Engineering, Enforcement, Evaluation)

As funding becomes available the City of Perham is positioned to implement strategies from all areas of the 5 E's. The planning process will lay the groundwork for the addition of new sidewalks and trails as well as education and encouragement efforts. The Safe Routes to School team has discussed the strategies they believe will be most beneficial for the community of Perham. The team also strongly considered the opinions brought forth at the public meeting conducted as part of the SRTS planning effort. Although considerable thought went into these recommendations it is understood that situations change as do funding sources and flexibility may be necessary when choosing projects to implement in the future.

It should also be noted that these recommendations are not at an engineering level and each location should be evaluated by a qualified person to recommend specific improvements and engineering treatments.

For the purposes of this plan items labeled long and short term refer to the relative ease and resources needed to make a specific project happen. It doesn't necessarily indicate a specific timeline in which these items should be completed.

Engineering

Engineering strategies including planning and implementing physical improvements that make it safer and more attractive to walk and bicycle to school. Engaging planners and engineers is crucial to successfully implementing safety improvements. It's also important to reach out to the community to educate neighbors about the benefits and importance of any proposed improvements.

Objective 1: There are several policies that support Safe Routes to School work. It is recommended that Perham pass these as support allows

- Complete Streets Ordinance (short-term)
 - Advocate for adding sidewalks and other multimodal uses to be added as streets are redone
- Update the pavement management plan to include sidewalks (short-term)
- Implement neighborhood bus pick-up/drop locations as opposed to each house (short-term)
- Add Sidewalks to the 5 Year CIP Plan (short-term)
- Identify critical routes to school and protect sidewalks along those routes (short-term)
- Examine busing policies to make sure they are in line with goals identified within this plan (short-term)
- Consider implementing policy that future development require sidewalk installation as part of the cost of the project

Objective 2: As funding becomes available it is recommended to add new Infrastructure improvements

- Complete the elements identified in the 2013 Safe Routes to School proposed infrastructure grant (see attachments) (long-term)
- Pedestrian enhancements at the t-intersection of 7th St. SW and 6th Ave SW (short-term)
- Add additional pedestrian enhancements on 3rd Avenue SE (long-term)
- Pedestrian enhancements from and within the Westwind and Prairie Acres neighborhoods (short-term)
- Enhance pedestrian crossings at all railroad crossings (long/short term)
 - Pedestrian underpass or overpass at railroad crossing
- Connect Clearwater development near school to the school through use of sidewalks and trails (long/short term)
- Utilize the PartnerSHIP 4 Health bike rack program to add additional bike racks (short-term)
- Updated map system of the bike trails (short-term)
 - Create a large public display of the map
 - Smaller maps at the Chamber
- Make pedestrians a priority at Downtown/Main Street crossings (long/short term)
 - Use bump outs on corners
 - Other pedestrian enhancements along Main Street

- Plan for a future walkable/bikeable connection to Hospital park

Objective 3: As funding becomes available it is recommended to update Existing infrastructure

- Segregate current bike lanes to improve safety; there are several treatments Perham could consider (short-term)
 - Green Lanes
 - Bike Lanes separated by removable bollards
 - Use additional striping to create a buffer zone between bike lanes and traffic
- Utilize wide streets by installing marked/preferably segregated bike lanes (short-term)
- The safety of the parent drop-off and pick-up loop at Heart of the Lakes Elementary is recommended to be improved.
 - Consider making it one-way to vehicles
 - Ensure parents assist children while they are in the pick-up/drop-off zone
- Incorporate current trails and paths into Safe Routes to School
 - Cal Miller Bike Path, Wild Flower Trail, Arvig Trail, etc.
 - although separated facilities such as sidewalks may still be required to ensure safety
- Protect existing infrastructure such as sidewalks that aid in pedestrian mobility
- Add bike shelters at key locations (long-term)
 - Could have students build in shop class
 - An example of some of the many designs

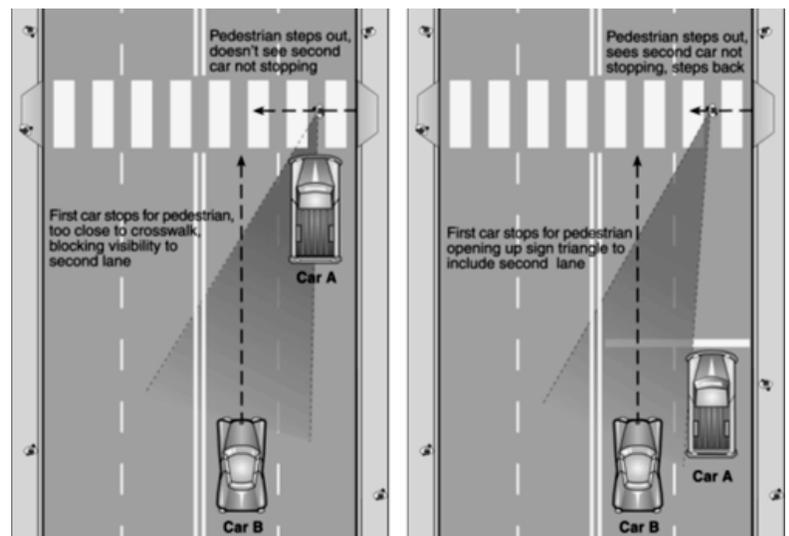


- Other locations and projects as identified. Cities as well as funding sources change and as a result this list is not meant to be a comprehensive list of projects. Instead it is a guide of projects identified throughout this process.

Pedestrian Enhancement Considerations

Several of the recommendations above suggest pedestrian enhancements at certain locations. The specific type of enhancement should be evaluated per project and designed with maximum safety in mind. Some examples of pedestrian enhancements include:

- Pedestrian activated lights at crossings
- Crosswalks
- Bulb-outs, also known as curb extensions
- ADA curb cuts
- Pedestrian islands
- Narrowing road widths
- Parking set backs from crosswalks
- Advance yield markings
 - These show vehicles where to stop if a pedestrian is in the crosswalk
 - Stopping further back allows other vehicles to see the pedestrian as well
- Crossing guards
- Solar Powered Pedestrian Crossing Lights
 - Flashing LED



- Make sure safety is addressed in multiple areas
 - Sidewalks
 - Lighting
 - Crossings
 - Community watch
 - Education for safe behaviors both pedestrians and motorists

Community Impact considerations

A sidewalk can be a way to increase safety for pedestrians of all ages. When sidewalks are in place, children are less likely to walk/bike on the street. This is of particular concern wherever parked vehicles are present because children entering the street from between parked vehicles are often obscured from the vision of drivers. Additionally, sidewalks tend to result in pedestrian crossing activity that is more predictable. When this occurs, more effective signing and pavement marking strategies can be implemented. Further, crossing activity is often more focused to key locations resulting in greater visibility to drivers.”

Sidewalks also can help encourage people to be more active within their community. This activity can have a positive health impact on the individual as well as a community building impact on the neighborhood.

When taking on an infrastructure project that involves sidewalks understand that while some residents may be excited others may be opposed. Some of the things to consider when siting a sidewalk are:

- Impacts on trees and landscaping
- Maintenance responsibilities
- Right of way and set backs
- Perceived lack of need
- Cost burden

When considering constructing a new sidewalk stakeholders affected by the improvements should be notified and solicited for input in the process.

A suggestion is to accommodate stakeholders by allowing the sidewalk location to vary within the right of way, hopefully avoiding some of the unwanted impacts mentioned above.

Education

Education about SRTS helps build support among kids, parents, teachers and community members. To craft education messages, first identify the community's goals and audiences. Some questions to ask might include: Do people need to know more about the benefits of walking or bicycling? Would maps of routes to the school help more people walk or bicycle? Would walking or bicycling safety information get kids and parents more excited about walking and bicycling?

Objective 1: Review the suggestions below and complete as time/funding allows

- Present this plan to local groups such as Rotary, Lions, and the Planning Commission
- Encourage participation from other groups and stakeholder to complete initiatives in this plan
 - Bike clubs
 - Local civic organizations
 - Planning Commission
 - Hospital
 - Chamber of Commerce
 - Hotels
- Weekly newspaper info about pedestrian/biking information
- Host International Bike/Walk to school day event yearly
- Educate motorists about “passing on the right”
- Host a bike rodeo yearly
- Host a bike safety 101 course over the summer
- SRTS Facebook page/City healthy living page? (run by HS students?)
- Teach safe walking and biking to kids at a level appropriate for their age
- Teach teen drivers safe behaviors related to pedestrians/cyclists
- Put SRTS info on school and city websites –links to national SRTS



Encouragement

Encouragement is closely tied to education strategies, but is more focused on getting people to try walking and bicycling to school and celebrating and rewarding people for their efforts. Encouragement activities are more effective if the physical environment works for walking and bicycling to school.

Objective 1: Review the suggestions below and complete as time/funding allows

- Host a healthy lifestyle / community bicycle ride
- SRTS logo contest- have all the students design a logo and then pick winner and have t-shirts printed with this logo
- Punch card program for kids who walk or bike to school (class by class competitions; kids can go out and walk at lunch time, but also at special opportunities (e.g. walk to school day). Drawings for big prizes
- Start a bike rental program- Might be something a local business would take on during the summer
- Host a walk-a-thon, use new sidewalks and trails??
- Prizes for bikes in the bike racks (tape them to the bikes once kids are inside) Maybe just for the 1st month of school.
- Host a bike/walk contest or challenge
 - Challenge kids from a rival school district!
- Have a remote drop off day one day a month (for all students) then more and more frequently
- Text parents when children who walked/Biked to school arrive at school



Enforcement

Enforcement strategies help reduce unsafe behaviors by drivers, pedestrians and bicyclists and encourage all road users to obey traffic laws and share the road safely. Enforcement can be expensive, so it is best used strategically in conjunction with the other strategies.

Objective 1: Review the suggestions below and complete as time/funding allows

- Have crossing guards at key intersections
 - Legion or VFW for funding (crossing guard camp)
- Teach pedestrian safety course to HS drivers
- Enforcement around yielding to pedestrians
- Increased enforcement around schools/ help calm fears about teen drivers



Evaluation Plan

Evaluation planning is very important to a successful SRTS initiative and should be considered from the very beginning of the planning process. Questions for the community to consider could include: how do we define success for our efforts and how can we measure or document our progress? Evaluation will likely include a combination of quantitative information, such as counts of how many children are walking and bicycling, and more qualitative information, such as success stories from families who have chosen to walk and bicycle more.

Objective 1: Review the list below and complete according to the suggestions

Implement this list of recommended activities

- It is suggested that a specific group be tasked with reviewing and implementing these for maximum effectiveness
- Complete tally forms for grades K-8 (min) each year
- Complete parent survey forms for grades K-8 every other year
- Review the Safe Routes to School plan bi-annually and make updates as necessary
- Continue to meet as a Safe Routes to School team regularly
 - At least quarterly
 - Alternatively a group such as the PTA or other community group could be tasked with this

These tasks are important in the evaluation of Safe Routes to School, consider adding them to the evaluation of Safe Routes to School as time allows

- Have community members conduct walk audits
- Conduct bike/pedestrian counts
 - Can be done anywhere, by school or trails, etc.
 - Refer to Mn/DOT for instructions and counting form
- Key informant interviews with community members and business owners to find out what they are interested in
- Work with PartnerSHIP 4 Health
 - To help complete tallies and surveys
 - To accomplish other objectives as identified

Quick Wins

Quick Wins are those activities that Perham can complete relatively easily with little, no, or currently available funding. These activities should also be chosen for maximum impact in order to generate support and enthusiasm around the Safe Routes to School Program.

- Apply for future SRTS funding as it becomes available
- Seek out other sources of funding for SRTS projects
- Add “no parking” signs by the elementary school crosswalk to the PACC
 - This should be done as part of an interim fix while long-term solutions are investigated
- Continue hosting bike rodeo yearly
- Identify key routes city wide for sidewalk installation as funds become available



Next Steps

Safe Routes planning is meant to identify strategies that Perham can use to continue this work towards creating a community where walking and biking to school is a viable and safe choice. It is important that this work be on-going in order to help create a cultural shift in the community to more fully embrace walking and biking to school. Where it is safe we want to encourage children to walk/bike, where it is not safe we want to work to make it safe.

Some recommendations for moving forward with this program are as follows:

- Seek out appropriate funding sources to complete the engineering improvements outlines above
 - Safe Routes to Schools funds
 - Transportation Alternatives Program (TAP) Funds
 - Minnesota State Hwy Funds
 - DNR trail funding
 - Funding from organizations such as Bikes Belong
 - Local Funds
- As you present this plan to local organizations ask if they heard any projects they would like to champion. Grow your community support!
- Identify projects that each school would like to take on in an effort to encourage a healthy active lifestyle and increase walking/biking.
- View bike/pedestrian infrastructure as an integrated part of Perham's transportation system.

2013 Safe Routes to School Infrastructure Project

With any planning effort prioritization of projects can be hard. So much depends on what funding is available on what time frame. However, in the case of Perham one project stood out above the rest. Creating a safe crossing from the Elementary and Middle school across 2nd Avenue SW to get to the PACC is a project that could create a dramatically safer environment for the numerous children who cross the road everyday. When we conducted our observation day we counted upwards of 80 children crossing at this location. This coupled with the parents (the parent loop empties out right next to the crosswalk) and the buses (many buses also have to cross the crosswalk area as they leave school) this is one of the most dangerous areas we observed out of any of the communities that are doing Safe Routes Planning in the area!

Below is the map that was created to highlight the project. However, for pictures of the street and a copy of the 2013 Safe Routes to School Infrastructure grant application please see the Attachments section.



Attachment A

Parent and Tally

Surveys

(Forms Used)

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

Attachment B

Fliers & Community Information



Safe Routes to School community open house

**Wednesday,
Feb 6, 2013
6-8 pm
Student
Commons,
Perham High
School**

- **Meet the Perham SRTS team**
- **Learn more about SRTS**
- **Discuss ways to create a safer, healthier community through SRTS**

**For more information, contact Kayla Rossiter, West Central Initiative,
800-735-2239, kayla@wcf.org**

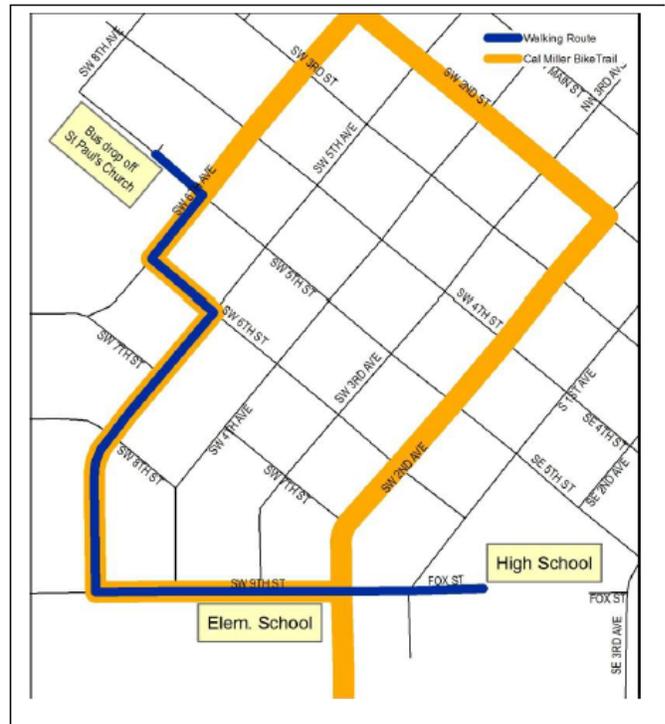


SAFE ROUTES TO SCHOOL COMMUNITY MEETING AGENDA

6pm – 6:30 Open House	This is a time to have an informal visit with your local SRTS team and community leaders.
6:30-7:10 Presentation	Introductions- Why are you attending tonight? Introduction of local SRTS Team SRTS Presentation SRTS Video Overview of Planning Process
7:10-7:55 Small Group	Strengths, Weakness, Opportunity Challenges Visioning- What would you like your community to look like
7:55- 8:00 Wrap up	
End at 8pm Sharp	The SRTS team will be available after the meeting to answer any questions.



**Perham-Dent Schools
are participating in
Walk to School Day
on Wednesday
October 3rd, 2012.**



Join children and adults around the world to celebrate the benefits of walking.

- All Perham-Dent School District students will have the opportunity to participate in a school-wide seven block walk from **St. Paul's Lutheran Church and School** (500 6th Ave W) to school on Wednesday, October 3. Buses will drop students off on the north side of the church on 5th St SW (see map above). All parents who drive their students to school are encouraged to drop their students at the same location.
Note: If you'd prefer that your students get dropped at school, have them stay on the bus and it will take your student to school.
- Volunteers will walk students to school from St. Paul's Lutheran Church and School to school along the Cal Miller bike route. Extra help from the Police and City will be available that morning.
- Volunteer adult bicyclists will be available that morning so consider riding your bike to St. Paul's and then riding with others along the Cal Miller Bike Route to school. Meet in St. Paul's parking lot on 6th St SW.
- Students will collectively walk more than 600 miles!
- **All participants will receive an apple provided by Perham Health.**
- Walk will take place, rain or shine. Dress for the weather if it's raining; bring an umbrella.

International Walk to School Day is an initiative of the Perham-Dent School District with help from PartnerSHIP4Health. For more information, contact Trish McClellan at 218-849-5935 or tmcclellan@perham.k12.mn.us.



Celebrating Boys, Girls And Bikes

Wednesday, May 9th, 2012

After-School- 5:00pm

Former Hospital Parking Lot

665 3rd Street SW Perham



Rain Site: Perham Fire Hall (525 W. Main)

Complete the bike rodeo course to enter a drawing to
Win one of **TEN new bikes**

Must be present to win - drawing to follow rodeo
Bring Bike and Helmet

There are some bikes available to use for the bike rodeo.

**Join us for family bike rides
Cal Miller Trail Bike Route**

(Use newly acquired rodeo skills to ride the route
volunteers will be available along the route)

45 bike
helmets given
away to those
who may need
them.

Boys & Girls Club Open House
same place/same time



These events are free and open to all ages

Targeting children grades K-8 with parent participation encouraged

For more info or special accommodations contact Police Chief Jason Hoaby
218-346- 4452 or by email at jason.hoaby@cityofperham.com





Sat May 5 – Sun May 13, 2012

Register for this event
and the chance to win a prize at
<http://bikewalkweek2012.eventbrite.com>

(You must live, work, or attend school in
Breckenridge, Moorhead, Dilworth,
Fergus Falls, Pelican Rapids, Detroit Lakes,
Perham, or Battle Lake, MN
to be eligible to win a prize.)



health reform
MINNESOTA
SHIP | Statewide Health Improvement Program

Attachment C

SRTS Grant

Application 2013

This attachment includes the majority of the grant application. Certain non-fundamental information such as letters of support was left out to keep the overall length of this document more reasonable.



Minnesota Department of Transportation
SAFE ROUTES TO SCHOOL
2012 INFRASTRUCTURE GRANT APPLICATION



1. CONTACT INFORMATION
Refer to guidance

1A. Local Project Manager

1st Name Last
Organization Title
Address:
City State Zip
Phone Number E-mail

1B. Sponsor (if different from Local Project Manager above)

1st Name Last
Organization Title
Address:
City State Zip
Phone Number () - E-mail

1C. MPO (required for projects within an MPO area)

1st Name Last
Organization Title

2. BACKGROUND
Refer to guidance

2A. Project Location

City County Mn/DOT District

2B. Project Type

Check all that apply
 Sidewalk
 Off-street walking/biking path
 Off-street bike facility
 Traffic calming
 Improve accessibility on sidewalk/path/trail
 Bicycle parking
 Median refuge
 Traffic control devices (signals, flashing beacons, hawk)
 Crosswalk improvements
 Signage & pavement marking
 Other >

Project title/short description:

2C. School(s)

School Name	Student Population	Grades	Students to Benefit	School Contact
Heart of the Lakes Elem	444	K-4	20	Kati Yates
Prairie Wind Middle Sch	414	5-8	120	Scott Bjerke

2D. Roadway Information

Roadway Name	Road Authority (town, city, county, state)	Contact Person
2nd Ave SW	City of Perham	Kelcey Klemm
9th St SW	City of Perham	Kelcey Klemm



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3A. Identify any existing plan that the proposed infrastructure project is stemming from:

- SRTS Plan Ped/Bicycle Plan Other (specify) NA

3B. Describe the current condition and tools used to assess the student travel modes and problems. Attach required maps and baseline results of the Student Travel Tally survey and Parent survey.

Parent Survey and Student Travel Tally surveys (Attachments # 1 & 2) were undertaken in Nov. of 2012 for Heart of the Lakes Elementary (HOTL, grades k-4) and Prairie Wind Middle School (PWMS, grades 5-8). Both surveys were dominated by bus and/or parent transportation. A number of factors influenced reliance on transportation vs walking/biking: Distance from school was strongest (86%), indicating the rural nature of School District. This parental rationale is directly supported by the fact that survey shows 76% of students live beyond 2 miles and an additional 11% are within 1-to-2 miles. 3 reasons were clustered together in a 2nd tier, weather, speed of traffic along route and amount of traffic along route.

Perham has two traffic situations that tend to inhibit walk/bike. 1) The Otter Tail County 2007 Traffic Volume study (Attachment # 3) shows main street vehicle counts range from 4,600 to 6,000/day on the E-W ends of Main Street; and 8,600 vehicles per day in core downtown 2) the BNSF rail parallels Main Street, and has over 60 trains/day. These 2 tend to divide the town into N-S, and the schools are located on the southerly half. Thus northerly students tend to be isolated. Thus, the school generally has few mileage limitations, despite the fact that its transportation policy (Attachment # 4) states students outside of 2 miles are to be bussed. The Parent Survey showed roughly 23% of students live within a mile of school. The Travel Tally summary

3C. Summarize the results of the assessment tools and supporting data used in 3B and describe the infrastructure problem(s) identified through this evaluation.

The Parent and Student surveys showed a high percentage of student are not bike/walk candidates because of distance. Of those within generally walkable distance, approximately 20% walk/bike in mornings and 50% in afternoons.

HOTL and PWMS are both on the southerly boundary of town, thus all walk/bike traffic comes from the northerly direction. Existing sidewalks provide a generally useable grid for walking (Attachment #5). The two with the most continuity are 1st Ave SW and 2nd Ave SW; with 3rd Ave SW having some sidewalk gaps. (3rd Ave SW will be rebuilt this summer, plans and specs are underway at this time.) It should be noted that the Cal Miller Bike Route (Attachment #5) has two components to enhance bike traffic 1) painted bike symbols on the street and 2) signage. The Cal Miller connects approximately 27 blocks on the southerly portion of town, and terminates in front of HOTL.

The various inputs described above led the SRTS team to conclude two issues needed to be addressed (Attachment # 6):

3D. Describe the public involvement process for the development of this project with school members, parents, law enforcement, road authorities and other community members impacted by this project.

The Safe Routes to School Committee has a number of people with direct involvement/interest in the solution in one way or another. Thus, they essentially wore two simultaneous hats during the process, their professional hat and their SRTS Committee hat. And they were key players since the beginning of Perham's SRTS process, and had key input into creating the plan for this grant request.

In addition, two individuals from the Statewide Health Improvement Program (SHIP), Patrick Hollister and Karen Nitzkorski, have played pivotal roles in the various meetings listed below, and the overall SRTS process. Similarly, Planning Consultant Kayla Rossiter has been integrally involved since beginning the planning process in the fall of 2012.

The local SRTS Committee members who had direct professional involvement/interest included:
 Public School Superintendent Mitch Anderson
 St. Henry's Catholic Parochial School Principal Jason Smith
 St. Paul's Lutheran Parochial Bonnie Stohs
 Perham City Manager Kelcey Klemm

3. CURRENT CONDITIONS
Refer to guidance



Minnesota Department of Transportation
SAFE ROUTES TO SCHOOL
2012 INFRASTRUCTURE GRANT APPLICATION



4. PROJECT INFORMATION
Refer to guidance

4A. Describe the proposed infrastructure project. Attach plan view layout of the project and typical sections.

This application contains 2 components, as determined by the SRTS Committee (Attachment # 6):
 Priority 1 is designed to make it safer for kids coming to and going from school to cross 2nd Street SW; as well as traversing from school to the Perham Area Community Center for after-school activities. This includes three aspects, all contributing to an improved safety package in this highly-used area:
 A) Extend bus access from the existing bus corral that adjoins Heart of the Lakes Elementary (HOTL) and Prairie Wind Middle School (PWMS), onto Coney Street to the south. Approximately 18 feet wide, and 415 feet long. This will allow buses (all morning buses and 15 of 19 aft. buses) to exit from bus corral onto Coney rather onto 2nd Street
 B) Create two new sidewalks on school grounds leading to new bump-outs on both sides of 2nd Street SW. These new sidewalks will funnel students coming from HOTL and PWMS, in both cases keeping them from crossing bus or parental traffic. These bump-outs (Attachment # 9) will taper toward the street approximately 10

4B. Explain how the project will address the problem(s) in question 3C. Include guidance or research to support its implementation for the problem(s) identified.

A hodgepodge of parental traffic, high school traffic, bus traffic, general street traffic and student foot/bike traffic merge to create an unsafe situation near the front of the Heart of Lakes Elementary School and 2nd Street SW. Priority I of Perham's application consists of 3 components, each designed to mitigate a portion of this safety concern:
 Bus access between the bus corral and Coney Street will keep most buses from the need to re-exit onto 2nd St SW. They currently add to the student/vehicle intermix as they exit the bus corral. The leg to Coney will alleviate most of this intermix, with all morning buses expected to exit onto Coney and 15 of the 19 afternoon buses, as they depart from school. Additionally, Coney links two highway interchanges, to the east and west. These interchanges provide links to roadways for all 19 routes.
 The bump-outs create several safety advantages:
 o Two new sidewalk extensions from PWMS and HOTL will direct students to the bump-out location, without the need to cross either bus traffic from the bus corral or parental traffic from the driving loop in from of HOTL.

4C. Explain and demonstrate how the project will be ready for construction in 2014 and describe how it will be maintained and by whom.

The entire entire project lies on existing public property: Streets of the City of Perham will be involved in modifications to 2nd Ave SW and 9th St. SW. In both cases, the Road Authority is City of Perham, which indicates willingness to participate in the SRTS process (Letters of Supprt City Manager Kelcey Klemm, attachment #12). No right of way acquisition will be involved. The balance of the project all lies on properties owned by the Perham School District, which has also indicated willingness to participate (Letters of Support, Principal Kari Yates and Principal Scott Bjerke) Additionally, Superintendent Mitch Anderson has been involved with SRTS since Perham's committee was formed. With the city and school district indicating willingness to proceed, and no other property owners involved, and no need for additional land or right of way acquisition, this project will be ready to move forward in 2014, upon funding from SRTS.

5. SRTS SUPPORT
Refer to guidance

5A. List events, activities, or programs at the school or in the community that supports Safe Routes to School.

Event Name	Event Date	Event Contact Person
SRTS meeting	2-22-2011	Patrick Hollister
Bike/walk to work wk	4-30-2011	Trisha McClellan
Bike rodeo meeting	5-3-2011	Patrick Hollister
SRTS meeting	5-6-2011	Patrick Hollister
Further dates		See # 3D above



Minnesota Department of Transportation
SAFE ROUTES TO SCHOOL
2012 INFRASTRUCTURE GRANT APPLICATION



5. SRTS SUPPORT
Refer to guidance

5B. Describe how the 5 E's of the SRTS program are incorporated.

Perham has engaged in various aspects the 5 E's. Being involved in the SRTS heightens the need to reinforce these 5 E's, and funding of this SRTS application will help Perham move forward with important infrastructure improvements,

Formation of the SRTS Committee has been an important step in helping promote walking and biking Education

Walk to School events 2010-11-12 (Attachment #8)

Public involvement in SRTS process

Walk or Bike to Work Week 2010-11-12 (Attachment #8)

Bike rodeos 2011-12, including bike and helmet giveaways, in addition to safety and technique education

6. PROJECT COSTS
Refer to guidance

6. Provide a cost breakdown of project components listed. Attach a detailed engineer's estimate for the construction project.

	Local/Other sources	Requested SRTS	Totals
Pre-Construction			
Preliminary Design	<input type="text"/>	20,000.00	20,000.00
Construction			
Construct Engineering	<input type="text"/>	20,600.00	20,600.00
Project Cost	<input type="text"/>	187,400.00	187,400.00
Totals	<input type="text" value="0.00"/>	228,000.00	228,000.00

INSTRUCTIONS
Refer to guidance

The 2012 SRTS Application Form is a Formatta form and is designed to be completed on your local workstation. The procedure is to download the form and instructions from the Mn/DOT Safe Routes To School website <http://www.dot.state.mn.us/saferoutes/index.html> and save it to your local system. You will also need a small, free application called 'Filler' that allows you to open and complete the form. Filler is available here: <http://www.dot.state.mn.us/stateaid/formatta/FillerSetupNR.exe>. As you download Filler, accept the License Agreement. Accept the Default Destination Location. After the software installs a blank Registration form appears. Ignore this form by clicking the X to close. You will only need to download and installed filler once for each workstation.

Please try to be brief and concise when completing the application. Do not include non-relevant information or attachments.

When the electronic application is completed please ensure that you have saved it to your local drive or server. Send the completed electronic application attached to an e-mail to SafeRoutes.DOT@state.mn.us

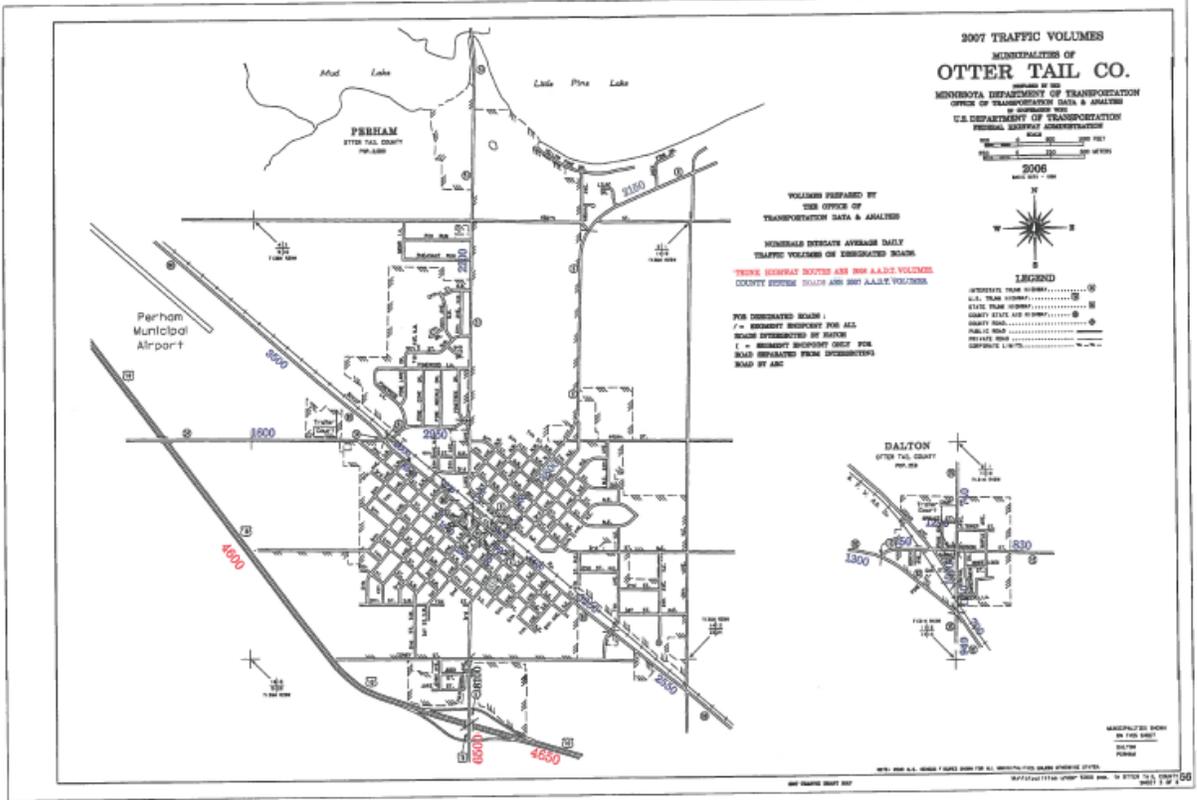
Use the US mail to send 5 copies of the printed application, maps, plan sheets, typical section, surveys, letters of concurrence, letters of support and other relevant attachments to:

Mao Yang
Mn/DOT State Aid Division
395 John Ireland Blvd, Mail Stop 500
St. Paul, MN 55155

Electronic and paper copies of the applications are due to Mn/DOT State Aid Division by February 15, 2013 at 12pm.

If you have questions about the program or application please submit them to:
SafeRoutes.DOT@state.mn.us
or call 651-366-3827





Adopted: 5/10/78, 1/22/92 (EBAB); 5/10/78, 1/22/92 (ECAC) MSBA/MASA Model Policy 709
6/21/78 (EEA); 7/12/78 (EEAA); 6/21/78, 9/14/94 (EEAE); Orig. 1995
6/21/78 (EEARC); 2/14/79 (EEAED) Rev. 2005
Revised: 08/16/06

709 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. "Disabled student" includes every child who has a hearing impairment, visual disability, speech or language impairment, physical handicap, other health impairment, mental handicap, emotional/behavioral disorder, specific learning disability, autism, traumatic brain injury, multiple disabilities, or deaf/blind disability and needs special instruction and services, as determined by the standards of the Department of Education. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the standards of the Department of Education, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. (Minn. Stat. § 125A.02)
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, if the facility or residence is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)
- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are

sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. (42 U.S.C. § 11434a)

- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000a). (Minn. Stat. §123B.41, Subd. 9)
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)
- F. "Pupil support services" are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. (Minn. Stat. §

123B.88, Subd. 1)

- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation **along regular school bus routes** may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. This includes part-time secondary students, early childhood family education participants and area learning center students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor, with the exception of early childhood family education participants and area-learning center students if the provision of such transportation services can be provided without an increase in the school district's expenditures. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. The school district may provide transportation to a nonresident student outside its borders only after written notice to the resident district. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3; Minn. Stat. § 123B.88, Subd. 6)
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for

more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)

- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)

VII. SPECIAL EDUCATION/DISABLED STUDENTS/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, a resident disabled student who is not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the school district and shall not be subject to any distance requirement. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident disabled students whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district. The school district shall determine the type of vehicle used to transport disabled students on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Rules Part 7470.1600)
- C. Resident disabled students who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)
- D. If a resident disabled student attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)

- E. When a disabled student or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. Transportation shall only be provided by the school district during regular operating hours. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))
- F. When a nonresident disabled student or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))
- G. Any parent of a disabled student who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the

student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation may not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for

transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. (Minn. Stat. § 123B.36, Subd. 1(11))

- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)





For Immediate Release
Contact Information:
Trish McClellan, 218-849-5935
PartnerSHIP4Health
tmcclellan@perham.k12.mn.us

Perham Dent Schools to celebrate International Walk to School Day on October 3rd

Perham, MN – Perham-Dent Schools will be joining schools around the world to celebrate International Walk to School Day on October 3, 2012. This is the third year the school district has participated in the event.

Approximately 1000 students will walk to school Wednesday October 3rd accompanied by parents, teachers and community leaders. Buses will drop students off at St. Paul's Lutheran Church and School, where they will be met by teachers and community leaders to walk the seven blocks to school. Parents who drive their children to school are also encouraged to drop them off in the same location so they can participate in the walk to school. Parents are encouraged to join in. (Note: Buses will deliver students who remain on the bus to school and parents can drop their children off at school if they decide not to participate in the walk to school).

The seven block route will follow the Cal Miller Bike Route, a bike path that has been newly improved with signage. Perham residents, including students, are also encouraged to ride their bicycles along the Cal Miller bike route to increase physical activity. Walking and biking to and from school is one of the best ways for children to remain active and healthy.

In the U.S., International Walk to School Day is expected to include 5,000 schools from all 50 states. Walkers from the U.S. will join children and adults from 40 countries around the world.

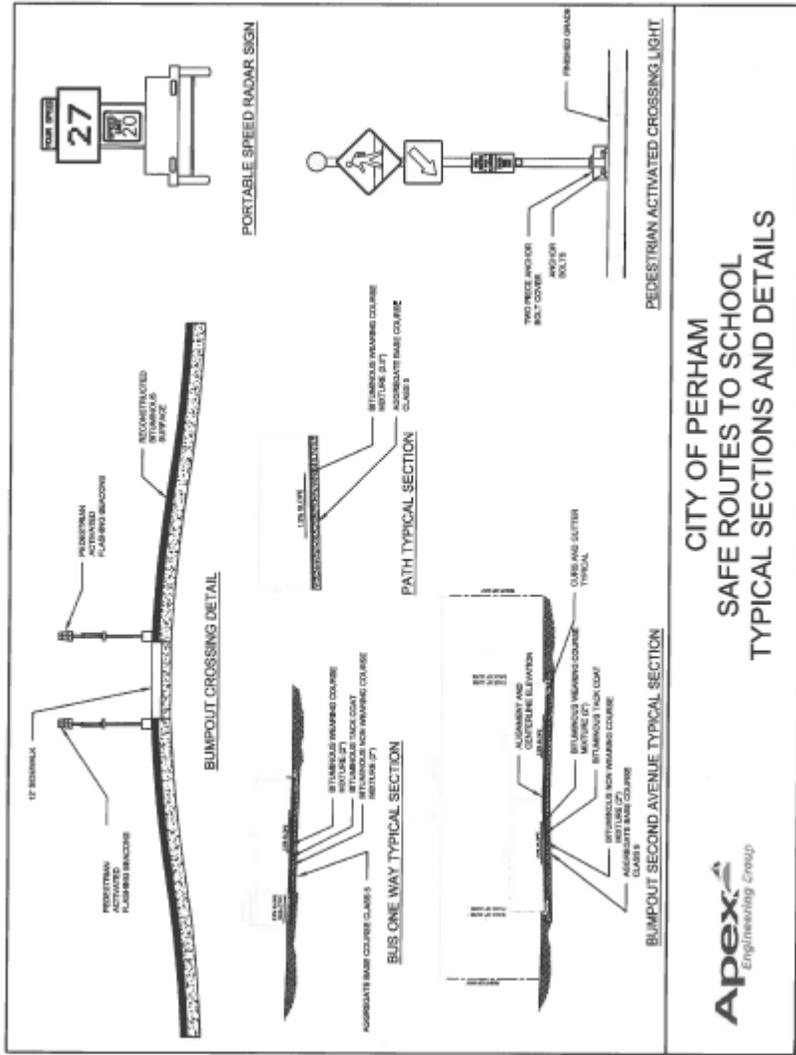
Apples will be provided to all students by a generous sponsor, Perham Health.

This year's event is organized by Perham Dent School District with help from PartnerSHIP4Health seeking to create sustainable, systemic changes in schools, worksites, communities and health care organizations that make it easier for Minnesotans to incorporate healthy behaviors into their daily lives.

To volunteer to walk students to school or for more information, please contact Trish McClellan at 218-849-5935 or tmcclellan@perham.k12.mn.us.

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**CITY OF PERHAM
 SAFE ROUTES TO SCHOOL
 TYPICAL SECTIONS AND DETAILS**





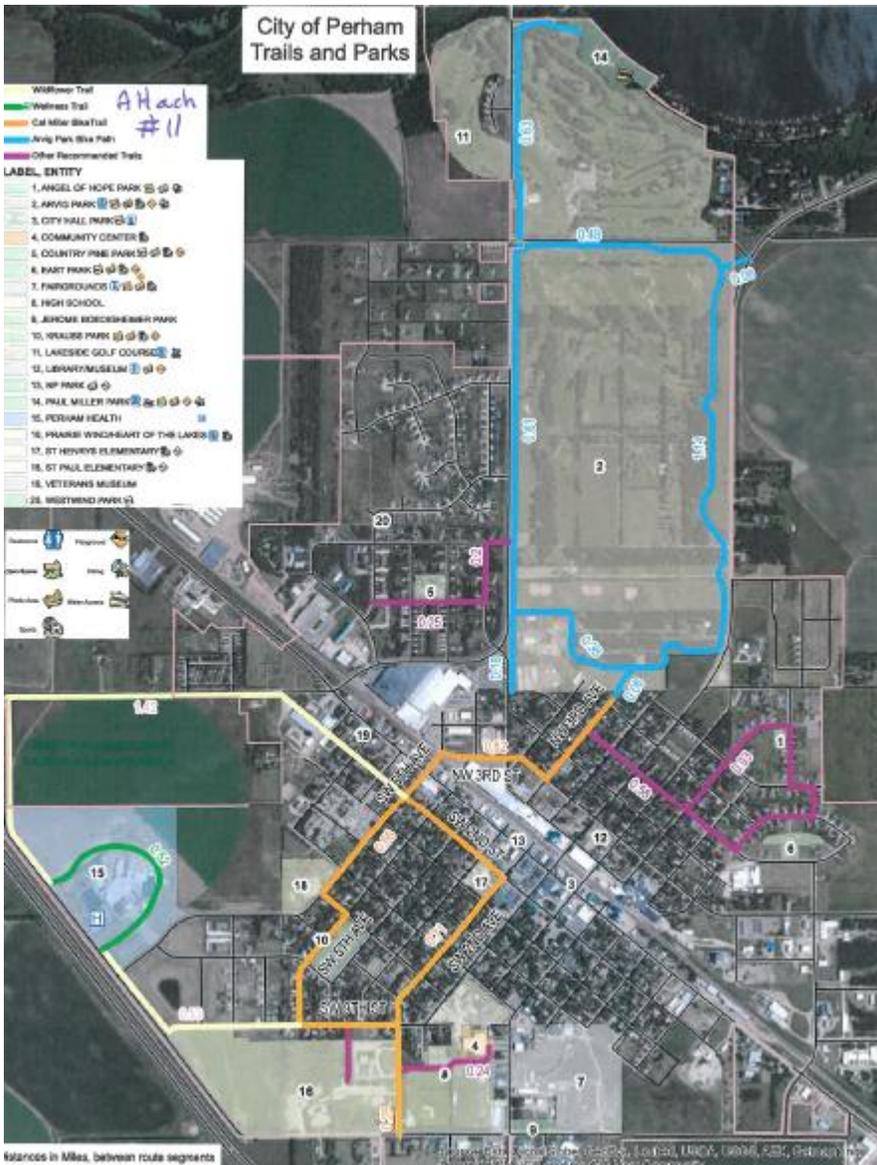




City of Perham Trails and Parks

- Wellness Trail
— Cat Mill Area Trail
— Arly Park Blue Path
— Other Recommended Trails
- LABEL ENTITY**
- 1. ANGEL OF HOPE PARK
 - 2. ARLYS PARK
 - 3. CITY HALL PARK
 - 4. COMMUNITY CENTER
 - 5. COUNTRY PINE PARK
 - 6. BART PARK
 - 7. PARKS GROUNDS
 - 8. HIGH SCHOOL
 - 9. JINCKE BODENSEN PARK
 - 10. WAALDE PARK
 - 11. LAKEVIEW GOLF COURSE
 - 12. LIBRARY/MUSEUM
 - 13. SP PARK
 - 14. PAUL MILLER PARK
 - 15. PERHAM HEALTH
 - 16. PERHAM WINDMILL OF THE LAKES
 - 17. ST HENRY'S ELEMENTARY
 - 18. ST PAUL ELEMENTARY
 - 19. VETERANS MUSEUM
 - 20. BOSTWIND PARK

AHach
#11



Distances in Miles, between route segments

OTTER TAIL COUNTY RESOLUTION
Safe Routes to School Project

Resolution No. 2013-16

BE IT RESOLVED, that the County of Otter Tail act as sponsoring agency for the Safe Routes to School (SRTS) Project within the City of Perham and acknowledges herewith that it is willing to be the project sponsor knowing full well that such sponsorship includes a willingness to secure and guarantee the local share of costs associated with this project and responsibility for seeing this project through to its completion, with compliance of all applicable laws, rules and regulations.

BE IT FURTHER RESOLVED, that Richard K. West, County Engineer, is hereby authorized to act as agent on behalf of this applicant.

AGREEMENT TO MAINTAIN FACILITY

WHEREAS, The Federal Highway Administration (FHWA) requires that states agree to design, construct, operate and maintain facilities constructed with federal transportation funds for the useful life of the improvement and not change the use of right of way required without prior approval from the FHWA; and

WHEREAS, SRTS projects receive federal funding from the reauthorization of the Surface Transportation Program (STP) of the Safe, Accountable, Flexible, Efficient Transportation Equity Act – A Legacy for Users (SAFETEA-LU) of 2005; and

WHEREAS, The Minnesota Department of Transportation (MnDOT) has determined that for projects implemented with SRTS funds, this requirement should be applied to the project sponsor; and

WHEREAS, The County of Otter Tail is the project sponsor for the SRTS project within the City of Perham.

THEREFORE BE IT RESOLVED, that the Project Sponsor hereby agrees to assume full responsibility for the design, construction, operation and maintenance of property and facilities related to the aforementioned SRTS project.

Adopted at Fergus Falls, Minnesota, this 5th day of February, 2013.

OTTER TAIL COUNTY BOARD OF COMMISSIONERS

By: Doug Huebsch
Doug Huebsch, County Board Chair

Attest: Larry Krohn
Larry Krohn, Clerk

CERTIFICATION

STATE OF MINNESOTA
COUNTY OF OTTER TAIL

I hereby certify that the above is a true and correct copy of a resolution duly passed, adopted and approved by the County Board of said County on February 5, 2013.

(SEAL)

Larry Krohn
Larry Krohn, County Board Clerk

Preliminary Opinion of Cost
 Project Name: Safe Routes to School
 City of Perham, Minnesota

TOTAL: School Zone Safety Improvements

Item No.	Item	Amount	Unit	Unit Price	Total
2021.501	MOBILIZATION	1	LS	\$7,500.00	\$7,500.00
2101.502	CLEARING	20	TREE	\$150.00	\$3,000.00
2101.507	GRUBBING	20	TREE	\$150.00	\$3,000.00
2104.501	REMOVE CONCRETE CURB	300	L F	\$2.00	\$600.00
2104.503	REMOVE CONCRETE SIDEWALK	430	S F	\$1.25	\$537.50
2104.505	REMOVE BITUMINOUS PAVEMENT	1,600	S Y	\$1.00	\$1,600.00
2105.501	COMMON EXCAVATION	1,200	C Y	\$4.50	\$5,400.00
2211.503	AGGREGATE BASE (CV) CLASS 5	475	C Y	\$19.00	\$9,025.00
2360.501	TYPE SP 9.5 WEARING COURSE MIX (3,B)	275	TON	\$85.00	\$23,375.00
2360.502	TYPE SP 12.5 NON WEAR COURSE MIX (3,B)	275	TON	\$85.00	\$23,375.00
2521.501	4" CONCRETE WALK	6,100	S F	\$4.25	\$25,925.00
2531.501	CONCRETE CURB & GUTTER DESIGN B618	250	L F	\$14.00	\$3,500.00
2531.507	8" CONCRETE DRIVEWAY PAVEMENT	40	S Y	\$55.00	\$2,200.00
2531.618	TRUNCATED DOMES	64	S F	\$15.00	\$960.00
2563.601	TRAFFIC CONTROL	1	LS	\$2,500.00	\$2,500.00
2573.601	STORM WATER MANAGEMENT	1	LS	\$1,000.00	\$1,000.00
2575.555	TURF ESTABLISHMENT	1	LS	\$3,000.00	\$3,000.00
2575.601	EROSION CONTROL	1	LS	\$1,000.00	\$1,000.00
SPEC PROV	SIGNAGE	12	LS	\$250.00	\$3,000.00
SPEC PROV	PEDESTRIAN ACTIVATED CROSSING LIGHT	2	Each	\$9,000.00	\$18,000.00
SPEC PROV	CROSSWALK MARKING	3,600	S F	\$0.50	\$1,800.00

SUBTOTAL CONSTRUCTION: \$140,297.50

TOTAL: School Zone Access Improvements

Item No.	Item	Amount	Unit	Unit Price	Total
2021.501	MOBILIZATION	1	LS	\$1,500.00	\$1,500.00
2105.501	COMMON EXCAVATION	250	C Y	\$4.00	\$1,000.00
2211.503	AGGREGATE BASE (CV) CLASS 5	225	C Y	\$19.00	\$4,275.00
2360.501	TYPE SP 9.5 WEARING COURSE MIX (3,B)	175	TON	\$78.00	\$13,650.00
2531.618	TRUNCATED DOMES	16	S F	\$15.00	\$240.00
SPEC PROV	CROSSWALK MARKING	1,800	S F	\$0.50	\$900.00

SUBTOTAL CONSTRUCTION: \$21,565.00

Attachment D

Parent Survey & Student Tally

HEART OF THE LAKES ELEMENTARY

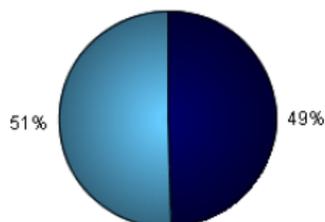
Parent Survey Summary

Program Name:	Perham SRTS	Month and Year Collected:	November 2012
School Name:	Heart of the Lakes Elementary	Set ID:	8951
School Enrollment:	380	Date Report Generated:	04/25/2013
Enrollment within Grades Targeted by SRTS Program:	380	Number of Questionnaires Analyzed for Report:	176
Number of Questionnaires Distributed:	380		

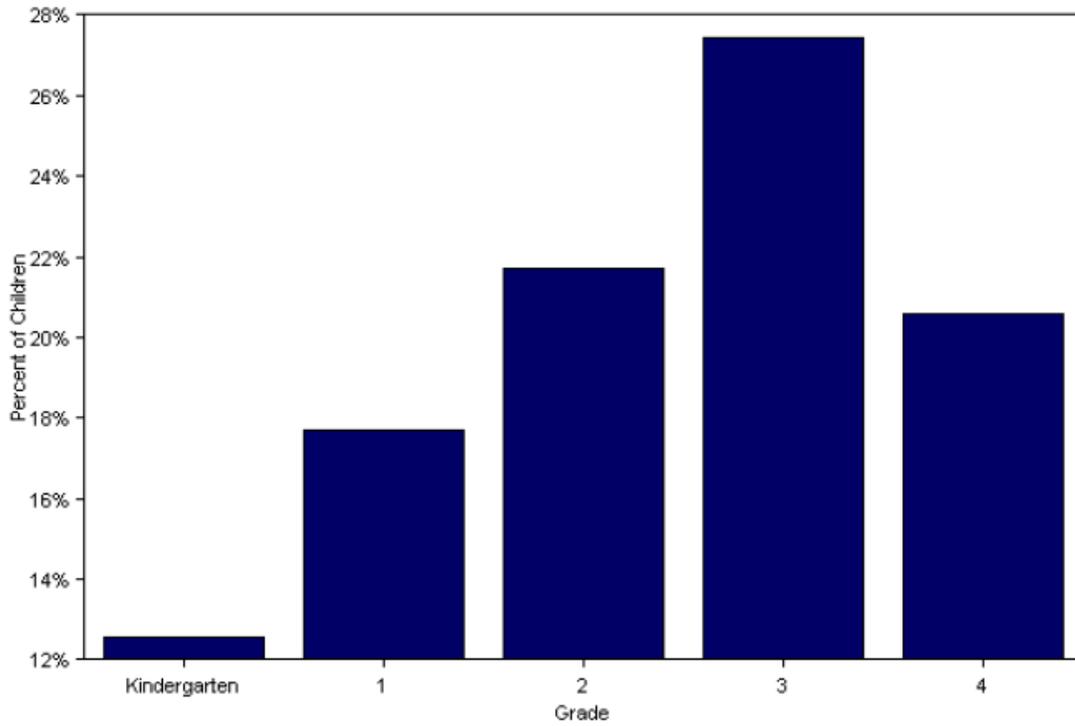
This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information

■ Male ■ Female



Grade levels of children represented in survey



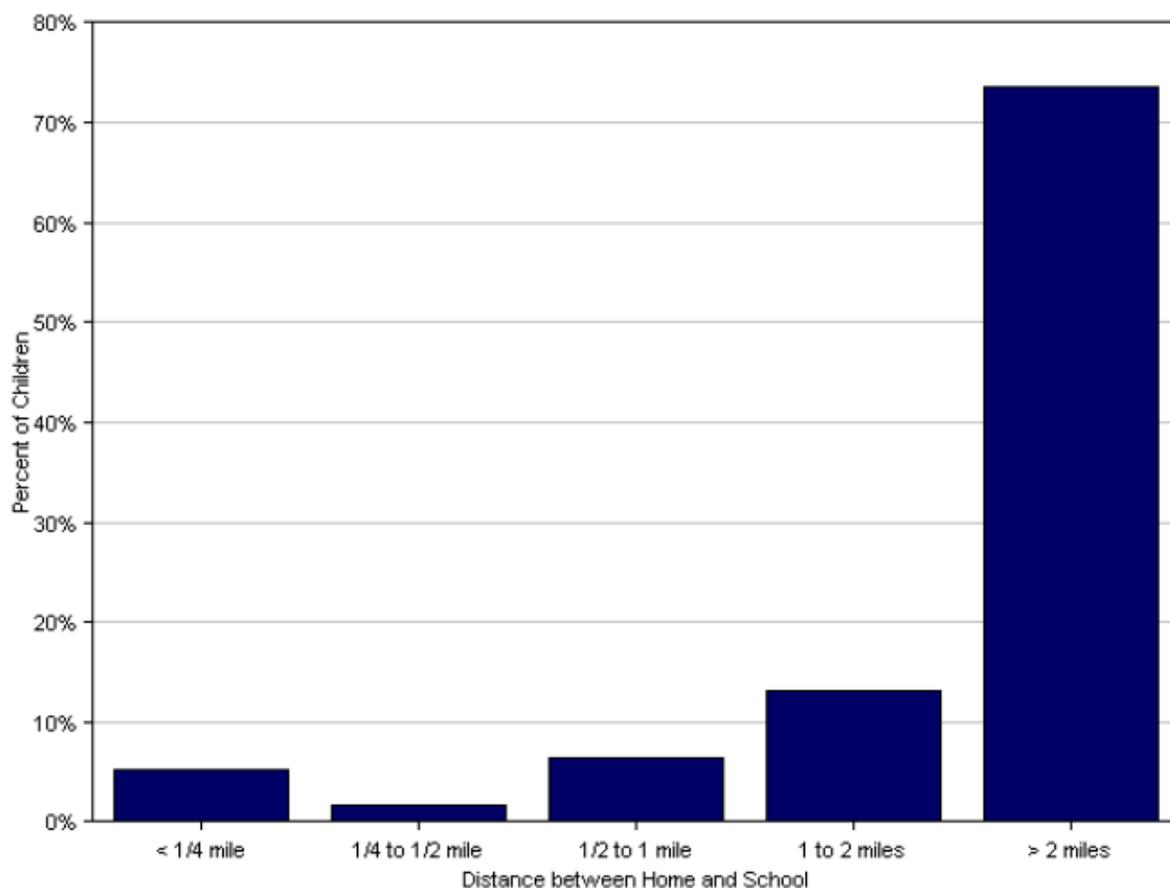
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	22	13%
1	31	18%
2	38	22%
3	48	27%
4	36	21%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



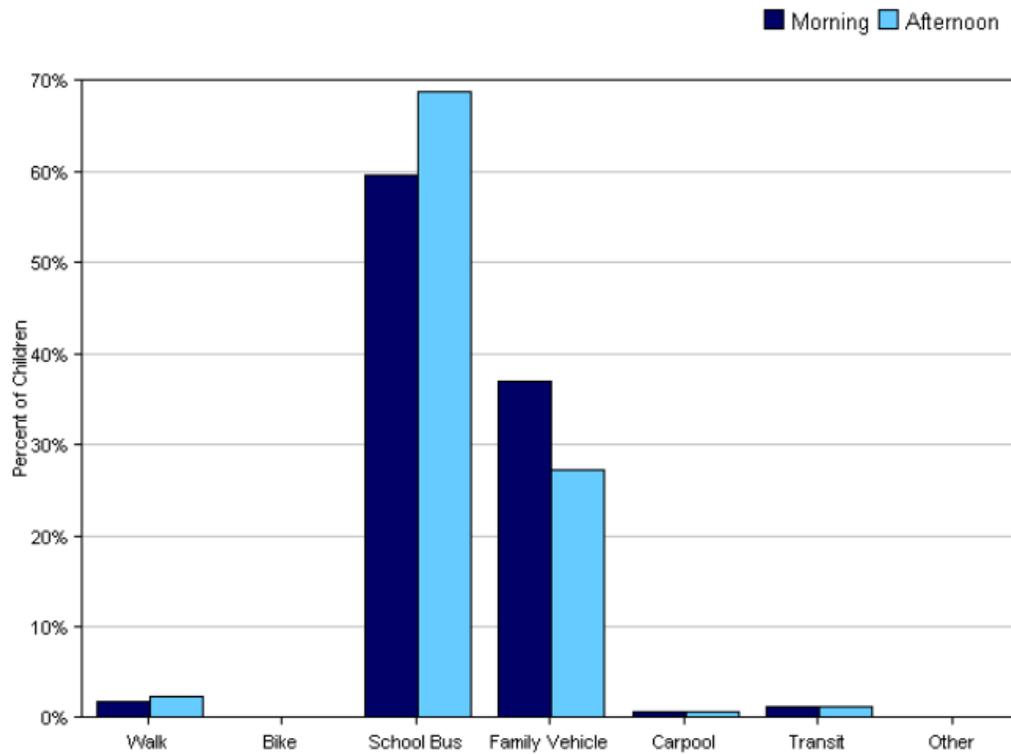
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	9	5%
1/4 mile up to 1/2 mile	3	2%
1/2 mile up to 1 mile	11	6%
1 mile up to 2 miles	23	13%
More than 2 miles	128	74%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

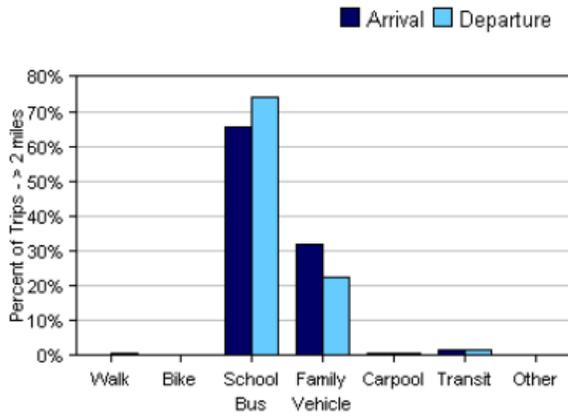
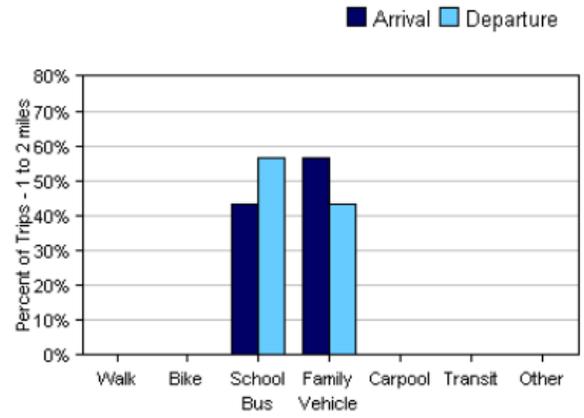
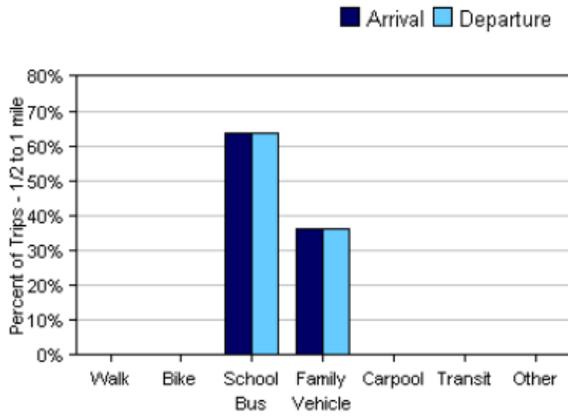
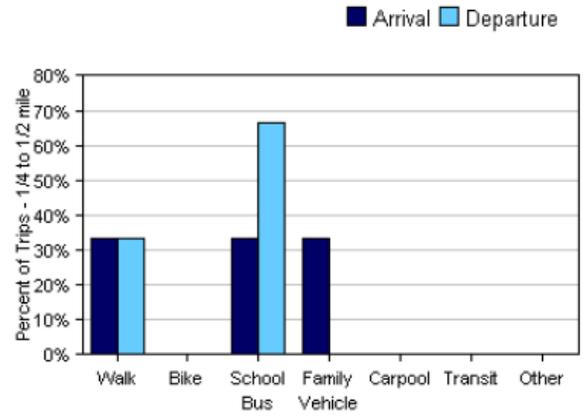
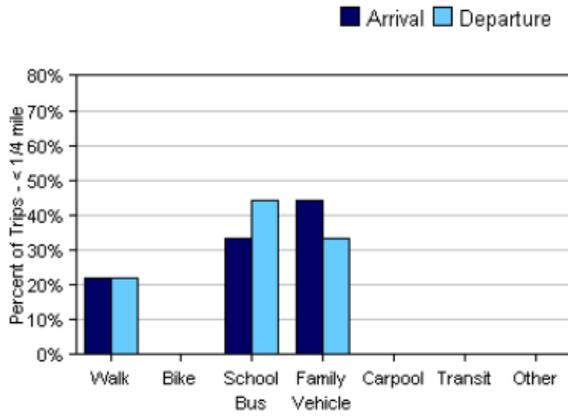
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	176	2%	0%	60%	37%	0.6%	1%	0%
Afternoon	176	2%	0%	69%	27%	0.6%	1%	0%

No Response Morning: 0

No Response Afternoon: 0

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	9	22%	0%	33%	44%	0%	0%	0%
1/4 mile up to 1/2 mile	3	33%	0%	33%	33%	0%	0%	0%
1/2 mile up to 1 mile	11	0%	0%	64%	36%	0%	0%	0%
1 mile up to 2 miles	23	0%	0%	43%	57%	0%	0%	0%
More than 2 miles	128	0%	0%	66%	32%	1%	2%	0%

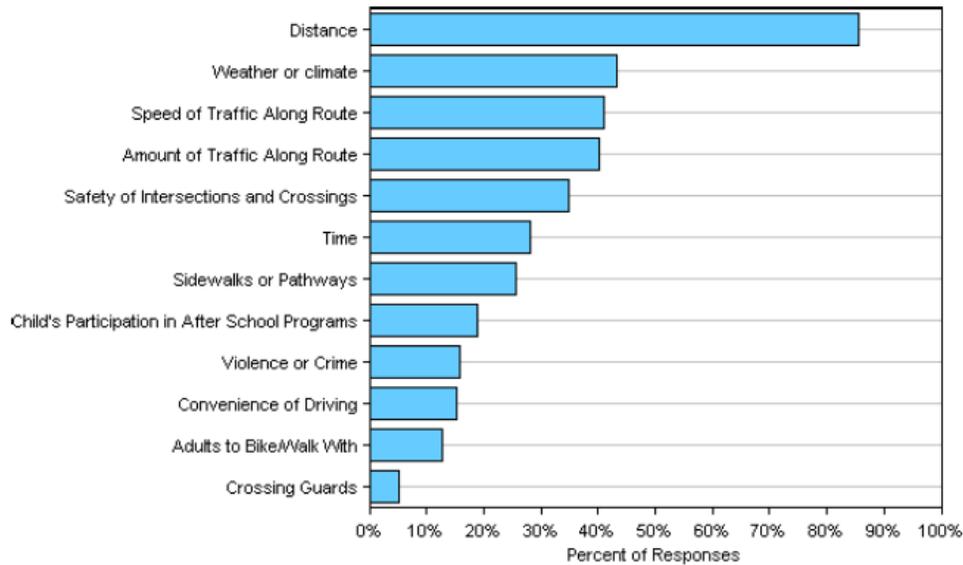
Don't know or No response: 2
 Percentages may not total 100% due to rounding.

School Departure

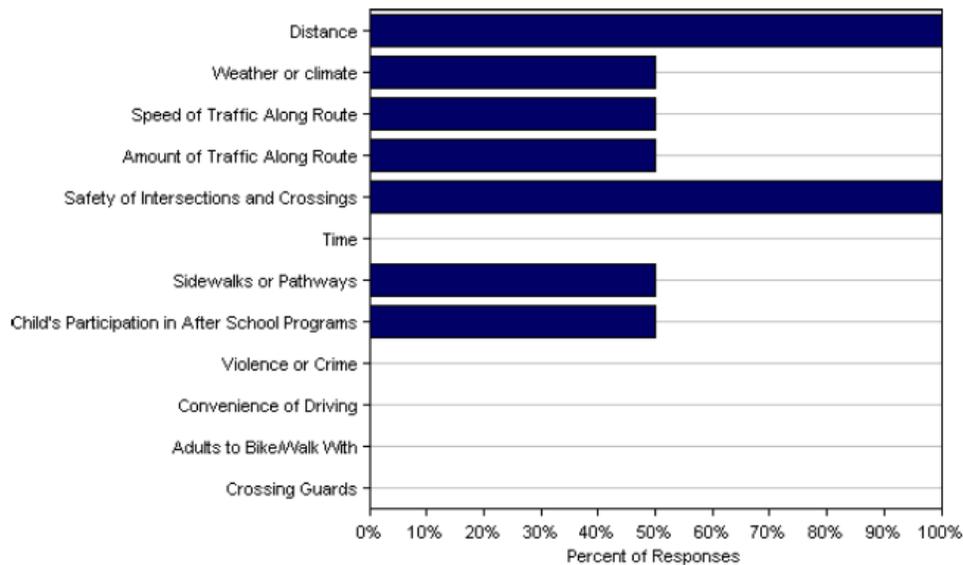
Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	9	22%	0%	44%	33%	0%	0%	0%
1/4 mile up to 1/2 mile	3	33%	0%	67%	0%	0%	0%	0%
1/2 mile up to 1 mile	11	0%	0%	64%	36%	0%	0%	0%
1 mile up to 2 miles	23	0%	0%	57%	43%	0%	0%	0%
More than 2 miles	128	1%	0%	74%	23%	1%	2%	0%

Don't know or No response: 2
 Percentages may not total 100% due to rounding.

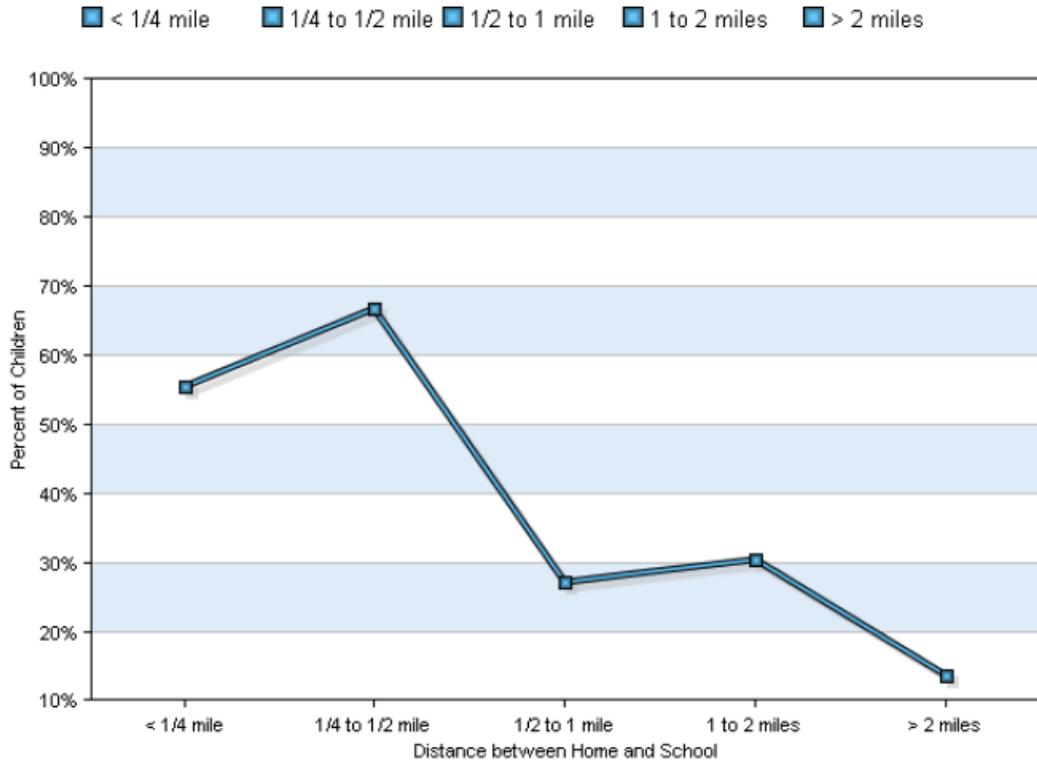
Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	34	56%	67%	27%	30%	14%
No	137	44%	33%	73%	70%	86%

Don't know or No response: 5
 Percentages may not total 100% due to rounding.

Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	86%	100%
Weather or climate	43%	50%
Speed of Traffic Along Route	41%	50%
Amount of Traffic Along Route	40%	50%
Safety of Intersections and Crossings	35%	100%
Time	28%	0%
Sidewalks or Pathways	26%	50%
Child's Participation in After School Programs	19%	50%
Violence or Crime	16%	0%
Convenience of Driving	15%	0%
Adults to Bike/Walk With	13%	0%
Crossing Guards	5%	0%
Number of Respondents per Category	132	2

No response: 42

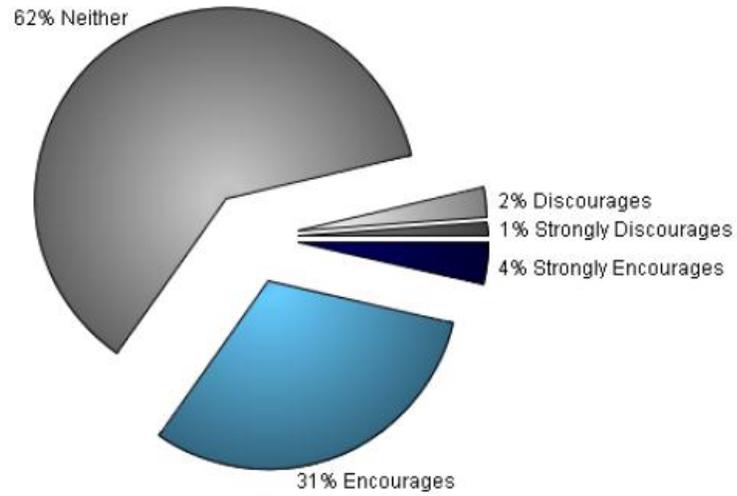
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

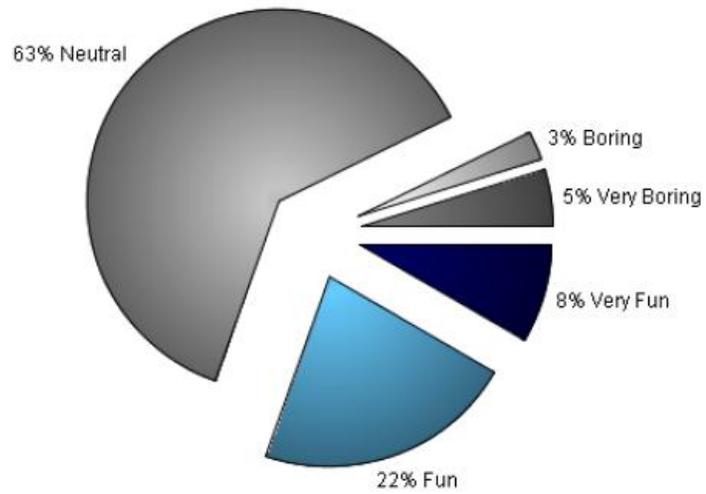
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

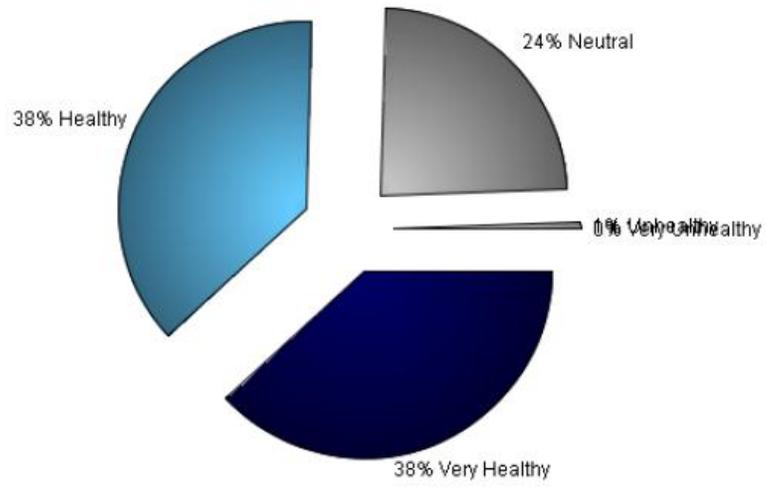
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
927215	Distance to both parent homes too far fir bike or walk
927369	Would love to ride bike to school, if we didn't live 10 miles out of town.
927413	Needing to cross from Hwy 51 to get on 34 is an issue for many kids coming from the Westwind Developments.
931851	We live 18 miles from school so walking/biking is not a very good option
937794	We live 18 miles from school so walking/biking is not a very good option
942474	live too far away
942511	What is the Point! Rural home out of town.
942521	Live too far away
942525	It's hard to answer some of these questions living 8 miles from town. :)
927217	Needing to ride on cty rd 51 is a concern as well as crossing from 51 to get to 34 is an issue for many kids in the Westwind Developments
927228	Why can't we get a bus route or a walking path put in our neighborhood? (clearwater estates)
927287	This survey is not for anyone that lives 6 miles from school.
927372	Not an option to walk or ride live in country if we lived in town I would still be concerned about safety
927374	Not an option to walk or ride live in country if we lived in town I would still be concerned about safety
927649	Bus 3x week, than 20 min A.M.
927678	We live 15 miles from school
927771	He wants to but we live in the country so not possible, otherwise I would let him in 3rd grade
942467	Our children would walk from my office in town if there was a safe way for it to happen
942515	We live close to Battle Lake, I choose for my kids to go to Perham as I did. But its a very long cummute. They are 1st on the bus/last off!
942526	We live 18 miles from school so walking/biking is not a very good option
927407	A major concern that I have sending my child to walk to and from school is the teenage drivers. So many times I have to watch a student from the high school almost hit a younger child from the elementary school. They are too busy on the phone or talking with another in the vehicle. Crossing guards would improve this.
927776	Even if we lived in town I would drive my children to school for my own peace of mind.
927890	We live 8 miles out of town. Walking/biking is not an option for obvious reasons.
931831	We live 8 miles from the school so this survey really doesn't apply to us
942480	Biking or walking to school does not pertain to my child as we live on a farm 9 miles from town
942488	We live in the country- NONE of these questions applied to us. Complete waste of time for a mandatory survey.
927873	My education level should not matter if my child should walk to school or not!
927894	I am a teacher at the school, so it is most convenient for my kids to ride with me.
942498	too far
942530	Child still to young to ride bike to school alone
927666	If we didn't live 10 miles from school I would think differently. I do encourage my children to be physically active, which they are.

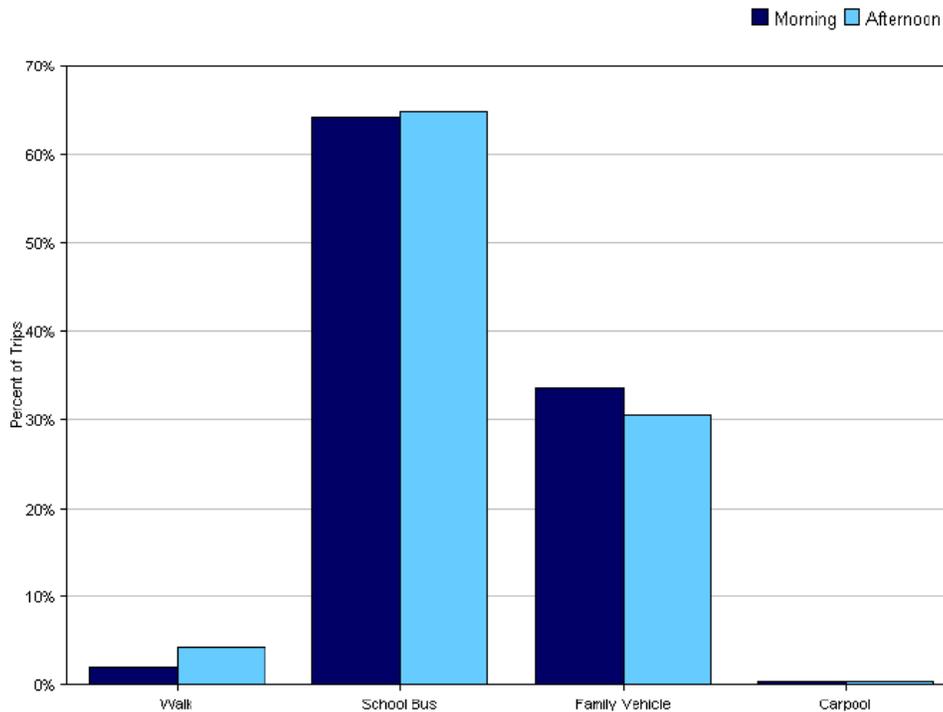
927786	I think the safety of children is very important. I would like to see bus drivers especially work harder on this. I've seen 1st hand bus drivers turn right in front of children "walking" in crosswalks after school they need to know how important safety is! The children were doing the right thing however the bus driver wasn't- safety first.
927787	I think the safety of children is very important. I would like to see bus drivers especially work harder on this. I've seen 1st hand bus drivers turn right in front of children "walking" in crosswalks after school they need to know how important safety is! The children were doing the right thing however the bus driver wasn't- safety first.
927895	My child lives 10 miles out of town. She will not ride bicycle or walk to school. Thanks.
942500	Survey should only be for town kids to fill out. waste of paper and time for out of town kids to fill out.
942533	Sue to where we live I highly doubt I will ever allow my kids to walk or ride bike- they would need to have a safe way to cross the train tracks, and walking would take a ridiculously long time
942545	My children live a whole town away. I don't think walking or biking will be an issue.
927778	Bus safety
927780	Bus safety
927885	Why is this survey being taken anyways? is it so that kids will no longer be riding the bus? Even if I lived 1/2 block from school I'd still use the bus. *comments on the specific questions include: Don't drive, other side of town, walking is very strenuous, main street very busy.
927902	Doesn't really pertain to us. Survey should only be for town kids to fill out. Waste of paper and time for out of town kids to fill out.
927903	Traffic near the school is dangerous due to: young drivers going to high school, higher speeds than posted, distracted parents driving their kids to school, and blocks with no sidewalks.
942510	My son takes a bus to an after school program. He could walk more, I don't like the lack of supervision. Possibility of kidnapping. Cold weather is a factor in the winter.

Tally Report Summary

Program Name:	Perham SRTS	Month and Year Collected:	November 2012
School Name:	Heart of the Lakes Elementary	Set ID:	10871
School Enrollment:	380	Date Report Generated:	04/25/2013
Enrollment within Grades Targeted by SRTS Program:	380	Number of Classrooms Included in Report:	7
Number of Classrooms in School:	20		

This report contains information from parents about their children's 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.

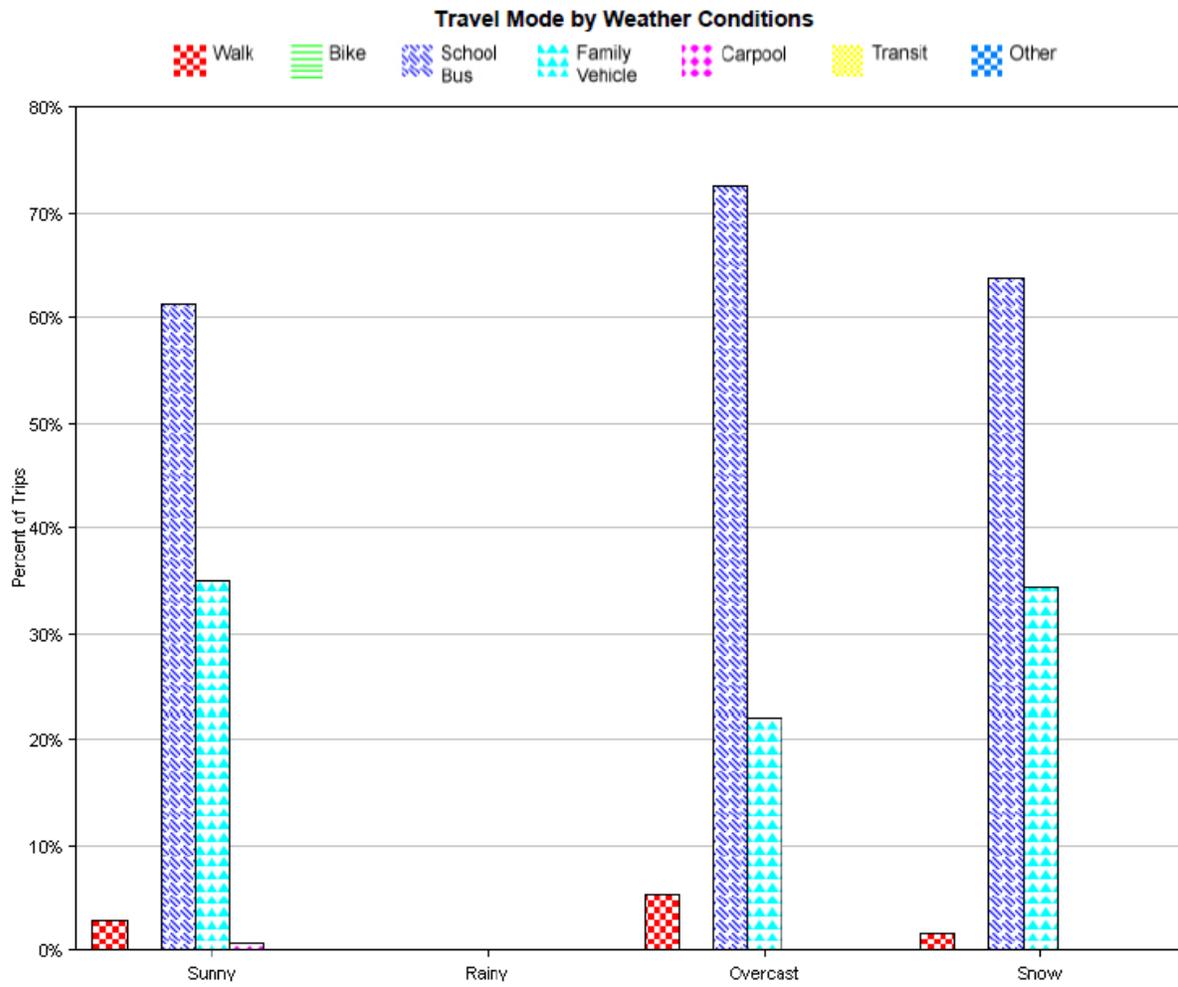
Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	313	2%	0%	64%	34%	0.3%	0%	0%
Afternoon	298	4%	0%	65%	31%	0.3%	0%	0%

Percentages may not total 100% due to rounding.

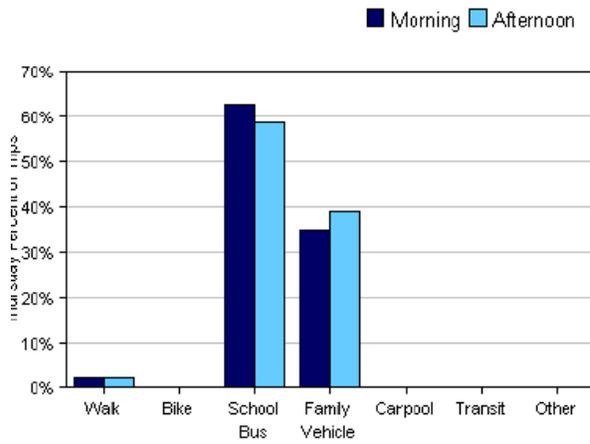
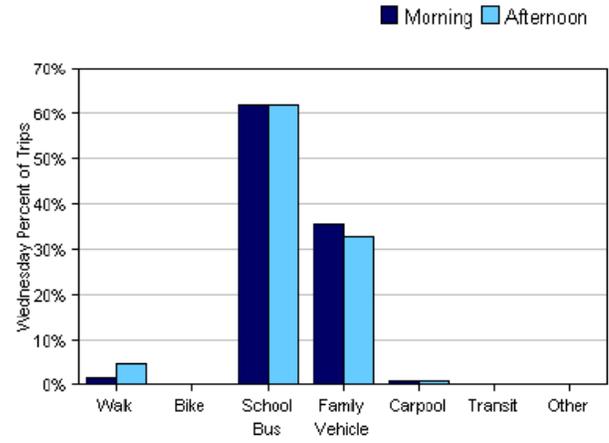
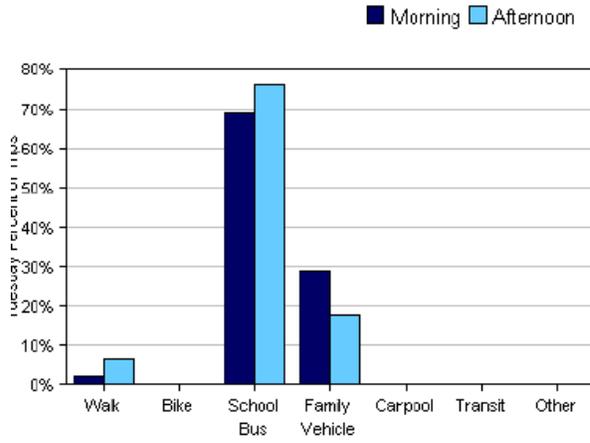


Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	306	3%	0%	61%	35%	0.7%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	131	5%	0%	73%	22%	0%	0%	0%
Snow	174	2%	0%	64%	34%	0%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day



Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	90	2%	0%	69%	29%	0%	0%	0%
Tuesday PM	79	6%	0%	76%	18%	0%	0%	0%
Wednesday AM	132	2%	0%	62%	36%	0.8%	0%	0%
Wednesday PM	129	5%	0%	62%	33%	0.8%	0%	0%
Thursday AM	91	2%	0%	63%	35%	0%	0%	0%
Thursday PM	90	2%	0%	59%	39%	0%	0%	0%

Percentages may not total 100% due to rounding.

Attachment E

Parent Survey & Student Tally

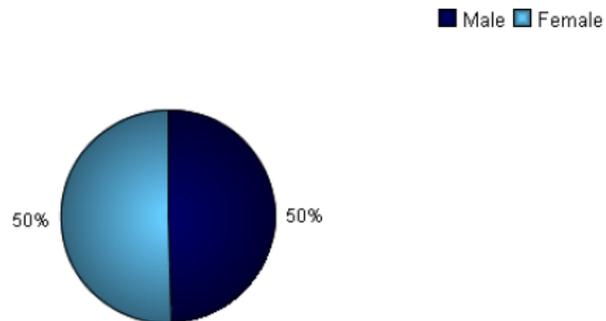
PRAIRE WIND MIDDLE SCHOOL

Parent Survey Summary

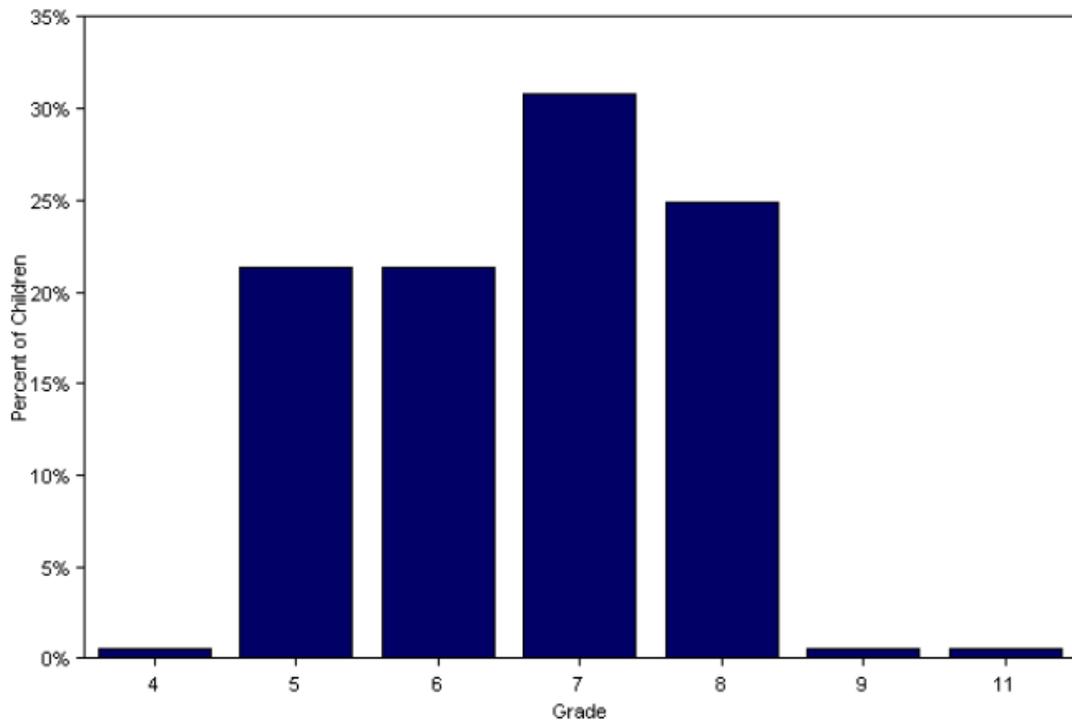
Program Name:	Perham SRTS	Month and Year Collected:	November 2012
School Name:	Prairie Wind Middle School	Set ID:	9101
School Enrollment:	418	Date Report Generated:	04/25/2013
Enrollment within Grades Targeted by SRTS Program:	418	Number of Questionnaires Analyzed for Report:	204
Number of Questionnaires Distributed:	418		

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey

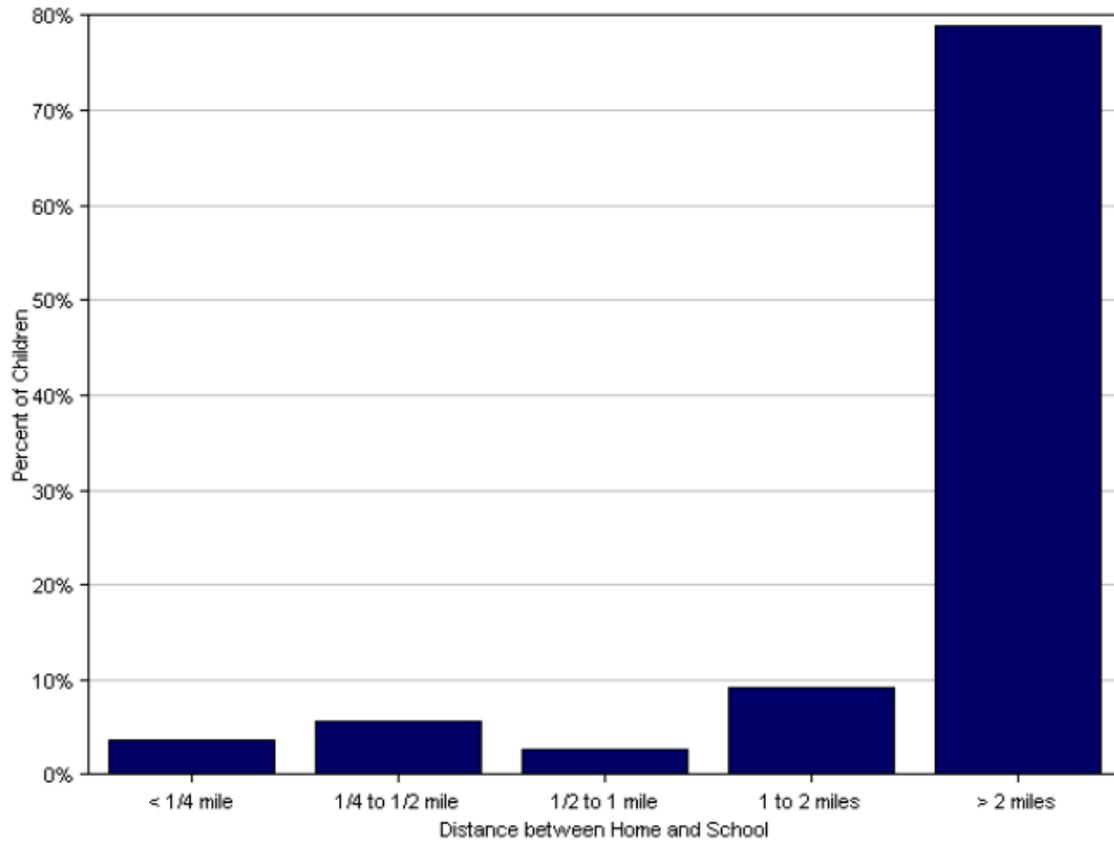


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
5	43	21%
6	43	21%
7	62	31%
8	50	25%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

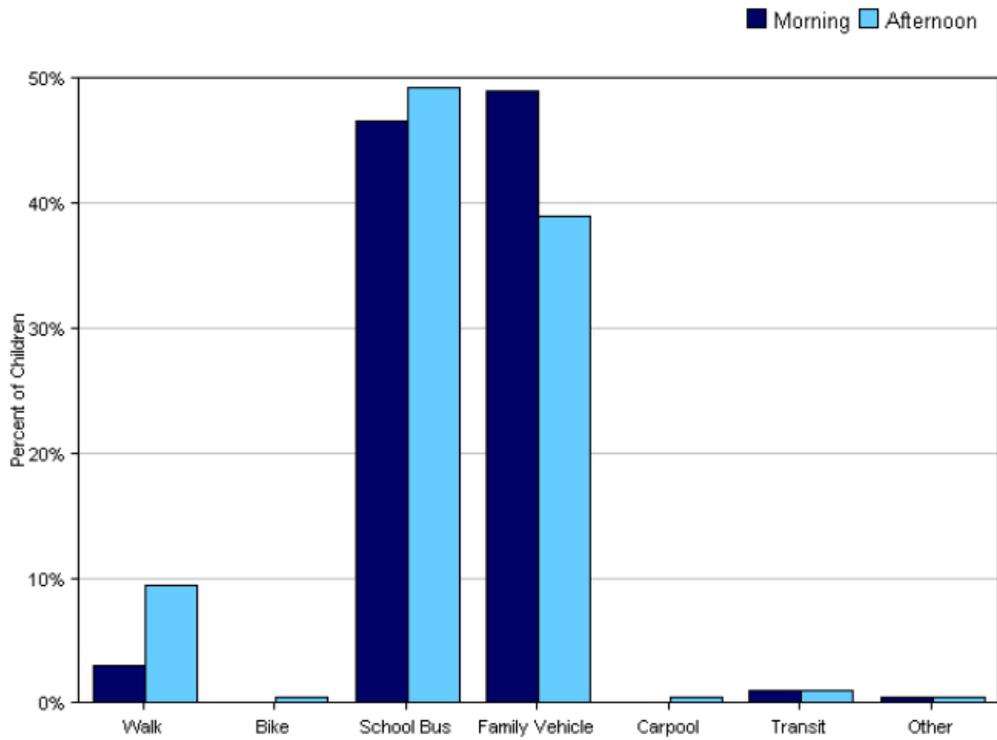


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	7	4%
1/4 mile up to 1/2 mile	11	6%
1/2 mile up to 1 mile	5	3%
1 mile up to 2 miles	18	9%
More than 2 miles	153	79%

Don't know or No response: 10
 Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

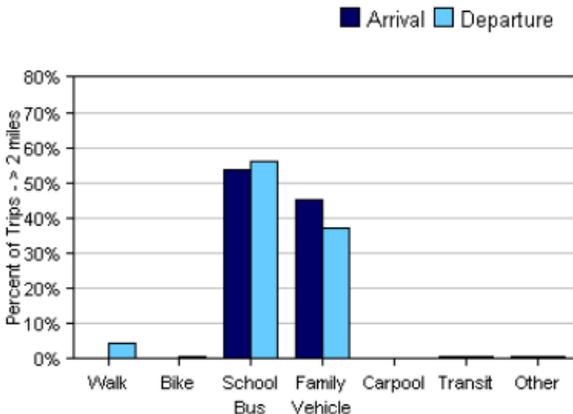
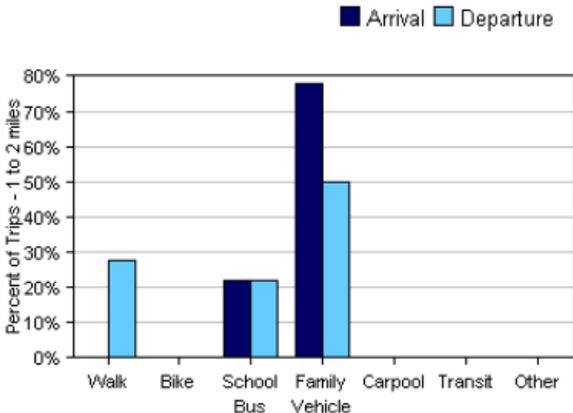
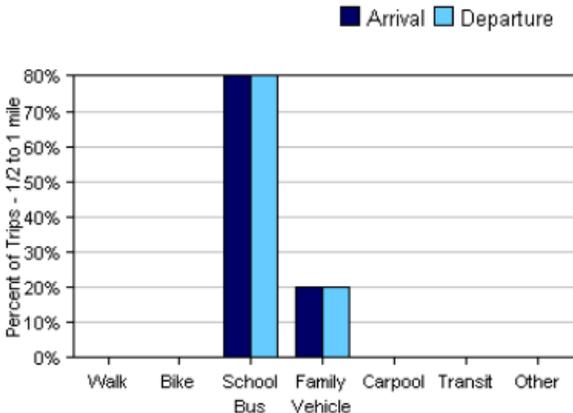
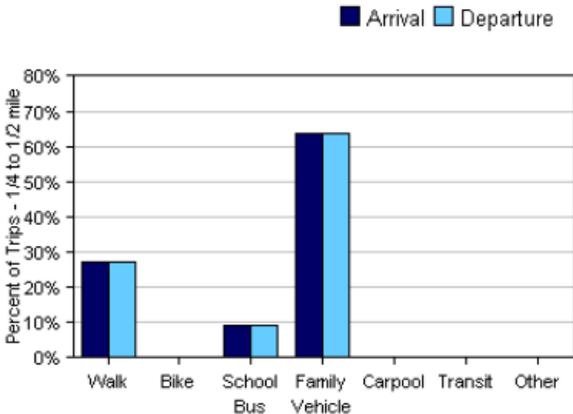
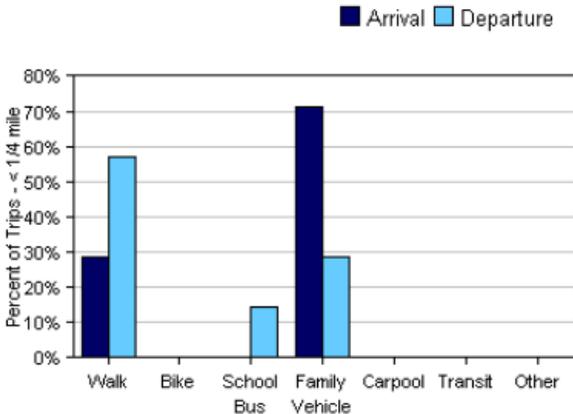
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	204	3%	0%	47%	49%	0%	1.0%	0.5%
Afternoon	203	9%	0.5%	49%	39%	0.5%	1.0%	0.5%

No Response Morning: 0

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	7	29%	0%	0%	71%	0%	0%	0%
1/4 mile up to 1/2 mile	11	27%	0%	9%	64%	0%	0%	0%
1/2 mile up to 1 mile	5	0%	0%	80%	20%	0%	0%	0%
1 mile up to 2 miles	18	0%	0%	22%	78%	0%	0%	0%
More than 2 miles	153	0%	0%	54%	45%	0%	1%	1%

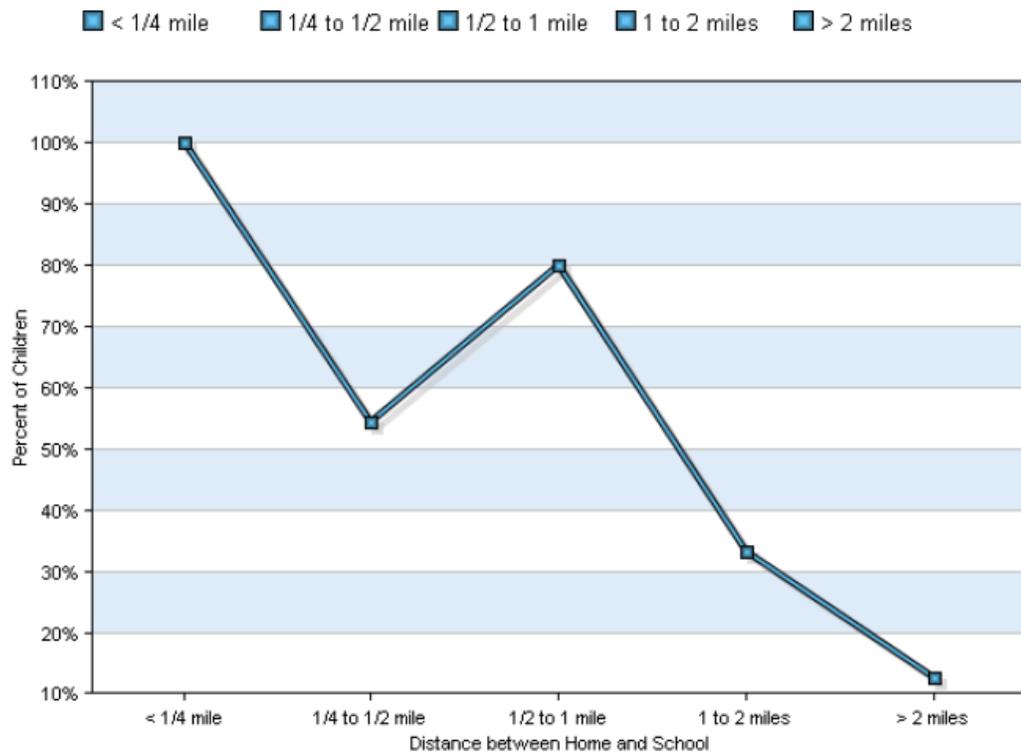
Don't know or No response: 10
 Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	7	57%	0%	14%	29%	0%	0%	0%
1/4 mile up to 1/2 mile	11	27%	0%	9%	64%	0%	0%	0%
1/2 mile up to 1 mile	5	0%	0%	80%	20%	0%	0%	0%
1 mile up to 2 miles	18	28%	0%	22%	50%	0%	0%	0%
More than 2 miles	153	5%	1%	56%	37%	0%	1%	1%

Don't know or No response: 10
 Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

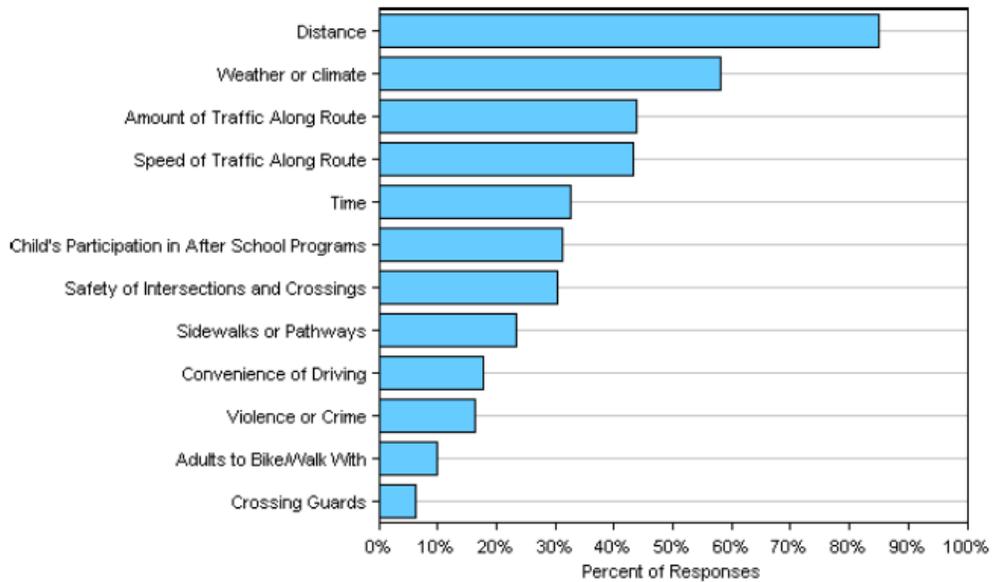


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

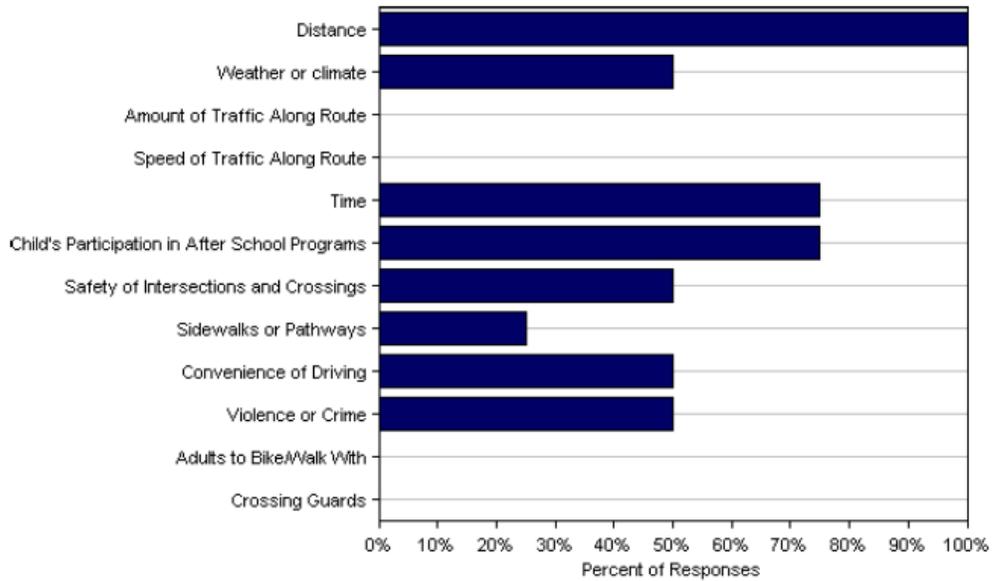
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	41	100%	55%	80%	33%	13%
No	149	0%	45%	20%	67%	87%

Don't know or No response: 14
 Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

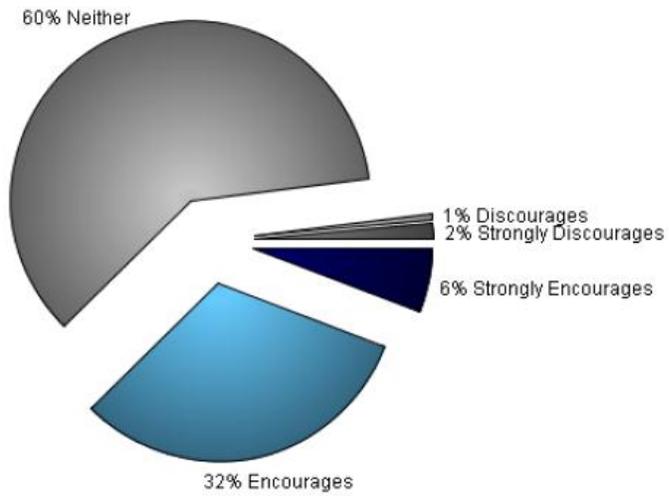
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	85%	100%
Weather or climate	58%	50%
Amount of Traffic Along Route	44%	0%
Speed of Traffic Along Route	43%	0%
Time	33%	75%
Child's Participation in After School Programs	31%	75%
Safety of Intersections and Crossings	30%	50%
Sidewalks or Pathways	23%	25%
Convenience of Driving	18%	50%
Violence or Crime	16%	50%
Adults to Bike/Walk With	10%	0%
Crossing Guards	6%	0%
Number of Respondents per Category	141	4

No response: 59

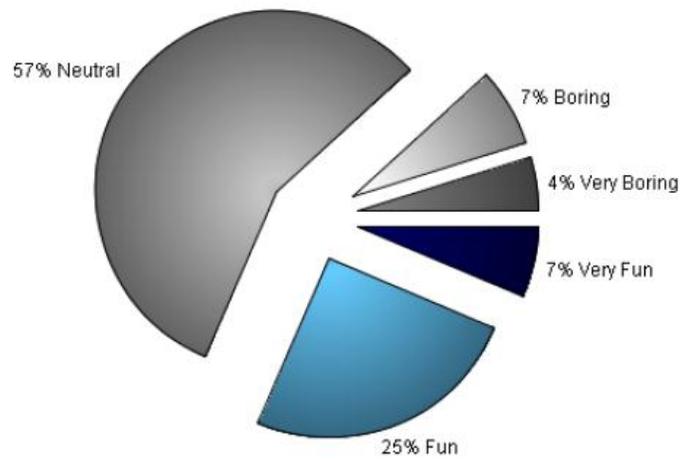
Note:

- Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
- Each column may sum to > 100% because respondent could select more than issue
- The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

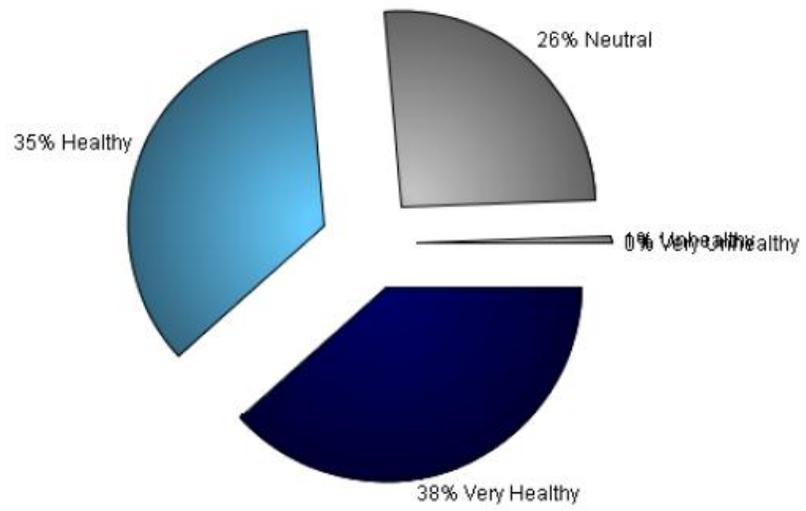
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
944983	We live 12 miles out of town, she would have to bike along Hwy 34 (there isn't a shoulder) and it is busy.
944987	We live 12 miles from school it is not an option. If it was the roads are very dangerous in Ottertail County for walkers or bikers.
947169	We live 7 miles out of town biking would not be an option to our home.
947172	We live 16 miles out of town.
947334	Parents fear strangers
947338	My kids all stay after school and walk to their activities then after that I drive them home.
947345	My child stays after and does gymnastics 4-5 times/week then she rides home
947353	This is my third survey. One "family" survey would have been nice.
947379	My daughter lives in the country
947410	I would be strongly for kids from out of town riding bikes to school if safer routes were provided
944970	This student already walks to school most days: People drive way too fast, crossing guards would be great by ALL schools. (son has just about been hit many times)
947179	Need more biking/walking paths
947191	We live 10 miles out of town. We love biking and running but too far and MN weather not dependable.
947303	We live 8 miles out of town. This is pointless for us.
947321	We would love for our kids to bike-but the traffic and safety is the biggest issue. Also I wish more encouragement of bike helmets, we try but!!
947406	Moved but if I lived in town i wouldn't mind it. Perham also has a big business town that allows a lot of nonresident semi drivers in town.
947438	I wish their were a group of kids that could walk together from this side of the tracks that could meet and walk together everyday to and from school.
947704	Child would like to walk to the PACC answered according to that - home is too far
947258	Please consider a bike/walking path on 440th St. aka mosquito heights RD Perham, MN
947283	We live 10+ miles from school so biking is not an option. I do think biking is good but our distance limits us.
947289	13 miles away
947318	None of this pertains to us- we live approx. 17 miles from Perham to the schools.
947336	We live 30 min from school!
947397	None of this pertains to us- we live approx 17 miles from Perham to the schools
947415	My children live in Ottertail so they ride the bus.
947423	Have too much to carry to ride bike, musical instruments etc.
947696	We live in a separate town (vergas) 16 miles from school. If we lived in town we would allow our child to walk up to 6 blocks to/from school daily unless inclement weather
944966	Have too much to carry to ride bike, musical instruments etc.
944968	Walks after school to another facility
945337	School is too far to walk

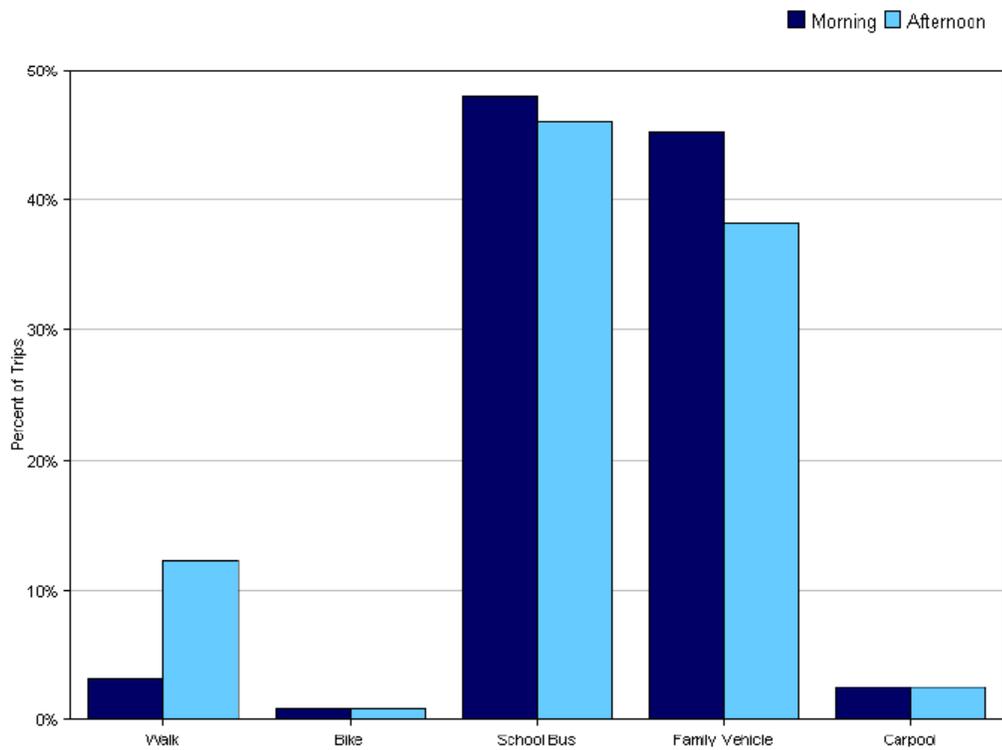
947285	If we move he will be walking home after school in good weather
947344	Too far
944982	Walks to the PACC after school - Live too far away otherwise
947292	We live in the country. It is not an option to walk or ride bike
947306	We live in the country so most of these questions don't apply to our family.
947416	We live 12 miles from town on a busy hwy
947180	We live 12 miles from town on a busy hwy
947300	We live far from school so walking or biking is not an option for my kids
947357	We live on a very busy and dangerous road for walking or riding bikes- the road is too narrow and the traffic is to fast/high volumes rush hour etc. -unless road 78 was widened
947358	Bus safety improvement.
947687	We live 20 miles from school
947411	This survey only for kids who live in town.
945341	We live in the country. Walks to boys and girls club after school.
947314	We live in the country walking doesn't apply at this time.
947381	We live in Vergas that is why our boys don't walk or bike to school/ They either ride the bus or get a ride. Thank you
947447	We live 16 miles from town and even if there was a bike route that was available it is too far.
947690	We live too far from school to even consider letting the kids walk or bike to school
947691	We live in vergas, that is why our boys don't walk or ride the bus to school. They either ride the bus or get a ride. Thank you

Tally Report Summary

Program Name:	Perham SRTS	Month and Year Collected:	November 2012
School Name:	Prairie Wind Middle School	Set ID:	11059
School Enrollment:	418	Date Report Generated:	04/25/2013
Enrollment within Grades Targeted by SRTS Program:	418	Number of Classrooms Included in Report:	20
Number of Classrooms in School:	20		

This report contains information from parents about their children's 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.

Morning and Afternoon Travel Mode Comparison

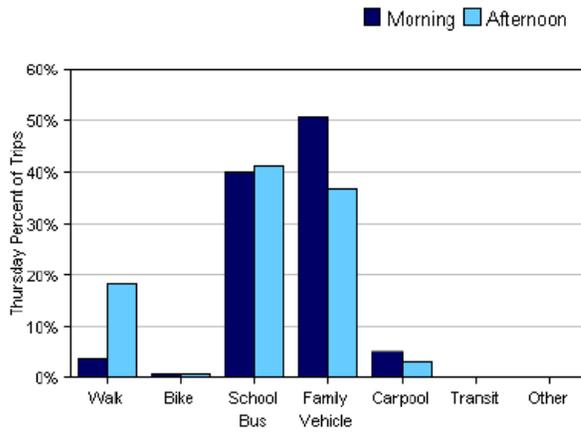
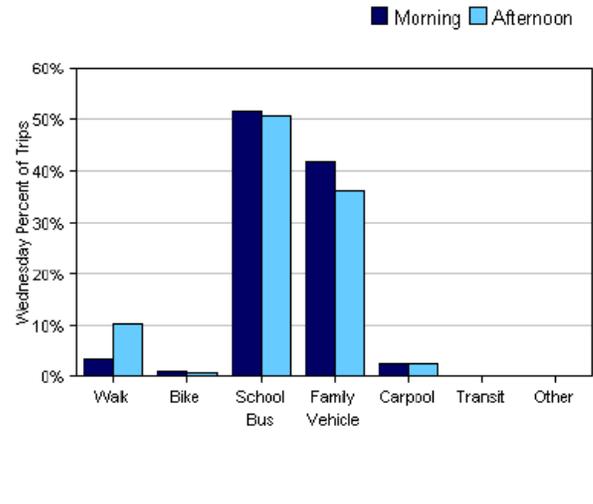
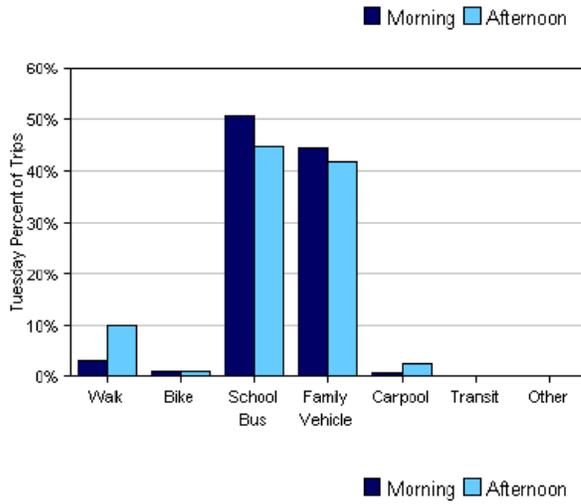


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	899	3%	0.9%	48%	45%	3%	0%	0%
Afternoon	983	12%	0.8%	46%	38%	3%	0%	0%

Percentages may not total 100% due to rounding.

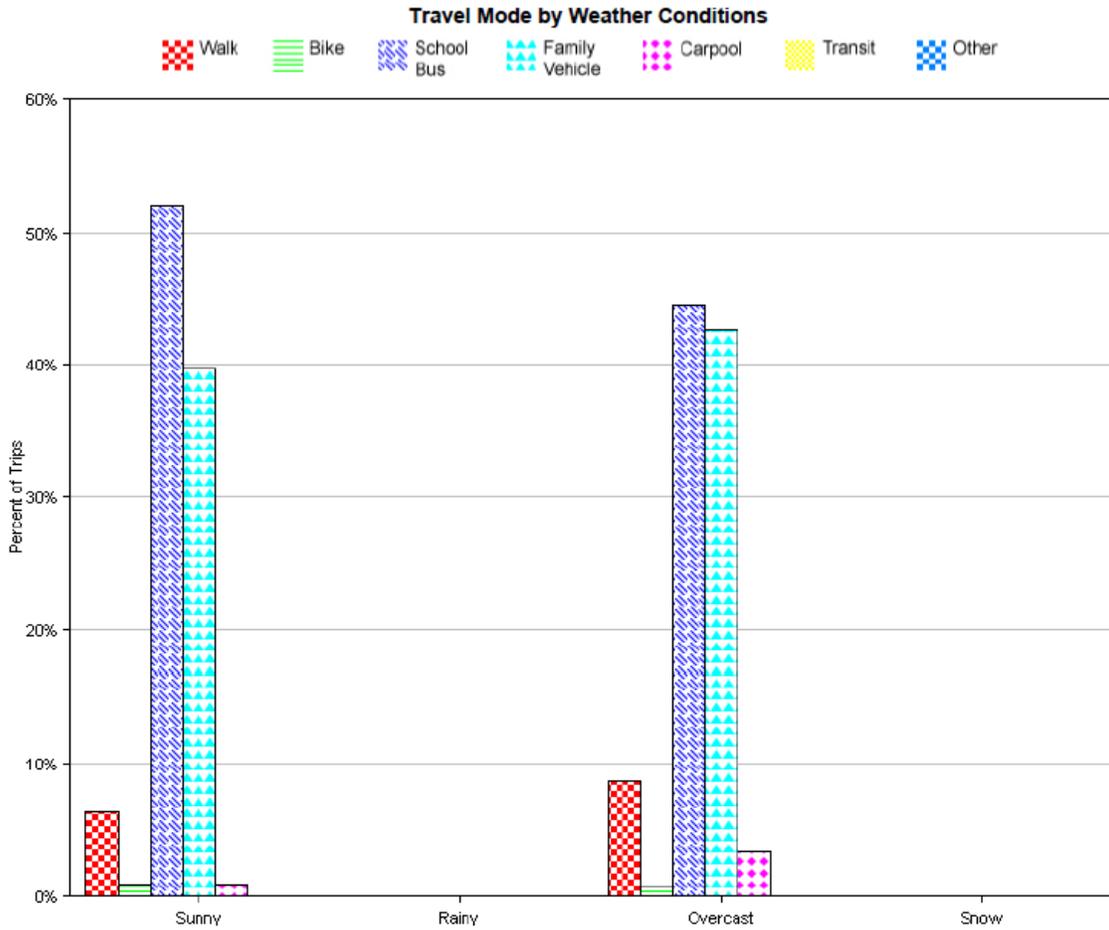
Morning and Afternoon Travel Mode Comparison by Day



Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	311	3%	1.0%	51%	45%	0.6%	0%	0%
Tuesday PM	340	10%	0.9%	45%	42%	2%	0%	0%
Wednesday AM	335	3%	0.9%	52%	42%	2%	0%	0%
Wednesday PM	378	10%	0.8%	51%	36%	2%	0%	0%
Thursday AM	253	4%	0.8%	40%	51%	5%	0%	0%
Thursday PM	265	18%	0.8%	41%	37%	3%	0%	0%

Percentages may not total 100% due to rounding.



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	625	6%	1.0%	52%	40%	1.0%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	1257	9%	0.8%	45%	43%	3%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Attachment F

Parent Survey & Student Tally

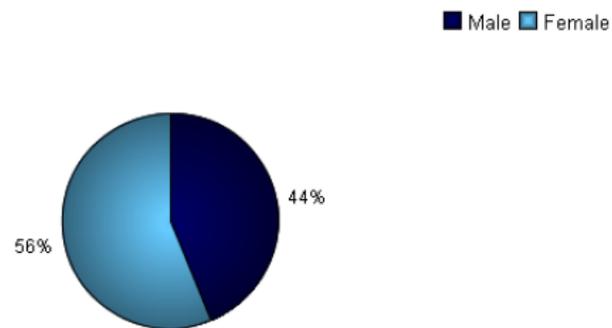
ST. HENRY'S SCHOOL

Parent Survey Summary

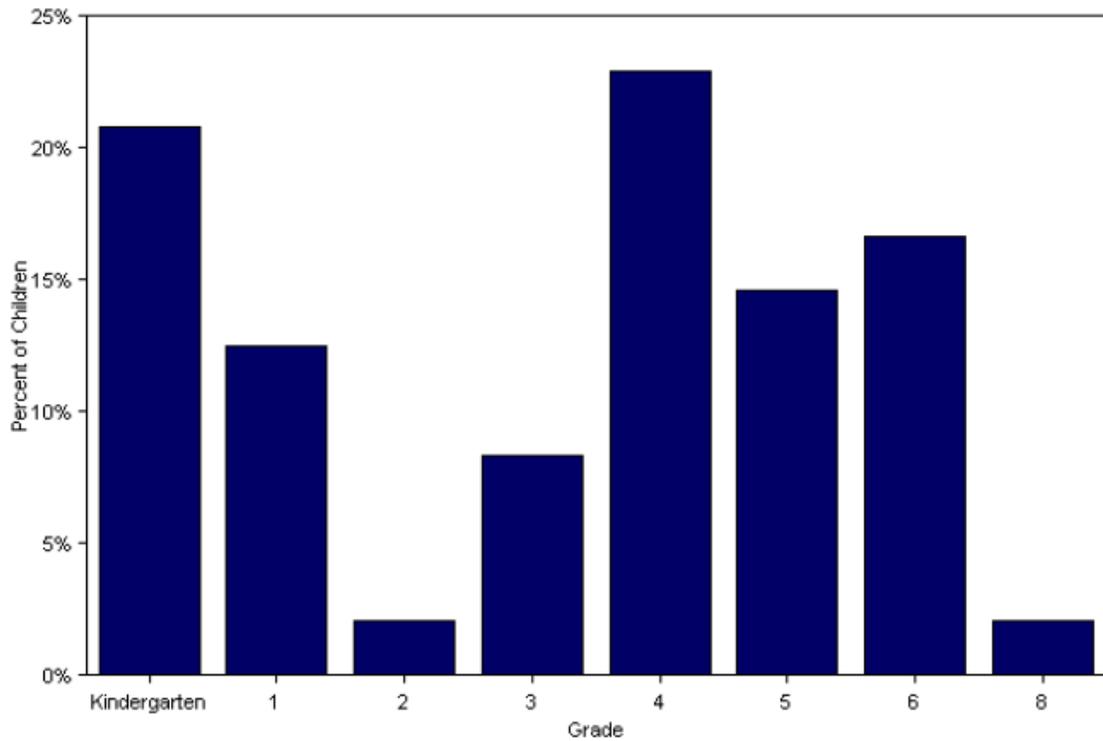
Program Name:	Perham SRTS	Month and Year Collected:	October 2012
School Name:	St. Henry's Area School	Set ID:	8708
School Enrollment:	95	Date Report Generated:	04/25/2013
Enrollment within Grades Targeted by SRTS Program:	95	Number of Questionnaires Analyzed for Report:	50
Number of Questionnaires Distributed:	70		

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey

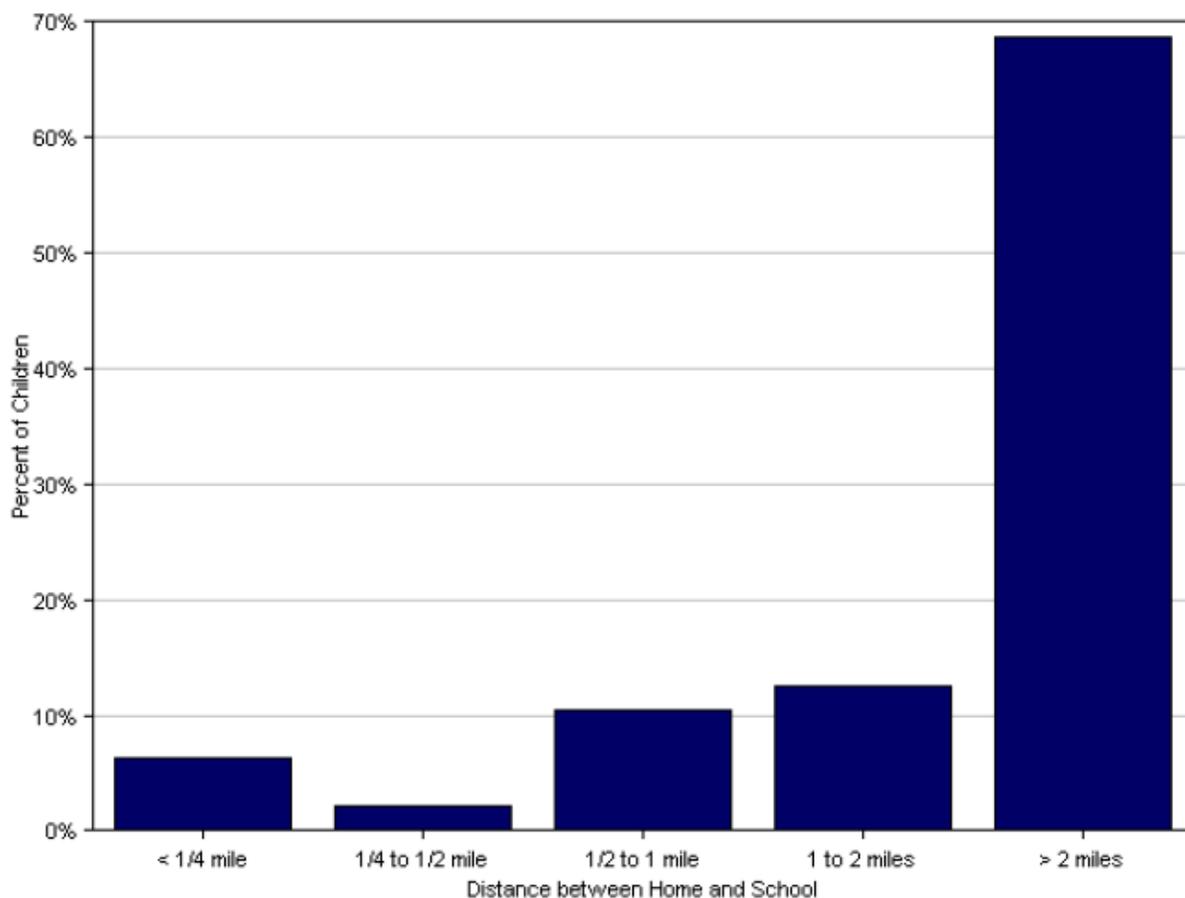


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	10	21%
1	6	13%
2	1	2%
3	4	8%
4	11	23%
5	7	15%
6	8	17%
8	1	2%

No response: 0
 Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



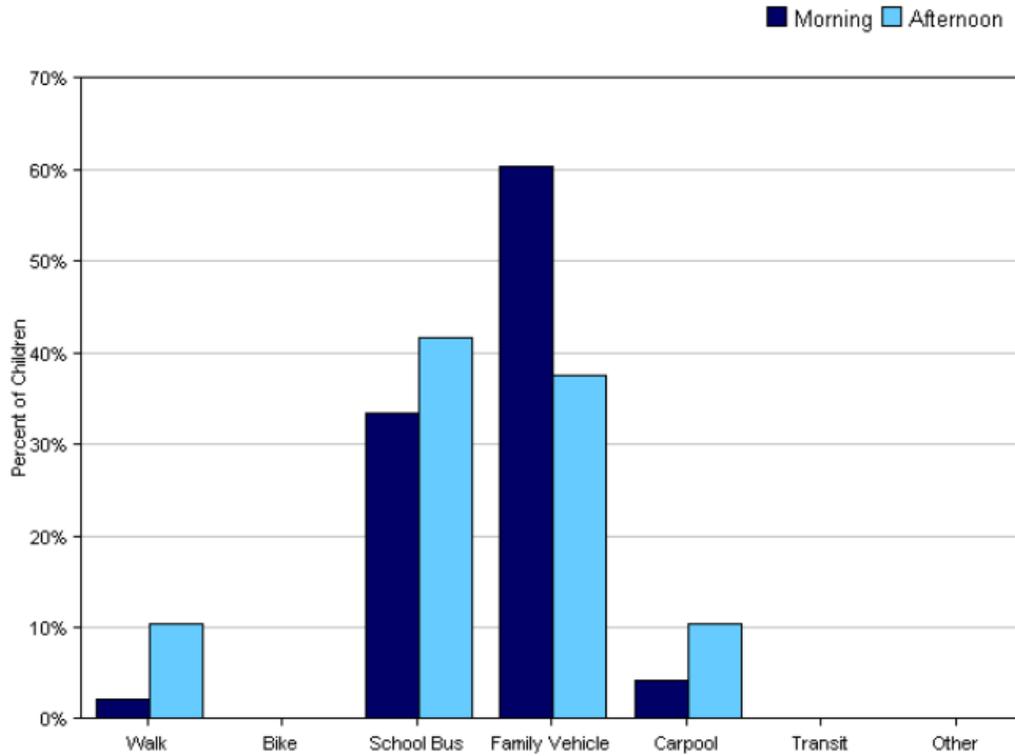
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	3	6%
1/4 mile up to 1/2 mile	1	2%
1/2 mile up to 1 mile	5	10%
1 mile up to 2 miles	6	13%
More than 2 miles	33	69%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

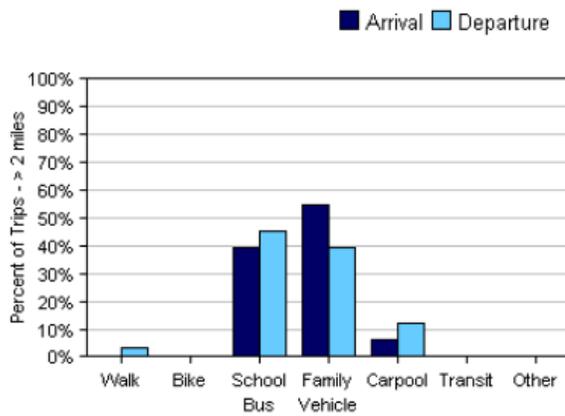
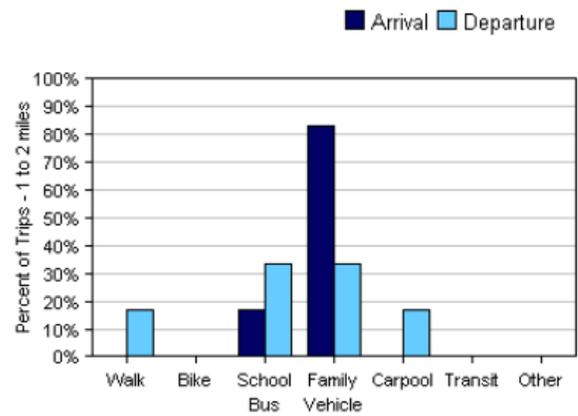
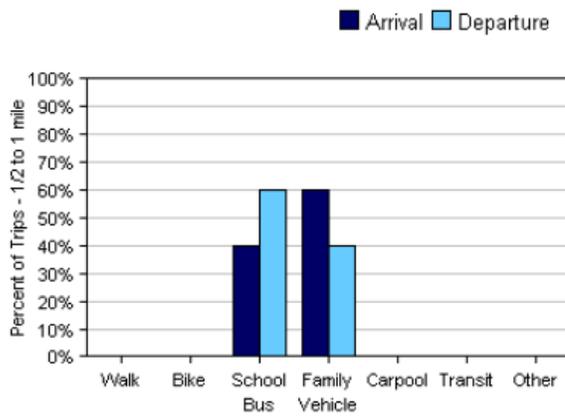
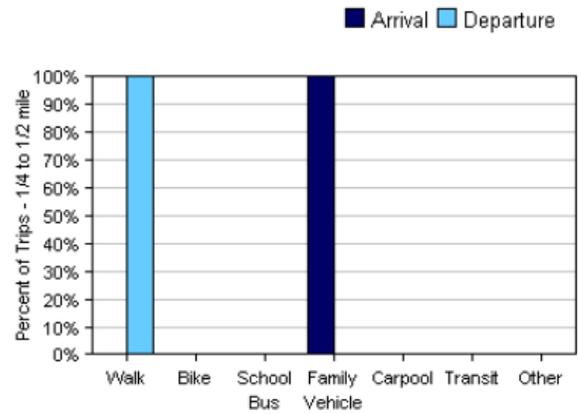
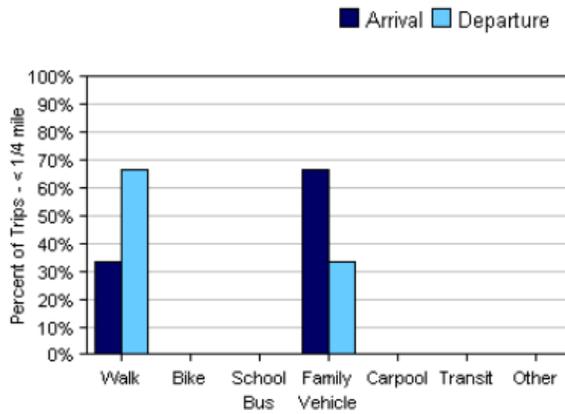
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	48	2%	0%	33%	60%	4%	0%	0%
Afternoon	48	10%	0%	42%	38%	10%	0%	0%

No Response Morning: 2

No Response Afternoon: 2

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	3	33%	0%	0%	67%	0%	0%	0%
1/4 mile up to 1/2 mile	1	0%	0%	0%	100%	0%	0%	0%
1/2 mile up to 1 mile	5	0%	0%	40%	60%	0%	0%	0%
1 mile up to 2 miles	6	0%	0%	17%	83%	0%	0%	0%
More than 2 miles	33	0%	0%	39%	55%	6%	0%	0%

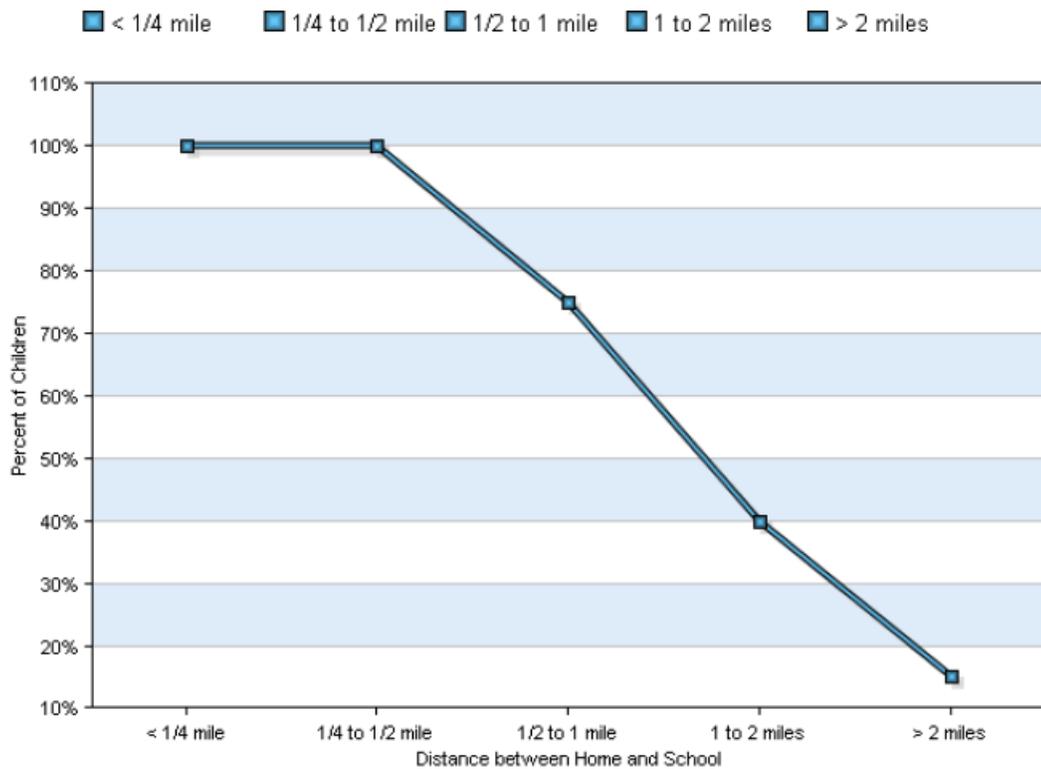
Don't know or No response: 2
 Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	3	67%	0%	0%	33%	0%	0%	0%
1/4 mile up to 1/2 mile	1	100%	0%	0%	0%	0%	0%	0%
1/2 mile up to 1 mile	5	0%	0%	60%	40%	0%	0%	0%
1 mile up to 2 miles	6	17%	0%	33%	33%	17%	0%	0%
More than 2 miles	33	3%	0%	45%	39%	12%	0%	0%

Don't know or No response: 2
 Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

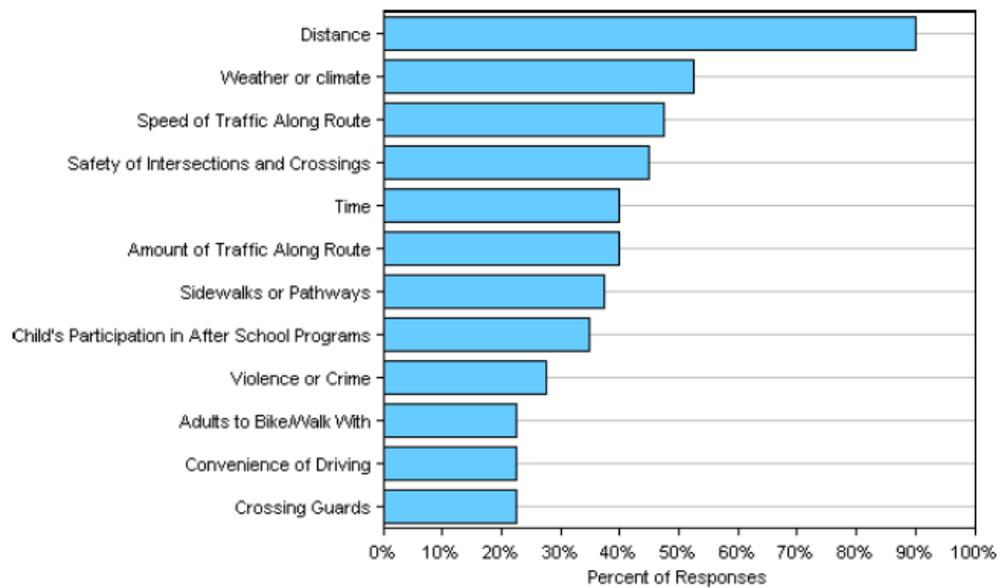


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

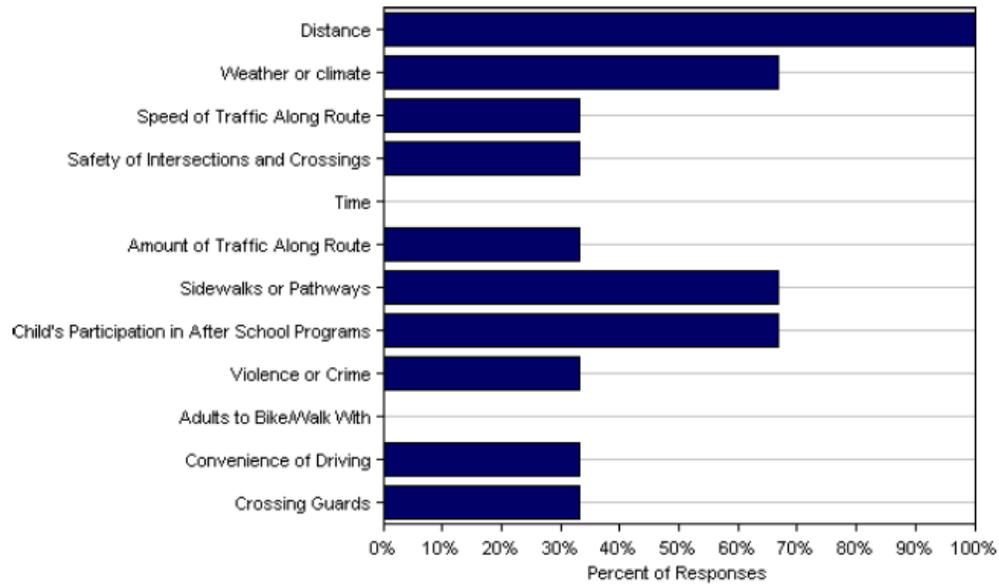
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	14	100%	100%	75%	40%	15%
No	32	0%	0%	25%	60%	85%

Don't know or No response: 4
 Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	90%	100%
Weather or climate	53%	67%
Speed of Traffic Along Route	48%	33%
Safety of Intersections and Crossings	45%	33%
Time	40%	0%
Amount of Traffic Along Route	40%	33%
Sidewalks or Pathways	38%	67%
Child's Participation in After School Programs	35%	67%
Violence or Crime	28%	33%
Adults to Bike/Walk With	23%	0%
Convenience of Driving	23%	33%
Crossing Guards	23%	33%
Number of Respondents per Category	40	3

No response: 7

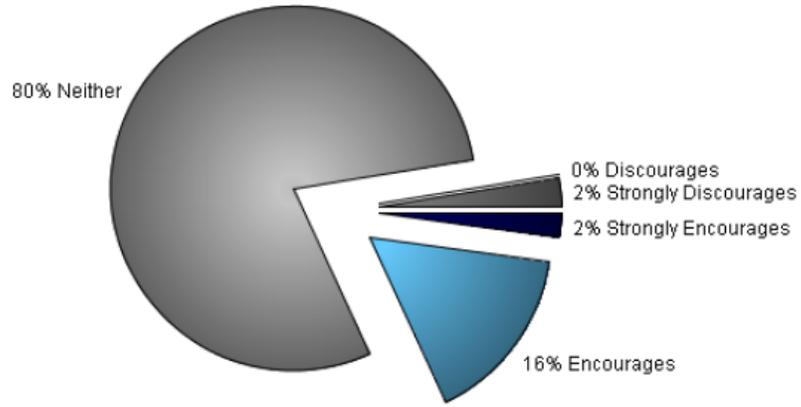
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

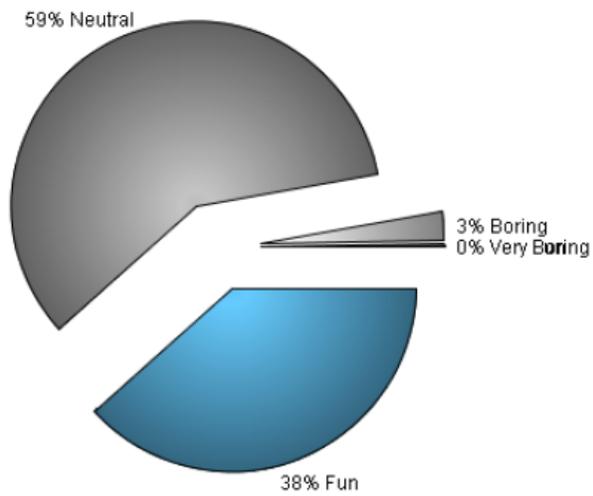
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

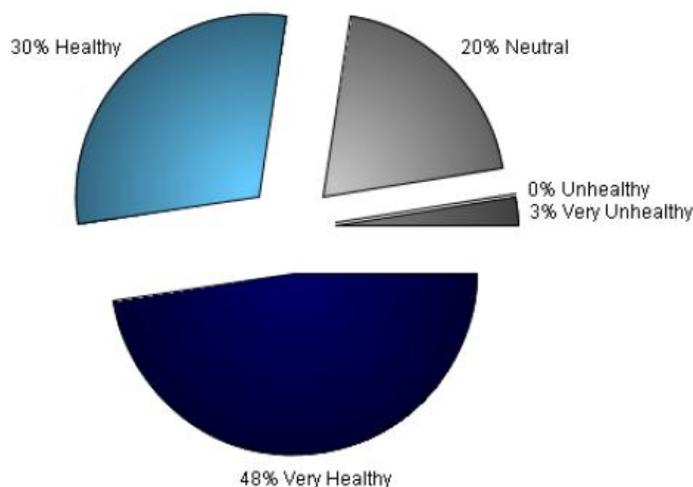
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

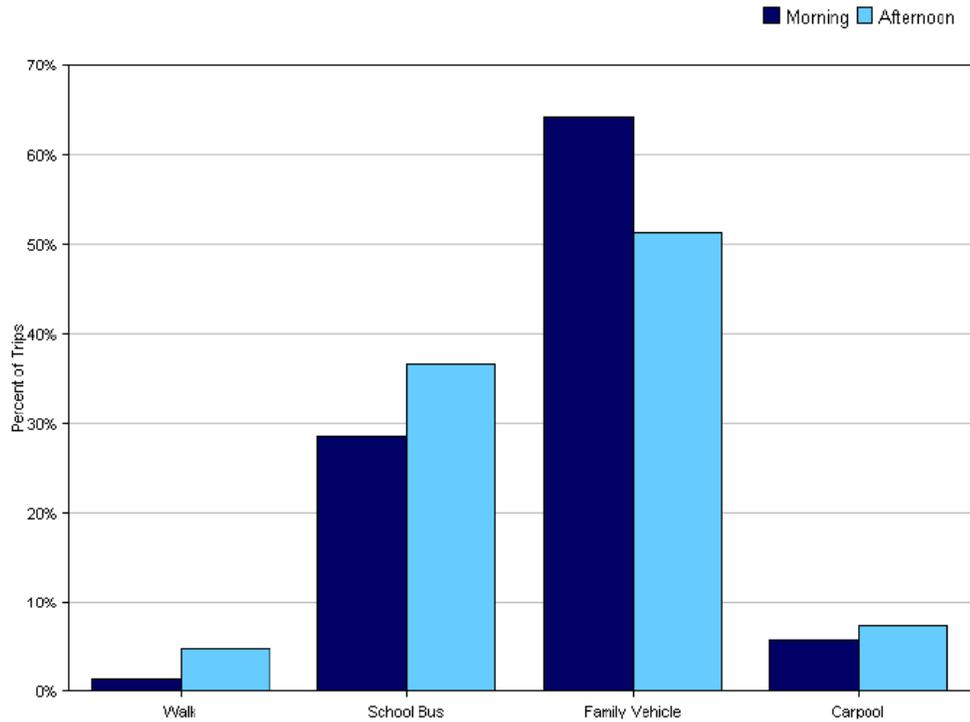
SurveyID	Comment
909071	My daughter walks to/from school with an adult because she is 5 years old and we don't think she's ready, but she asked for permission to go by herself. She would be allowed if there would be adults watching.
909075	Safety along the HWY is a huge concern for me because there isn't adequate space for biking/walking (especially over the overpass)
909103	We need safer routes for summer months too, permanent fixes, whether in ditches for city kids who live a short distance. Also so many texting drivers is an issue.
911727	We liked the walk to school day and would do that more often but would not want to shorten instructional time. A kids 1k would be fun to see in Perham. We live outside of town so walking after we get to town is a better option.
909047	We live too far out for our son to walk/bike to school but he walks to activities after school
909052	We live too far out of town for our children to walk to school but they are old enough now to walk to some activities in town after school
909041	If we lived in the town of perham, and lived one mile away from the school of around 1 mile, we would let our child walk, when she was a 6th grader.
911729	My child normally rides the bus however, she does walk to gymnastics and her sisters house.
909084	8 miles in country- drive or bus
917130	Encourage all types of exercise but need to be safe.
909095	We live 18 miles from Perham, busing is only option
917127	This is for kids living in town in my opinion
909055	10 miles is very difficult to bike in MN when it is dark so long. The kids would have to bike on a road with no shoulders.

Tally Report Summary

Program Name:	Perham SRTS	Month and Year Collected:	October 2012
School Name:	St. Henry's Area School	Set ID:	10376
School Enrollment:	0	Date Report Generated:	04/25/2013
Enrollment within Grades Targeted by SRTS Program:		Number of Classrooms Included in Report:	7
Number of Classrooms in School:	9		

This report contains information from parents about their children's 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.

Morning and Afternoon Travel Mode Comparison

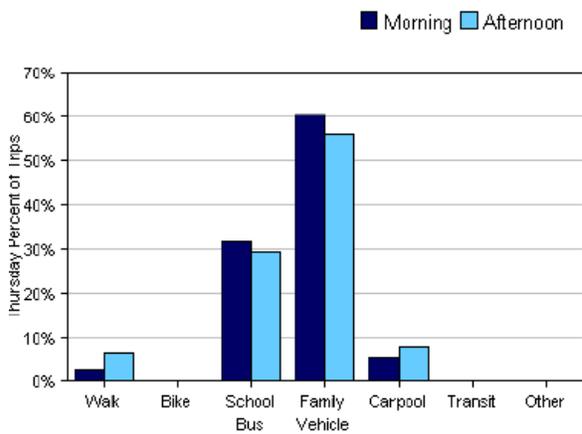
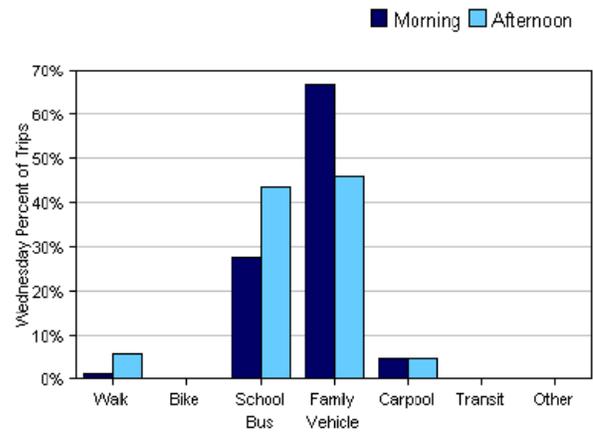
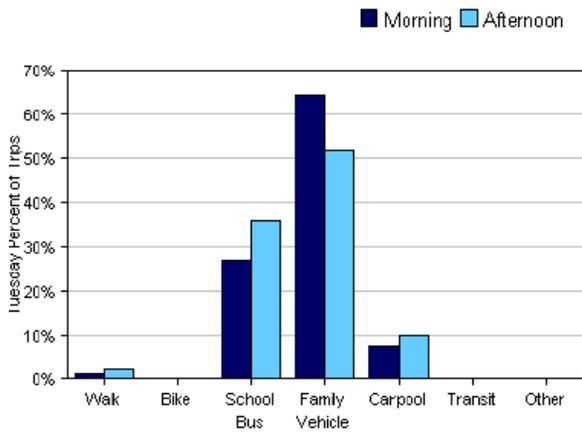


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	259	2%	0%	29%	64%	6%	0%	0%
Afternoon	256	5%	0%	37%	51%	7%	0%	0%

Percentages may not total 100% due to rounding.

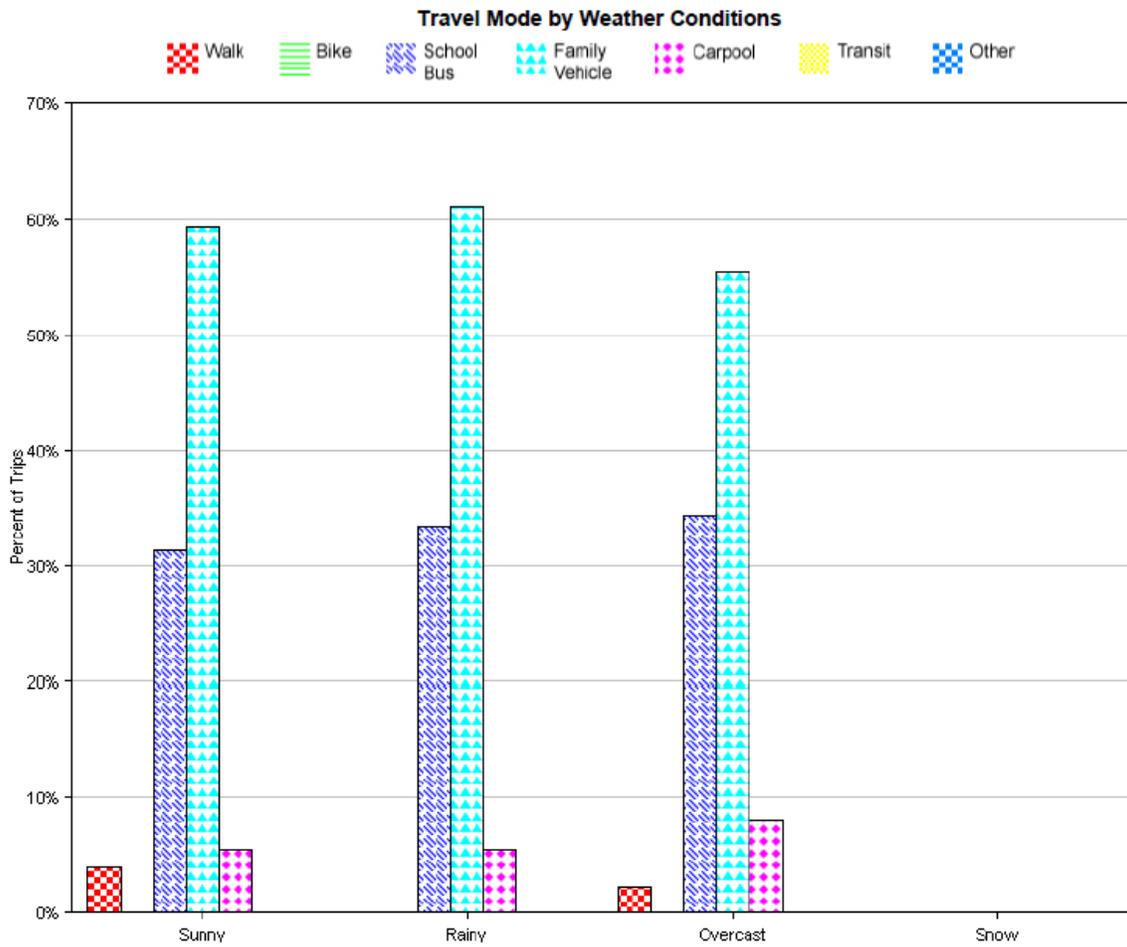
Morning and Afternoon Travel Mode Comparison by Day



Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	93	1%	0%	27%	65%	8%	0%	0%
Tuesday PM	92	2%	0%	36%	52%	10%	0%	0%
Wednesday AM	90	1%	0%	28%	67%	4%	0%	0%
Wednesday PM	89	6%	0%	44%	46%	4%	0%	0%
Thursday AM	76	3%	0%	32%	61%	5%	0%	0%
Thursday PM	75	7%	0%	29%	56%	8%	0%	0%

Percentages may not total 100% due to rounding.



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	275	4%	0%	31%	59%	5%	0%	0%
Rainy	18	0%	0%	33%	61%	6%	0%	0%
Overcast	222	2%	0%	34%	55%	8%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Attachment G

Parent Survey & Student Tally

ST. PAUL'S SCHOOL

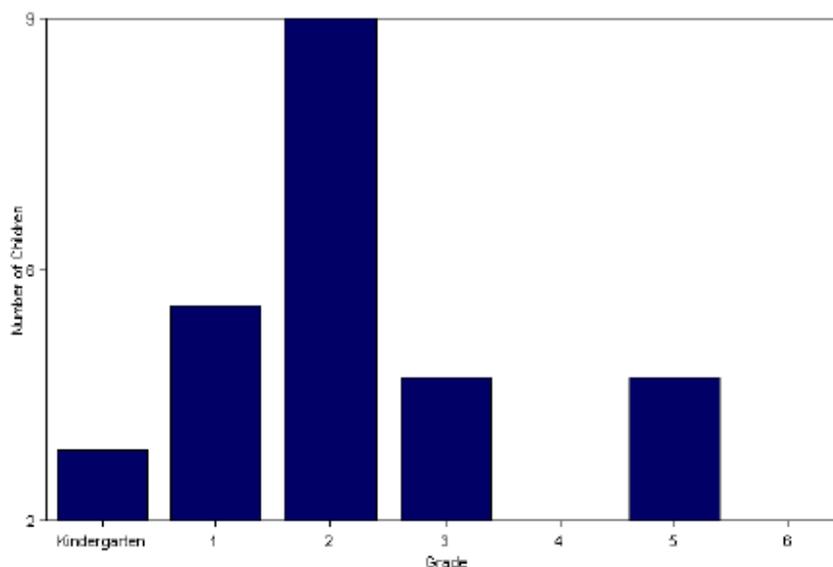
Parent Survey Summary

Program Name:	Perham SRTS	Month and Year Collected:	November 2012
School Name:	St. Paul's School	Set ID:	9028
School Enrollment:	85	Date Report Generated:	04/25/2013
Enrollment within Grades Targeted by SRTS Program:	85	Number of Questionnaires Analyzed for Report:	29
Number of Questionnaires Distributed:	85		

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

**Because less than 30 questionnaires are included in this report, each graph and table display counts rather than percentage information.

Grade levels of children represented in survey



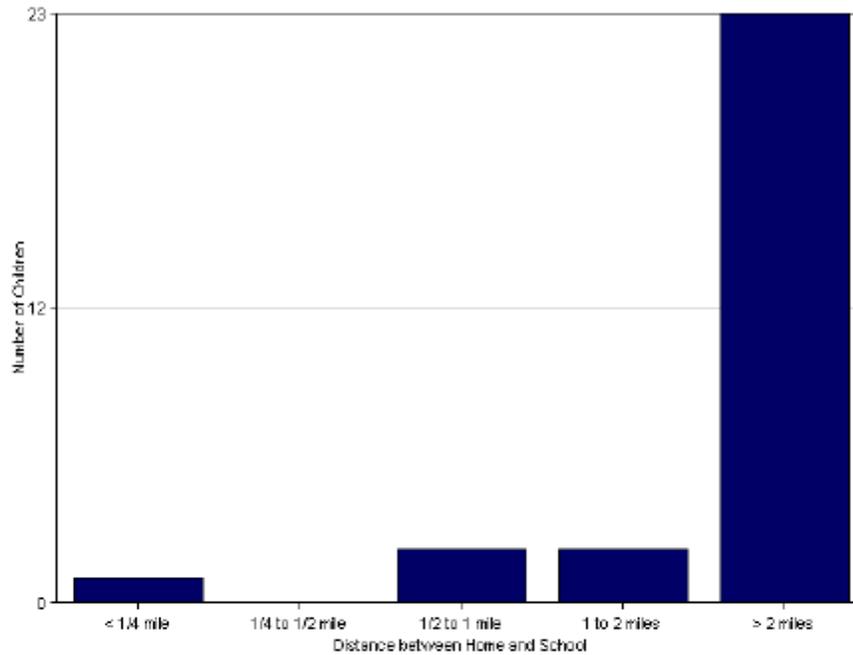
Grade levels of children represented in survey

Grade in School	Responses per grade
	Number
Kindergarten	3
1	5
2	9
3	4
4	2
5	4
6	2

No response: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Parent estimate of distance from child's home to school



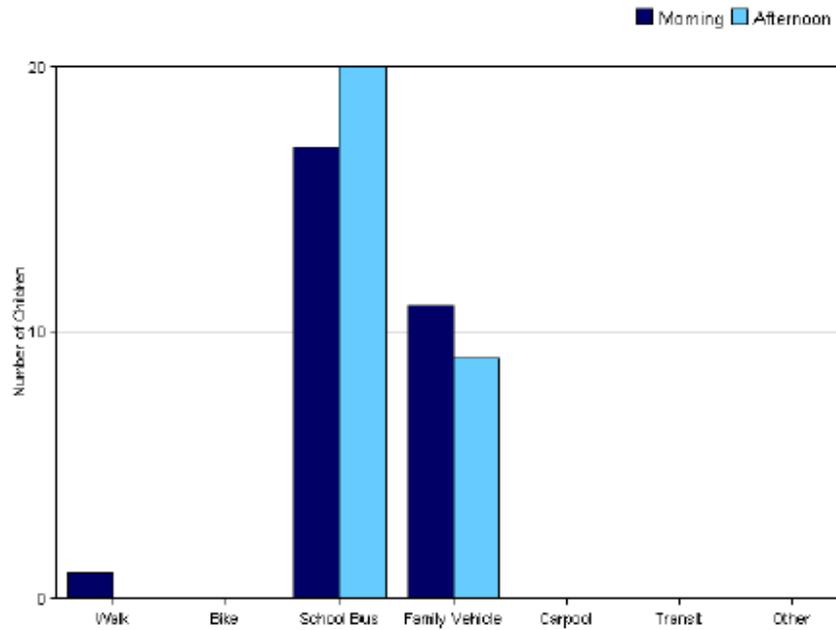
Parent estimate of distance from child's home to school

Distance between home and school	Number of children
Less than 1/4 mile	1
1/4 mile up to 1/2 mile	0
1/2 mile up to 1 mile	2
1 mile up to 2 miles	2
More than 2 miles	23

Don't know or No response: 1

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

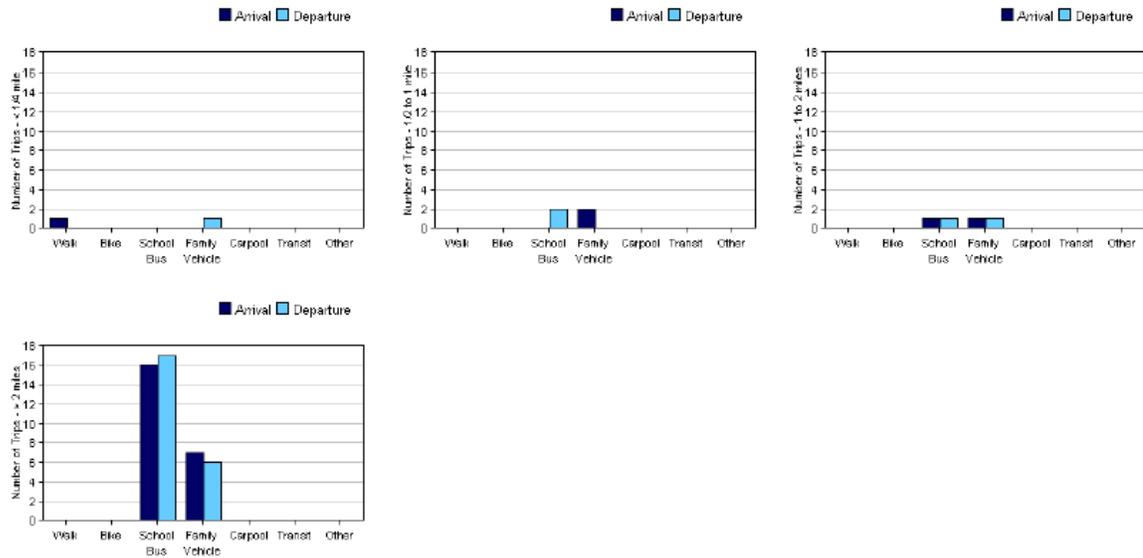
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	29	1	0	17	11	0	0	0
Afternoon	29	0	0	20	9	0	0	0

No Response Morning: 0

No Response Afternoon: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	1	1	0	0	0	0	0	0
1/4 mile up to 1/2 mile	0	0	0	0	0	0	0	0
1/2 mile up to 1 mile	2	0	0	0	2	0	0	0
1 mile up to 2 miles	2	0	0	1	1	0	0	0
More than 2 miles	23	0	0	16	7	0	0	0

Don't know or No response: 1

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	1	0	0	0	1	0	0	0
1/4 mile up to 1/2 mile	0	0	0	0	0	0	0	0
1/2 mile up to 1 mile	2	0	0	2	0	0	0	0
1 mile up to 2 miles	2	0	0	1	1	0	0	0
More than 2 miles	23	0	0	17	6	0	0	0

Don't know or No response: 1

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

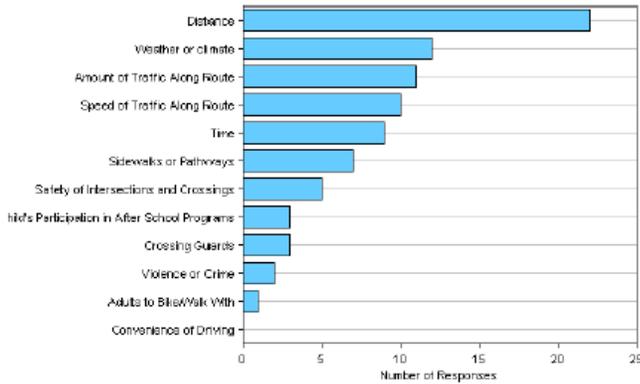
Number of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	8	1	0	2	0	5
No	20	0	0	0	2	18

Don't know or No response: 1

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	22	0
Weather or climate	12	0
Amount of Traffic Along Route	11	0
Speed of Traffic Along Route	10	0
Time	9	0
Sidewalks or Pathways	7	0
Safety of Intersections and Crossings	5	0
Child's Participation in After School Programs	3	0
Crossing Guards	3	0
Violence or Crime	2	0
Adults to Bike/Walk With	1	0
Convenience of Driving	0	0
Number of Respondents per Category	23	0

No response: 6

Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

Level of support	Number of children
Strongly Encourages	2
Encourages	14
Neither	12
Discourages	0
Strongly Discourages	0

Parents' opinions about how much fun walking and biking to/from school is for their child

Level of fun	Number of children
Very Fun	1
Fun	14
Neutral	11
Boring	1
Very Boring	0

Parents' opinions about how healthy walking and biking to/from school is for their child

How healthy	Number of children
Very Healthy	13
Healthy	12
Neutral	4
Unhealthy	0
Very Unhealthy	0

Comments Section

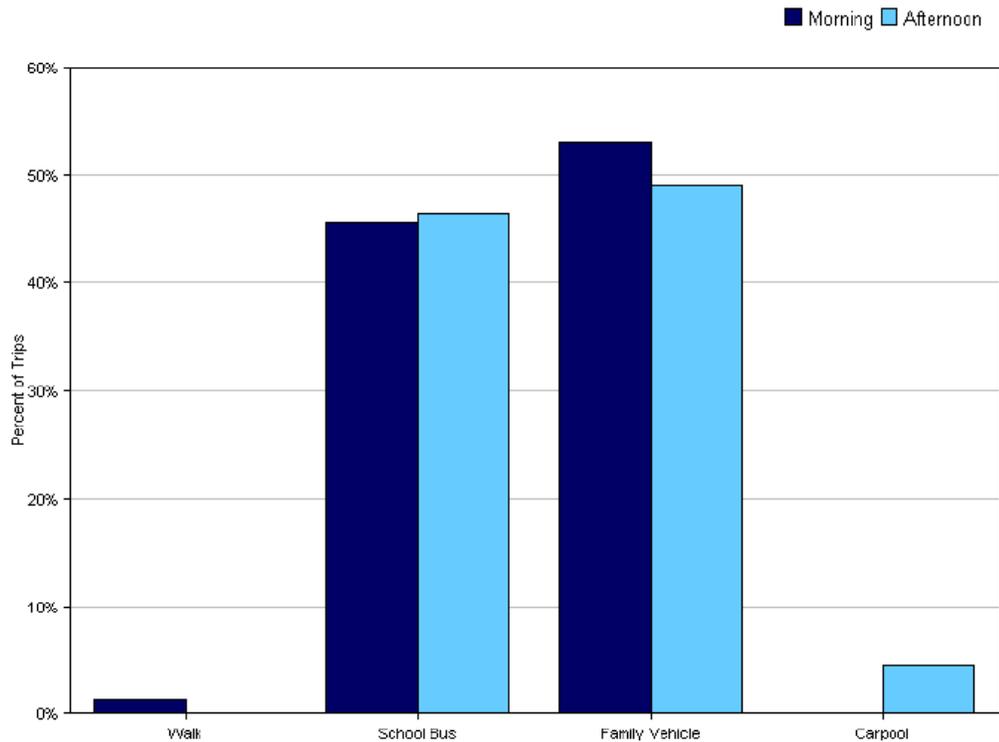
SurveyID	Comment
937153	These questions don't really apply to us b/c we live 9 miles out of town
942556	We live too far from school for walking and biking to/from school to ever be an option.
937150	Too far
942552	10 miles out of town
942561	Simply we live 7 miles from town walking/biking to school is just not an option
942568	My children would have to cross railroad tracks and 3 main/ heavy traffic on road
937147	My Children have to cross railroad tracks and 3 main roads with high traffic volumes
937156	This doesn't apply to us
942553	We live too far from school to have her walk or ride bike.

Tally Report Summary

Program Name:	Perham SRTS	Month and Year Collected:	October 2012
School Name:	St. Paul's School	Set ID:	10674
School Enrollment:	91	Date Report Generated:	04/25/2013
Enrollment within Grades Targeted by SRTS Program:	91	Number of Classrooms Included in Report:	6
Number of Classrooms in School:	7		

This report contains information from parents about their children's 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.

Morning and Afternoon Travel Mode Comparison

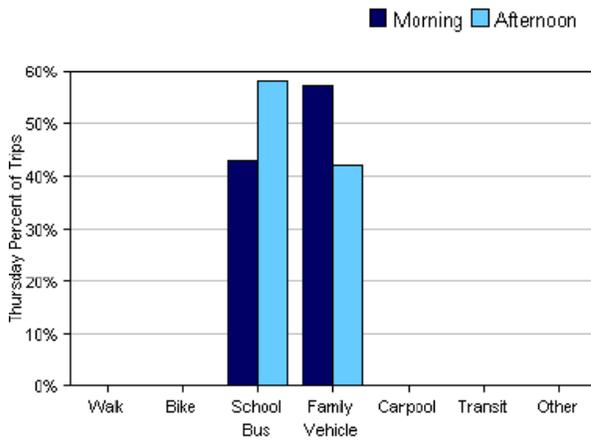
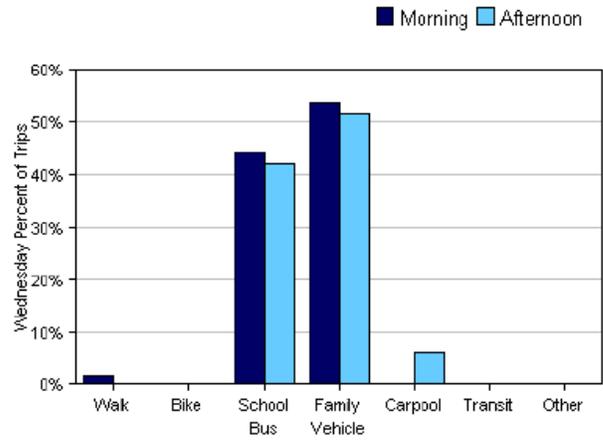
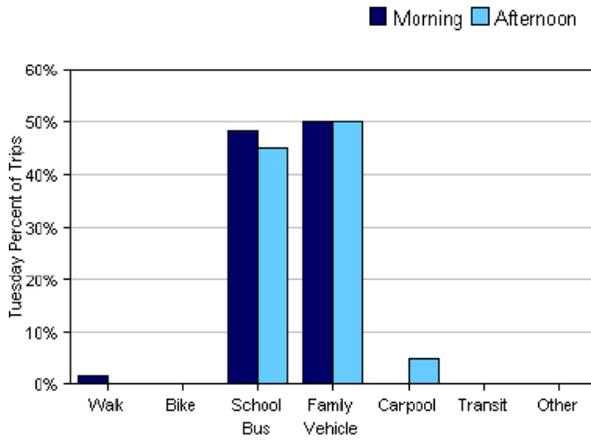


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	160	1%	0%	46%	53%	0%	0%	0%
Afternoon	157	0%	0%	46%	49%	4%	0%	0%

Percentages may not total 100% due to rounding.

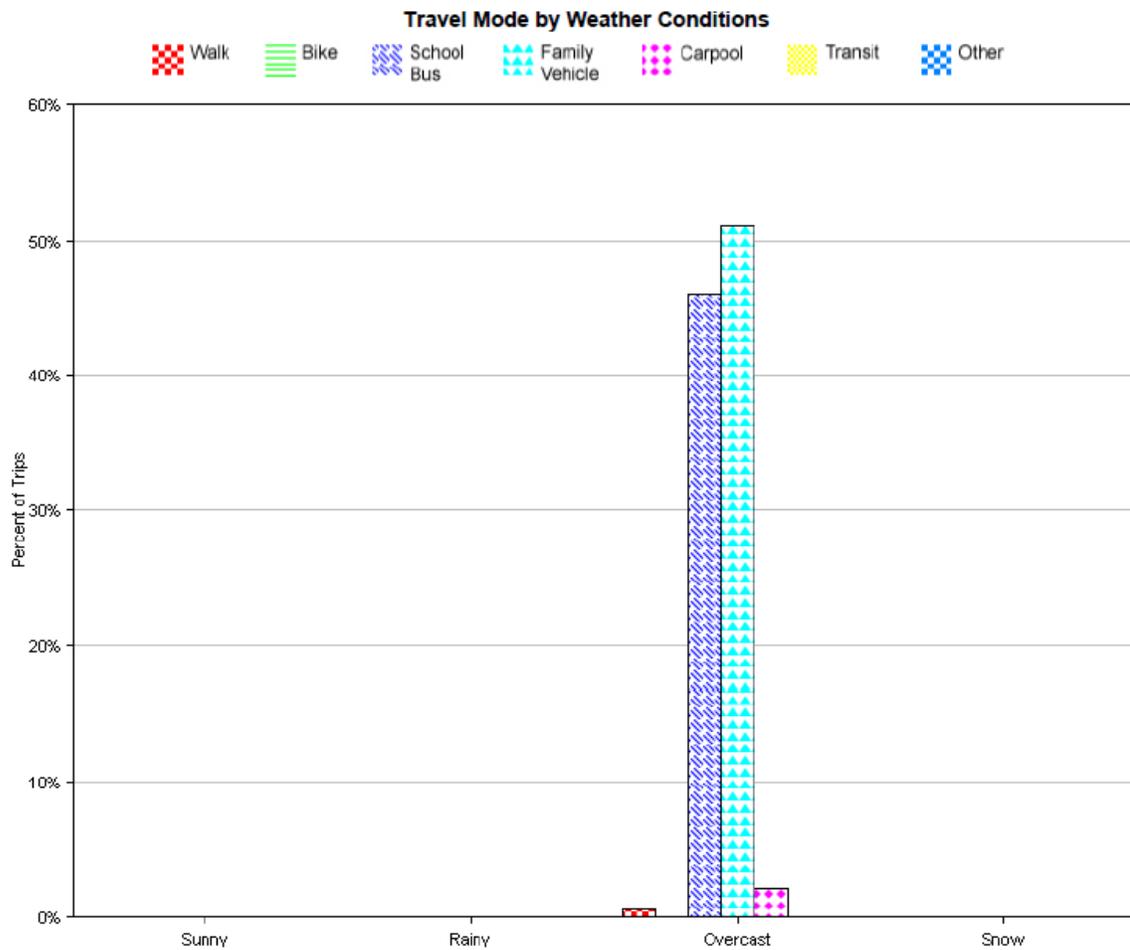
Morning and Afternoon Travel Mode Comparison by Day



Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	62	2%	0%	48%	50%	0%	0%	0%
Tuesday PM	62	0%	0%	45%	50%	5%	0%	0%
Wednesday AM	63	2%	0%	44%	54%	0%	0%	0%
Wednesday PM	64	0%	0%	42%	52%	6%	0%	0%
Thursday AM	35	0%	0%	43%	57%	0%	0%	0%
Thursday PM	31	0%	0%	58%	42%	0%	0%	0%

Percentages may not total 100% due to rounding.



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	0	0%	0%	0%	0%	0%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	317	0.6%	0%	46%	51%	2%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Attachment H

SRTS OCTOBER

2010 Report

5th Grade Only

Safe Routes to School

Survey Results of Students in Perham, Minnesota



North Dakota State Data Center at North Dakota State University,
an Equal Opportunity Institution

October 2010

<http://www.ndsu.edu/sdc/publications/research.htm>

PREFACE

The Safe Routes to School study is part of the Becker, Clay, Otter Tail, and Wilkin County Statewide Health Improvement Program (SHIP) initiative. The research findings presented in this report will give city leaders, policy makers, and school administrators in Perham, Minnesota, insight into student perceptions regarding safe routes to school and barriers that prevent students from walking or bicycling to and from school.

For more information about SHIP, please go to: <http://www.health.state.mn.us/healthreform/ship/>.

ACKNOWLEDGMENTS

Funding for the Safe Routes to School study was provided through the Statewide Health Improvement Program (SHIP) grant through the Minnesota Department of Health as part of the 2008 Health Care Reform Legislation in Minnesota.

We wish to acknowledge the contributions of the following individuals.

School District Representatives:

Tamara Uselman, Superintendent, Perham – Dent School District
Scott Bjerke, Principal, Prairie Wind Middle School
Eryn Moser, 5th Grade Teacher
Kelly Collette, 5th Grade Teacher
Rex Kingsbury, 5th Grade Teacher
Dan Christensen, 5th Grade Teacher
Sue Seip, School Nurse

SHIP Staff:

Karen Nitzkowski, Community Organizer

Report Contributors

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Briana Wilhelmi
Dr. Richard Rathge, Director

October 2010



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Things that would help to walk or ride a bicycle more often	11
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EXECUTIVE SUMMARY

The Safe Routes to School Study surveyed all 5th graders at Prairie Wind Middle School in Perham, Minnesota, in May 2010. The goal of the study is to gain insight into the challenges and opportunities for enhancing exercise among school-aged children by walking and bicycling to school and the barriers that may be preventing them from walking and bicycling more often.

The vast majority of students said they get to and from school by motorized vehicle (i.e., bus or car). In an average week, 89 percent of students do not walk or ride a bicycle to school. However, one-third of students would prefer to bicycle to and from school.

Several barriers prevent students from walking or riding their bicycle to and from school. The top concern among students was distance – too far from school (71 percent). Other concerns include the weather being too cold in winter, icy or snow-covered sidewalks, and scary people. More than one-third of students said their parents would not let them walk or ride a bicycle to school.

Most students think that nothing can help them walk or ride bicycle because they live too far away. However, more than one-fourth of students said slower traffic speeds and having a drop-off place closer to school could help them walk part of the way. Students also said fewer things to carry (i.e., books, equipment, instrument), sidewalks that are clean and not broken, and more considerate drivers could also help them walk or bicycle more often. One student commented that drivers need to pay attention to the road and not be on their cell phones.

Because the number of students who walk or ride a bicycle to school is small (n=7), we are unable to report characteristic details for this population group due to reasons of confidentiality.

Insight gained from student perceptions and behaviors regarding walking and riding a bicycle to school will give city leaders, policy makers, school administrators, and other key stakeholders in Perham, Minnesota, opportunities to develop strategies that assist children in their travels to and from school. Even though most students think they live too far away, there is clearly a desire to walk or ride a bicycle to school. Barriers to walking and bicycling to school do exist. Community support and engagement is essential in developing successful strategies that address these barriers (i.e., clear sidewalks, marked crosswalks, attentive drivers, and safe intersections).

One goal of the Minnesota Statewide Health Improvement Program (SHIP) is increasing children's physical activity by improving safety mechanisms for their movement to and from school. City leaders, school administrators, and community members in Perham are committed to this effort.

INTRODUCTION

Study Objectives

The goal of the Safe Routes to School Study is to gain insight into the challenges and opportunities for enhancing exercise among school-aged children by walking and bicycling to school. This study examines current behaviors of 5th grade students at Prairie Wind Middle School in Perham, Minnesota and the barriers that may be preventing them from walking and bicycling more often.

Methodology

The Safe Routes to School survey was conducted of all 5th graders at Prairie Wind Middle School in Perham, Minnesota, in May 2010. The survey contained 15 questions and took approximately 15 minutes to complete. Information regarding how often students walk or ride their bicycles to school, barriers preventing them from walking or bicycling more often, and what their experience is like when they do walk or ride their bicycle to school was gathered. A total of 97 students completed the survey.

Because the number of students who walk or ride a bicycle to school is small (n=7), we are unable to report characteristic details for this population group due to reasons of confidentiality.

At the end of the survey, students were given an opportunity to provide additional comments they considered relevant to the study. These comments are provided in Appendix Table 6.

OVERALL RESULTS

Getting to and from school

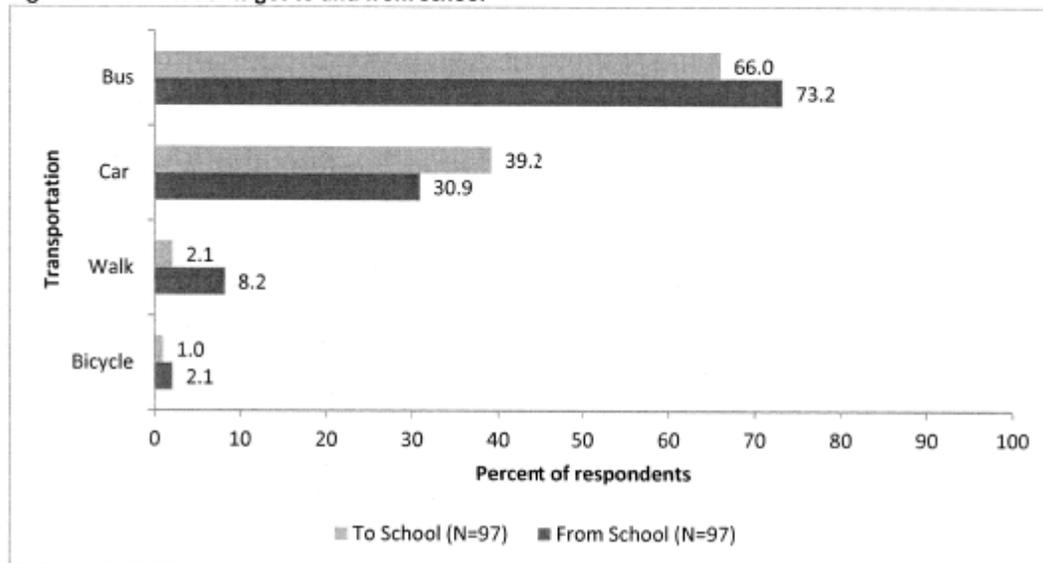
Students were asked how they usually get to and from school.

See Figure 1 and Appendix Table 1 for overall distributions.

Results

- Two-thirds of students said that they usually ride the *bus* to school (66.0 percent); a slightly larger proportion take the *bus* home from school (73.2 percent)
- Nearly two-fifths of students ride in a *car* to school (39.2 percent); slightly fewer students ride home in a *car* (30.9 percent).
- Less than one-tenth of students said they *walk* to or from school (2.1 percent and 8.2 percent, respectively).
- Very small proportions of students ride their *bicycle* to or from school (1.0 percent and 2.1 percent, respectively).

Figure 1. How students get to and from school



Note: Percentages do not equal 100.0 due to multiple responses.

Preferred method of transportation

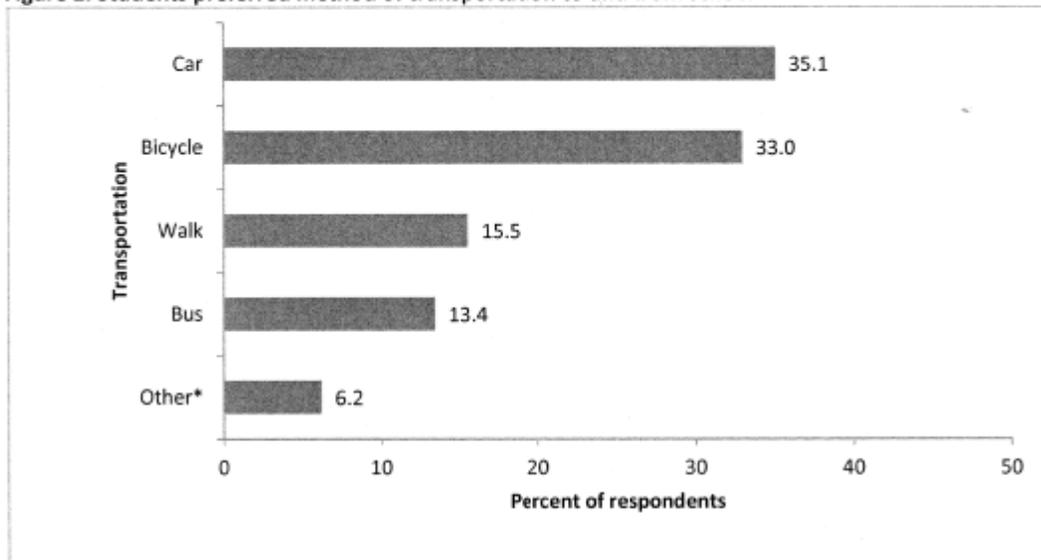
Students were asked how they would most like to get to and from school.

See Figure 2 and Appendix Table 1 for overall distributions.

Results

- Approximately one-third of the students said that they would most like to get to and from school by *car* (35.1 percent).
- One-third of students would most like to get to and from school by *bicycle* (33.0 percent).
- Less than one-fifth of students said that they would most like to *walk* (15.5 percent) and 13.4 percent said that they prefer the *bus*.

Figure 2. Students preferred method of transportation to and from school



N=97

Note: Percentages do not equal 100.0 due to multiple responses.

*See Appendix Table 1 for "other" preferred methods of transportation.

Amount students walk or ride a bicycle to school per week

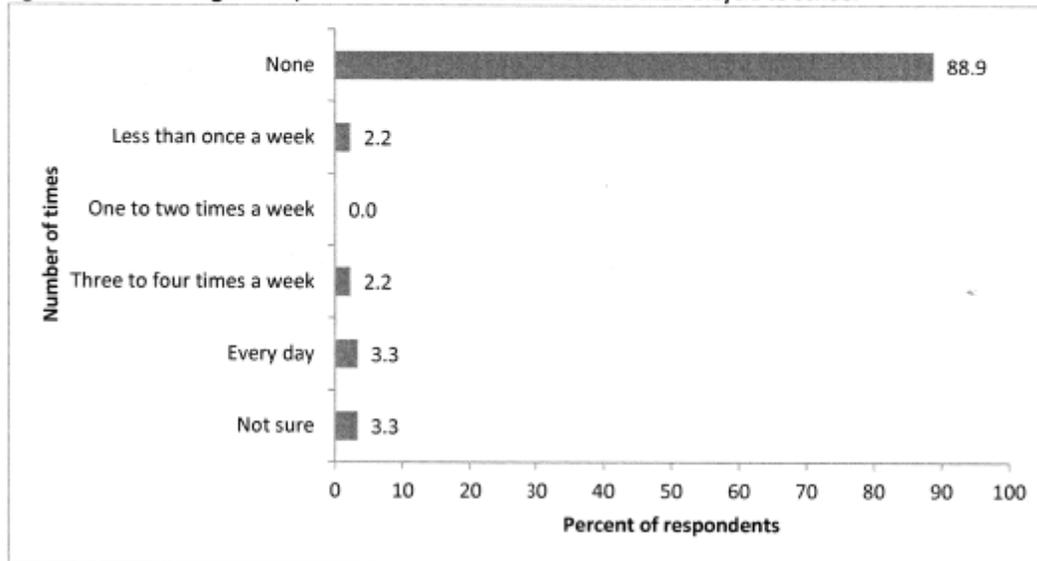
Students were asked in an average week how many times they walk or ride their bicycle to school.

See Figure 3 and Appendix Table 2 for overall distributions.

Results

- The vast majority of students *do not* walk or ride their bicycle to school (88.9 percent).

Figure 3. In an average week, how often students walk or ride their bicycle to school



N=90

Barriers going to and from school

Students were asked what things make it hard for them to walk or bicycle to and from school.

See Table 1 for overall distributions and Appendix Table 3 for other barriers mentioned by students.

Results

- Most students said *distance – too far from school* is a barrier to walking or riding a bicycle to and from school (71.1 percent).
- The next most common barriers include *weather – too cold in the winter* (45.4 percent) and *icy or snow-covered sidewalks* (39.2 percent).
- Slightly more than one-third of students said that *scary people* along with *their parents not letting them walk or ride their bike* (36.1 percent each) are barriers to walking or riding their bicycle to school.

Table 1. Barriers for students going to and from school by walking or riding a bicycle

Barriers	Students (N=97)	
	Number	Percent
Distance—too far from school	69	71.1
Weather—too cold in winter	44	45.4
Weather—icy or snow-covered sidewalks	38	39.2
Scary people	35	36.1
My parents will not let me	35	36.1
Scary dogs	24	24.7
Having to walk or ride bike by myself	24	24.7
Too much stuff to carry (books, equipment, instrument)	24	24.7
Cars that drive too fast in my neighborhood	22	22.7
Crossing intersections with lots of traffic	22	22.7
After school activities	22	22.7
Parent or other adult drops me off on their way to work or picks me up on their way home	18	18.6
Not having a safe place to leave my bicycle and helmet	17	17.5
I do not want to walk or ride a bicycle to school	15	15.5
Cars that drive too fast by my school	12	12.4
Too dark outside	11	11.3
Bullying/teasing from other kids	9	9.3
Broken or missing sidewalks	8	8.2
Getting sweaty	7	7.2
I do not have a bicycle (or one that works)	7	7.2
Other people don't think it's "cool"	4	4.1
Prefer to not answer	10	10.3
Other*	24	24.7

Note: Percentages do not equal 100.0 due to multiple responses.

*See Appendix Table 3 for other barriers.

Things that would help to walk or ride a bicycle more often

Students were asked what things would help them to walk or ride their bicycle to and from school more often.

See Table 2 for overall distributions and Appendix Table 4 for other things that would help students.

Results

- Slightly more than one-third of students said that nothing would help them walk or bike to school more often because *they live too far* (35.1 percent) and 28.9 percent said that *slower traffic speeds* are also something that would help.
- Approximately one-fourth of students said a *drop-off place closer to the school so I can walk part of the way* (26.8 percent), *fewer things to carry* (23.7 percent), and *sidewalks that are clean and not broken* (22.7 percent) would help them to walk or ride a bicycle to school more often.
- Approximately one-fifth of students said that *more considerate drivers* (21.6 percent), *more help such as a crossing guard or traffic signal* (18.5 percent), and *no scary dogs* (18.6 percent) would help them walk or ride a bicycle to school more often.

Table 2. Things that would help to walk or ride a bicycle to and from school more often

Things that would help	Students (N=97)	
	Number	Percent
Nothing, I live too far from the school	34	35.1
Slower traffic speeds	28	28.9
A drop-off place closer to the school so I can walk part of the way	26	26.8
Fewer things to carry (books, equipment, instrument)	23	23.7
Sidewalks that are clean and not broken	22	22.7
More considerate drivers	21	21.6
Prefer to not answer	19	19.6
More help, such as a crossing guard or traffic signal, crossing the street at this location	18	18.6
No scary dogs	18	18.6
Nothing, I prefer to get a ride for safety	17	17.5
Nothing, I do not want to walk or ride my bicycle to school	14	14.4
More parents and adults walking on my route	13	13.4
Nothing, I prefer to get a ride for convenience	11	11.3
Sidewalk or path at this location*	8	8.2

Note: Percentages do not equal 100.0 due to multiple responses.

*Locations identified by students: by the high school, everywhere downtown, right by the school.

Bicycle training course

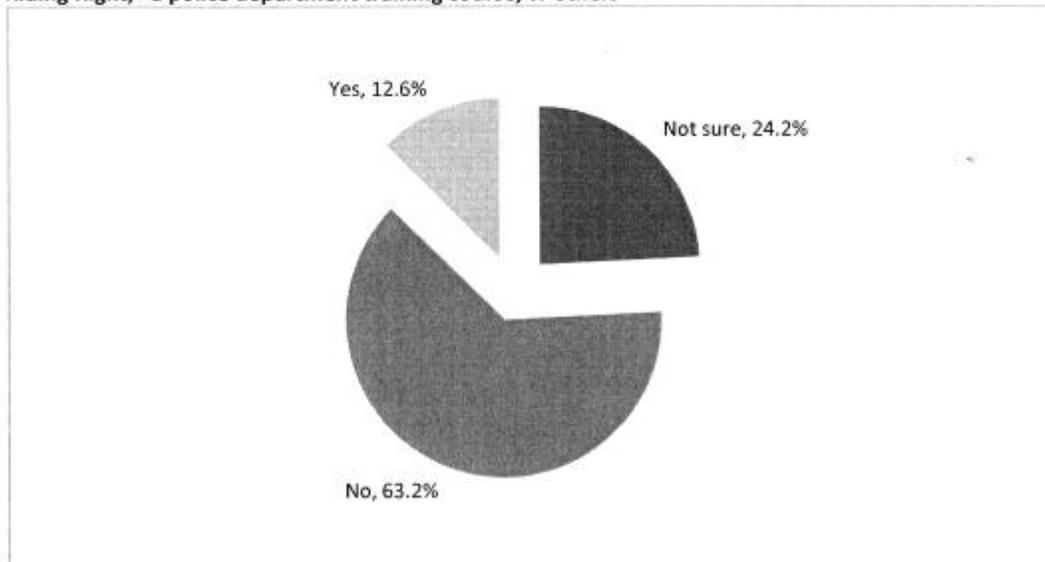
Students were asked if they had a bicycle training course such as "Rules of the Road," "McGruff-Riding Right," a police department training course, or others.

See Figure 4 and Appendix Table 5 for overall distributions.

Results

- Nearly two-thirds of students said that they *have not* had a bicycle training course (63.2 percent), 12.6 percent of the students said they *have* had a bicycle training course, and 24.2 percent of students said they were *not sure*.

Figure 4. Whether student have had a bicycle training course such as "Rules of the Road," "McGruff—Riding Right," a police department training course, or others



N=95

APPENDIX TABLES

Appendix Table 1. How students get to and from school and students' preferred method of transportation

Method of transportation	Students (N=97)	
	Number	Percent
Get to school		
Bus	64	66.0
Car	38	39.2
Walk	2	2.1
Bicycle	1	1.0
Get from school		
Bus	71	73.2
Car	30	30.9
Walk	8	8.2
Bicycle	2	2.1
Preferred method of transportation		
Car	34	35.1
Bicycle	32	33.0
Walk	15	15.5
Bus	13	13.4
Other*	6	6.2
<i>All</i>		
<i>Run</i>		
<i>Walk and Car</i>		

Note: Percentages do not equal 100.0 due to multiple responses.

*The "Other" preferred methods of transportation specified in this table do not add up to the total "Other" respondents due to respondents checking "Other," but not writing a comment.

Appendix Table 2. In an average week, how often students walk or ride their bicycle to school

Number of times	Students	
	Number	Percent
None	80	88.9
Less than once a week	2	2.2
One to two times a week	0	0.0
Three to four times a week	2	2.2
Every day	3	3.3
Not sure	3	3.3
Total	90	99.9

Appendix Table 3. “Other” barriers for students going to and from school by walking or riding a bicycle

Other barriers	Responses
<i>Crossing a railroad</i>	1
<i>Don't know the way</i>	1
<i>Had surgery on knees</i>	1
<i>I don't ride bike/walk</i>	1
<i>I live far away</i>	1
<i>I live in Dent</i>	2
<i>I want to ride bike but I live too far</i>	1
<i>It's not difficult to get here</i>	1
<i>Jog</i>	1
<i>Might get hit</i>	1
<i>Railroad tracks</i>	10
<i>Recess people</i>	1
<i>Robbers somewhere</i>	1
<i>Too far away</i>	1
<i>Trains</i>	1
Total*	25

*Total “Other” responses in this table do not add up to “Other” in Table 1 due to respondents not checking “Other,” but still writing a comment.

Appendix Table 4. “Other” things that would help students to walk or ride a bicycle to and from school more often

Other things that would help	Responses
<i>If I knew the way</i>	1
<i>If I lived closer to school</i>	1
<i>More crosswalks</i>	1
<i>No scary people</i>	1
<i>Not dark out and no robbers</i>	1
<i>Parents stop saying NO</i>	1
<i>Railroad tracks</i>	1
<i>Riding with friends</i>	1
Total	8

Appendix Table 5. Whether student has had a bicycle training course such as “Rules of the Road,” “McGruff—Riding Right,” a police department training course, or others

Response	Students	
	Number	Percent
Yes	12	12.6
No	60	63.2
Not sure	23	24.2
Total	95	100.0

ADDITIONAL COMMENTS

Appendix Table 6. Comments on walking or bicycling to and from school

Comments	Responses
Positive comments	
<i>I like to ride bike for exercise</i>	2
<i>It is very easy for me to walk to school because I live 2 blocks away</i>	1
Concerns	
<i>I live far away</i>	12
<i>I want to but my parents won't let me</i>	4
<i>Yes I want to ride my bike to school</i>	2
<i>I live 20 miles from town and my dad is a teacher in 3-4 grade. So it is common sense to get a ride</i>	1
<i>I am in track so it would be fun to walk to school but I don't know the way</i>	1
<i>I think it would be nice to walk to school for 1 day only if there was a friend to come with me. Or maybe my mom could walk with me</i>	1
<i>I think people who walk to school or ride bike shouldn't do that because there could be bullies or some people who could kill you so I would be concerned</i>	1
<i>I will try to ride bike to school twice a week, but I don't like to cross the train tracks on busy streets</i>	1
<i>Yes I want to walk</i>	1
<i>I would like to get dropped off at a friend's house and their parents would bring us to school or something</i>	1
<i>I wouldn't feel safe walking or biking to school because I would feel nervous because I don't like cars because lots of people speed. Then, there is the other people, I don't feel safe by them.</i>	1
<i>I'm moving closer to town but my parents are really protective of me and they don't want me to walk to school because they think I'll get kidnapped when I won't! I can take care of myself.</i>	1
<i>If you live out in the country. If you don't have a bike. If your parents don't let you. I think it's boring. There is no one to ride or walk with.</i>	1
Suggestions	
<i>Drivers pay attention to the road and not on their cell phones. Also, turn down music so you can hear other cars passing.</i>	1
<i>They should get a crossing guard for Perham</i>	1
<i>I wish that there were bike routes to school</i>	2
Total	35

For the following questions, please answer the questions based on the MOST RECENT time that you walked or rode your bicycle to school. If you never walk or ride your bicycle to school, you may skip to the "Comments" section at the end of the survey.

Q8. Did you have a sidewalk or path for the whole trip?

- Yes
- No
- Not sure

Q9. How many times did you have to walk off the sidewalk or path because someone was in your way?

- None
- One
- Two
- Three or more times
- Not sure

Q10. How many streets did you cross to get to school?

- One
- Two
- Three
- Four
- Five or more
- Not sure

Q11. Who or what helped you cross the busiest street? Fill in the bubbles of all that apply to you.

- Crossing guard
- Stop sign
- Crosswalk
- Traffic signal
- Other people crossing the street
- Nothing
- Other (please tell us) _____

Q12. Fill in the oval in each row to show us how many drivers drove slowly and safely, waited for you to cross the street, blocked the sidewalk or crosswalk, or sped through an intersection.

How many drivers...

- | | | | | |
|--------------------------------------|----------------------------|----------------------------|----------------------------|--------------------------------|
| a. Drove slowly and safely | <input type="radio"/> None | <input type="radio"/> Some | <input type="radio"/> Many | <input type="radio"/> Not sure |
| b. Waited for me to cross the street | <input type="radio"/> None | <input type="radio"/> Some | <input type="radio"/> Many | <input type="radio"/> Not sure |
| c. Blocked the sidewalk or crosswalk | <input type="radio"/> None | <input type="radio"/> Some | <input type="radio"/> Many | <input type="radio"/> Not sure |
| d. Sped through an intersection | <input type="radio"/> None | <input type="radio"/> Some | <input type="radio"/> Many | <input type="radio"/> Not sure |

Q13. Please tell us if there were other things that drivers did _____

Q14. When you get to school, are there cars or buses in your way that make it hard for you to enter the school grounds?

- Yes
- No
- Not sure

Q15. What did you like best about your most recent walk or bicycle ride to school? Fill in the bubbles of all that apply to you.

- Getting exercise
- Being outside
- Being with friends or family
- Helping the environment
- Other (please tell us) _____

COMMENTS: Please feel free to comment on walking or bicycling to and from school.

Thank you for helping us with this important study.