Safe Routes To School
Parkers Prairie

West Central Initiative
2013-2014
City of Parkers Prairie and Parkers Prairie School District

Safe Routes to School Plan 2013-2014

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Executive Summary

The Safe Routes to School planning process began in September 2013 and ended in May 2014. During this time a team was tasked with numerous responsibilities including school observations, conducting surveys and hosting a community meeting. Throughout the process we learned that Parkers Prairie has a strong base of community support for walking/bicycling and an active life style. For them this plan is about getting children safely to school and about creating the change necessary to make active living an integral part of daily life in Parkers Prairie.

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 Parkers Prairie.

(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 school children 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 2012 under MAP-21, the Safe Routes to School program was restructured to be included as part of the Transportation Alternatives Program (TAP) where it had previously been a stand-alone program. This made funding more of a challenge; however, commitments have been made to the continued funding of this program in all 50 states and the District of Columbia. 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%.

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 was $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% 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%, but walking for transportation reduces the risk of obesity.
• Walking one mile to and from school each day would provide students with 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% increase in asthma cases. In addition, 14 million days of school are missed every year due to asthma.
• One-third of schools are 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](http://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.

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**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 include 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 elements, 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 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
Parkers Prairie Background and Overview

Current Condition

Currently pedestrians and bicyclists are on the street throughout the community. On a normal school day students must walk between Parkers Prairie High School and the Elementary school multiple times. There are no sidewalks connecting the elementary school to other areas of the city. There is no sidewalk for passage between the two school buildings for the students. Parkers Prairie High School (grades 7-12) is located on State Hwy 29. The sidewalks adjoining the High School end at the school property and do not connect to the southern portion of the community. Sidewalks in the majority of the city in residential areas are nonexistent.

Existing Policies

As the City of Parkers Prairie has limited safe biking and walking routes to school our community has no wellness or physical activity policies implemented at this time. City policy requires sidewalks in the business district only. The remainder of the city has no policy for sidewalks. City ordinance states the owners of any buildings or property having sidewalks abutting their property of buildings and parallel to the street shall remove or shall cause to be removed, all snow and ice from such sidewalk within twenty-four (24) hours after it’s deposit thereon. In order to receive busing, Parkers Prairie Elementary students need to live more than 1 mile from the school with the exception of those living in the hazard area across the railroad tracks (East side of the City). High School students need to live more than 2 miles from the school in order to receive busing.

Support

The City of Parkers Prairie has a SRTS team which consists of the City Clerk-Treasurer, representatives of each school building including a principal, a student from the High School and Elementary School, Parkers Prairie Police Chief, Parkers Prairie Mayor, Parkers Prairie Maintenance Worker, Community Bicycling Representative, and City Engineer. We have parent involvement in our community through the above listed members. The local champion is the City Clerk-Treasurer.

The SRTS team is working on creating a safe and more fun way for our students and residents of all ages to walk or bike to school. A majority of the city does not have sidewalks or bike paths which poses a problem for safety in our community. The SRTS team includes a wide illustration of community member involvement. The City Council will work together with the team to ensure the plan is completed and includes recommendations in various aspects of the 5 E’s. The school principals have endorsed this project and are eager to get sidewalks completed for the safety of their students.
The core team is very active in seeing that sidewalks or paths be put in the community. Rough costs for implementation of engineering, sidewalks and crossing signals in residential areas have already been drafted. The Parkers Prairie City Council has already twice adopted a Resolution Endorsing Application of SRTS and the city is currently working with MnDOT on a part mill and overlay and part reconstruction of State Highway 29 which runs through the heart of the city. In the project the city will repair and extend sidewalks along Highway 29. We will also be applying for a grant (Corridor Investment Management Strategy (CIMS)) for construction of a bike path that connects to the sidewalk running south of the High School and extends south of town for a distance of approximately 2 miles to a destination of Lake Adley City Park located outside of city limits on 118th Street.

**Measuring Success**

The City of Parkers Prairie, with the help of West Central Initiative performed a successful parent survey and classroom tally in the fall of 2013. Based on the information received back from the survey, 257 questionnaires went out and 127 were returned. We administered another survey and tally in the spring of 2014 to create an additional data set to further help implement our project. A leaflet and invitation was sent home with students in the community informing them of the SRTS project and encourage participation from community members. We held quarterly input meetings to update the community of the progress of the plan implementation. As we have a school official on our SRTS team, we anticipate great cooperation from the schools. The City Clerk-Treasurer will update City Council members at regularly scheduled meetings.

**Existing Infrastructure**

Throughout the city, most existing sidewalks range from good to fair condition. In a few areas the sidewalks are in poor condition. Sidewalks make up the majority of the pedestrian/bike infrastructure in Parkers Prairie, and there are crosswalks at several intersections. The following photographs illustrate the use and need for a sidewalk network in Parkers Prairie. This network will allow students as well as community members to get through town safely while minimizing the conflicts between pedestrians and vehicles that can happen when children use the street.
Sidewalk Inventory of Parkers Prairie, MN

Legend

Quality

3

2
McCornell in front of the Elementary School
McCornell in front of the Elementary School
A car parked in the bike/ped lane along McConnell
A car parked in the no parking zone along McConnell
Bus stop by the Elementary School
Bike rack in front of Elementary School
Crossing guards assist kids at the end of the day
School Background and Overview

Current Condition

The current transportation situation for the students at Parkers Prairie Public Schools is as follows:

- Students traveling from elementary building to high school building (and the reverse) numbers around 100 students a day. Students travel across Highway 29. There is a flashing light, but observation is such that drivers decide for themselves whether or not to stop for the students.
- Before school begins and after school ends, walking students face issues of heavy traffic including several busses, commuters through town, semi trucks and trailers, parents driving students to school, and student drivers.
- Sidewalks exit in front of each of the school buildings, but no sidewalk connects the two buildings. There is a shared lane on the side of one block for students to share with bikes and parked cars.
- Supervision and crossing guards happen after school at the intersection of Highway 29 and Highway 38 as well as the main intersection of the elementary school. A paraprofessional helps students across Highway 29 after school.
- Housing exists between the buildings. Some students chose to walk through the yards of the houses (this is discouraged) instead of using the streets.
- Bike racks are available at each building.
- Students needing to travel to the northwest side of the city can use the sidewalks on Highway 29 to travel north and cross the road when they would like, but will not have sidewalks after crossing Highway 29.
- Some students need to travel across the railroad tracks which is 2 blocks behind the high school. There is a shoulder to cross the tracks at each of the two railroad intersections in town. Students are not assisted by school employees in crossing the tracks.
- Sidewalks on the east side of town do not run north and south beyond Highway 29. Students walk on the streets for any walking east of Highway 29.

School Name: Parkers Prairie Elementary
School Population: 257
Grades at school site: K-6

School Name: Parkers Prairie High School
School Population: 90
Grades at school site: 7-8

Existing Policies

The Parkers Prairie School District does have a wellness policy. While the policy does not specifically identify walking or biking to school, or SRTS, the policy is consistent with the goals of this SRTS plan to promote daily physical activity for students.
SRTS Planning Process

Safe Routes to School Vision & Goals

SRTS Overall Vision
The City of Parkers Prairie envisions a Safe Routes to School program that enables students to walk or bike safely; and increase the amount of physical activity students receive.

SRTS Overall Goals
1. We will first determine where sidewalks are needed to create a safer environment for our students and residents of all ages to walk or bike to school and/or functions. The parent survey information reported distance as the main factor to not allow their child to walk or bike to school, followed by speed, amount of traffic, weather, safety at crossings, sidewalks, then violence and so on. By creating sidewalks in residential areas, parent vehicle congestion near the schools will decline making it safer for students to walk or bike off-street and cross at intersections.
2. We will develop a plan to promote healthier routes for our students while maintaining a fun experience. It will encourage walking and/or biking with peers to create a fun, active and healthy lifestyle. The goal will also be to encourage other family members to walk or bike to school with their children or siblings, to create a healthy lifestyle and bond as a family.
3. We will prioritize sidewalk/trail segments needed to have the greatest impact to create a safer and healthier active lifestyle for the families in our community.

Planning Process – Kick off Meeting

On Monday September 16th, 2013, a Kick-off Meeting was held. It was attended by eight 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
City has a Complete Streets Policy
Opportunity for CIP & Comprehensive plan
-Walking Club on Mondays
-possibility of expansion to walking school bus
-This is in the works currently
Crossing guard program is in place at the school
No school busing in town
-hazard busing only (train tracks)
-lots of parent drop-off equal an opportunity for change
Slow speed of 20mph on side streets
Stop or yield signs at every intersection
-mostly stop signs
-frequent stops help to slow speeds
Lions club/Ladies Aid /Leo’s Clubs active in town
Rapport between students and local police
Yearly bike rodeo held in May

**Concerns/Issues**
Walking lane gets parked in
- lack of sidewalks
- enforcement around no parking needed
- snow blocks this walking path in the winter
Unsafe pedestrian behavior by children
Dangerous Crossing Hwy 29
Hwy 29 snow cover/parked cars/ heavy traffic and kids still walk along it
Railroad crossing in town that students must cross
Kids cross midblock on McConnell Ave
- also lack of sidewalks on this street
Limited sidewalks throughout entire community
- kids walk in the streets
- snow makes this more dangerous
Residents don’t shovel sidewalks
Farm equipment and large traffic
Significant traffic between school buildings
Driver behaviors
- not stopping for pedestrians and bikes
- ignoring flashing lights
30mph speed limit starts too far into town

**Quick Wins**
Complete streets policy
Walking school bus
Walk to school day
Bike rodeo “supercharge”
Bike/walking challenge
Additional bike racks

**Planning Process – School Observation 2013**

School observation was held on Friday September 27th, 2013. On this day volunteers observed students arriving to the elementary school in the morning and leaving in the afternoon. Volunteers were placed at several locations around the school in locations 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 cloudy with intermittent rain with a high of 57F and a low of 49F. On this day the volunteers observed a number of student walkers and cyclists and witnessed kids coming from every direction of town to the school.
In front of the school on McConnell Avenue students walked in the street if they were coming from the north. There is a striped shared lane on the east side of the street, however parents park in this area and it could use some additional delineation as a place to walk and bike. The fact that a similar space is missing from the west side of the street means that some children still come down the other side of the street and thusly are walking or biking in the roadway. These children are also dealing with parent pick-up/drop-off traffic along this road and in front of the school. There are cross walks at the main corner by the school, and students coming from the south have a sidewalk that stretches along the majority of the block (there are plans to extend this to the end of the block).

Students were also observed on the north side of the school along Oak Street, where the buses arrive. Due to the lack of sidewalk or accommodation on either side of the road these students take the path of least resistance and cut up through/past the buses to get to the school. A sidewalk or trail running along the north side of the street to the corner of McConnell – where the main crossing and crosswalks are located – would create a safe location to cross while keeping students away from the bus area.

Aside from some additional infrastructure needs, the other need would be to receive better compliance from the parents around where they park or stop to pick-up/drop-off their child. Parents were observed in no-parking areas with yellow curbs and in the shared walking/bike lane.

A highlight of the observation day was observing the departure of the students with the crossing guards. A large number of students were gathered at the corner of McConnell and Oak and once the departing traffic has all cleared, the students were led across the crosswalks and allowed to continue along their way. This is not a program that has been observed elsewhere in the region (to date) and is a great asset to the school and Safe Routes program.

Outside of the immediate school area, the team observed along State Highway 29 and County Highway 38/West Main Street. This corner is home to a gas station/grocery store and is a popular place for students to stop and grab a water or snack. Several students were observed crossing at the location. This area would also benefit from an enhanced pedestrian crossing.

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 improved to help encourage kids walking and biking to school. To do this a “parent survey” was sent home with students in Grades K-8. In addition teachers were also asked 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 three consecutive days was preferred; however a majority of the teachers completed it in a two consecutive day period. An analysis of the survey results is located in the Findings and Data subsection below. For complete survey results and forms used please see the attachments section.
**Crash and Ticket Data**
In the City of Parkers Prairie there have been three pedestrian/bike and motor vehicle cashes along Hwy 29. One of these resulted in the death of the pedestrian. For a small town with a population just above 1,000 this is a staggering statistic. Safety along Hwy 29 for pedestrians/bicyclists crossing Hwy 29 should be improved immediately.

Pedestrian versus motor vehicle – fatal @ Soo St. / Hwy 29  
Pedestrian versus motor vehicle – injury @ Elm Street (crosswalk) / Hwy 29  
Bicycle versus motor vehicle – injury @ Ash St. / Hwy 29  

Aside from the issues on Hwy 29, the City of Parkers Prairie has a low occurrence of speeding, stop sign and other common violations. Exact data was not available but if these issues become a problem they should be addressed as part of the SRTS program.

**Team Meetings**
Throughout this process team meetings were held nearly monthly. 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 Parkers Prairie.

**Community Meeting**
On Thursday, November 7th, from 6:30-9:30pm a SRTS community input meeting was held at the High School. The purpose of this meeting was to receive community input related to the SRTS planning effort and hear what types of improvements residents of Parkers Prairie would like to see made. At this meeting a short presentation was given explaining Safe Routes to School and participants were divided into small groups, each with a map, to discuss the strengths, weaknesses, opportunities and challenges that they saw in Parkers Prairie. There were several main themes that were heard throughout this meeting.

**Safe Routes to School**
Parkers Prairie

**Strengths**
- Most kids don’t have to walk through the commercial area to walk or bike to school
- Good crossing guard program after school
- We have volunteers who would be willing to participate
- Not a big area, kids don’t have to walk far
- Busing policy doesn’t allow kids to bus within one mile of school
- Side streets 20 mph, in good shape, low volume
- Schools in town
- Crossing guards are great-work in the afternoon
- Grid system; small size of community-people know each other
- Drivers are cautious
- Busing policy (1 mile no bus pick-up radius, except hazard busing)
- Calm beyond “200 block”
- Walking path along County Rd 38 (1 block long) 11-15-13
- Wide shoulder on McConnell in front of elementary school + 1 block (2 blocks total)
Weaknesses
- School allows parents to drop kids off anywhere. Chaos!
- Lots of traffic in the morning when buses are unloading
- No sidewalk from parking lot to corner
- Lots of teen drivers
- Crossing Highway 29 is dangerous
- Not enough parking at elementary school
- No sidewalk between elementary to Sammy’s One Stop (convenience store)
- Lack of lighting by both elementary and high school
- No sidewalks connecting kids (elementary and high school) in “200 block”
- Carriage homes sold off back lots and roads/paths were not built.
- No crosswalks connecting residential with First Lutheran Church
- No crosswalks out south side of elementary school
- Sidewalk ends before Little Dipper (restaurant) and Sammy’s One Stop (convenience store)
- Existing sidewalks need repair

Opportunities
- Walking school bus
- Highway 29 reconstruction in town – projected 2016 (mill & overlay north and south of town in 2014)
- Use old highway 29 as walking/biking path and add sidewalks, crosswalks and flashing signals at Elm Street and County Highways 38 and 46 and sidewalk on south side of 38
- Two crosswalks on 38
- Sidewalk every other street in NW residential neighborhood
- Sidewalks on Hwy 29
- North-South sidewalk through town
- Additional signage near schools
- Bumpouts Along Hwy 29
- Parking by elementary school on McConnell
- County Highway 38 fix in the works for intersection Hwy 38/29 (2015)
- Narrowing Hwy 29 (include bump outs)
- Repair sidewalks in disrepair and tree root damaged

Concerns
- How much will all this cost? (20% match for SRS infrastructure grants)
- Neighborhood acceptability of sidewalks
- Snow removal: Who does it?
- Getting awareness out that walking and biking to school is good for your health
- Snow removal-seniors
- High school kids don’t walk the way we think they should
- Crossing Hwy 29 is an issue
- Sidewalks not shoveled in the winter
- Kids walking on Hwy 29 south of the high school, especially in the winter
  - From Little Dipper to Sammy’s One Stop
- Crossing at Hwy 29 and 38
- Speed coming into town
- Lack of sidewalks force kids to walk in middle of street-worse in the winter
- MN/DOT funding potential constraint
- Neighbors in new houses by elementary school and on Elm may protest the cost (property tax concerns)
Visioning
- What would you like it to look like?
- Sidewalks throughout the city (increase safety)
- More crosswalk signals
- Cars will stop for pedestrians at the crosswalks
- More streetlights, especially alleys
- Bike park like in Wadena (pump truck?)

Findings and data

Analysis of Parent Survey Data

In September 2013 two types of data collection surveys were done for children in grades K-8. The first 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 parents to fill out. Analysis of the Parkers Prairie Parent Survey Data includes a total of 169 responses from a total of about 260 questionnaires for grades K-8. Due to the close locations of the school the response data was combined. Below is the combined survey data.

Summary of the findings: (Data from Grades K-8)

Getting to and from school:
- Students most often get to school by motorized vehicle;
  - bus (57%)
  - car (29%)
  - walk (10%)
  - bicycle (4%)
- Students most often get home from school by motorized vehicle;
  - bus (60%)
  - car (23%)
  - walk (12%)
  - bicycle (4%)

Top barriers to walking or riding bicycle to school: (Parents were allowed to select more than one)
- Distance - too far from school (86%)
  - 28% of respondents live within 1 mile
- Speed of Traffic Along Route (46%)
- Amount of Traffic Along Route (44%)
- Weather – too cold in winter (39%)
- Safety of Intersections and Crossings (30%)
- Lack of Sidewalks or Pathways (29%)
- Time (25%)
- Child’s Participation in After School Programs (12%)
- Lack of Adults to Bike/Walk with (13%)
- Violence or Crime (11%)
- Convenience of Driving (11%)
- Lack of Crossing Guards (8%)

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

- Less than 1/4 miles
  - School Bus (1.5%)
  - Family Vehicle (28.5%)
  - Walk (57%)
  - Bike (13%)
- 1/4- 1/2 mile
  - School Bus (40%)
  - Family vehicle (20%)
  - Walk (0%)
  - Bike (40%)
- 1/2 – 1 mile
  - School Bus (21%)
  - Family Vehicle (68.5%)
  - Walk (0%)
  - Bike (10.5%)
- 1 mile up to 2 miles
  - School Bus (60%)
  - Family vehicle (40%)
  - Walk (0%)
  - Bike (0%)
- More than 2 miles
  - School Bus (80%)
  - Family Vehicle (20%)
  - Walk (0%)
  - Bike (0%)

Things that would help students walk or ride bicycle more often:

- Top things that would help students walk or ride bicycle more often:
  - Traffic conditions (90% indicated either Speed or Amount of traffic along the route was a barrier)
    - This is due to actual circumstances in some areas around town
- On other roads this could be due to large roadways and the “feel” of the streets more than the actual traffic speed
- Traffic calming measures could be implemented to help reduce speed and the perception of unsafe roadways
  - Nothing, I live too far from school (72% of those who responded live more than 1 mile from school)
    - 80% indicated distance as a barrier
  - Safety improvements to infrastructure (59% indicated either unsafe intersections and crossings or lack of sidewalks/pathways as a barrier)
    - Improvements such as enhanced crossings or separate pedestrian facilities could be useful in correcting this
  - Weather (39% 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
Recommendations

The 5 E’s

As funding becomes available, the City of Parkers Prairie is positioned to implement strategies from all areas of the 5 E’s. The planning process – along with some policy change – 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 Parkers Prairie. 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.

Creating a new task force or continuing to meet with the current Safe Routes to School Team is highly recommended due to the ongoing nature and need for continuing support of Safe Routes to School.

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 include 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: Examine current City Ordinances and School policies.

- Review current sidewalk ordinance (short-term)
  - protect key routes
  - consider requiring sidewalks in all new development
  - Review/modify sidewalk maintenance ordinance
- City and School should pass Safe Routes resolution supporting this plan
- School District should consider adopting Safe Routes Curriculum into their wellness policy
- Continue with current busing policy of hazard-only busing in town
Objective 2: Identify and modify existing infrastructure to improve safety.

- Identify key intersections and create pedestrian enhancements (short-term)
- Incorporate SRTS as part of future project along Highway 29 / Otter Avenue
- Flashing lights or school zone/crossing could be added at key intersections (short-term)
- Explore possible mid-block connection between Elementary and High School (see diagram on Page 35)
- Remote drop consideration (see map for proposed location)
- Incorporate SRTS into larger City planning efforts (example the Comprehensive Plan)
- Stripe crosswalks (or other pedestrian enhancements) at key intersections
- Add sidewalks along key identified routes (see maps on Pages 33-34; short-term)
- Discuss the possibility of bump-outs and other traffic calming tools along Highway 29
- Maintain sidewalk network to ensure safe access for all (long-term)
- Add bike racks and shelters at key locations (long-term)
  - Could have students build shelters in shop class
Parkers Prairie School Area

Legend
- Existing Sidewalks
- Proposed Sidewalks
- Improved Crossing

Cartography by:
Greg Wagner
West Central Initiative
Potential School Path

Finding A Balance: A Complete Street for Parkers Prairie

New Crosswalk with Curb Extensions

Potential School Path Route

Similar Path in a Residential Neighborhood

Curb Extensions at Path and Otter Avenue

Similar Path in a Residential Neighborhood

Similar Path in a Residential Neighborhood

COMMUNITY OPEN HOUSE - WEDNESDAY, JUNE 25, 2014
Pedestrian Enhancement Considerations

Several of the recommendations above suggest enhancing pedestrian crossings 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
- Bump-outs, also known as curb extensions
- ADA curb cuts
- Pedestrian islands
- Narrowing road widths
- Parking setbacks 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
Community Impact considerations

A sidewalk can be a way to increase safety for pedestrians of all ages. When sidewalks are available, 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 can also 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, it is important to 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 setbacks
- 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

Providing education about SRTS helps build support among kids, parents, teachers and community members. To craft education messages, first the community should identify their 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 safety information get kids and parents more excited about walking and bicycling?

It is suggested that a specific group be tasked with reviewing and implementing these for maximum effectiveness.

Objective 1. Review list of suggestions below and work on these projects or similar education projects.

- Identify community groups to work with on these projects (short-term)
  - Active Living Committee, School Wellness Committee, etc.
  - These groups could work with an identified partner like PartnerSHIP 4 Health to help addresses these topics, and others that promote the health of the community.
- Observe International Bike/Walk to school day event in spring and fall (short-term)
- Continue to have a yearly bike rodeo (short-term)
  - Consider adding additional partners or pairing with another event (short-term)
- Host a bike safety 101 course (short-term)
- Start a SRTS Facebook page or a City healthy living page
  - Could be run by high school students
- Utilize “Bike, Walk, Fun!” and SRTS curriculum in the school
  - Teach safe walking and biking to kids at a level appropriate for their age (short-term)
- Encourage the use of smart phone apps and technology programs that promote health and active living (short-term)
- Put SRTS info on school and city websites (short-term)
  - Link to the national SRTS and other resources
- Continue crossing guard program
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.

It is suggested that a specific group be tasked with reviewing and implementing these for maximum effectiveness.

Objective 1. Review list of suggestions below and work on these projects or similar encouragement projects.

- Host a Walk to School Day (short-term)
- Start Walking School bus (short-term)
- Host a community bike ride (short-term)
- Hold a SRTS logo contest (short-term)
  - 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 (short-term)
- Have class by class competitions (short-term)
  - Drawings for prizes
- Start a bike rental program
  - A local business might be interested in running this
- Prizes for bikes in the bike racks (short-term)
  - Attach them to the bikes
  - Maybe just for the 1st month of school or specified time period
- Host a bike/walk contest or challenge (short-term)
  - Challenge kids from a rival school district!
- Have a remote drop off day one day a month for all students (short-term)
  - Increase frequency over time
- Introduce “Walking Wednesdays” (short-term)
  - Every Wednesday children have a special activity around walking
- Host an Open Streets Event (short-term)
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 list of suggestions below and work on these projects or similar Enforcement projects.

- Teach bicycle and pedestrian safety to high school drivers (short-term)
  - Could be incorporated into driver’s education classes
- Enforcement around yielding to pedestrians (short-term)
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 would 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.

It is suggested that a specific group be tasked with reviewing and implementing these for maximum effectiveness.

Objective 1. Review list below and work on these projects and similar Evaluation projects as a key part of Safe Routes to School. Implement this list of recommended activities:

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

Objective 2. 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 (short-term)
- Conduct bike/ped counts (short-term)
  - Can be done anywhere, near school or trails, etc.
  - Refer to MnDOT for instructions and counting form
- Conduct “Key informant” interviews with community members and business owners to find out what they are interested in (short-term)
- Consider working with PartnerSHIP 4 Health (short-term)
  - To help complete tallies and surveys
  - To accomplish other objectives as identified
  - To add additional bike racks
Quick Wins

Quick Wins are those activities that Parker Prairie 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
- Continue hosting bike rodeo yearly
- Identify key routes city wide for sidewalk installation as funds become available
- Participate in Bike or Walk to School Week
- Better delineate shared lane along McConnell as a bike/ped area
  - Enforce no parking (stopping) in this area
- Identify key sidewalk routes
  - Protect these key routes by policy
- Add additional bike racks throughout the community
- Educate community and students about pedestrian and bicycling safety
Next Steps

Safe Routes planning is meant to identify strategies that Parkers Prairie 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 outlined in this plan
  - Safe Routes to School funds
  - Transportation Alternatives Program (TAP) Funds
  - Minnesota State Highway Funds
  - DNR Trail Funding
  - Funding from organizations such as Bikes Belong
  - Local Funds
- Identify projects that each school would like to take on in an effort to encourage a healthy, active lifestyle and increase walking/biking.
- View bicycle and pedestrian infrastructure as an integrated part of Parkers Prairie’s transportation system.
- Continue meeting as a SRTS team or task another team with completing non-infrastructure projects related to SRTS
- Look into creating a paid position at the school
  - Apply for SRTS non-infrastructure implementation to help fund
ATTACHMENTS

SAFE ROUTES TO SCHOOL COMMUNITY MEETING
AGENDA

6:30pm – 7:00 Open House  This is a time to have an informal visit with your local SRTS team and community leaders.

7:00-7:30 Presentation  Introductions- Why are you attending tonight?  Introduction of local SRTS Team  SRTS Presentation  SRTS Video  Overview of Planning Process

7:30-8:25 Small Group  Strengths, Weakness, Opportunity Challenges  Visioning- What would you like your community to look like

8:25- 8:30 Wrap up

End at 8:30pm Sharp  The SRTS team will be available after the meeting to answer any questions.
Safe Routes to School community input meeting

Thursday, Nov. 7, 2013
6:30-8:30 pm
Parkers Prairie High School Media Center

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

For more information, contact Kayla Rossiter, West Central Initiative, 800-735-2239, kayla@wcif.org
# Parent Survey (Form Used)

## Parent Survey About Walking and Biking to School

**Dear Parent or Caregiver,**

Your child’s school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today’s date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child’s name will be associated with any results.

Thank you for participating in this survey!

+ **CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY**

<table>
<thead>
<tr>
<th>School Name:</th>
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</table>

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

   - [ ] Grade (PK,K,1,2,3..)

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

   - [ ] Male
   - [ ] Female

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

   - [ ]

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)

   - [ ] and

5. How far does your child live from school?  

   - [ ] Less than ¼ mile
   - [ ] ¼ mile up to ½ mile
   - [ ] ½ mile up to 1 mile
   - [ ] 1 mile up to 2 miles
   - [ ] More than 2 miles
   - [ ] Don’t know

6. On most days, how does your child arrive and leave for school? (Select one choice per column, mark box with X)

   **Arrive at school**
   - [ ] Walk
   - [ ] Bike
   - [ ] School Bus
   - [ ] Family vehicle (only children in your family)
   - [ ] Carpool (Children from other families)
   - [ ] Transit (city bus, subway, etc.)
   - [ ] Other (skateboard, scooter, inline skates, etc.)

   **Leave from school**
   - [ ] Walk
   - [ ] Bike
   - [ ] School Bus
   - [ ] Family vehicle (only children in your family)
   - [ ] Carpool (Children from other families)
   - [ ] Transit (city bus, subway, etc.)
   - [ ] Other (skateboard, scooter, inline skates, etc.)

7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)

   **Travel time to school**
   - [ ] Less than 5 minutes
   - [ ] 5 – 10 minutes
   - [ ] 11 – 20 minutes
   - [ ] More than 20 minutes
   - [ ] Don’t know / Not sure

   **Travel time from school**
   - [ ] Less than 5 minutes
   - [ ] 5 – 10 minutes
   - [ ] 11 – 20 minutes
   - [ ] More than 20 minutes
   - [ ] Don’t know / Not sure
8. Has your child asked you for permission to walk or bike to/from school in the last year?  
☐ Yes  ☐ No

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...)  ☐ grade  (or)  ☐ I would not feel comfortable at any grade

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)

- Distance
- Convenience of driving
- Time
- Child’s before or after-school activities
- Speed of traffic along route
- Amount of traffic along route
- Adults to walk or bike with
- Sidewalks or pathways
- Safety of intersections and crossings
- Crossing guards
- Violence or crime
- Weather or climate

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)

- My child already walks or bikes to/from school
- Yes  ☐ No  ☐ Not Sure

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

- Strongly Encourages  ☐ Encourages  ☐ Neither  ☐ Discourages  ☐ Strongly Discourages

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

- Very Fun  ☐ Fun  ☐ Neutral  ☐ Boring  ☐ Very Boring

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

- Very Healthy  ☐ Healthy  ☐ Neutral  ☐ Unhealthy  ☐ Very Unhealthy

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

- Grades 1 through 8 (Elementary)  ☐ College 1 to 3 years (Some college or technical school)
- Grades 9 through 11 (Som e high school)  ☐ College 4 years or more (College graduate)
- Grade 12 or GED (High school graduate)  ☐ Prefer not to answer

16. Please provide any additional comments below.
# Student Tally (Form Used)

## Safe Routes to School Students Arrival and Departure Tally Sheet

**Key**

<table>
<thead>
<tr>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>S = sunny</td>
<td>Number in class when count made</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Only with Children from your family</td>
<td>Riding with children from other families</td>
<td>City bus, subway, etc.</td>
<td>Skate-board, scooter, etc.</td>
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**Sample AM**

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<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Wed. PM**

<table>
<thead>
<tr>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Thurs. AM**

<table>
<thead>
<tr>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thurs. PM**

<table>
<thead>
<tr>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.
2013-14 Combined Survey Results
(Secondary and High School)

Parent Survey Report: One School in One Data Collection Period

- School Name: Parkers Prairie Elementary
- School Group: Parkers Prairie
- School Enrollment: 0
- % Range of Students Involved in SRTS: Don't Know
- Number of Questionnaires Distributed: 600
- Set ID: 10414
- Month and Year Collected: September 2013
- Date Report Generated: 10/08/2013
- Tags:
- Number of Questionnaires Analyzed for Report: 109

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: 49%
- Female: 51%
Grade levels of children represented in survey

<table>
<thead>
<tr>
<th>Grade in School</th>
<th>Responses per grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>19</td>
<td>11%</td>
</tr>
<tr>
<td>1</td>
<td>23</td>
<td>14%</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>13%</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>17%</td>
</tr>
<tr>
<td>5</td>
<td>24</td>
<td>14%</td>
</tr>
<tr>
<td>6</td>
<td>26</td>
<td>16%</td>
</tr>
</tbody>
</table>

No response: 0
Percentages may not total 100% due to rounding.
Parent estimate of distance from child's home to school

- **< 1/4 mile**: 32 children (19%)
- **1/4 to 1/2 mile**: 5 children (3%)
- **1/2 to 1 mile**: 10 children (6%)
- **1 mile to 2 miles**: 13 children (6%)
- **> 2 miles**: 107 children (64%)

Don't know or No response: 2
Percentages may not total 100% due to rounding.
Typical mode of arrival at and departure from school

<table>
<thead>
<tr>
<th>Time of Trip</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>167</td>
<td>10%</td>
<td>4%</td>
<td>57%</td>
<td>23%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>102</td>
<td>12%</td>
<td>4%</td>
<td>60%</td>
<td>23%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

No Response Morning: 2
No Response Afternoon: 7
Percentages may not total 100% due to rounding.
### Typical mode of school arrival and departure by distance child lives from school

#### School Arrival

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>32</td>
<td>53%</td>
<td>13%</td>
<td>0%</td>
<td>34%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>5</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>10</td>
<td>0%</td>
<td>16%</td>
<td>20%</td>
<td>70%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>13</td>
<td>0%</td>
<td>0%</td>
<td>62%</td>
<td>38%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>107</td>
<td>0%</td>
<td>0%</td>
<td>78%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

#### School Departure

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>31</td>
<td>61%</td>
<td>13%</td>
<td>3%</td>
<td>23%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>5</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>9</td>
<td>0%</td>
<td>11%</td>
<td>22%</td>
<td>67%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>12</td>
<td>0%</td>
<td>0%</td>
<td>58%</td>
<td>42%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>105</td>
<td>0%</td>
<td>0%</td>
<td>62%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 7
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

<table>
<thead>
<tr>
<th>Distance between Home and School</th>
<th>&lt; 1/4 mile</th>
<th>1/4 to 1/2 mile</th>
<th>1/2 to 1 mile</th>
<th>1 to 2 miles</th>
<th>&gt; 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Children</td>
<td>100%</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Asked Permission?</th>
<th>Number of Children</th>
<th>Less than 1/4 mile</th>
<th>1/4 mile up to 1/2 mile</th>
<th>1/2 mile up to 1 mile</th>
<th>1 mile up to 2 miles</th>
<th>More than 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>70%</td>
<td>60%</td>
<td>70%</td>
<td>54%</td>
<td>5%</td>
</tr>
<tr>
<td>No</td>
<td>122</td>
<td>30%</td>
<td>40%</td>
<td>30%</td>
<td>46%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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:

- Distance
- Speed of Traffic Along Route
- Amount of Traffic Along Route
- Weather or climate
- Safety of Intersections and Crossings
- Sidewalks or Pathways
- Time
- Adults to Walk With
- Child’s Participation in After School Programs
- Violence or Crime
- Convenience of Driving
- Crossing Guards

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:

- Distance
- Speed of Traffic Along Route
- Amount of Traffic Along Route
- Weather or climate
- Safety of Intersections and Crossings
- Sidewalks or Pathways
- Time
- Adults to Walk With
- Child’s Participation in After School Programs
- Violence or Crime
- Convenience of Driving
- Crossing Guards
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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Child does not walk/bike to school</th>
<th>Child walks/bikes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>86%</td>
<td>92%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>66%</td>
<td>14%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>Weather or climate</td>
<td>39%</td>
<td>33%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>29%</td>
<td>8%</td>
</tr>
<tr>
<td>Time</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>13%</td>
<td>25%</td>
</tr>
<tr>
<td>Child’s Participation in After School Programs</td>
<td>12%</td>
<td>25%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>8%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Number of Respondents per Category: 112, 12

No response: 45

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

- 60% Neither
- 20% Encourages
- 8% Strongly Encourages
- 2% Discourages
- 1% Strongly Discourages

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

- 60% Neutral
- 22% Fun
- 8% Very Fun
- 1% Boring
- 1% Very Boring
Parents' opinions about how healthy walking and biking to/from school is for their child:
- 40% Healthy
- 32% Very Healthy
- 26% Neutral
- 0% Unhealthy
- 1% Very Unhealthy
<table>
<thead>
<tr>
<th>SurveyID</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1071133</td>
<td>Too far away from school to walk/bike.</td>
</tr>
<tr>
<td>1071134</td>
<td>#8-Child wants to walk/bike to grandma's home within city limits.</td>
</tr>
<tr>
<td>1071530</td>
<td>This is not a good survey for me to be judging due to the fact that we are too rural for this to work.</td>
</tr>
<tr>
<td>1074972</td>
<td>We live 1 1/2 miles away. Walking/biking to school don't really seem an option.</td>
</tr>
<tr>
<td>1075276</td>
<td>12. Unsure</td>
</tr>
<tr>
<td>1071142</td>
<td>No one can fix violence or crime, so my child would have to be old enough to know how to handle anything bad that could possibly happen to him without being scared.</td>
</tr>
<tr>
<td>1071145</td>
<td>Walking and biking is not an option living 8 miles from school.</td>
</tr>
<tr>
<td>1071205</td>
<td>The elementary school offers help to students who walk/bike at intersections. This is very necessary as the lack of sidewalks and heavy traffic presence are a very difficult combination.</td>
</tr>
<tr>
<td>1071531</td>
<td>12. School encouragement.”not sure”</td>
</tr>
<tr>
<td>1071112</td>
<td>Live in city of Milton. Walking/biking is not an option.</td>
</tr>
<tr>
<td>1071138</td>
<td>We live 12 miles from town so this does/will not apply to us.</td>
</tr>
<tr>
<td>1071166</td>
<td>Living in the country on a farm makes it highly unlikely that my child will ever walk or bike to school.</td>
</tr>
<tr>
<td>1071541</td>
<td>The parking situation at school is terrible in the afternoons. There either needs to be parking on both sides of the street or parents should pick their children up at the parking lot.</td>
</tr>
<tr>
<td>1075283</td>
<td>The kids used to bike to school until we moved to the country.</td>
</tr>
<tr>
<td>1071122</td>
<td>We live on State Hwy 29 and there is not a bike route or walking trail and it would be unsafe to walk on the side of the road.</td>
</tr>
<tr>
<td>1071144</td>
<td>Not allowing parking on both sides of the street in front of main entrance when parents are picking up their kids only makes the other blocks cluttered and less safe.</td>
</tr>
<tr>
<td>1071146</td>
<td>We live too far from school to walk or ride bike.</td>
</tr>
<tr>
<td>1071524</td>
<td>Staff at the school park on road on McConnell and Clayborn making walking and driving dangerous. School staff should be in parking lot for safety of kids. Under Convenience of driving. “Total lack of parking at school.” Under Amount of traffic along route “teachers park on Clayborn making travel dangerous.”</td>
</tr>
<tr>
<td>1074889</td>
<td>Staff at the school park on side street and in front of school making travel to and from school dangerous whether walking or driving.</td>
</tr>
<tr>
<td>1074905</td>
<td>Walking to school for my child would be a very long walk. Being we live 10 miles from school. So that is why we don’t agree. But otherwise it is great exercise.</td>
</tr>
<tr>
<td>1071106</td>
<td>We live 6 miles out of town. This does not apply to us.</td>
</tr>
<tr>
<td>1071108</td>
<td>Parents should discuss with their child, not the school’s responsibility.</td>
</tr>
<tr>
<td>1071171</td>
<td>We just live too far away for child to walk/bike to school.</td>
</tr>
<tr>
<td>1071175</td>
<td>We live too far out of town to bike, ride or drive to school.</td>
</tr>
<tr>
<td>1074879</td>
<td>I am able to see my child walk to school although I would feel better if there was a sidewalk instead of just the road.</td>
</tr>
<tr>
<td>1074891</td>
<td>We live too far away to allow her to walk or ride bike.</td>
</tr>
<tr>
<td>1074901</td>
<td>We don’t plan on moving so I don’t foresee my children EVER biking to school as it is too far and too dangerous.</td>
</tr>
<tr>
<td>1077136</td>
<td>My kids ride the bus for 1 hour and 15 min both ways so that is so unfair. Need to change the route.</td>
</tr>
</tbody>
</table>
### 2013 Combined (Elementary and High School) Tally Results

<table>
<thead>
<tr>
<th>ID</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1071157</td>
<td>We live in the country so my children would never walk or bike to school.</td>
</tr>
<tr>
<td>1071200</td>
<td>Do not send this to children in the rural area.</td>
</tr>
<tr>
<td>1071528</td>
<td>We live out in the country.</td>
</tr>
<tr>
<td>1071529</td>
<td>We live 6 miles out this does not apply to us.</td>
</tr>
<tr>
<td>1071555</td>
<td>Ridiculous that my kids ride the bus 1 hr 15 min to school and 1 hr 20 min home. Need to change the route.</td>
</tr>
<tr>
<td>1071556</td>
<td>We live in the country so my children would never walk or bike to school.</td>
</tr>
<tr>
<td>1071124</td>
<td>Live on State Hwy with no shoulder.</td>
</tr>
<tr>
<td>1071179</td>
<td>We live in the country about 15 miles from Parkers Prairie, biking or walking is out of the question.</td>
</tr>
<tr>
<td>1074876</td>
<td>Didn’t answer questions 13-14 as they don’t pertain since they aren’t allowed. If we didn’t live on a busy main road, they could bike to school when nice out. They have to ride the bus for 1 hr 15 minutes in the morning and we only live 3 miles from town which is ridiculous.</td>
</tr>
<tr>
<td>1071164</td>
<td>We live over 10 miles away from school-this survey does not apply to my family.</td>
</tr>
<tr>
<td>1071198</td>
<td>This survey is for town kids not country kids.</td>
</tr>
<tr>
<td>1071201</td>
<td>My child lives in a different town than the school he attends. Would be impossible for him to ride bike or walk to school. It's either the bus or myself, that is how he gets to school.</td>
</tr>
<tr>
<td>1075279</td>
<td>13 and 14. NA</td>
</tr>
</tbody>
</table>
Student Travel Tally Report: One School in One Data Collection Period

School Name: Parkers Prairie Elementary
School Group: Parkers Prairie
School Enrollment: 0
% of Students reached by SRTS activities: 76-100%
Number of Classrooms Included in Report: 17

Set ID: 12808
Month and Year Collected: September 2013
Date Report Generated: 10/08/2013
Tags:

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

<table>
<thead>
<tr>
<th></th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>855</td>
<td>9%</td>
<td>4%</td>
<td>50%</td>
<td>35%</td>
<td>2%</td>
<td>0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>919</td>
<td>12%</td>
<td>4%</td>
<td>49%</td>
<td>24%</td>
<td>3%</td>
<td>7%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
Morning and Afternoon Travel Mode Comparison by Day

<table>
<thead>
<tr>
<th></th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday AM</td>
<td>256</td>
<td>9%</td>
<td>4%</td>
<td>40%</td>
<td>37%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Tuesday PM</td>
<td>307</td>
<td>12%</td>
<td>4%</td>
<td>53%</td>
<td>21%</td>
<td>2%</td>
<td>8%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Wednesday AM</td>
<td>310</td>
<td>9%</td>
<td>5%</td>
<td>51%</td>
<td>34%</td>
<td>2%</td>
<td>0%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Wednesday PM</td>
<td>310</td>
<td>10%</td>
<td>5%</td>
<td>49%</td>
<td>25%</td>
<td>3%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Thursday AM</td>
<td>289</td>
<td>9%</td>
<td>3%</td>
<td>50%</td>
<td>35%</td>
<td>2%</td>
<td>0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Thursday PM</td>
<td>302</td>
<td>14%</td>
<td>3%</td>
<td>45%</td>
<td>27%</td>
<td>3%</td>
<td>7%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
Travel Mode by Weather Conditions

<table>
<thead>
<tr>
<th>Weather Condition</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td>1418</td>
<td>11%</td>
<td>4%</td>
<td>50%</td>
<td>26%</td>
<td>2%</td>
<td>4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Rain</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overcast</td>
<td>356</td>
<td>10%</td>
<td>5%</td>
<td>40%</td>
<td>34%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Snow</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
2012 Combined Survey Results
(Elementary and High School)

Parent Survey Summary

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Parkers Prairie</th>
<th>Month and Year Collected:</th>
<th>February 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>Parkers Prairie Elementary School</td>
<td>Set ID:</td>
<td>9311</td>
</tr>
<tr>
<td>School Enrollment:</td>
<td>257</td>
<td>Date Report Generated:</td>
<td>02/12/2013</td>
</tr>
<tr>
<td>Enrollment within Grades Targeted by SRTS Program:</td>
<td>257</td>
<td>Number of Questionnaires Analyzed for Report:</td>
<td>127</td>
</tr>
<tr>
<td>Number of Questionnaires Distributed:</td>
<td>257</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Male: 36%
- Female: 64%
### Grade levels of children represented in survey

#### Bar Chart

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>9%</td>
</tr>
<tr>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
</tr>
<tr>
<td>5</td>
<td>19%</td>
</tr>
<tr>
<td>6</td>
<td>5%</td>
</tr>
</tbody>
</table>

#### Table

<table>
<thead>
<tr>
<th>Grade In School</th>
<th>Responses per grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Number 11, Percent 9%</td>
</tr>
<tr>
<td>1</td>
<td>Number 16, Percent 13%</td>
</tr>
<tr>
<td>2</td>
<td>Number 19, Percent 15%</td>
</tr>
<tr>
<td>3</td>
<td>Number 21, Percent 17%</td>
</tr>
<tr>
<td>4</td>
<td>Number 28, Percent 22%</td>
</tr>
<tr>
<td>5</td>
<td>Number 24, Percent 19%</td>
</tr>
<tr>
<td>6</td>
<td>Number 5, Percent 5%</td>
</tr>
</tbody>
</table>

No response: 0

Percentages may not total 100% due to rounding.
Parent estimate of distance from child’s home to school

<table>
<thead>
<tr>
<th>Distance between home and school</th>
<th>Number of children</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>21</td>
<td>17%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>11</td>
<td>9%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>9</td>
<td>7%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>76</td>
<td>61%</td>
</tr>
</tbody>
</table>

Don’t know or No response 3
Percentages may not total 100% due to rounding.
Typical mode of arrival at and departure from school

<table>
<thead>
<tr>
<th>Time of Trip</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>125</td>
<td>11%</td>
<td>3%</td>
<td>56%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>120</td>
<td>14%</td>
<td>3%</td>
<td>63%</td>
<td>10%</td>
<td>0.8%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

No Response Morning: 2
No Response Afternoon: 7
Percentages may not total 100% due to rounding
### Typical mode of school arrival and departure by distance child lives from school

#### School Arrival

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>21</td>
<td>48%</td>
<td>14%</td>
<td>10%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>11</td>
<td>36%</td>
<td>9%</td>
<td>18%</td>
<td>36%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>9</td>
<td>0%</td>
<td>0%</td>
<td>56%</td>
<td>44%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>7</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>88%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>70</td>
<td>0%</td>
<td>0%</td>
<td>78%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 3
Percentages may not total 100% due to rounding.

#### School Departure

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>21</td>
<td>57%</td>
<td>14%</td>
<td>10%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>10</td>
<td>30%</td>
<td>10%</td>
<td>30%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>9</td>
<td>22%</td>
<td>0%</td>
<td>56%</td>
<td>11%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>7</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>71%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>72</td>
<td>0%</td>
<td>0%</td>
<td>80%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 8
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

<table>
<thead>
<tr>
<th>Distance between Home and School</th>
<th>% of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 1/4 mile</td>
<td>100%</td>
</tr>
<tr>
<td>1/4 to 1/2 mile</td>
<td>90%</td>
</tr>
<tr>
<td>1/2 to 1 mile</td>
<td>80%</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>70%</td>
</tr>
<tr>
<td>&gt; 2 miles</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asked Permission?</th>
<th>Number of Children</th>
<th>Less than 1/4 mile</th>
<th>1/4 mile up to 1/2 mile</th>
<th>1/2 mile up to 1 mile</th>
<th>1 mile up to 2 miles</th>
<th>More than 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>81%</td>
<td>55%</td>
<td>44%</td>
<td>71%</td>
<td>3%</td>
</tr>
<tr>
<td>No</td>
<td>88</td>
<td>19%</td>
<td>45%</td>
<td>50%</td>
<td>29%</td>
<td>97%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Child does not walk/bike to school</th>
<th>Child walks/bikes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>82%</td>
<td>66%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>46%</td>
<td>29%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>41%</td>
<td>20%</td>
</tr>
<tr>
<td>Weather or climate</td>
<td>38%</td>
<td>71%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>32%</td>
<td>43%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>24%</td>
<td>14%</td>
</tr>
<tr>
<td>Time</td>
<td>20%</td>
<td>57%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Child's Participation in After School Programs</td>
<td>13%</td>
<td>29%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Number of Respondents per Category</td>
<td>88</td>
<td>7</td>
</tr>
</tbody>
</table>

No response: 32

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 one 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

- 75% Neither
- 21% Encourages
- 1% Discourages
- 3% Strongly Discourages

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

- 55% Neutral
- 25% Fun
- 10% Very Fun
- 5% Very Boring
- 4% Boring
Parents' opinions about how healthy walking and biking to/from school is for their child:

- 34% Neutral
- 31% Healthy
- 34% Very Healthy
- 0% Unhealthy
- 2% Very Unhealthy
<table>
<thead>
<tr>
<th>SurveyID</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>976103</td>
<td>This form is completed for my 2nd grader who walks home with her older 5th grade brother. Otherwise she wouldn't be walking home yet.</td>
</tr>
<tr>
<td>976254</td>
<td>I can see my children walking to and from school from my house. If I didn't, I wouldn't feel comfortable. Also, they walk together so no one is alone walking.</td>
</tr>
<tr>
<td>976130</td>
<td>I am extremely concerned about pedophiles in any city/town/state! I don't like little kids walking/riding alone no matter how far they have to go... you just never know!</td>
</tr>
<tr>
<td>976133</td>
<td>We live over 15 miles from school. If we lived in town I would love for him to ride bike but not until probably 3rd or 4th grade.</td>
</tr>
<tr>
<td>976315</td>
<td>The better the sidewalks and trails in this town, the more Parkers Prairie will be out and about.</td>
</tr>
<tr>
<td>976330</td>
<td>My child is in a wheelchair, which affects my decision to not allow walking or biking to school without an adult.</td>
</tr>
<tr>
<td>976139</td>
<td>We need more sidewalks in our town to improve safety and accessibility.</td>
</tr>
<tr>
<td>976248</td>
<td>The parking situation in front of school is very dangerous. Having &quot;no parking&quot; on one side of the street makes for double parking and other strange parking for drop offs and pick ups. Children are running between cars and popping out all over.</td>
</tr>
<tr>
<td>976257</td>
<td>I lived three blocks from my elementary and 1 mile from the middle school and walked from 1st-9th grade.</td>
</tr>
<tr>
<td>976272</td>
<td>Due to the time I have to go to work and get home he stays with my parents most of the week.</td>
</tr>
<tr>
<td>976275</td>
<td>I am able to watch my child walk to school from my house.</td>
</tr>
<tr>
<td>976293</td>
<td>We live 12 miles from town. This really does not apply to us.</td>
</tr>
<tr>
<td>976295</td>
<td>Because the kids have to cross major highway, until there are x-ing guards in the AM, they wouldn't walk/bike. We would love to see AM x-ing guards.</td>
</tr>
<tr>
<td>976316</td>
<td>Would like to see better parking area's for vehicles that come to pick up children.</td>
</tr>
<tr>
<td>976104</td>
<td>We only live 2 houses from the elementary school and he goes to and from school without adult but anywhere else he is with an adult.</td>
</tr>
<tr>
<td>976258</td>
<td>The world today is NOT safe enough for my child to walk to school. How safe is this school compared to Sandyhook Elementary?</td>
</tr>
<tr>
<td>976268</td>
<td>My children walk or ride bike weather permitting. I usually walk with them or will check to make sure they made it ok.</td>
</tr>
<tr>
<td>976309</td>
<td>My kids ride the bus an hour to school, then an hour to get home. Not happy about it at all.</td>
</tr>
<tr>
<td>976310</td>
<td>I think they should have a bus ride in the winter only.</td>
</tr>
<tr>
<td>976354</td>
<td>We live 5.5 miles from town on a busy highway so walking or biking is really not an option to us at any grade level.</td>
</tr>
<tr>
<td>976256</td>
<td>I think sidewalks for walking or biking would be fantastic - but I hope they would be plowed/cleared in the winter! I know the side streets in Parkers Prairie are not plowed and this is dangerous for all ages to walk on!</td>
</tr>
<tr>
<td>976296</td>
<td>Being 6 plus miles from school it is very unfeasible for my child to walk/bike to school.</td>
</tr>
<tr>
<td>976153</td>
<td>We live over ten miles from the school so walking or riding bike to school is not an option.</td>
</tr>
<tr>
<td>976280</td>
<td>People driving to pick up their children in from of the school need to SLOW down sometimes.</td>
</tr>
<tr>
<td>976311</td>
<td>Walking/biking is great but we live 6 miles from school so it's not an option.</td>
</tr>
<tr>
<td>976337</td>
<td>we live in the country so walking or biking to school would not be possible or permitted.</td>
</tr>
<tr>
<td>976149</td>
<td>7th grade because she wouldn't have to cross Hwy 29. Very unhealthy because could get hit by car. My cousin was hit and killed crossing a street while walking and my sister's friend was abducted while walking as a kid. I'm not in favor of young children walking alone or without adult supervision.</td>
</tr>
<tr>
<td>ID</td>
<td>Response</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
</tr>
<tr>
<td>976336</td>
<td>I feel it is too far and unsafe for my child to walk from my house to the school and the school will not let him ride the bus.</td>
</tr>
<tr>
<td>976318</td>
<td>We live too far away for our children to bike to school.</td>
</tr>
<tr>
<td>976333</td>
<td>We live 12 miles from town.</td>
</tr>
<tr>
<td>976335</td>
<td>My child rides the bus so doesn't apply.</td>
</tr>
<tr>
<td>976338</td>
<td>The kids would like to bike to school sometimes. We are 3.5 miles from school, but Hwy 29 is way too busy and fast. There are no trails. I can't even have them ride the bus in the am because they get up at 6:45am and ride for 1hr and 15 min. It is pitch black and unsafe for them to stand at the end of our long driveway where I can't see them.</td>
</tr>
<tr>
<td>976251</td>
<td>We live 12 miles from school so a lot of these questions do not apply to us.</td>
</tr>
<tr>
<td>976128</td>
<td>We live 7 miles from Parkers Prairie so it does not apply for us to even walk to school.</td>
</tr>
<tr>
<td>976245</td>
<td>We live 7 miles from Parkers Prairie so there is no way we will walk or bike to school. Most of this does not apply to us.</td>
</tr>
<tr>
<td>976253</td>
<td>Biking/walking is impractical due to location we live.</td>
</tr>
<tr>
<td>976259</td>
<td>One hour on the school bus</td>
</tr>
<tr>
<td>976267</td>
<td>We live about 20 minutes away from school in the country so it would not be an option for our kids to walk or bike.</td>
</tr>
<tr>
<td>976254</td>
<td>Living about 15 from town my kids will never bike to school.</td>
</tr>
<tr>
<td>976321</td>
<td>Many questions were difficult to answer or n/a. We do not live close enough for our child to bike/walk.</td>
</tr>
</tbody>
</table>

2013 Combined (Elementary and High School) Tally Results
Tally Report Summary

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Parkers Prairie</th>
<th>Month and Year Collected:</th>
<th>February 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>Parkers Prairie Elementary School</td>
<td>Set ID:</td>
<td>11371</td>
</tr>
<tr>
<td>School Enrollment:</td>
<td>257</td>
<td>Date Report Generated:</td>
<td>02/12/2013</td>
</tr>
<tr>
<td>Enrollment within Grades Targeted by SRTS Program:</td>
<td>257</td>
<td>Number of Classrooms Included in Report:</td>
<td>13</td>
</tr>
<tr>
<td>Number of Classrooms in School:</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mode</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Bike</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>School Bus</td>
<td>46%</td>
<td>41%</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>43%</td>
<td>31%</td>
</tr>
<tr>
<td>Carpool</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Transit</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Number of Trips:
- Morning: 712
- Afternoon: 803

Percentages may not total 100% due to rounding.
Morning and Afternoon Travel Mode Comparison by Day

<table>
<thead>
<tr>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday AM</td>
<td>222</td>
<td>9%</td>
<td>0%</td>
<td>49%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Tuesday PM</td>
<td>221</td>
<td>13%</td>
<td>0%</td>
<td>45%</td>
<td>48%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Wednesday AM</td>
<td>245</td>
<td>10%</td>
<td>0.8%</td>
<td>46%</td>
<td>42%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Wednesday PM</td>
<td>336</td>
<td>41%</td>
<td>0.3%</td>
<td>36%</td>
<td>23%</td>
<td>0.8%</td>
<td>0%</td>
</tr>
<tr>
<td>Thursday AM</td>
<td>246</td>
<td>8%</td>
<td>0%</td>
<td>45%</td>
<td>47%</td>
<td>0.4%</td>
<td>0%</td>
</tr>
<tr>
<td>Thursday PM</td>
<td>246</td>
<td>16%</td>
<td>0%</td>
<td>46%</td>
<td>35%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
Travel Mode by Weather Conditions

- Walk
- Bike
- School Bus
- Family Vehicle
- Carpool
- Transit
- Other

<table>
<thead>
<tr>
<th>Weather Condition</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td>224</td>
<td>15%</td>
<td>0.4%</td>
<td>46%</td>
<td>36%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Rainy</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overcast</td>
<td>1028</td>
<td>20%</td>
<td>0%</td>
<td>43%</td>
<td>36%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Snow</td>
<td>263</td>
<td>10%</td>
<td>0.8%</td>
<td>46%</td>
<td>42%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
Sidewalk Ordinance

The City Council of Parkers Prairie Ordains:

Chapter 111. Streets

Ordinance No. 44.2 – An ordinance regarding the removal of snow and ice from sidewalks.

Section I. Snow and Ice Removal

The owners of any buildings or property having sidewalks abutting their property or buildings and parallel to the street shall remove or shall cause to be removed, all snow and ice from such sidewalk within twenty-four (24) hours after it's deposit thereon.

Section II.

This ordinance is to include all sidewalks presently in the village and all sidewalks that will be built in the future and meet the description set forth in section 1 of this ordinance.

Section III. Removal by Village

In event or failure of owner to comply with Section 1 or Section 2 of this Ordinance, the Street Commissioner or authorized Village employee shall have snow and ice removed from these sidewalks. He shall keep a record showing cost of said snow and ice removal for each building or lot and deliver such information to the Village Clerk.

Section IV. Assessment of Cost

The Village Clerk, shall, upon direction of the Village Council, extend cost of said snow and ice removal as a special tax against the lots or parcels of ground or buildings abutting the sidewalks cleared, and such tax shall be certified to the County Auditor for collection as other special taxes.

Section V.

This ordinance shall be in full force and effect from and after it's passage and publication.

Passed by the village Council of Parkers Prairie, Minnesota, this 6th day of February, 1967.

Arthur W. Klotz
City Clerk

George C. Revering
Mayor
Complete Streets Policy
CITY OF PARKERS PRAIRIE
RESOLUTION NO. 13-06

A RESOLUTION ESTABLISHING A COMPLETE STREETS POLICY

WHEREAS, the mobility of freight and passengers and the safety, convenience and comfort of motorists, cyclists, pedestrians – including people requiring mobility aids, transit riders and neighborhood residents of all ages and abilities should all be considered when planning and designing Parkers Prairie’s streets;

AND WHEREAS, integrating sidewalks, bike facilities, transit amenities and safe crossings into the initial design of street projects avoids the expense of retrofits later;

AND WHEREAS, streets are a critical component of public space and play a major role in establishing the image and identity of a city, providing a key framework for current and future development;

AND WHEREAS, active living integrates physical activity into daily routines and Active Living communities encourage individuals of all ages and abilities to be more physically active;

AND WHEREAS, communities that support active living strive to create amenities that will enhance the quality of life of its residents, improve the physical and social environment in ways that attract businesses and workers and contribute to economic development;

AND WHEREAS, the goal of complete streets is to improve the access and mobility for all users of streets in the community by improving safety through reducing conflict and encouraging non-motorized transportation and transit, which will enhance the promotion of active living as a means to improve the health of the community residents and improve environmental conditions, including air quality;

AND WHEREAS, it is recognized that there are some streets or corridors in the City which would not fully satisfy a complete streets environment, but that sidewalks be installed wherever there is developed frontage, except for short cul-de-sac streets.

NOW THEREFORE, Be it resolved that the City Council of the City of Parkers Prairie, Minnesota establish a Complete Streets Policy that provides as follows:

1. The City of Parkers Prairie will, whenever it is economically feasible, seek to enhance the safety, access, convenience and comfort of all users of all ages and abilities, including pedestrians (including people requiring mobility aids), bicyclists, transit users, motorists and freight drivers, through the design, operation and maintenance of the transportation network so as to create a connected network of facilities accommodating each mode of travel that is consistent with and supportive of the local community, recognizing that all streets are different and that the needs of various users will need to be balanced in a flexible manner.

2. Transportation improvements will include facilities and amenities that are recognized as contributing to complete streets, which may include street and sidewalk lighting, sidewalks and pedestrian safety improvements such as median refuges or crosswalk improvements; improvements that provide ADA (Americans with Disabilities Act) compliant accessibility;
bicycle accommodations including bicycle parking, bicycle routes, shared-use lanes, wide travel lanes or bike lanes as appropriate, and street trees, boulevard landscaping, street furniture and adequate drainage facilities.

3. Early consideration of all modes for all users will be important to the success of this Policy. Those planning and designing street projects will give due consideration to bicycle, pedestrian and transit facilities from the very start of planning and design work. This will apply to all roadway projects, including those involving new construction, reconstruction, or changes in the allocation of pavement space on an existing roadway (such as the reduction in the number of travel lanes or removal of on-street parking).

4. Bicycle, pedestrian and transit facilities will be considered in street construction, reconstruction, re-paving, and rehabilitation projects, except under one or more of the following conditions:
   A. A project involves only ordinary maintenance activities designed to keep assets in serviceable condition, such as mowing, cleaning, sweeping, spot repair, concrete joint repair, or pothole filling, or when interim measures are implemented on temporary detour or haul routes.
   B. The City Engineer, with Council consultation, determines there are relatively high safety risks.
   C. The City Council exempts a project due to excessive and disproportionate cost of establishing a bikeway, walkway or transit enhancement as part of a project.
   D. The City Council determines that the construction is not practically feasible or cost effective because of significant or adverse environmental impacts to streams, flood plains, remnants of native vegetation, wetlands, steep slopes or other critical areas, or due to impacts on neighboring land uses, including impact from right-of-way acquisition.

5. It will be important to the success of the Complete Streets Policy to ensure that the project development process includes early consideration of the land use and transportation context of the project, the identification of gaps and deficiencies in the network for various user groups that could be addressed by the project and an assessment of the tradeoffs to balance the needs of all users. The context factors that should be given high priority include the following:
   A. Whether the corridor provides a primary access to a significant destination such a community or regional park or recreational area, a school, a shopping/commercial area or an employment center;
   B. Whether the corridor provides access across a natural or man-made barrier such as a river or freeway.
   C. Whether the corridor is in an area where a relatively high number of users of non-motorized transportation modes can be anticipated.
   D. Whether a road corridor provides important continuity or connectivity links for an existing trail or path network; or
   E. Whether nearby routes that provide a similar level of convenience and connectivity already exist.

6. The design of new or reconstructed facilities should anticipate likely future demand for bicycling, walking and transit facilities and should not preclude the provision of future improvements. (For example, under most circumstances, bridges, which last for 75 years or more, should be built with sufficient widths for safe bicycle and pedestrian use in anticipation of a future need for such facilities.)
The City will maintain a comprehensive inventory of the pedestrian and bicycling facility infrastructure integrated with City street and utility maps and will carry out projects to eliminate gaps in the sidewalk and trail networks.

Complete streets may be achieved through single projects or incrementally through a series of smaller improvements or maintenance activities over time.

The City will generally follow accepted or adopted design standards when implementing improvements intended to fulfill this Complete Streets policy but will consider innovative or non-traditional design options where a comparable level of safety for users is present.

The City will develop implementation strategies that may include evaluating and revising manuals and practices, developing and adopting network plans, identifying goals and targets, and tracking measure such as safety and modal shifts to gauge success.

BE IT FURTHER RESOLVED, that the feasibility report prepared for a street project shall include documentation of compliance with this policy.

Where upon the Resolution was declared duly passed and adopted by the City of Parkers Prairie City Council this 22nd day of January, 2013.

Signed:

[Signature]
Sendra Froemming
Mayor

Attest:

[Signature]
Kimberly Schroeder
City Clerk-Treasurer