City of Audubon
City of Lake Park
Lake Park-Audubon School District
Safe Routes to School Plan 2013-2014

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Executive Summary

The Safe Routes to School planning process began in August 2013 and ended in March 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 Lake Park and Audubon have 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 the community. 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 to 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 Lake Park and Audubon.

(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 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 the SRTS 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 injuries 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 account for 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
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 website 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.

**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.

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

- Completing a school walking and bicycling audit and a school travel plan
- Adding traffic calming measures, 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? Examples include:

- 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. Examples include:

- 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. Examples include:

- Partnership with law enforcement to target problem intersections
- 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. Examples include:

- 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
Background and Overview

Current Condition

Current Condition

The fall of 2013 has brought many changes to our community, building new and strengthening old partnerships. The new Lake Park Audubon High School opened its doors in September and brought 22 new students to the high school. There was also a school renovation at the elementary in Audubon resulting in the largest influx with 75 new students attending that school.

Local businesses are very supportive of city and school endeavors. The overwhelming community feeling is that we consider this to be “home”. Although the City of Lake Park and EDA are always exploring new opportunities for businesses, we currently do not have any major industry in the city. For the most part we work in surrounding communities, but we want to come home every night to a vibrant, safe, healthy community that not only welcomes physical activity but encourages it. We want to know that while we are 10-40 miles away at work our kids are safe in their routes to and from school.

The Lake Park Audubon School system has buildings that reside in two towns. The elementary school, housing grades K-6, is in Audubon and the High School houses grades 7-12 in Lake Park. One may question with the younger students being schooled in Audubon the need for Safe Routes to School in Lake Park. The way the transportation system is designed currently for the school district is as follows: the out-of-town students along with the in-town students are bused to the high school. From there the elementary students are then bused to Audubon. With Audubon 6 miles away, all of the elementary students in Lake Park, according to the current busing guidelines, are more than 1 mile from school and therefore need to be bused. That means if an elementary student is 2 blocks from the high school, according to the guidelines, they are getting picked up by the bus (as opposed to walking to the high school), going to the high school and then getting bused on to Audubon. Currently 192 students are bused from Lake Park to Audubon daily for school. If the opportunity for safe routes existed, the school district would look at their policy and propose that if students were less than 1 mile from the high school, they would walk or bike to the high school and then be bused over. The other situation that arises is that even though students grades 7-12 are only bused if they live over 2 miles away, if the bus is stopping to pick up younger students, the older ones at that stop are allowed to ride as well.

The other challenge the district has faced this year is opening the new school building. With progress and change, challenges always seem to follow. The new high school is located on the south side of the town adjacent to one of the new developments in town. Although in long term planning of our city this is a wonderful location as housing will continue to develop around it, currently, 78 students live on the north end of town closer to the old high school. The only crossing in town that will allow you to go from the north side to the south side currently is Burlington Northern Bridge. Years ago, the railroad tracks were lowered in Lake
Park allowing for the railroad cars to be filled from the top. This created a deep trench making it impossible to connect roads without bridges in Lake Park. The one and only current bridge is slated to be redone and widened in 2014 but currently it is a narrow bridge with a very narrow sidewalk utilized by all vehicles coming in and out of town. It is not a safe route for students to be crossing as tractors and semis from the many area farms as well as area residents are utilizing the bridge at the same time.

The trench mentioned in the last paragraph has become a larger issue this school year with our grade 7-12 students. With a large housing population living just north of that trench, students have begun to climb down it and cross the still active railroad tracks and climb up the other side to the new high school. This “shortcut” is extremely dangerous. This is another reason adding safe routes to school in our community is a necessity.

**Existing Policies**

The public school district, Independent School District 2889, adopted a wellness program in 2006 and updated the policy in 2012. The goal of the Lake Park Audubon School District is to encourage the consumption of nutrient dense foods, such as whole grains, fresh fruits, vegetables and dairy products. The district recognizes that the current wellness policy focuses on food only and is currently working on adding guidelines recommending physical activity.

Both schools in the district are continually creating user friendly safe environments to promote walking and biking to and from school. With changes in both schools in our district either through remodeling or opening a new building, the districts are also evaluating current traffic management and flow to make sure that we are providing and enhancing safety measures to provide safe routes for students to bike or walk to schools.

We are aware that we have many changes to make within our community to promote healthier, more active lifestyles among our students, but we are recognizing those areas of weakness and with great anticipation are hopeful that the consultant services with the Safe Routes to School planning process will bring clarity for solutions. As mentioned, our community is in a time of opportunity. We have lots of ambitious projects on our “to do” list but feel many of them are inter-related and are looking for guidance and prioritization. We want to move our community forward in a direction that makes sense. Promoting an active lifestyle and creating safe routes to school to keep our students safe and healthy not only are the building blocks for lifestyles of our future, but are a necessity for our students today. Creating a Safe Routes to School plan would create the possibility for 39 students in grades 7-12 to walk to school and 98 elementary students to walk to the high school before getting on a bus to be transported to Audubon. This plan would encourage and promote 20% of our school population to live a healthier, more active lifestyle.
Partnerships

The City of Lake Park is experiencing a time of opportunity. With the opening of the new Lake Park Audubon High School in the fall of 2012, a breath of fresh air has been brought to what seemed a tired community. Prior to the "yes" vote to secure the future of our school system, we were losing young families and students to surrounding communities. Families were reluctant to purchase new homes in our community with the future of our schools unsteady and businesses were hesitant to move into the community not knowing its future. Now with the building and subsequent opening of the new high school in Lake Park, there is a new energy and a desire to continue to update, improve and make our city a wonderful place to live, work, and play. With that new energy, many new projects, ideas, and committees are forming to ride the wave, if you will. Many of those dreams and desires always existed, but there was a heaviness to our town. The passing of the referendum reminded local citizens that we have a wonderful little community, but it takes dedication and determination and the partnership of all of us to continue to grow and thrive.

In Oct 2012, the City of Lake Park was awarded a visit by the MN Design Team. They spent four days embedding themselves into all aspects of our everyday life. They stayed with local families, met with city leaders, met with local businesses, visited the school, the legion, etc. The listened to the needs, wants, and desires of anyone willing to share. The team toured our town and surrounding region and from that developed a plan based on what they were hearing. Over and over what they heard from the community was this was our home. We work elsewhere for the most part but when we enter our community we are at home. We want to be able to walk, ride bike, have great schools, have unique areas of interest, restore Lake Flora, go to the local ice cream shop, be safe, etc. Aesthetically they came up with ideas to improve the looks and feel of our community giving that feeling of home. Again, that same energy of creating a better place to live radiated from our residents.

The City of Lake Park is also working with the Becker County Economic Development Authority to route the Heartland Trail through our community. The school systems have expressed interest in partnering on this project to have the trail go through some of the future nature habitat areas they will be creating on school property. The City of Lake Park is also working with Burlington Northern Railroad as they make plans to redo the bridge in 2014. We want to ensure that the plan is to widen the bridge, not only creating more space for vehicles crossing, but also a bike/walk trail that is safe for our community to utilize. These partnerships are essential in creating Safe Routes to School to promote creating active lifestyles from an early age.

Local Support

The Safe Routes to School planning is supported locally by enthusiastic involvement from the committee members. The team meets regularly and relies on the talents and knowledge of the members to ensure the process is moving in a forward motion.

The Lake Park Police and the Lake Park Audubon Transportation Supervisor are essential as the process moves forward and we seek a plan to promote Safe Routes to School. These team members have provided crucial information regarding the flow of students to and from school in our district.
The City of Lake Park is in the early planning stages of working with Becker County in their efforts to bring the Heartland Trail through our region. Both the City of Lake Park and Becker County want to ensure that the Heartland Trail will be routed through our community promoting not only an active lifestyle to our residents but encouraging others from the region to bike or walk through our community. The goal of the Heartland Trail is to eventually have it run from Moorhead to Detroit Lakes encouraging biking, running and walking throughout the region.

A subsidiary of the Safe Routes to School committee is looking at other options to promote health and wellness in our community. We currently have two 5k runs that happen annually. One is in conjunction with Pumpkin Fest (an annual fall celebration). The other just added in 2012, the Turkey Trot is on Thanksgiving morning promoting area residents and their families to get out and get active before stuffing themselves later in the day. Both of these walk/runs again encourage and promote an active health lifestyle and have over 100 participants and dozens of volunteers organizing and working the event.

Will we be working with the State Health Improvement Program (SHIP) to organize a Bike Rodeo in the spring of 2014. The event will be free and open to the public and will target students in grades K-8 and their parents to participate. The goal of the event will be to provide children the opportunity to learn safe biking skills and encourage an active family lifestyle. Community support and sponsorships will be essential in making this a successful event. It is the committee’s hope that the timing of this event will align with new bike trails being formed on the wide city streets and loop through both the new addition of town as well as the new addition on the southwest end of town and the new school. The committee is also exploring other opportunities to promote healthy lifestyles such as Bike or Walk to Work Week.

**Implementation Support**

The City of Lake Park Safe Routes to School committee has representation from the key participants guaranteeing a successful plan and implementation. As mentioned, the MN Design Team visit drove home to our city and school district the desire and need in our community for safe walking and biking trails for not only our students, but the entire community. In order to instill an active lifestyle in our students, parents must be active with their children from a young age. Currently our community faces many challenges to be out walking and biking with our families safely.

The city is anticipating needing to make changes to the current infrastructure or engineering strategies with the recommendation from this process. They are also recognizing the need to update the aesthetics of our community making it more desirable to do activities outdoors such as biking and walking.

**Measuring Success**

A baseline survey will be conducted with classrooms and parents participating both in the High School and the Elementary School. Follow up parent and student surveys and community focus groups will provide helpful information as this project seeks practical solutions in promoting active healthy habits in our youth.
The City of Lake Park anticipates recommendations for changes to the city’s infrastructure. Implementation of physical improvements will be impacted by the ability to access the appropriate funding to make the improvements.

With the key people needed to implement the necessary changes serving on our committee such as the City Clerk, Police Department, Public Works Supervisor, School Transportation Manager, etc., we are confident that once a plan is determined, the implementation process will be a smooth transition. With the success of the MN Design Team visit the successful community 5k runs and the opening of our new high school, the partnerships formed in the Safe Routes to School team provide assurance that we have the right people on our team to guarantee success.

Existing Infrastructure

The major Infrastructure for bike/pedestrians in both Lake Park and Audubon consists entirely of sidewalks, crosswalks and some signage. As these are small towns it is typical and along some of the low volume streets this is generally all that is needed. Below are some illustrations of current infrastructure in Lake Park and Audubon. For additions and recommendations for infrastructure refer to the Recommendations section of this plan.
Audubon Sidewalk Inventory

Legend
- Existing Sidewalks

Cartography by:
Greg Wagner
West Central Initiative
Sidewalk Inventory of Lake Park, MN

Legend

- Lake Park Sidewalks
A crosswalk located near the Elementary School in Audubon

An Example of the frequent truck traffic along this road
LAKE PARK–AUDUBON SAFE ROUTES TO SCHOOL PLAN

A view of 4th Street in Audubon

Bus pick-up/drop-off in Audubon
Corner that could use some ADA improvement at the Elementary in Audubon (person shown for perspective)

Residential Street in Audubon
A view of the sidewalk to the High School in Lake Park

A bike rack getting lots of use at the High School in Lake Park
A subdivision near the school could provide another access point to the High School in Lake Park

A corner configuration on Vigen Lane in Lake Park
Crosswalks and Signage located at key intersections in Lake Park

A location where it may be desirable to install a bike/ped bridge in order for students to cross safely in Lake Park (observers report students are currently crossing these active train tracks on foot).
The 2nd Street bridge in Lake Park- This will be re-done with safer pedestrian accommodations
School Background and Overview

Current Condition

(Summary from Dale Hogie, Superintendent, Lake Park Audubon School District)

The Lake Park Audubon School District is located on the edge of the West Central Minnesota Lakes Country. The District includes the communities of Lake Park and Audubon and the Cormorant Lakes area.

District residents approved a $750/pupil operating referendum in November of 2009 and supported a $21 million building proposal in May of 2010. Enrollment at one point in the spring of 2010 was at 609 students in grades K-12. Enrollment has grown steadily since then; fluctuating between 685 and 695 students during the 2013-2014 school year. Fall enrollment for 2014-15 is expected to exceed 700 students.

The District has taken several measures to promote good health. Our students are eating healthier breakfasts and lunches since our Food Service Program successfully implemented changes in Federal nutrition requirements. When students in many schools across the country were complaining about portion size, quantities, and options during the 2012-2013 school year; LPA high school students were provided an additional main entree option and unlimited fruits and vegetables for their noon lunch. These changes at LPA allowed our food service program to comply with the established federal limits and the unlimited fruit and vegetable options countered the portion size concern. The elementary school provides a free breakfast to all students in grades K-6.

The District’s initial Wellness Plan was drafted nearly a decade ago. The plan limits the frequency of “classroom celebrations” and types of food permitted for these celebrations. Our LPA Food Service Director has prepared a Healthy Snack List that she distributes to staff every fall. The Wellness Plan established guidelines for our vending machines and concession sales. Vending machines offer what is called the Healthy Snack Options package and we sell only waters, juices, and diet beverages in vending machines and at concession stands.

The LPA District has made great strides in the nutrition area but we could see improvement in promotion of physical activity. Elementary students are provided recess and physical education classes daily and our elementary PE instructor has implemented fitness testing and fitness programs. Students in grades 7-10 have health or physical education classes each year and electives of Weight Training and Wellness/Individual Sports are offered as electives for students in grade 11-12. Like the elementary instructor, the high school PE instructors have also incorporated some fitness evaluations for their students. I expect our PE instructors and other LPA staff to explore other ways to encourage good health practices.

School Name: Audubon Elementary
School Population: 372
Grades at school site: K-6

School Name: Lake Park High School
School Population: 300
Grades at school site: 7-12
SRTS Planning Process

Safe Routes to School Vision & Goals

SRTS Overall Vision
The Cities of Lake Park and Audubon envision 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
The four goals our Safe Routes to School committee is hoping to achieve from the planning process are:

1. Recommendations as the city works with Burlington Northern to widen the bridge to provide a safe walking/biking trail for students and residents to cross
2. Explore creating a walking bridge across the railroad on the west end of town where currently a significant number of students live and would provide quicker access to the location of the new high school
3. Recommendations on sidewalks throughout town creating a safer route to school
4. Advice on working with the county to lower the traffic speed on 3rd street, again the major road linking the south end of town with the north end of town

Planning Process – Kick off Meeting

On Thursday September 26th 2013 a Kick-off Meeting was held. It was attended by the 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”.

Concerns
Lack of sidewalks in both communities
Need for volunteers to run education/encouragement programs
  - School staff does not have extra time
Length of time needed to build additional sidewalks (infrastructure)
  - Could do striping on the road as a temporary solution
Developments in Audubon are built without sidewalks
Schools are located in 2 towns
Students who currently get a ride 3 blocks rather then walk
  - Creating that change
Weather
  - Could put a shorter route on Sunset Lane
Liability
Bullying
  - Kids unsupervised at locations
Crossing:
  - 2nd Street in Lake Park (New pedestrian bridge to be built 2015-2016)
  - 4th Street in Audubon
  - Railroad tracks in Lake Park (would like a pedestrian bridge)
**Strengths/Opportunities**
Main routes in Lake Park have sidewalks
- Alternate routes available if we analyze it
3 grant opportunities
- TAP funds
- DNR Legacy Grant
- Non-infrastructure Implementation through SRTS program
Solutions oriented group (SRTS task force)
PartnerSHIP 4 Health
- Bike Racks
- WCI and PS4H staff support
New Bridge on 2nd Street in Lake Park (2015-2016)
Parents who walk currently who might want to walk with other kids as well (walking school bus)
Lake Park and Audubon school pick-up and zones around the school are orderly
Active PTO
School owns its buses

**Planning Process – School Observation 2012**

School observation was held on Monday October 14th, 2013. On this day volunteers observed students arriving to school in the morning and leaving in the afternoon. Volunteers were placed at several locations around both the elementary and high school 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 our observation were mostly cloudy with rain both during the morning and afternoon observations with a high around 50 F and a Low around 21 F. On this day the volunteers observed a number of students walking and biking to school at both school sites.

In Lake Park a volunteer was stationed at the high school and observed kids arriving. While kids did not cut across the field east of the school (from Sunset Lane) it has been reported that this happens frequently.

In Audubon volunteers were stationed on both the front and back sides of the school. It was noted that a good number of children arrive at this school by walking and no bicyclists were observed. It was also observed that a student crossing guard was stationed at the corner of 4th Street and Lark. This helped a majority of kids cross although we did see children arrive well before the crossing guard was stationed. Overall we observed the need for some infrastructure changes that would help increase safety for these students. These are illustrated in the recommendations section of this plan.

**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 with 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 the majority of the teachers completed it a two consecutive day period. An analysis of the survey results is located in the Findings and Data subsection below. For the complete survey results and the forms used please see the attachments section.

**Crash and Ticket Data**

In an account by Jay Nelson, Lake Park Chief of Police, speeding along Vigen Lane that leads to the High School in Lake Park is an issue as well as along Raider Rd. leading from the school to Highway 10. There is the need for an additional stop sign at Vigen and 3rd St., which is currently a 3-way stop. In addition he believes a lighted flashing sign and crosswalk combination near the school would provide additional safety for children crossing. Per our Safe Routes study these suggestions seem to be reasonable and perhaps additional traffic calming measures could be taken in this area. These might include bump-outs, pedestrian islands, trees and landscaping, additional signage or other treatments as appropriate.

As of Sept 2012 when the new Lake Park Audubon High School was opened here are the statistics that were available:

Lake Park has only had 4 minor traffic crashes within a five-block radius of the school, excluding the Highway 10 and Raider Rd intersection, as the state of MN would have that data. On average LPPD issues 10 warnings and 2 Citations/month in this area. Speed violations account for 30% of the violations, stop sign violations are 25%, seat belt violations 20% and equipment violations and others 25%. We also receive on average 5 traffic complaints per month in this area, mainly speed and stop sign violations. Lake Park has two officers, so they are not on duty during school or activity hours approximately 25% of the time. As a side note, no bike or pedestrian crashes with motor vehicles can be recalled in either Lake Park or Audubon.

As per an account by the current police chief there have not been any pedestrian/bicycle and vehicle crashes in Audubon within the last 10 years.

**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 communities of Lake Park and Audubon.

**Community Meeting**

On Wednesday November 20th and Thursday November 21st 2013, two SRTS community input meetings were held – one in Audubon and one in Lake Park. The purpose of these meetings was to receive community input related to the SRTS planning effort and hear what types of improvements residents of Lake Park and Audubon would like to see made. The decision to hold two meetings were made to encourage residents of both towns to participate with the most convenience possible. At these meetings 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. There were several main themes that were heard throughout the meetings.

**Audubon notes 11/20/2013**

- Utilize the trail that goes behind the school to create a safe route to the new development
  - Could also connect across CR144 with a crosswalk or other pedestrian enhancement to give access to that neighborhood as well
- Traffic calming on CR144 coming into town – issues with speed
- Utilize Heartland Trail plans to further SRTS goals (as applicable)
- Discuss requiring new development to provide sidewalks or trails as part of the project
- RRFB- Rectangular Rapid Flashing Beacon
- Priority for routes identified (on the map) to the area around CR144 and 3rd. Also priority to the crossings identified on 4th, pedestrian enhancements are needed to improve these locations.
  - Pedestrian enhancements could be anything from RRFB’s, bumpouts, crosswalks, etc. the appropriate design is dependent on factors such as MnDOT and engineering feasibility.
- A bike/ped connection to the cul-de-sacs should also be considered
- The need for better lighting at the 2 crossings identified by the school (on 4th) was discussed.
  - Reasons given were early darkness in the winter, the amount of traffic on the road and after school activities leads to low visibility situations at these crossings

**Lake Park notes 11/21/2013**

- The crossing would be great; referencing the proposed bridge. Kids are crossing the railroad tracks at grade.
- Kids walk down Sunset and up the drainage ditch to the school. Add a pedestrian crossing over the ditch at the end of the road.
- Bus stop location on Vigen Lane is a dangerous location on the corner.
- Bus stops all around town; community bus stops?
- Talk to businesses about letting kids walk to connect mobile home park to the main street and ultimately the school. Town & Country Estates mobile home park.
- Downtown intersection needs pedestrian improvements.
- Casey’s and the gazebo are locations that students use. This is covered by sidewalk.
- The city clears all sidewalks.
- Lighting in the parking area of the school is poor.
- Sidewalks needed around the school for events. The new development needs sidewalks. Garfield is the cul de sac. The high school sports are played at the high school.
- It doesn’t appear that stopping at intersections with stop signs is a problem anywhere but at the stop sign on Vigen Lane and 3rd Street. Crossing guards are needed.
- A good place for a bike path would be on Garfield when the County closes it to traffic.
- A sidewalk along 4th Street and 6th Street; helps fill in existing sidewalk network.
- Utilize the Heartland Trail system to integrate these to help serve SRTS.
- Improve 2nd St for bikes and pedestrians. Do a complete streets improvement project.
  - Pedestrian scale
  - Bump outs
  - Streetscape improvements
  - Additions/lighting
  - Lack of crosswalks
- Revive the Bike Rodeo
- New development should require sidewalks
- Downtown intersection needs ped improvements
- High school sports could be played at the high school instead of elementary

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 Lake Park Audubon parent survey data includes 285 responses from a total of around 675 questionnaires for grades K-8. Below is the combined survey data. Please see the attachments section to view the data separated by high school and elementary.

COMBINED SCHOOL 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 (63%)
  - car (26%)
  - walk (9%)
  - bicycle (2%)

- Students most often get home from school by motorized vehicle;
  - bus (66%)
  - car (22%)
  - walk (8%)
  - bicycle (3%)
Top barriers to walking or riding bicycle to school: (Parents were allowed to select more than one)

- Distance - too far from school (92%)
  - 25% of respondents live within 1 mile
- Weather – too cold in winter (49%)
- Speed of Traffic Along Route (44%)
- Amount of Traffic Along Route (42%)
- Time (37%)
- Safety of Intersections and Crossings (32%)
- Lack of Sidewalks or Pathways (24%)
- Child’s Participation in After School Programs (22%)
- Violence or Crime (14%)
- Convenience of Driving (13%)
- Lack of Adults to Bike/Walk with (12%)
- Lack of Crossing Guards (6%)

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

- Less than 1/4 miles
  - School Bus (23%)
  - Family Vehicle (21.5%)
  - Walk (48.5%)
  - Bike (6%)
- 1/4- 1/2 mile
  - School Bus (40.5%)
  - Family Vehicle (18%)
  - Walk (27%)
  - Bike (13.5%)
- 1/2 – 1 mile
  - School Bus (52%)
  - Family Vehicle (35.5%)
  - Walk (0%)
  - Bike (12.5%)
- 1 mile up to 2 miles
  - School Bus (64.5%)
  - Family Vehicle (71%)
  - Walk (0%)
  - Bike (0%)
- More than 2 miles
  - School Bus (75%)
  - Family Vehicle (23.5%)
  - Walk (1%)
  - Bike (0.5%)
Things that would help students walk or ride bicycle more often:

- Top things that would help students walk or ride bicycle more often:
  - Nothing, I live too far from school (77% of those who responded live more than 1 mile from school)
    - 92% indicated distance as a barrier
  - Traffic conditions (86% 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
  - Safety improvements to infrastructure (56% 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 (49% 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
  - An additional observation (please see full survey report in attachments) is that there are large numbers of kids getting dropped off in the morning but not picked up in the afternoon. The factors encouraging this could be safety, weather, convenience, or other. Focusing on eliminating these morning trips so that the kids could walk both to and from school would be a good place to focus Safe Routes efforts with education and encouragement activities.
Recommendations

The 5 E’s

The Cities of Lake Park and Audubon are well-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 communities of Lake Park and Audubon. The team also strongly considered the opinions brought forth at the public meeting conducted as part of the SRTS planning effort. Although considerable thought went into these recommendations it is understood that situations change as do funding sources and flexibility may be necessary when choosing projects to implement in the future.

It is highly recommended that the SRTS task force continue meeting to address Safe Routes to School issues and work on implementation of this plan.

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.

- Consider implementing a Complete Street Policy (short-term)
- Review current sidewalk ordinance (short-term)
  - protect key routes
  - consider mandating sidewalks in all new development
  - Review/modify sidewalk maintenance ordinance
- Review/modify busing practice (short-term)
  - community pick up locations versus pick up at each home
  - discuss implementing minimum distance requirement for bus service
Objective 2: Identify and modify existing infrastructure to improve safety.

- Identify key intersections and create pedestrian enhancements (short-term)
- Flashing lights or school zone/crossing could be added at key intersections (short-term)
- Add sidewalks along key identified routes (see map) (short-term)
- Repair sidewalks along key identified routes (see map) (short-term)
- Discuss the need for secondary loop for parent drop off at elementary school (Short-term)
- Discuss the use of speed tables (short-term)
- Maintain sidewalk network to ensure safe access for all (long-term)
- Participate in the PartnerSHIP 4 Health bike rack program to add more bike racks around town (short-term)
- Work with BNSF railroad and Becker County to widen the 2nd Street bridge to provide a safe walking/biking trail for students and residents to cross
- Work with BNSF railroad and MnDOT to explore the construction a pedestrian bridge across the tracks near 6th Street To allow students to cross the tracks safely
  - Observers inform the team that students currently cross these active railroad tracks on foot
- Conduct further study on lowering the traffic speed on 2nd Street, which is the major road linking the south end of town with the north end of town
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
- Bulb-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 also can help encourage people to be more active within their community. This activity can have a positive health impact on the individual as well as a community building impact on the neighborhood.

When taking on an infrastructure project that involves sidewalks understand that while some residents may be excited, others may be opposed. Some of the things to consider when siting a sidewalk are:
- Impacts on trees and landscaping
- Maintenance responsibilities
- Right of way and 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 walking or bicycling 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.
- Host a Bike/Walk to school day event in spring and fall (short-term)
- Consider holding a yearly bike rodeo (short-term)
- Consider adding additional partners or pairing with another event (short-term)
- Host a bicycle Traffic Skills 101 (TS101) course (short-term)
- Start a SRTS Facebook page or a City healthy living page
  - Could be run by HS students
- Teach the Bike, Walk, Fun! Safe Routes Curriculum in 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
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/pedestrian safety course to HS 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, by school or trails, etc.
  - Refer to MnDOT for instructions and counting form
- 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 Lake Park and Audubon 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
- Consider hosting bike rodeo yearly
- Identify key routes city wide for sidewalk installation as funds become available
- Participate in Bike or Walk to School Week
- Identified key sidewalk routes
  - protect these key routes by policy
- Add additional bike racks through the PartnerSHIP 4 Health program
- Adopt a Complete Streets policy
- Educate community and students about pedestrian and bicycling safety

Next Steps

Safe Routes planning is meant to identify strategies that Lake Park and Audubon 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 outline above
  - Safe Routes to Schools funds
  - Transportation Alternatives Program (TAP) Funds
  - Minnesota State Hwy Funds
  - DNR Trail Funding
  - Funding from organizations such as Bikes Belong
  - Local Funds
- Identify projects that each school would like to take on in an effort to encourage a healthy active lifestyle and increase walking/biking.
- View bike/pedestrian infrastructure as an integrated part of the city transportation system.
- Continue meeting as a SRTS team or task another team to 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
Priorities for S.M.A.R.T. Funding.

Becker County is working on creating a sales tax to fund economic development through the use of multimodal improvements to cities across the county. For this funding our team was tasked with identifying specific projects that would primarily be along county highways or right-of-way, although it could cover other areas if necessary. Our team looked at our Safe Routes recommendations that were already in place, and discussed these in the context of this funding. From this discussion we were able to develop the list below.

Lake Park:
These recommendations are illustrated on the Lake Park Safe Routes to School map on Page 37. All improvements suggested should be evaluated by an engineer.

- Pedestrian bridge across the railroad tracks near 6th street
  - Connection from this bridge should be made via sidewalk or trail to the school as well as all the way along 6th street
  - At the minimum the connection should be made with the school to the south and then to Lake Street to the north. This would connect with existing sidewalk on Lake, however the team would prefer if it was extended all the way north on 6th street,
- Crossing enhancements on 2nd Street and Vigen for additional pedestrian safety
- Crossing enhancements at Lake and 2nd Streets
  - The team recommended bump-outs be considered for this intersection
- Crossing improvements on Co Hwy 7 and 4th street
  - This is currently a bus stop

Audubon:
These recommendations are illustrated on the Audubon Safe Routes to School map on Page 38. All improvements suggested should be evaluated by an engineer.

- Sidewalk along Falcon/ Co Rd 144
  - Including the crossing enhancement at E Falcon and 1st street
  - This sidewalk should extend from the subdivision to 4th and if possible a one-block connection should be made going north on 3rd street to more closely tie it to the school
- Crossing enhancements at 4th and Lark
  - This was observed as a main crossing point for children getting to school
  - The team suggested bump-outs as well as lighted pedestrian activated signage would be a good treatment for this corner
- Crossing enhancements at 4th and Martin
  - This was observed as a main crossing point for children getting to school, although secondary to the crossing at 4th and Lark
  - The team suggested bump-outs as well as lighted pedestrian activated signage would be a good treatment for this corner
- Sidewalk should be extended north along 4th street all the way to Robin Street
  - This completes that street and provides a main “feeder” route not only to the school but also to the major employer in town
- Other traffic calming and beautification along 4th Street
  - During a consultation with an engineer pedestrian enhancements and traffic calming methods could be discussed for the entire length of 4th
ATTACHMENTS

SAFE ROUTES TO SCHOOL COMMUNITY MEETING
AGENDA

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

6:30-7:10 Presentation  Introductions- Why are you attending tonight?
Introduction of local SRTS Team
SRTS Presentation
SRTS Video
Overview of Planning Process

7:10-7:55 Small Group  Strengths, Weakness, Opportunity Challenges
Visioning- What would you like your community to look like

7:55- 8:00 Wrap up

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

Date: Wednesday Nov. 20, 2013
Time: 6:00 P.M.
Place: LPA Elementary School Library

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

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

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<th>CAPITAL LETTERS ONLY — BLUE OR BLACK INK ONLY +</th>
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<td><strong>School Name:</strong></td>
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1. What is the grade of the child who brought home 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  ☐ Consequence 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

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 (Some 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

**Capital Letters Only — Blue or Black Ink Only**

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Teacher’s First Name:</th>
<th>Teacher’s Last Name:</th>
</tr>
</thead>
</table>

**Grade:** (PK, K, 1, 2, 3, ...)  
**Monday’s Date (Week count was conducted):**  
**Number of Students Enrolled in Class:**

- Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)
- Please do not conduct these counts on Mondays or Fridays.
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each student may only answer once.
- Ask your students as a group the question *"How did you arrive at school today?"*
- Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
- Follow the same procedure for the question *"How do you plan to leave for home after school?"*
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

### Step 1.
Fill in the weather conditions and number of students in each class

### Step 2.

**AM — "How did you arrive at school today?"** Record the number of hands for each answer.  
**PM — "How do you plan to leave for home after school?"** Record the number of hands for each answer.

#### 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</td>
<td>sunny</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>Skateboard, scooter, etc.</td>
</tr>
<tr>
<td>R</td>
<td>rainy</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>overcast</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>snow</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample AM**  
S N 20 2 3 8 3 3 1 1

**Sample PM**  
R 19 3 3 8 1 2 2 1 1

**Tues. AM**

**Tues. PM**

**Wed. AM**

**Wed. PM**

**Thurs. AM**

**Thurs. PM**

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.
Combined Survey (Lake Park HS Grades 7-8 and Audubon Elementary Grades k-6)

Parent Survey Aggregate Summary

Program Name:

Date range: Fall 2013 (July - December 2013)
Date Report Generated: 11/13/2013

<table>
<thead>
<tr>
<th>School Name(s):</th>
<th>Month &amp; Year Collected &amp; (Set ID)</th>
<th>School Enrollment:</th>
<th>Enrollment in Grades Targeted by SRTS Program:</th>
<th>Number of Questionnaires Distributed:</th>
<th>Number of Questionnaires Included in Report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>October 2013 (10522)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>214</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>October 2013 (10487)</td>
<td>0</td>
<td>0</td>
<td>71</td>
<td>285</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td>285</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 from the National Center for Safe Routes to School.

Sex of children for parents that provided information

![Sex of children chart]

48% Male 52% Female
Grade levels of children represented in survey

<table>
<thead>
<tr>
<th>Grade in School</th>
<th>Responses per grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>32</td>
</tr>
<tr>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>41</td>
</tr>
<tr>
<td>8</td>
<td>27</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

Parent Survey Aggregate Summary

<table>
<thead>
<tr>
<th>Distance between home and school</th>
<th>Number of children</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss than 1/4 mile</td>
<td>36</td>
<td>13%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>11</td>
<td>4%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>13</td>
<td>5%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>204</td>
<td>75%</td>
</tr>
</tbody>
</table>

Don't know or No response: 14
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>282</td>
<td>9%</td>
<td>2%</td>
<td>63%</td>
<td>26%</td>
<td>0.4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>266</td>
<td>8%</td>
<td>3%</td>
<td>65%</td>
<td>22%</td>
<td>1%</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

No Response Morning: 3
No Response Afternoon: 19
Percentages may not total 100% due to rounding.
Typical mode of school arrival and departure by distance child lives from school
Typical mode of school arrival and departure by distance child lives from school

### School Arrival

<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>1 Less than 1/4 mile</td>
<td>36</td>
<td>50%</td>
<td>6%</td>
<td>22%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2 1/4 mile up to 1/2 mile</td>
<td>11</td>
<td>27%</td>
<td>9%</td>
<td>36%</td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3 1/2 mile up to 1 mile</td>
<td>13</td>
<td>0%</td>
<td>8%</td>
<td>38%</td>
<td>54%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4 1 mile up to 2 miles</td>
<td>7</td>
<td>0%</td>
<td>0%</td>
<td>43%</td>
<td>57%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5 More than 2 miles</td>
<td>204</td>
<td>1%</td>
<td>0%</td>
<td>75%</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 1  
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>34</td>
<td>47%</td>
<td>6%</td>
<td>24%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>11</td>
<td>27%</td>
<td>18%</td>
<td>45%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>12</td>
<td>0%</td>
<td>17%</td>
<td>58%</td>
<td>17%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>7</td>
<td>0%</td>
<td>0%</td>
<td>80%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>101</td>
<td>1%</td>
<td>1%</td>
<td>75%</td>
<td>23%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 1  
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>&gt; 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>&lt; 1/4 mile</td>
<td>1/4 to 1/2 mile</td>
<td>1/2 to 1 mile</td>
<td>&gt; 2 miles</td>
</tr>
<tr>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></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>240</td>
<td>83%</td>
<td>70%</td>
<td>38%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>No</td>
<td>1100</td>
<td>17%</td>
<td>30%</td>
<td>62%</td>
<td>100%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Don't know or No response: 1
Percentages may not total 100% due to rounding.
Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school

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

<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>92%</td>
<td>23%</td>
</tr>
<tr>
<td>Weather or climate</td>
<td>49%</td>
<td>62%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>44%</td>
<td>31%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>42%</td>
<td>8%</td>
</tr>
<tr>
<td>Time</td>
<td>37%</td>
<td>15%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>24%</td>
<td>46%</td>
</tr>
<tr>
<td>Child’s Participation in After School Programs</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>14%</td>
<td>31%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>6%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Number of Respondents per Category: 180 for Child does not walk/bike to school, 13 for Child walks/bikes to school

No response: 92

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

- 72% Neither
- 4% Strongly Encourages
- 22% Encourages
- 0% Discourages

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

- 66% Neutral
- 27% Fun
- 7% Very Fun
- 4% Very Boring
- 4% Boring
Parents' opinions about how healthy walking and biking to/from school is for their child

- 34% Healthy
- 25% Neutral
- 1% Unhealthy
- 2% Very Unhealthy
- 30% Very Healthy
<table>
<thead>
<tr>
<th>School</th>
<th>SurveyID</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085698</td>
<td>We live over 10 miles from school.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085689</td>
<td>Country kid.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085675</td>
<td>I would not allow my child at 5 to walk or bike to school, but if he was 14. I would allow it if it was not so far. We live about 9-10 miles from elementary and 16 miles from the high school.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085677</td>
<td>We live about 7 miles out in the country. There is no way he can bike to school.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085693</td>
<td>We do not live within the school district. #4. Barnesville streets.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085692</td>
<td>These questions do not apply because we live at a minimum of 10 miles from school.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085694</td>
<td>Many of the above questions do not pertain to my child as we live over 10 miles out of town.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085697</td>
<td>6. Takes the school bus because day care is 7 miles from the school. 10. Age and physical disability</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085700</td>
<td>9. Not walking over 15 miles away from the school.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085713</td>
<td>We must leave for work much earlier than our daughter leaves for school, that's why she rides the bus.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085715</td>
<td>We live in the country. Walking or riding bike is not an options.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085719</td>
<td>We live in the country several miles from town so walking and biking to school is not an option. They do ride bike or walk from the bus up our driveway.</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085720</td>
<td>We live approximately six miles from our school, so I feel some of the questions are not applicable.</td>
</tr>
<tr>
<td>School</td>
<td>1085721</td>
<td>I have three children and they walk to school together. I always make sure my kids are with a buddy and not alone.</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085729</td>
<td>6. Walks about 3 blocks to a bus stop on a curve with absolutely NO supervision. 8. No, elementary school is in Audubon. 9. When they begin going to the high school in Lake Park. 10. My kids walk to a bus stop that takes them to school in Audubon. 13. NA. 14. Too far. My kids are bused to Audubon from Lake Park each day. Their bus stop is located in an unsafe area with no supervision and the bus supervisor refuses to change the location. Aside from the lack of supervision, the bus stop is located on a curve in the road and slick winter roads pose an even greater safety risk. There needs to be a drastic change before someone gets hurt or worse.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085731</td>
<td>Cars do not always stop at stop sign on 3rd and Martin and/or cars back into parking spots on side road do not always pay attention.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085732</td>
<td>Child will never walk, live in country.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085733</td>
<td>He can’t ride bike to school right now because the school is a whole town away.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085734</td>
<td>We live 8 miles from the school. They would never walk or bike.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085735</td>
<td>9. If in town. We live in the country.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085737</td>
<td>People, in general, won’t stop at crosswalk. That’s when I’m there. I do not feel comfortable letting my kids walk alone. Plus cars speed 40-45 mph. Too fast.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085744</td>
<td>My children cannot walk to school. We live in Lake Park and they go to the elementary school. [in Audubon]</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085745</td>
<td>9. With siblings all four of my kids walk to school because there is no bus. Will have to figure something out when it gets cold. We have 2 third graders, 1 2nd grader and 1 first grader.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085748</td>
<td>My kids only walk to school when they have missed the school.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085750</td>
<td>We live close to the school. I can watch my children walk to school. Would like to see sidewalks for them.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>1085752</td>
<td>He is only in first grade and the elementary is in another town approximately 8 miles away so walking is not an option.</td>
</tr>
<tr>
<td>School</td>
<td>Zip Code</td>
<td>Comment</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1085757</td>
<td>9. We live in the country. Because of our location, walking would be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>difficult. If we were in town, I would be in strong support.</td>
</tr>
<tr>
<td></td>
<td>1085764</td>
<td>My children would love to bike to school but because it is over 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>miles and along some major highways, this just isn't an option for them.</td>
</tr>
<tr>
<td></td>
<td>1085765</td>
<td>We live 13 miles from school. I teach at their school.</td>
</tr>
<tr>
<td></td>
<td>1085779</td>
<td>The elementary school is in Audubon. We live in Lake Park. I would</td>
</tr>
<tr>
<td></td>
<td></td>
<td>contemplate letting my son ride his bike to the high school if we were</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sure the high students would leave the bikes alone and if there was a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>safer route with less traffic there and more supervision.</td>
</tr>
<tr>
<td></td>
<td>1085782</td>
<td>People in general won't stop at crosswalk. That's when I'm there! I do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not feel comfortable letting my children walk alone. Plus cars speed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40-45 mph. Too fast!</td>
</tr>
<tr>
<td></td>
<td>1088466</td>
<td>Child will never walk, live in the country.</td>
</tr>
<tr>
<td></td>
<td>1088473</td>
<td>Would allow child to ride bike or walk if we lived closer to school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Live in another town.</td>
</tr>
<tr>
<td></td>
<td>1088501</td>
<td>I live in the country and walking or biking to school is not an option.</td>
</tr>
<tr>
<td></td>
<td>1088513</td>
<td>My child can never walk to school because we live 25 minutes from</td>
</tr>
<tr>
<td></td>
<td></td>
<td>school-driving time. Additional time is added to commute because our</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rural roads are not plowed in a timely fashion in the winter. Also, a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>school bus does not come to our house.</td>
</tr>
<tr>
<td></td>
<td>1088530</td>
<td>My sons are in grades 3 and 6. Walking to school, I think, has made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>them feel more independent and definitely, made them more responsible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>young men.</td>
</tr>
<tr>
<td></td>
<td>1088536</td>
<td>Really? This is how we spend tax-payers money?</td>
</tr>
<tr>
<td></td>
<td>1088538</td>
<td>Child never will walk to school-live in country.</td>
</tr>
<tr>
<td></td>
<td>1088553</td>
<td>When my students are in high school (7-12) they could bike/walk to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>school. Elementary is 7 miles away.</td>
</tr>
<tr>
<td></td>
<td>1089571</td>
<td>We live two towns away so this survey is not applicable.</td>
</tr>
<tr>
<td>School</td>
<td>Zip Code</td>
<td>Comment</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1088588</td>
<td>4. We live in Barnesville, MN. We open enroll our children so this doesn’t really apply to us.</td>
</tr>
<tr>
<td>School</td>
<td>1088592</td>
<td>We live 5-7 miles from our school, so many of the questions do not apply.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1088596</td>
<td>5. Elementary is in Audubon. We live in Lake Park. 6. Walks from bus stop home and home to bus stop. They will walk when in high school. My kids walk to a bus stop that is unsupervised and located in an unsafe spot. My issue has nothing to do with the distance to school, but with the fact that the bus supervisor won’t change the bus stop and the school has done nothing to secure their safety.</td>
</tr>
<tr>
<td>School</td>
<td>1088600</td>
<td>If my children lived in town, they most likely would walk or bike. However, we live rural and the elementary school is in the next town over so it will not be an option. They are very active and ride bike every day in the summer.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1088601</td>
<td>This survey is out of place for people living in a rural area.</td>
</tr>
<tr>
<td>School</td>
<td>1088607</td>
<td>We live in country so not an option. If we lived in town would allow when he was in the 5-6 grade.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1088608</td>
<td>My children would love to bike to school but because it is over 10 miles along major highways, it is not an option for us.</td>
</tr>
<tr>
<td>School</td>
<td>1088612</td>
<td>9. NA 10. NA 11. NA 12. NA 13. NA. We live in the country. &quot;NA&quot; is not applicable.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1088615</td>
<td>8. Its too far 9. When in high school 10. NA 12. When close enough 13. NA 14. NA but would be if we lived closer. We live in Lake Park. My daughter is in the high school and can ride her bike to school. My two sons cannot ride their bikes to school because they go to Audubon and its 8 miles on Hwy 10.</td>
</tr>
<tr>
<td>School</td>
<td>1088636</td>
<td>I have 3 children, the one for this survey is in the elementary school in Audubon and we live in Lake Park. My other 2 walk/bike to school everyday because the high school is in Lake Park.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1088651</td>
<td>We live on Hwy 10. Only if there was a bike path farm from 10, might. I let my kids bike to school and still probably not with the traffic and strangers on Hwy 10.</td>
</tr>
<tr>
<td>School</td>
<td>1089040</td>
<td>Live too far from school to walk or bike.</td>
</tr>
<tr>
<td>Lake Park Audubon Elementary</td>
<td>1089043</td>
<td>We live very close to the school. I can watch my children walk to school. Would like sidewalks for them.</td>
</tr>
<tr>
<td>School</td>
<td>1089053</td>
<td>Elementary and high school locations are not conducive to walking or riding bike for most people in either town schools are located in.</td>
</tr>
<tr>
<td>School</td>
<td>Survey Response</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>From the data entry personnel: Honest, the survey stated they had 27 children in K-8. :) The back of the form was not filled out.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>We live two towns away so this survey is not applicable.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>We live in the country - walking and biking are not options.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>Not really a relevant survey for rural children living 15+ miles from school (though I used to ride my bike 15+ miles to school starting in junior high - because it was fun)</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>12-14 - it's not safe!</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>I don't think you need to know this. I am not in school!</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>We live in Pelican Rapids. 13. Not sure, we have never walked. Travel 14.5 miles to the bus stop.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>I do not allow my children to walk/bike the 1+ miles to school because they would have to cross a major highway.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>My children will be walking/biking to school as soon as they are in 7th grade as we live 1 block from the high school. Our elementary school is in another town, so they can’t walk now.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>I allow my children to walk to school because I have 3 children that walk 2 blocks and they always stay together. I would not be comfortable letting them walk alone.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>We live 15 miles from town, so biking is not an option for my kids.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>My kids only walk to school when they have missed the school bus.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon Elementary School</td>
<td>7th grade next year, she could walk 1/2 mile to school, weather permitting.</td>
<td></td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>We live in Lake Park. My daughter is in the high school and can ride her bike to school easily. My 2 sons cannot ride their bikes to school because they go to Audubon and it’s 8 miles on Hwy 10.</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Participant ID</td>
<td>Comment</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1081395</td>
<td>Thank you</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1081397</td>
<td>We live 5-6 miles from school. There are no bike paths or walking paths. Child would have to walk or ride bike on county roads. This topic is not an opinion [relevant?] in my opinion.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1081404</td>
<td>If we lived in city limits, we would allow our kids to walk/bike to school in 9th grade.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1081407</td>
<td>He has CP and ADHD and mood disorders.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1081423</td>
<td>12-14 aren't able to answer as we live rurally and too far for this to be considered.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1081450</td>
<td>Question 15. What does this have to do with my child walking/biking to school?</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1081665</td>
<td>Lives in the country, more than 10 miles from the school. This was pointless to even fill out.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1081666</td>
<td>We live out in the country. The high school is 20 miles away. Walking or Biking would be impractical.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1082028</td>
<td>Just live too far out but let kids walk around town anytime. It is a pretty safe town.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1082031</td>
<td>My children walk one block to the elementary school and take the shuttle bus to the high school. I allow them to walk alone to and from the elementary school.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1082125</td>
<td>We live in the country. No biking or walking to school.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1082126</td>
<td>We live in the country so walking/riding bike is not an option.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1082130</td>
<td>We will [live] too far in the country for our children to walk, but if in town, I'm neutral to the survey.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1082132</td>
<td>I have no issue with my child walking or biking to school. It is not the state or the school's responsibility to get my child to school.</td>
</tr>
<tr>
<td>Lake Park Audubon High School</td>
<td>1085239</td>
<td>Will never happen. Would have school or provide own transport first.</td>
</tr>
</tbody>
</table>
Elementary School Survey Report

** to keep the length in check comments are only included in the combined response-this includes all comments from both reports

Parent Survey Report: One School in One Data Collection Period

School Name: Lake Park Audubon Elementary School
School Group: Lake Park Audubon SRTS
School Enrollment: 0
% Range of Students Involved in SRTS: Don't Know
Number of Questionnaires Distributed: 0

Set ID: 10522
Month and Year Collected: October 2013
Date Report Generated: 11/12/2013
Tags:
Number of Questionnaires Analyzed for Report: 214

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

45%

55%
Grade levels of children represented in survey

<table>
<thead>
<tr>
<th>Grade in School</th>
<th>Responses per grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>32</td>
<td>15%</td>
</tr>
<tr>
<td>1</td>
<td>37</td>
<td>17%</td>
</tr>
<tr>
<td>2</td>
<td>31</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>13%</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>13%</td>
</tr>
<tr>
<td>5</td>
<td>33</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>26</td>
<td>12%</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>33</td>
<td>16%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>155</td>
<td>75%</td>
</tr>
</tbody>
</table>

Don't know or No response: 8
Percentages may not total 100% due to rounding.
Typical mode of arrival at and departure from school

- **Walk**: Morning 10%, Afternoon 10%
- **Bike**: Morning 2%, Afternoon 0.3%
- **School Bus**: Morning 72%, Afternoon 67%
- **Family Vehicle**: Morning 21%, Afternoon 21%
- **Carpool**: Morning 0.5%, Afternoon 0.5%
- **Transit**: Morning 2%, Afternoon 2%
- **Other**: Morning 0%, Afternoon 0%

No Response Morning: 0
No Response Afternoon: 14
Percentages may not total 100% due to rounding.
Typical mode of school arrival and departure by distance child lives from school
Typical mode of school arrival and departure by distance child lives from school

School Arrival

<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>33</td>
<td>48%</td>
<td>3%</td>
<td>24%</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>7</td>
<td>29%</td>
<td>0%</td>
<td>57%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>6</td>
<td>0%</td>
<td>0%</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>5</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>155</td>
<td>1%</td>
<td>1%</td>
<td>77%</td>
<td>21%</td>
<td>1%</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.

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>52%</td>
<td>3%</td>
<td>23%</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>7</td>
<td>26%</td>
<td>0%</td>
<td>71%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>6</td>
<td>0%</td>
<td>17%</td>
<td>83%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>5</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>143</td>
<td>1%</td>
<td>1%</td>
<td>81%</td>
<td>15%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don’t know or No response: 22
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

![Graph showing the percentage of children who have asked for permission to walk or bike to/from school by distance they live from school. The graph has data points for different distance intervals: less than 1/4 mile, 1/4 to 1/2 mile, 1/2 to 1 mile, and more than 2 miles.]

<table>
<thead>
<tr>
<th>Asked Permission</th>
<th>Number of Children</th>
<th>Less than 1/4 mile</th>
<th>1/4 to 1/2 mile</th>
<th>1/2 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>36</td>
<td>82%</td>
<td>67%</td>
<td>50%</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>No</td>
<td>167</td>
<td>18%</td>
<td>33%</td>
<td>50%</td>
<td>100%</td>
<td>99%</td>
</tr>
</tbody>
</table>

Don't know or No response: 11
Percentages may not total 100% due to rounding.
Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school

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

<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>90%</td>
<td>20%</td>
</tr>
<tr>
<td>Weather or climate</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>44%</td>
<td>30%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>39%</td>
<td>0%</td>
</tr>
<tr>
<td>Time</td>
<td>34%</td>
<td>10%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>24%</td>
<td>50%</td>
</tr>
<tr>
<td>Child's Participation in After School Programs</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>15%</td>
<td>40%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>6%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Number of Respondents per Category: 140 for Child does not walk/bike to school, 10 for Child walks/bikes to school

No response: 54

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

- 72% Neither
- 4% Strongly Encourages
- 3% Strongly Discourages
- 21% Encourages

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

- 64% Neutral
- 8% Very Fun
- 8% Very Boring
- 3% Very Boring
- 1% Boring
Parents' opinions about how healthy walking and biking to/from school is for their child.

- 42% Very Healthy
- 34% Healthy
- 22% Neutral
- 1% Unhealthy
- 2% Very Unhealthy
Elementary School Tally Report

Not Available – Elementary Tallies will need to be completed with the next round of Surveys as part of SRTS evaluation
High School Survey Report

** in order to keep the length in check comments are only included in the combined response-this includes all comments from both reports

Parent Survey Report: One School in One Data Collection Period

School Name: Lake Park Audubon High School
School Group: Lake Park Audubon SRTS
School Enrollment: 0
% Range of Students Involved in SRTS: Don't Know
Number of Questionnaires Distributed: 0

Set ID: 10487
Month and Year Collected: October 2013
Date Report Generated: 11/12/2013
Tags:
Number of Questionnaires Analyzed for Report: 71

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

58% Male
42% Female

[Pie chart showing the distribution of male and female children]
Grade levels of children represented in survey

<table>
<thead>
<tr>
<th>Grade in School</th>
<th>Responses per grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>7</td>
<td>41</td>
</tr>
<tr>
<td>8</td>
<td>27</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

### Distance between Home and 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>3</td>
<td>5%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>49</td>
<td>75%</td>
</tr>
</tbody>
</table>

Don't know or No response: 6
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 (Morning)</th>
<th>Bike (Morning)</th>
<th>School Bus (Morning)</th>
<th>Family Vehicle (Morning)</th>
<th>Carpool (Morning)</th>
<th>Transit (Morning)</th>
<th>Other (Morning)</th>
<th>Walk (Afternoon)</th>
<th>Bike (Afternoon)</th>
<th>School Bus (Afternoon)</th>
<th>Family Vehicle (Afternoon)</th>
<th>Carpool (Afternoon)</th>
<th>Transit (Afternoon)</th>
<th>Other (Afternoon)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>68</td>
<td>4%</td>
<td>4%</td>
<td>51%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>6%</td>
<td>48%</td>
<td>41%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>66</td>
<td>2%</td>
<td>6%</td>
<td>46%</td>
<td>41%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
<td>76%</td>
<td>42%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

No Response Morning: 3
No Response Afternoon: 5
Percentages may not total 100% due to rounding.
Typical mode of school arrival and departure by distance child lives from school.
Typical mode of school arrival and departure by distance child lives from school

### School Arrival

<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>3</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>4</td>
<td>25%</td>
<td>25%</td>
<td>0%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>7</td>
<td>0%</td>
<td>14%</td>
<td>14%</td>
<td>71%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>2</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>49</td>
<td>0%</td>
<td>0%</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 6
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>3</td>
<td>0%</td>
<td>33%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>4</td>
<td>25%</td>
<td>50%</td>
<td>0%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>6</td>
<td>0%</td>
<td>17%</td>
<td>33%</td>
<td>33%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>2</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>48</td>
<td>0%</td>
<td>0%</td>
<td>55%</td>
<td>44%</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>&lt; 1/4 mile</th>
<th>1/4 to 1/2 mile</th>
<th>1/2 to 1 mile</th>
<th>&gt; 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>10%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>20%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>30%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>40%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>50%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>60%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>70%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>80%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>90%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>75%</td>
<td>29%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 6
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
- Amount of Traffic Along Route
- Weather or climate
- Time
- Child’s Participation in After School Programs
- Safety of Intersections and Crossings
- Sidewalks or Pathways
- Convenience of Driving
- Violence or Crime
- Adults to Walk/Bike With
- 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
- Amount of Traffic Along Route
- Weather or climate
- Time
- Child’s Participation in After School Programs
- Safety of Intersections and Crossings
- Sidewalks or Pathways
- Convenience of Driving
- Violence or Crime
- Adults to Walk/Bike With
- 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>98%</td>
<td>33%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>53%</td>
<td>33%</td>
</tr>
<tr>
<td>Weather or climate</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Time</td>
<td>48%</td>
<td>33%</td>
</tr>
<tr>
<td>Child’s Participation in After School Programs</td>
<td>43%</td>
<td>33%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>43%</td>
<td>33%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Number of Respondents per Category</strong></td>
<td><strong>40</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

No response: 28

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

- 70% Neither
- 25% Encourages
- 3% Strongly Encourages
- 2% Strongly Discourages
- 6% Discourages

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

- 50% Neutral
- 17% Fun
- 3% Very Fun
- 5% Very Boring
- 7% Boring
Parents' opinions about how healthy walking and biking to/from school is for their child

- 35% Healthy
- 29% Very Healthy
- 35% Neutral
- 3% Very Unhealthy
High School Tally Report

Student Travel Tally Report: One School in One Data Collection Period

School Name: Lake Park Audubon High School
School Group: Lake Park Audubon SRTS
School Enrollment: 0
% of Students reached by SRTS activities: Don't Know
Number of Classrooms Included in Report: 5

Set ID: 13170
Month and Year Collected: October 2013
Date Report Generated: 11/12/2013
Tags:

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

### 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>57%</td>
<td>54%</td>
</tr>
<tr>
<td>Bike</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>School Bus</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Carpool</td>
<td>0.3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Day</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>108</td>
<td>10%</td>
<td>2%</td>
<td>59%</td>
<td>29%</td>
<td>0.5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Tuesday PM</td>
<td>116</td>
<td>10%</td>
<td>2%</td>
<td>59%</td>
<td>31%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Wednesday AM</td>
<td>105</td>
<td>10%</td>
<td>3%</td>
<td>58%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Wednesday PM</td>
<td>105</td>
<td>9%</td>
<td>3%</td>
<td>58%</td>
<td>30%</td>
<td>1.0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Thursday AM</td>
<td>108</td>
<td>9%</td>
<td>2%</td>
<td>56%</td>
<td>31%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Thursday PM</td>
<td>108</td>
<td>9%</td>
<td>2%</td>
<td>56%</td>
<td>31%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Travel Mode by Weather Condition

<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>552</td>
<td>9%</td>
<td>2%</td>
<td>55%</td>
<td>33%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Rainy</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>55%</td>
<td>33%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overcast</td>
<td>98</td>
<td>14%</td>
<td>4%</td>
<td>63%</td>
<td>18%</td>
<td>0%</td>
<td>0%</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.