

Safe Routes To School Frazee



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City of Frazee and Frazee School District
Safe Routes to School Plan 2013-2014

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Executive Summary

The Safe Routes to School planning process began in September 2013 and ended in 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 Frazee has a strong base of community support for walking/bicycling and an active life style. For them this plan is about getting children safely to school and about creating the change necessary to make active living an integral part of daily life in Frazee. Overall, getting children to walk and bike to school requires a combination of adding additional infrastructure and improving safety, as well as education and encouragement efforts. These efforts can take many forms and are meant to be fun and enjoyable for kids. Safe Routes to School can bring people in the community together, help improve the health of children, ease congestion caused by drivers of motor vehicles and help make air quality around schools better by decreasing the amount of vehicle emissions. The goal of Safe Routes to School is get children walking and biking where it is safe to do and where it is not safe the goal is to make it safe. To accomplish this goal a list of recommendations was developed by the committee to address safety and create enthusiasm in the areas of engineering, education, encouragement, enforcement, and evaluation.

Safe Routes to School Program

Background and Overview

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

(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 program 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 \$21.5 billion is spent nationally each year on school bus transportation, an average of \$854 per child transported per year.
- Eliminating one bus route, based on average per-pupil expenditure and average number of pupils per bus, would save a school district approximately \$45,000 per year.
- Nationwide, approximately 22% of school districts made busing reductions during the 2010-2011 school year due to fuel price increases.

About the Safe Routes to School National Partnership

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

www.saferoutespartnership.org

Tips for Walking Safely to School

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

Walk together

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

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

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

Be seen

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

Look for traffic

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

Cross the street safely

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

Obey traffic signs, signals and adult school crossing guards

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


www.walkbiketoschool.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.



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.

While riding your bike

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

If you are allowed to ride in the street,

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

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



Developed by the National Center for Safe Routes to School of the University of North Carolina Highway Safety Research Center and funded by the U.S. Department of Transportation

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 elements, crosswalks, sidewalks, bicycle lanes or other infrastructure that improves safety for walking and bicycling
- Installing bike racks at schools

Education about SRTS helps build support among kids, parents, teachers and community members. To craft education messages, first identify your goals and audiences. Do people need to know more about the benefits of walking or bicycling? Would maps of routes to the school help more people walk or bicycle? Would walking or bicycling safety information get kids and parents more excited about walking and bicycling? 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 for enforcement
- Educational "stings" that teach motorists about laws regarding yielding to pedestrians
- Installation of digital speed signs that display travel speed of passing vehicles

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

Frazee Background and Overview

Current Condition

Of the three cities in this school district, Frazee is the centrally-located one, with students being transported by bus or privately over 25 miles in some instances. Our busing company works extensively with district families and the school to ensure that children are transported safely. For being a relatively small community, there are some surprisingly high-traffic areas, and our Chief of Police and his staff are also vigilant regarding maintaining and improving safety.

The wide-spread school campus is made up of two buildings, the Elementary/Preschool (Grades P-6) and the High School (Grades 7-12), which are nestled on the north end of town between a state and county highway. Throughout the day and evening, students frequently travel back and forth between the two school, to the nearby playgrounds, or one of the many surrounding outdoor athletic fields. The elementary parking lot is off the street in front of the school, creating a high amount of staff, bus and family traffic throughout the day. The high school has parking and a bus area behind the school, with an additional student lot on the opposite side of the school across the state highway.

In addition to the highways surrounding the schools, the Otter Tail River surrounds part of the school complex, and limits the routes for walkers and bikers, and a railroad running east-west bisects the town. These natural amenities create beautiful scenic views but also create natural barriers for students and residents to get from one side to the other safely. This becomes an easy excuse to take a different, less healthy mode of transportation.

Large groups of families with younger children live in one of three mobile home communities in the city. Two of these courts are across the river from the school and reaching the third requires crossing the railroad tracks along a state highway. These concentrated areas of young children create a need to develop a safe solution for them to enjoy a bike ride to and from school. Identifying these concentrated areas will assist in determining the most effective and efficient way to allow kids the option to walk or bike to school.

In the summer, about 45 children from in-town families and about 135 other from out-of-town participate in the City's Summer Recreation program. This programming includes t-ball, baseball and softball on the ball fields adjacent to the schools. This is another situation which creates high vehicle traffic in and around the school complex. As we try to get children outside to be active, they are generally forced to be driven to and from activities, creating less active children and potential inconveniences for parents. Having safe routes to our school will allow families to walk and bike to playgrounds and ball fields as well, creating a healthier and more active community.

Additionally, the City of Frazee is working on constructing the Heartland Trail Extension, a state multi-use trail system that will travel from Walker, MN to Moorhead, MN. This trail system will directly tie into the vision creating a healthier community. The MN Design Team, a volunteer group of architects, urban planners, and designers that will help with the overall conceptual design of a safe and aesthetically pleasing trail system for all users has also been brought in recently. Please see the attachments section for copies of the design boards.

Our police department is also committed to improving safety and promoting healthy living, as all our officers are becoming bicycle safety instructors. This will allow us to conduct bicycle rodeos and other events to help encourage kids to utilize these safe routes and live healthy lives..

Existing Policies

The City of Frazee has implemented several policies regarding sidewalk safety, including a maintenance plan, snow removal guidelines, and a replacement plan. The most recent policy the City has enacted is the Complete Streets Policy. This policy has ensured that the City will do everything in its power to look at all aspects of transportation within the community when making street improvements. Part of this policy is to create safe and secure routes for people to get to and from major sections of town, the Schools being one of the most important.

Support

With the right planning anything can become possible, and this statement explains a lot about our community. The City and School District have been working together for over 30 years to improve the quality of life for our residents and school children. What has been lacking is professional assistance with planning to help achieve our vision and goals. We truly believe that this Safe Routes plan will be a catalyst for great things to come.

The City and School District have shown tremendous strides in the last few years in regard to development and the improvement of healthy lifestyle opportunities. The School has been encouraging more and more activity and adding things to their wellness policy. The City has adopted the Complete Streets ideology as well as applying for as the assistance from the MN Design Team.

Along with the City and School effort, as noted by the supporting entities, there are several other community members and organizations that believe in the same vision. Our goal is to create a safe community for our residents and their children while being able to live healthy and happy lives.

Measuring Success

Determining success is sometimes a difficult task, but our plan is to increase the number of events promoting healthy living , including walking and biking safety, National Walk to School Day, Bike Rodeo, group walks to and from school, community safe drop zones, and probably the most important, gain more interest and volunteerism from our youth and residents.

We have already been very successful in bringing entities together, gathering preliminary information, and working towards a common goal. Being able to professionally bring together these thoughts and incorporate them with our existing policies and procedures will allow us to be even more successful with the implementation.

Existing Infrastructure

The existing sidewalks are in varying condition throughout the city. The following photographs illustrate the use and need for a sidewalk network in Frazee. This network will allow students as well as community members to get through town safely while minimizing the conflicts between pedestrians and vehicles that can happen when children use the street.



Sidewalk Survey

Tuesday, Jul. 2, 2013 at 11:21 AM

These data are provided on an "AS-IS" basis, without warranty of any type, expressed or implied. Including but not limited to any warranty as to their performance, merchantability, or fitness for any particular purpose.

Above is the existing network of sidewalks in Frazee. The map shows location as well as condition. Green is good condition, blue is ok, and red is poor. City limits are defined by the purple lines.



A view of Elm Avenue



The Sidewalk the connects the High School to the Elementary (viewed from the High School looking towards Elementary)



Buses in front of Elementary School



A family crosses between the buses in front of Elementary School



In front of Elementary School, as buses are starting to arrive



Afternoon departure at the High School



Afternoon departure at the High School



Afternoon departure at the High School (last of the buses leaves)

School Background and Overview

Current Condition

Frazee-Vergas Elementary school has a student population of approximately five hundred students in grades Pre-Kindergarten through sixth grade. We pride ourselves in the quality of education that our students receive in our warm and nurturing environment.

Frazee-Vergas Elementary offers programming at many different levels through the early childhood family education program. To go along with this programming the district has partnered with MAHUBE-OTWA Headstart. This partnership allows us to host Headstart programming, offering services to children and their families. The district believes in offering the children and families a strong start to the children's education.

Currently the district's elementary school has grade level sizes of approximately 75 students. Kindergarten and first grade are broken into four sections. This is made possible through a class size reduction program funded through Title I dollars. Second grade through sixth grade are broken down into three sections. As a result of the 2012-2013 school year, Frazee-Vergas Elementary was awarded status as a Reward School for the third consecutive year. This status is acquired by the students scoring in the top 10% of all Minnesota Title I Schools.

Aside from our strong academic curriculum Frazee-Vergas Elementary promotes wellness with staff and students through various programming. Staff are encouraged to participate in wellness incentive programs along with wellness education through our wellness committee. Students participate in a morning walking program. As students get to school, if they don't eat breakfast students drop their belongings off and go walk in the gym or outside if weather permits. The staff that are in charge of this program have worked with the Partnership 4 Health organization to receive training and supplies to make this a fun program.



Because of our geographic location inclement weather often inhibits our students from going outside for recess. With additional support from a Partnership 4 Health training and supplies, supervisors are able to offer activities that promote safe and organized activities while the students have to stay inside for recess. All students K-6 are offered 25 minutes for physical education, 30 minutes for recess, and 25 minutes for music education everyday.

School Name: Frazee Elementary
School Population: 500
Grades at school site: K-6

School Name: High School
School Population: 444
Grades at school site: 7-12

Existing Policies

The Frazee School District has policies regarding transportation and wellness of the students. Their transportation policy states that students within 2 miles of school would receive bus service. Although the policy covers everyone 2 miles and further our involved bus company provides door pick-up service to students as close as 3 blocks from school. This is a great feature we can provide our students when weather does not cooperate, but it does not necessarily help achieve the goals set out in the wellness policy. As we like to promote healthy alternatives to every child, we want to make sure safety is a top priority. In our current situation some parents feel it is safer for students to take the bus three blocks than to walk/bike to school.

SRTS Planning Process

Safe Routes to School Vision & Goals

SRTS Overall Vision

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

SRTS Overall Goals

1. Recommendations for infrastructure solutions as well as implementation/continuation of walking/biking trails that will provide safe and attractive routes for walking and biking to and from the school complex.
2. Recommendations for changes in bus and private vehicle traffic as well as policy and procedure updates to promote a safer environment for bike and pedestrian traffic.
3. Recommendations for amenities to support and implement the Heartland Trail and Bicycle Friendly Community status.
4. Encourage more residents to consider alternative modes of transportation in our community through educating them on good choices, enforcing safe and healthy policies, engineering safe paths for these healthy choices, and evaluating the effects of these practices.

Planning Process – Kick off Meeting

On Tuesday September 17th 2013 a Kick-off Meeting was held. It was attended by nine 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”.

Quick Wins

Move High School crosswalk

Receiving funding for a paint machine from PartnerSHIP 4 Health

Will have several local League Cycling Instructors (LCI's)

- teach bike education to children

- SRTS curriculum

Currently working with gym teachers to teach bike safety

Walking school bus

Walk to school day

Bike/walking challenge

Concerns/Challenges

Trains

- Bi-sects town

- kids crossing tracks

Lack of sidewalks or other safe routes

Congestions around the high school and elementary

- Parent parking area

- Children going in between buses

Participation

- that the community will get on board with Safe Routes to School

Weather

- that this barrier will be hard to change

HWY 78 and main street

- due to the amount and speed of traffic

High school crosswalk placement

Bunker Hill and red willows connection

Parent objections

Strengths/Opportunities

Active city administration

Cooperative efforts

- City, Police, School, others

Local Police Bike Patrol

Internal city sidewalk system

School

- Community asset

TS 101 course held recently and new local League Cycling Instructors

Currently working with gym teachers to teach bike safety

Mobile bike fleet available for use

Identified trails and routes

- Heartland Trail

- North Country Trail

- integrate with the city bike and trail system

Recent MN Design Team visit

Applying for Bike Friendly Community status

Planning Process – School Observation 2013

School observation was held on Wednesday September 25th, 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 the school in locations in order to observe students who were truly walking and biking to school and not just walking to or from a vehicle. The conditions on this day, according to weather.com were partly sunny with a high of 72 F and a Low of 52F .

Frazee Observation Notes- Conducted 9/25/2013

In short summation, there needs to be a better flow of students, parents, and buses. The current system does not allow for students to walk or bike easily. This seems to be most impeded by the concentration of activity into the area directly in front of the elementary. The lack of safety at crossing should also be improved (throughout town as well) this could include crossing guards, crosswalks, signage, etc. The bus pick-up area by the high-school is a concern as well with students having to go in between buses. Another area of interest is relocating the crosswalks on Lake Street to a location that the students will use. Below is a summary of the notes taken from varying locations on the observation day. For a copy of the observation maps referred to see attachments section.

Afternoon

High school 1st NW and Cedar W

Need a bike rack behind school doors 17 and 18

Counted:

- *36 males (football team?)
- *1 Adult Female
- *5 female students

Near Elementary (mostly High School Students that cut over) Corner of 5th and Hickory

Counted:

- *2 males (football team)
- *5 adult females
- *15 Student females

Map of 5th and hickory shows the football players crossing the street at mid-block and random crossings (to get to their cars?) (practice?) *Why are there so many students here? They are using elm to cut over?

High School By the Ag Shop (door 17?)

Counted:

- *20 male students (Football players?)
- * 32 female students
- * 1 male assisted child

- *1 adult female
- *4 female assisted children

High School by front doors on Lake Street

Counted:

- 3 students crossing at crosswalk (across from store)
 - 0 Students crossing at crosswalk (across from loop)
 - 12 Students crossing from the senior door to the parking lot *near* the loop crosswalk
 - 31 students crossing from the front door straight across to the parking lot (no crosswalk)
 - 9 students slanting from the front door across to the area by the store
- (this includes a hand drawn map showing the locations with tally marks)

Elementary School corner of 4th and W Hickory

Counted:

- *No students crossing by themselves before the buses left
- * 2 parents with a total of 4 students crossing after the parents parked on the street and walked over to get their kids.
- *1 Adult male, 1 adult female and 8 children walking after the buses had left

Birch and 2nd Street NW (Methodist Church)

Counted:

- *2 Female children on Bicycles
- *25 children walking

High School at the Corner of Birch and Lake Street

- *A map shows kids slanting across the Lake Street at the intersection of Birch and Lake
- *It also shows kids crossing Lake Street at before the intersection of birch and lake (closer then mid-block but not at the corner either)
- *They were coming from the HS via the sidewalk along Lake

In the afternoon there were a few kids walking up to the HS but not many. There were a lot of kids (Jr high football) that walked from the HS to the Elementary for practice. They used both the sidewalk and Elm Ave. The HS football team walked down Elm and Fir to practice, on the road!

Lunch/Noon

Corner of lake and Birch

Counted:

- *29 male HS students
- *7 female HS students

It was marked that a crosswalk is needed at Lake and Birch parallel to Lake Street (although all 4 directions would be recommended as well)

Morning

Corner of Fir and Hickory (in between HS and elementary)

Counted:

- *13 using sidewalk that connects HS to elementary
- * 11 walking from various places in the neighborhood (shown on map)

Birch and 2nd Street (Methodist Church)

Counted:

- *2 student bicyclists (1 male and 1 female)
- *6 student walkers (3 male and 3 female)
- *1 adult female walk

Corner of Birch and 2nd Street (near High School)

Drawn on map:

- *Sidewalk conditions on the corner were observed as poor
- *Crosswalk hard to see
- *No curb and gutter
- *Kids from the house on that corner road to school
- *Lady with cane walking along Birch (no sidewalk)
- *Kids walking by the side of the school building from the front of the HS to the back (sidewalk doesn't extend all the way back ??)

Corner of 5th and Hickory (by elementary school)

- *0 kids walked down 5th to elementary
- *No flow, buses /cars/etc did their own thing
- *Parking lot is marked with one way arrow but no one observes this
- *Lack of crosswalks in entire area
- *Lack of street markings
- *Not as bad as afternoon but still could use some "flow"

In front of HS

Counted:

- *2 bicyclists (1 male 1 female)
- *21 students (15 male 6 female)
- *7 students went to All and All and back
- *4 Parked off site and walked in

Corner of 4th and Hickory (by elementary school)

Counted:

- *17 children walking (marked as unassisted, I'm assuming these are "true" walkers)
- *6 adult walkers (park and walked over)
- *9 assisted kids (kids walking with parents)
- *5 cars were observed not coming to a complete stop at this intersection

Ag Shop

Counted:

- *0 Students were counted in the morning

12 people walking in the morning from the HS to the Elementary school on the connecting sidewalk. There were about two kids that walked down Elm and Cedar to the High

School. Vehicles seemed to travel very fast down Third Street on their way to drop off at the elementary.

Some of the thoughts following the observation included: look at ways to improve traffic flow and safety. If there is an option for a one way and signage? Also, having sidewalks or trail systems that follow the main flows of traffic, Elm and Fir would be the most likely as well as Third St.

Data collection Process

One of the important steps in this process was getting input from parents about the concerns or barriers they saw that needed to be improved to help encourage kids walking and biking to school. To do this a “parent survey” was sent home with students in Grades K-8. In addition teachers were also asked to conduct a “tally survey” using the form provided on the National Safe Routes to School Website. For the tally survey students were asked to raise their hand indicating how they arrived and departed from school each day. A total of three consecutive days was preferred; however 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

Safe Routes to School is about more than just building new sidewalks. The planning process examined current safety conditions for pedestrians and bicyclists within the City of Frazee. An inquiry to the local police department revealed that they were aware of no bike/pedestrian and vehicle accidents. As far as other violations, such as speed, the number and frequency of these violations are relatively low so no specific recommendations are needed. If this becomes an issue additional steps could be taken.

Traffic Skills 101 Course (TS 101)

This is a 9 hour adult bike education course that persons 14 and older can take to learn how to ride safely as a vehicle on the roadway. This course teaches proper lane positioning, bike maintenance skills and more as well as being a prerequisite for the League Cycling Instructor (LCI) Certification.

Frazee held its first TS 101 course on Aug 23rd and 24th, 2013. This course was attended by 5 members of the community in addition to a participant from Fergus Falls. Of these, two attendees are going on to become LCI's . Police Chief Mike Johnson plans to use this certification to teach bike safety education to children both in and out of school. A community bike ride was also held on Sept 17th 2013 where the some of the participants of the course held rides for adults and children around the community. It is recommended that additional TS 101 courses, community rides, bike rodeos and other events be continued as education, encouragement and fun for the community.

Bike Friendly Community Designation

The City of Frazee is pursuing a designation as a Bike Friendly Community. This is a national designation that once achieved will earn that recognition around the county. Although the designation is impactful, the process and the changes made during this process are really what will make the community a better place to walk and bike for persons of all ages. Visit www.bikeleague.org/bfa to learn more about the national program or www.bikemn.org to learn more about how the program is implemented in Minnesota.

MN Design Team Visit

Held Sept 12th – 14th, 2013, 17 urban planners, architects, and designers from around the state gathered in Frazee to develop a vision for its future. This process involved a full day of community presentations and learning about Frazee, followed by a full work day where the volunteers all came together to develop ideas and a story board with ideas for the city. This process incorporated four themes: culture, business, housing, and transportation/trails. See the attachments for the story board that was created during this process. While it does not directly address Safe Routes to School, the vision for a walkable/bikeable community is in line with the ideals of the Safe Routes to School program.

Team Meetings

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

Community Meeting

On Tuesday Nov 5th 2013 a SRTS community input meeting was held. The purpose of this meeting was to receive community input related to the SRTS planning effort and hear what types of improvements residents of Frazee would like to see made. At this meeting a short presentation was given explaining Safe Routes to School and participants were divided into small groups, each with a map, to discuss the strengths, weaknesses, opportunities and challenges that they saw in Frazee. There were several main themes that were heard throughout this meeting.

Strengths

- Main sidewalks are good
 - Lake and Main
- Good grid system
- Kids in neighborhoods
- Community is close-knit/neighbors are involved
- Police department communicates with the bus company and school

Weaknesses

- Bullying at bus stops
- Sidewalks not shoveled
- NW part of town/Bunker Hill-difficult to access school

Traffic too fast near school, sometimes cars don't stop. Need school signage

Opportunities

Visibility on Main Street/Lake

Bike/pedestrian training-get kids trained

Lots of kids in trailer parks

Underground walking tunnel under the tracks, Hwy 10 or Hwy 29

Whistle-free issues in conjunction with the Heartland Trail-deal with the railroad only once

Bridge across river to connect to mobile home park

Sidewalks along 3rd and 5th

Block off street next to elementary school for bus loading. Go back to one-way street for one block.

Walking school bus for kids south of 10. Leon Byer could supervise since he walks across 10 everyday anyway.

TAP (Transportation Alternatives) project-generally positive reaction

Consolidate bus stop at schools

Concerns

Speed-perception

5th/County Rd 29 intersection-bad geometrics

Existing school light

Birch and 2nd NW (existing sidewalk in poor condition, stop only 1 direction)

Discussion around a proposed path for the SRTS Infrastructure Grant

Path from EMS; there's a gate in the way

Tie in Heavenly Acres to the north with a bike trail

Side benefit: Kids could bike to the lake to swim

Path should go east all the way to the ball fields

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 Frazee Parent Survey Data includes a total of 359 responses from a total of around 600 questionnaires for grades K-8. Due to the close locations of the school the response data was combined. Below is the combined survey data. Please see the attachments section to view the data separated by high school and elementary.

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

Getting to and from school:

- Students most often get to school by motorized vehicle;
 - bus (72%)
 - car (22%)
 - walk (4%)
 - bicycle (.06%)
- Students most often get home from school by motorized vehicle;
 - bus (76%)
 - car (17%)
 - walk (5%)
 - bicycle (.09%)

Top barriers to walking or riding bicycle to school: (Parents were allowed to select more than one)

- Distance - too far from school (79%)
 - 26% of respondents live within 1 mile
- Speed of Traffic Along Route (51%)
- Weather – too cold in winter (50%)
- Amount of Traffic Along Route (45%)
- Time (30%)
- Safety of Intersections and Crossings (30%)
- Lack of Sidewalks or Pathways (24%)
- Violence or Crime (24%)
- Child's Participation in After School Programs (17%)

- Lack of Adults to Bike/Walk with (16%)
- Convenience of Driving (11%)
- Lack of Crossing Guards (9%)

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

- Less than 1/4 miles
 - School Bus (42.0)
 - Family Vehicle (20.0%)
 - Walk (38%)
 - Bike (0%)
- 1/4 – 1/2 mile
 - School Bus (90%)
 - Family vehicle (6%)
 - Walk (0%)
 - Bike (4%)
- 1/2 – 1 mile
 - School Bus (75%)
 - Family Vehicle (25%)
 - Walk (0%)
 - Bike (0%)
- 1 mile up to 2 miles
 - School Bus (80%)
 - Family vehicle (15%)
 - Walk (2.5%)
 - Bike (2.5%)
- More than 2 miles
 - School Bus (76.5%)
 - Family Vehicle (20.5%)
 - Walk (1%)
 - Bike (0%)

Recommendations

Things that would help students walk or ride bicycle more often based on the parent survey report:

- Top things that would help students walk or ride bicycle more often:
 - Traffic conditions (96% 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 road ways and the “feel” of the streets more than the actual traffic speed
 - Traffic calming measures could be implemented to help reduce speed and the perception of unsafe roadways
 - Nothing, I live too far from school (74% of those who responded live more than 1 mile from school)
 - 79% indicated distance as a barrier
 - Safety improvements to infrastructure (54% 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
 - Slower traffic speeds (51% indicated it was a barrier)
 - Weather (50% 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, steps should be taken to assist with this

The 5 E's

As funding becomes available the City of Frazee is positioned to implement strategies from all areas of the 5 E's. The planning process along with some policy change will lay the groundwork for the addition of new sidewalks and trails as well as education and encouragement efforts. The Safe Routes to School team has discussed the strategies they believe will be most beneficial for the community of Frazee. 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 including planning and implementing physical improvements that make it safer and more attractive to walk and bicycle to school. Engaging planners and engineers is crucial to successfully implementing safety improvements. It's also important to reach out to the community to educate neighbors about the benefits and importance of any proposed improvements.

Objective 1: Examine current City Ordinances and School policies.

- Review current sidewalk ordinance (short-term)
 - consider mandating sidewalks in all new development
 - Review/modify sidewalk maintenance ordinance
 - Modify in a way that it encourages the installation of new sidewalks
 - Budget for maintenance and improvement of current sidewalks and other pedestrian infrastructure
- Review/modify busing practice (short-term)
 - community pick up locations versus pick up at each home
 - discuss implementing minimum distance requirement for bus service
 - Anything North of the railroad tracks could be a no busing area
- Considering requiring new development to install sidewalks as part of the project
- Reclaim right of way around town
- Incorporate SRTS into larger City planning efforts (example the Comprehensive Plan)
- Incorporate MN Design team and Heartland trail design in a way that supports and compliments SRTS
- Have School board adopt policy showing support for SRTS
 - School should also consider adopting SRTS as part of their wellness policy

Objective 2: Identify and modify existing infrastructure to improve safety.

- Maintain the current sidewalk network to ensure safe access for all (long-term)
- Upon modification of County Road 29 consider the realignment of the intersection of 29 and 5th street (long-term)
- Address steps on sidewalk at Birch and 2nd (make ADA compliant)
- Conduct an intersection study at Birch and 2nd to address the need for a possible 4 way stop or other treatment
 - Speed study 20mph on Birch
- Add sidewalks along key identified routes (see map) (short-term)

- Discuss/study the possibility of a grade separation across the railroad tracks (see map for proposed locations)
- Create better connections to mobile home parks and disparate populations in town to ensure walkable/bikeable access to the schools
- Suggestions to help ease congestion around the pick-up and drop-off at the elementary were requested
 - No conclusive solution to the problem was determined
 - A remote drop is suggested as a possibility
 - Additional study and discussion should be had around this issue
- Suggestions were also requested for how to improve condition at pick-up/drop-off time at the High School as well
 - students are currently crossing between buses in the High School rear parking lot
 - No conclusive solution to the problem was determined
 - A remote drop is suggested as a possible solution
 - Additional study and discussion should be had around the issue
- Reposition High School crosswalk to a location where students will use it to cross
 - This was seen during our observation and can be found on the observation map in the attachments section
- Identify key intersections and create pedestrian enhancements such as crosswalks or other improvements (short-term)
- Flashing lights or school zone/crossing could be added at key intersections (short-term)
 - Remove current unsatisfactory flashing light by the school
 - Replace with an updated crossing light (Rapid Flashing LED light or a model that works to better capture the attention of the driver)
 - Could be timer controlled or pedestrian activated
- Discuss the need for a remote drop area around the school
 - Consider making 1 stop to serve both schools year round
- Continue to participate in the PartnerSHIP 4 Health bike rack program to add more bike racks around town (short-term)
- Add bike shelters at key locations (long-term)
 - Could have students build in shop class

Frazee Safe Routes to School



Frazee Vergas High School Area

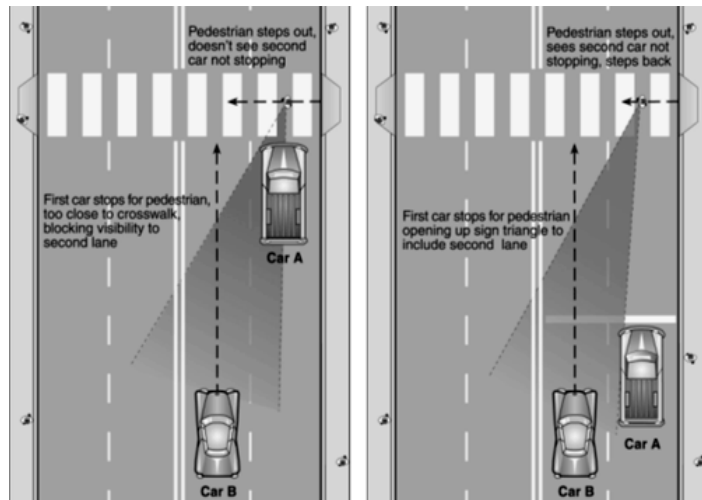


Pedestrian Enhancement Considerations

Several of the recommendations above suggest enhancing pedestrian crossings at certain locations. The specific type of enhancement should be evaluated per project and designed with maximum safety in mind.

Some examples of pedestrian enhancements include:

- Pedestrian activated lights at crossings
- Crosswalks
- Bump-outs, also known as curb extensions
- ADA curb cuts
- Pedestrian islands
- Narrowing road widths
- Parking setbacks from crosswalks
- Advance yield markings
 - These show vehicles where to stop if a pedestrian is in the crosswalk
 - Stopping further back allows other vehicles to see the pedestrian as well



Community Impact considerations

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

Sidewalks 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

It is recommended that additional TS 101 courses, community rides, bike rodeos and other events be continued as education, encouragement and fun for the community.

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.
- Continue hosting International Bike/Walk to school day event in spring and fall (short-term)
- Host a yearly bike rodeo (short-term)
 - Consider adding additional partners or pairing with another event (short-term)
- Continue hosting bike safety TS 101 courses (short-term)
- Utilize the bike fleet provided to Detroit Lakes through the PartnerSHIP 4 Health grant
 - As part of receiving this grant the DL School district agrees to let other schools in the county also utilize this fleet of 40 bikes
- 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)
- Continue hosting 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)
- Monitor motorist behavior around both schools (address issues with signage, traffic calming and enforcement)



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 and make updates as necessary the Safe Routes to School plan bi-annually (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/pedestrian counts (short-term)
 - Can be done anywhere, by school or trails, etc.
 - Refer to MN/DOT for instructions and counting form
- Key informant interviews with community members and business owners to find out what they are interested in (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 Frazee can complete relatively easily with little, no, or currently available funding. These activities should also be chosen for maximum impact in order to generate support and enthusiasm around the Safe Routes to School Program.

- Apply for future SRTS funding as it becomes available
- Seek out other sources of funding for SRTS projects
- Continue hosting community bike ride
- Police Chief Michael Johnson teaching Bike, Walk, Fun! Safe Routes curriculum in partnership with the school
- Identify key routes city wide for sidewalk installation as funds become available
- Participate in Bike or Walk to School Week
- Identify key sidewalk routes
 - protect these key routes by policy
- Add additional bike racks through the PartnerSHIP 4 Health program
- Continue to educate the community and students about pedestrian and bicycling safety
- Move the HS crosswalk on MN 87 to more accurately reflect the student crossing locations
- Continue teaching skills courses such as the bike safety course Traffic Skills 101 (TS101)
- Paint crosswalks and stripe bike lanes around town in locations suggested by this process (or in locations where need is identified or becomes necessary due to improvements or other changes)

Next Steps

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

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

- Seek out appropriate funding sources to complete the engineering improvements outlined 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 Frazee's 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
- Utilize paint machine (obtained through SHIP grant) to paint curbs and crosswalks
 - A number have been identified and will be completed summer of 2014
 - Can be used for additional projects as identified

ATTACHMENTS



SAFE ROUTES TO SCHOOL COMMUNITY MEETING AGENDA

6:30pm – 6:45 Open House	This is a time to have an informal visit with your local SRTS team and community leaders.
6:45-7:25 Presentation	<p>Introductions- Why are you attending tonight?</p> <p>Introduction of local SRTS Team</p> <p>Speaker Jonathan Smith, City Administrator</p> <p>Speaker Mike Johnson, Chief of Police</p> <p>SRTS Presentation</p> <p>Overview of Planning Process</p>
7:25-8:20 Small Group	<p>Strengths, Weakness, Opportunity Challenges</p> <p>Visioning- What would you like your community to look like</p>
8:20- 8:30 Wrap up	
End at 8:30pm Sharp	The SRTS team will be available after the meeting to answer any questions.



Safe Routes to School community input meeting

**Tuesday,
Nov. 5, 2013
6:30-8:30 pm
Frazee
Community
Center**

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



**For more information, contact Kayla Rossler at
West Central Initiative, 800-735-2239, kayla@wcif.org**

Parent Survey About Walking and Biking to School

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 year 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.

Thank you for participating in this survey!

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

[illegible]

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

[illegible]

5. How far does your child live from school?

- ☐ Less than ¼ mile ☐ ½ mile up to 1 mile ☐ More than 2 miles
- ☐ ¼ mile up to ½ mile ☐ 1 mile up to 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)

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

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)

- 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 from school

- | | | |
|---|--|---|
| + | | + |
|---|--|---|

+		+
8. Has your child asked you for permission to walk or bike to/from school in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No		
9. At what grade would you allow your child to walk or bike to/from school without an adult? (Select a grade between PK,K,1,2,3...) <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade		
Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box		
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)	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)	
<input type="checkbox"/> Distance.....	<input type="checkbox"/> My child already walks or bikes to/from school	
<input type="checkbox"/> Convenience of driving.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Time.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Child's before or after-school activities.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Speed of traffic along route.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Amount of traffic along route.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Adults to walk or bike with.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Sidewalks or pathways.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Safety of intersections and crossings.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Crossing guards.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Violence or crime.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Weather or climate.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box		
12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?		
<input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages		
13. How much fun is walking or biking to/from school for your child?		
<input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring		
14. How healthy is walking or biking to/from school for your child?		
<input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy		
+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box		
15. What is the highest grade or year of school you completed?		
<input type="checkbox"/> Grades 1 through 8 (Elementary)	<input type="checkbox"/> College 1 to 3 years (Some college or technical school)	
<input type="checkbox"/> Grades 9 through 11 (Some high school)	<input type="checkbox"/> College 4 years or more (College graduate)	
<input type="checkbox"/> Grade 12 or GED (High school graduate)	<input type="checkbox"/> 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 +																			
School Name:										Teacher's First Name:					Teacher's Last Name:				
Grade: (PK,K,1,2,3...)			Monday's Date (Week count was conducted)							Number of Students Enrolled in Class:									
<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>			<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>								
0 2			M M		D D		Y Y Y Y		1 5										
<p>• Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)</p> <p>• Please do not conduct these counts on Mondays or Fridays.</p> <p>• 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.</p> <p>• Ask your students as a group the question "How did you arrive at school today?"</p> <p>• 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.</p> <p>• Follow the same procedure for the question "How do you plan to leave for home after school?"</p> <p>• You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.</p> <p>• Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).</p>																			
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	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other										
	S= sunny R= rainy O= overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.										
Sample AM	S N	2 0	2	3	8	3		3	1										
Sample PM	R	1 9	3	3	8	1	2	2											
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

Parent Survey Aggregate Summary

Program Name:

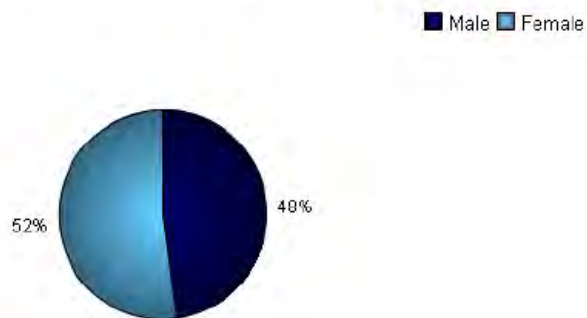
Date range: Fall 2013 (July - December 2013)

Date Report Generated: 10/17/2013

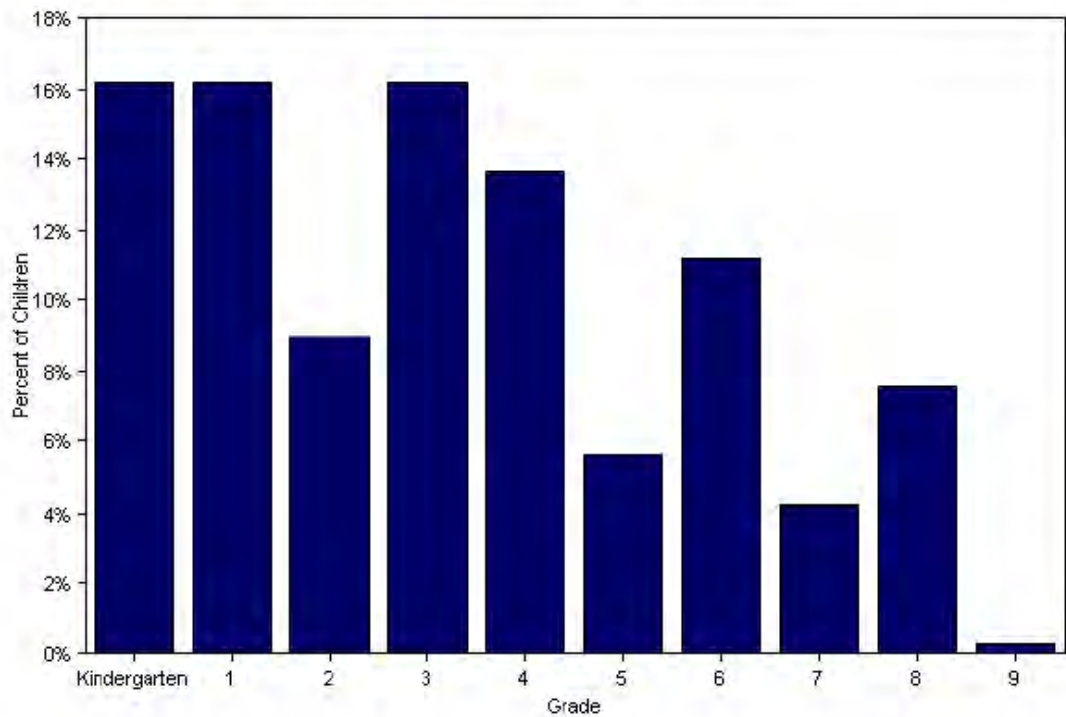
School Name(s):	Month & Year Collected & (Set ID)	School Enrollment:	Enrollment in Grades Targeted by SRTS Program:	Number of Questionnaires Distributed:	Number of Questionnaires Included in Report:
Frazer Elementary	September 2013 (10331)			400	315
Frazer Secondary	September 2013 (10332)			220	44
			Total:	620	359

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

Sex of children for parents that provided information



Grade levels of children represented in survey

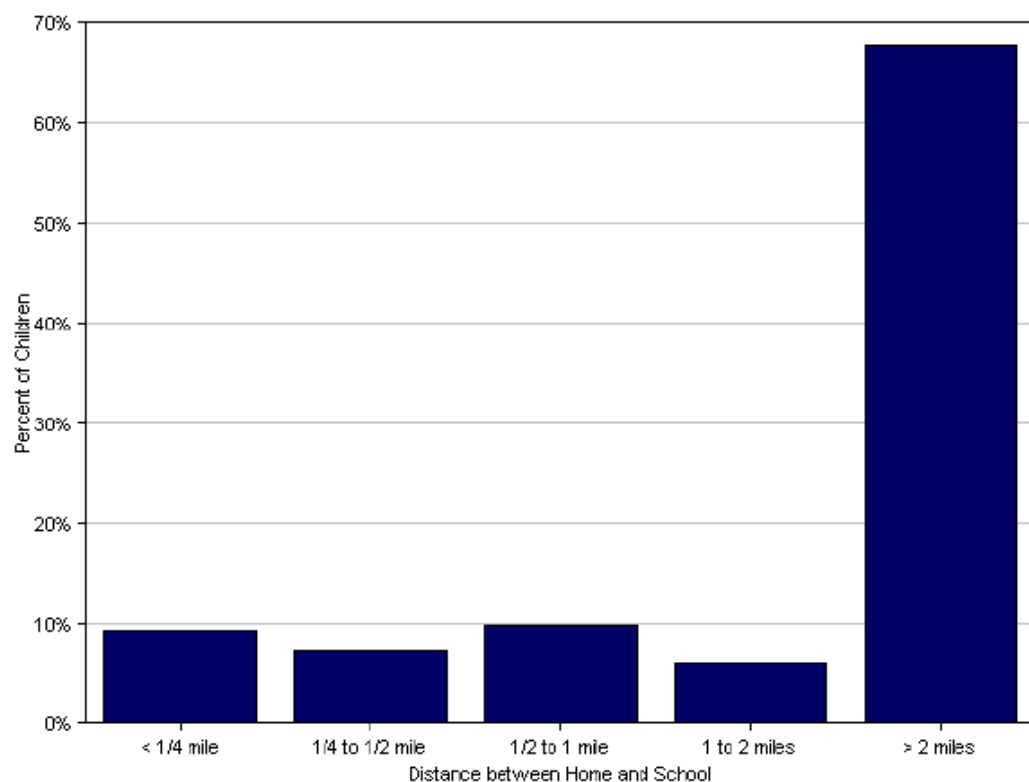


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	58	16%
1	58	16%
2	32	9%
3	58	16%
4	49	14%
5	20	6%
6	40	11%
7	15	4%
8	27	8%

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

Parent estimate of distance from child's home to school



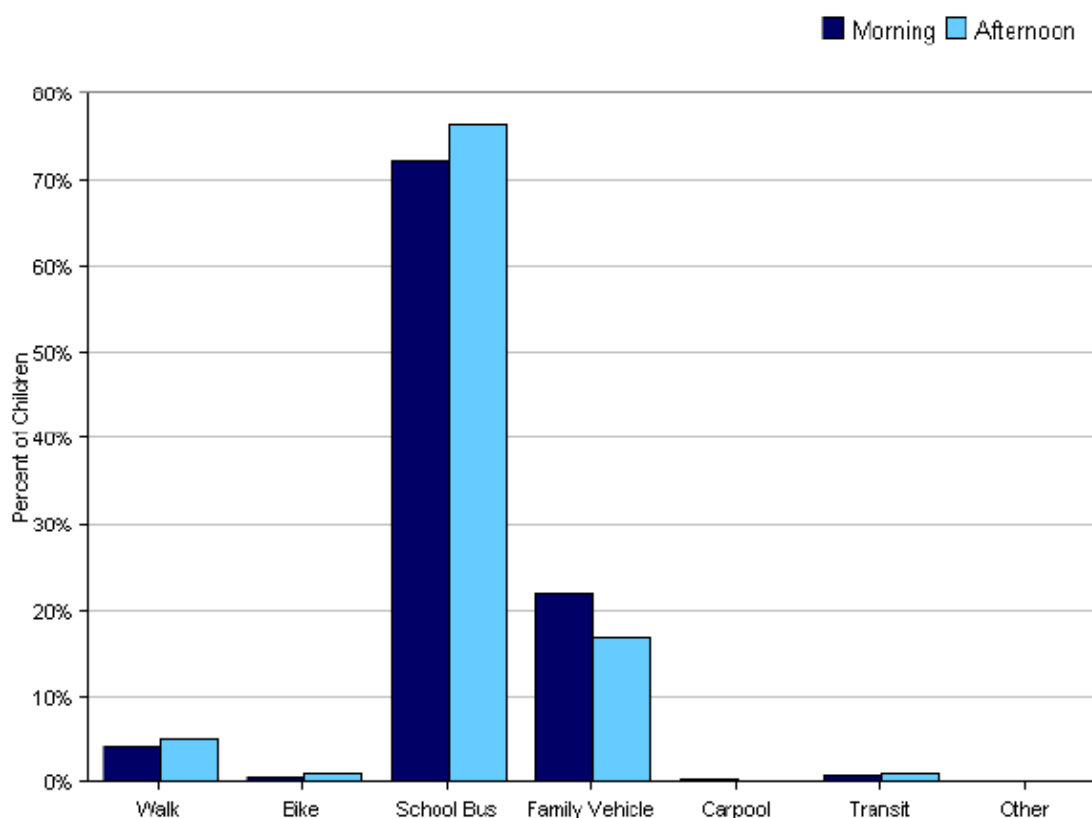
Parent Survey Aggregate Summary

Distance between home and school	Number of children	Percent
Less than 1/4 mile	32	9%
1/4 mile up to 1/2 mile	25	7%
1/2 mile up to 1 mile	34	10%
1 mile up to 2 miles	21	6%
More than 2 miles	236	68%

Don't know or No response: 11

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

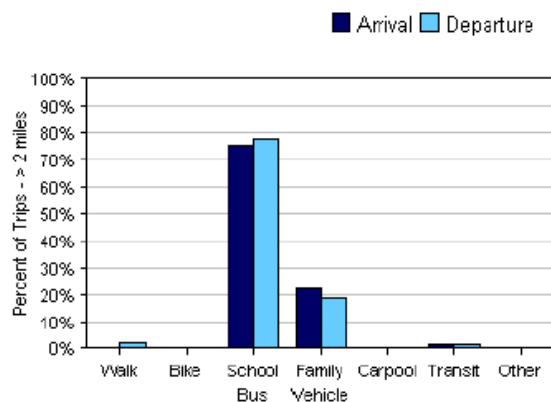
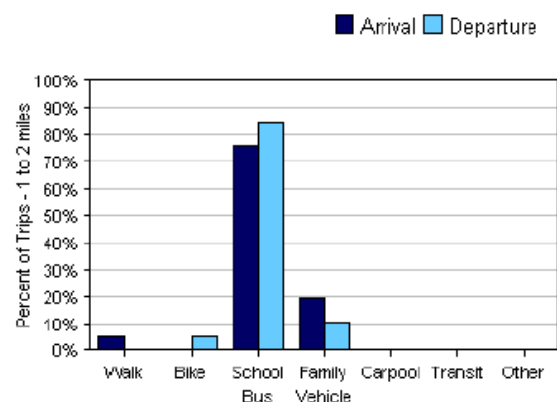
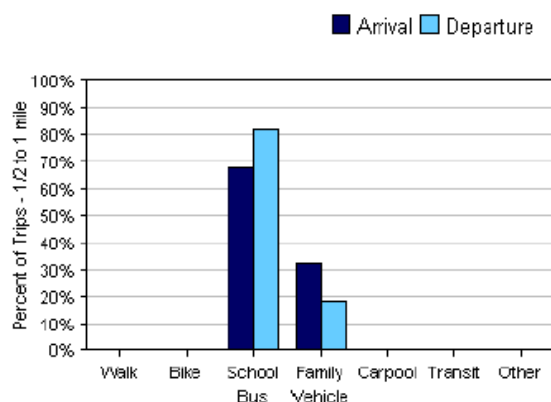
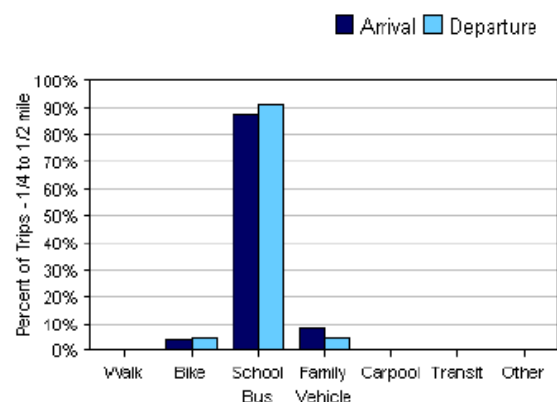
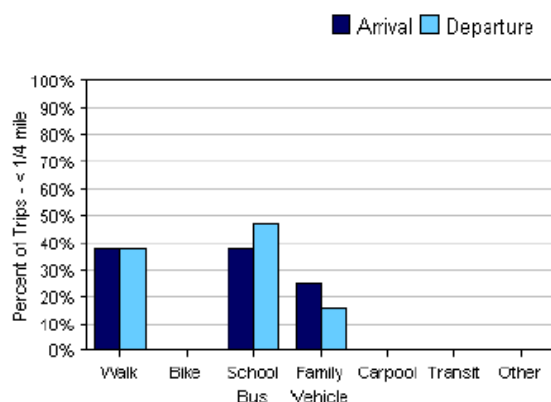
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	356	4%	0.6%	72%	22%	0.3%	0.8%	0%
Afternoon	340	5%	0.9%	76%	17%	0%	0.9%	0%

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

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
1 Less than 1/4 mile	32	38%	0%	38%	25%	0%	0%	0%
2 1/4 mile up to 1/2 mile	25	0%	4%	88%	8%	0%	0%	0%
3 1/2 mile up to 1 mile	34	0%	0%	68%	32%	0%	0%	0%
4 1 mile up to 2 miles	21	5%	0%	76%	19%	0%	0%	0%
5 More than 2 miles	236	0%	0%	75%	22%	0%	1%	0%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

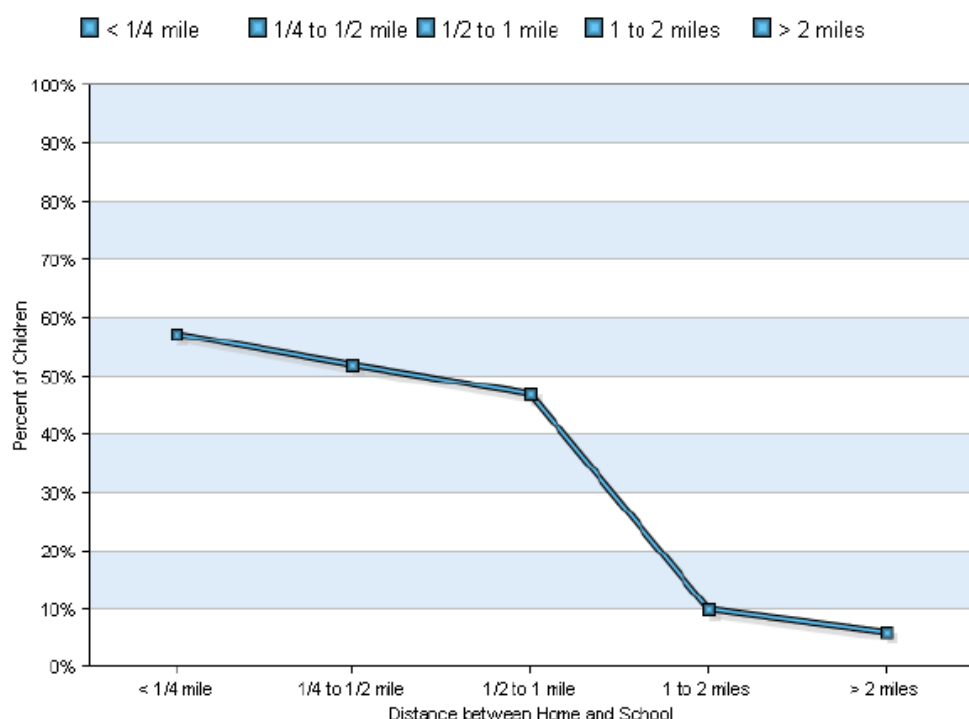
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	32	38%	0%	47%	16%	0%	0%	0%
1/4 mile up to 1/2 mile	24	0%	4%	92%	4%	0%	0%	0%
1/2 mile up to 1 mile	33	0%	0%	82%	18%	0%	0%	0%
1 mile up to 2 miles	19	0%	5%	84%	11%	0%	0%	0%
More than 2 miles	225	2%	0%	78%	19%	0%	1%	0%

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



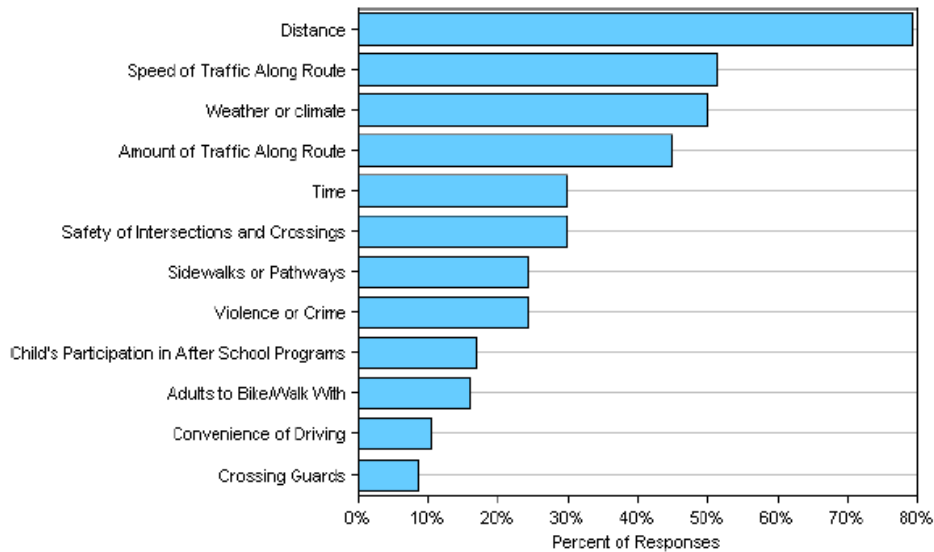
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	295	57%	52%	47%	10%	6%
No	1305	43%	48%	53%	90%	94%

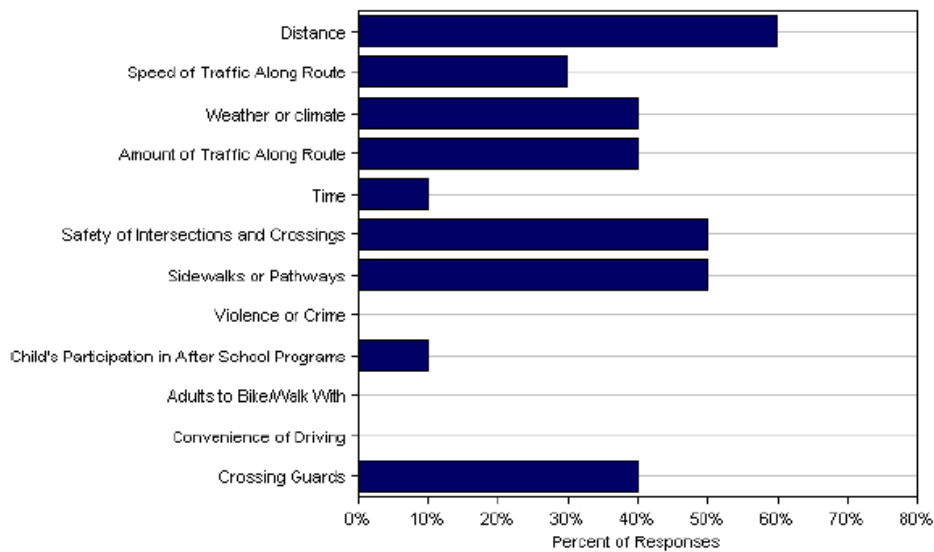
Don't know or No response: 0

Percentages may not total 100% due to rounding.

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



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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	79%	60%
Speed of Traffic Along Route	51%	30%
Weather or climate	50%	40%
Amount of Traffic Along Route	45%	40%
Time	30%	10%
Safety of Intersections and Crossings	30%	50%
Sidewalks or Pathways	24%	50%
Violence or Crime	24%	0%
Child's Participation in After School Programs	17%	10%
Adults to Bike/Walk With	16%	0%
Convenience of Driving	11%	0%
Crossing Guards	9%	40%
Number of Respondents per Category	218	10

No response: 131

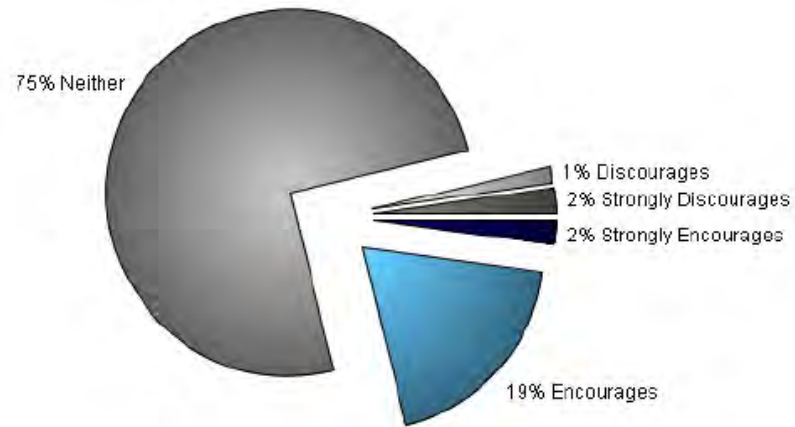
Note:

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

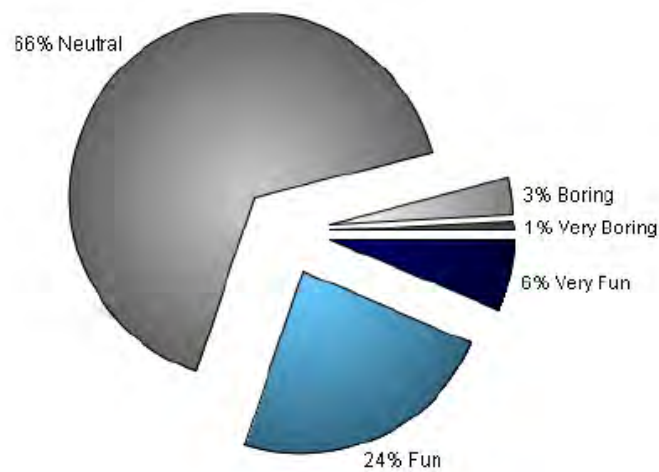
--Each column may sum to > 100% because respondent could select more than issue

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

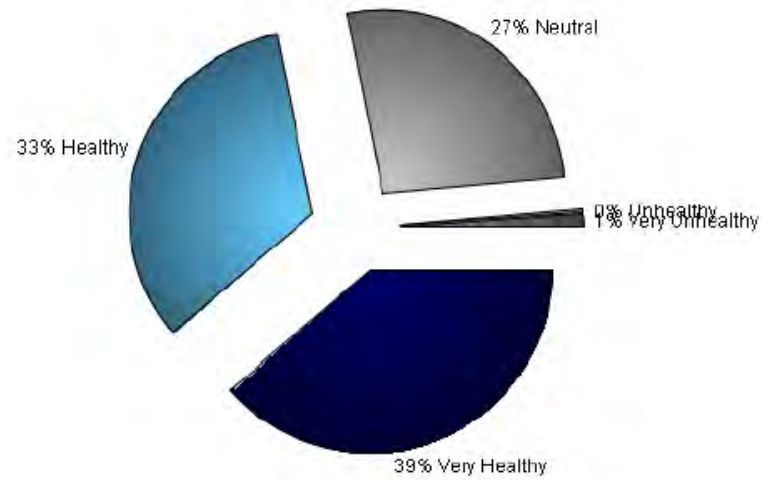
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

School	SurveyID	Comment
Frazee Elementary	1067570	We live out of town.
Frazee Elementary	1067572	My child is too young to walk or bike to school.
Frazee Elementary	1067577	I would love us to bike more. Unfortunately, there are no sidewalks or bike paths close to our home.
Frazee Elementary	1067580	We live by railroad tracks and on a main road into town. I don't know if I would ever feel comfortable allowing my children to walk/ride due to people not being very observant as they drive.
Frazee Elementary	1067583	We live 15 miles out of town so walking/riding bike is not an option.
Frazee Elementary	1067586	If we lived within 2-5 blocks from the school, they would walk most days.
Frazee Elementary	1067590	My child is too young yet to ask these questions.
Frazee Elementary	1067603	Too young to walk across dangerous roads and intersections and too young to walk alone at all.
Frazee Elementary	1068748	The number of sex offenders in the city of Frazee, MN would need to be zero before I would consider letting my child walk to school.
Frazee Elementary	1068760	My child lives too far to consider letting her walk or bike to school.
Frazee Elementary	1068774	Distance!
Frazee Elementary	1068787	My child would never be allowed to walk/ride bike to school. Too many things could happen!
Frazee Elementary	1068790	22 miles from school
Frazee Elementary	1068824	We bike and walk a lot as a family.
Frazee Elementary	1068864	Children ride to school with parents, walk to grandparents 2 blocks away after school where parents pick up children after work.
Frazee Elementary	1068886	We live 12 miles from town so walking or biking is not practical.
Frazee Elementary	1068948	My son has autism. For him to walk or bike alone would be unimaginable.
Frazee Elementary	1068974	If we didn't live so far away, I would let them because they really want to walk to school.
Frazee Elementary	1068980	Our family lives 22 miles from town. (Frazee)
Frazee Elementary	1069002	Regardless of how close or far we live from the school, I am not comfortable with my children walking unless I can watch them or know the person they walk with!
Frazee Elementary	1069006	We live out of city limits. This survey does not apply.

Frazee Elementary	1069448	We live along a highway. If there was a path, we would use it.
Frazee Elementary	1069500	Too many sex offenders in our town!
Frazee Elementary	1069511	We live 8 miles out. I wouldn't recommend that my kids ride bike or walk unless we lived in town or closer to town. Then we would.
Frazee Elementary	1069513	This survey does not apply to children who live more than 2 miles from school.
Frazee Elementary	1069518	I will not allow my children to walk/bike to/from school until they are in 7th grade or higher. Can walk/bike with me or other parent. Due to traffic/strangers.
Frazee Elementary	1069770	There are no sidewalks or bike paths to get to the school safely from where we live in town.
Frazee Elementary	1069808	We live in Vergas. My child will never walk/bike to school.
Frazee Elementary	1069809	Distance is the main issue.
Frazee Elementary	1069822	My children take bikes to school until winter hits. It's too cold ab below 0° to walk. Also, it's not safe to ride on snow and ice.
Frazee Elementary	1069825	I would love my kids to bike or walk but we are simply too far.
Frazee Elementary	1069826	Walking/biking to school is unrealistic with distance away we live.
Frazee Elementary	1069835	We live way out in the country.
Frazee Elementary	1069836	Weather may continue to be a factor in this decision (winter cold, ice, snow and rain in the fall or spring), but the main deterrent now has been their age, experience and safety of passage along #29.
Frazee Elementary	1069867	It's a big, mean world out there. If we didn't live so far out, I would walk with her to school. I encourage walking. I can't run or ride bike because of my leg but I'll walk with my daughter as much as she wants.
Frazee Elementary	1069869	We live 23 miles from the school.
Frazee Elementary	1069894	I think we should have crossing guards as there are too many vehicles down at the school and sidewalks should be put in as the traffic flies down the streets.
Frazee Elementary	1069902	We live out of the city limits. This survey does not apply to us.
Frazee Elementary	1069904	It would be a different story if we didn't live on this side of town by the trailer parks. We live in a nice, safe, small neighborhood but right between the two trailer parks. The kids walking alone doesn't feel safe. Leroy Feldt needs to clean up his trailer parks. Too much crime.
Frazee Elementary	1069914	I will not allow my children to walk/ride bike to/from school until they are in the 7th grade or higher/or with myself/other parent due to traffic/strangers, etc.
Frazee Elementary	1069929	We live too far for an elementary student to make it on time. We bike a lot as a family.
Frazee Elementary	1069949	Weather permitting, I would allow my children to ride bike if there were a safer route. Hwy 29 is not safe and there is no path to bike on. The high school kids drive too fast and don't watch for kids.
Frazee Elementary	1069952	Wouldn't allow if too hot or too cold.
Frazee Elementary	1069959	The school discourages biking by not having enough space to lock bikes up and also by not having a safe approach for bikes coming to school.

Frazee Elementary	1069964	Railroad tracks and crossings are another issue you may want to add to your list in #10. Another issue is if parent(s) work when school starts/ends.
Frazee Elementary	1069993	Our family lives 22 miles from school (Frazee.)
Frazee Elementary	1070027	We live 8 miles out. If we lived closer, I would prefer my kids riding bike or walking to school.
Frazee Elementary	1070028	My daughter occasionally walks to Grandma's after school (2 blocks away.) Crosswalks are not marked and people drive at high speeds. Not patrolled by the police.
Frazee Elementary	1070046	Weather permitting, I would allow my children to ride bike if there was a safer route. Hwy 29 is not safe and there is no path to bike on. The high school kids drive too fast and don't watch for kids.
Frazee Elementary	1070070	We live 18 miles from school so no way would it be logical for him to walk or bike to school.
Frazee Elementary	1070071	Live over 20 miles from school, so not an option for my children.
Frazee Elementary	1070073	All three of my children walk/bike when the weather permits.
Frazee Elementary	1070292	This does not apply to us as we do not live in town.
Frazee Elementary	1070299	My child has to cross Hwy 10.
Frazee Elementary	1070303	Live 11 miles from school and mother teaches in the same school. She provides transportation.
Frazee Secondary	1070311	I'm from St Paul, moved up here for my children to be able to not have to worry in this small town of Frazee...just plain safer...
Frazee Secondary	1070316	We live 9 miles out of town. Too far to walk or ride bike, traffic and time-wise.
Frazee Secondary	1070334	We live 9 miles out of Frazee, in the country. This survey doesn't even apply to us!!!
Frazee Secondary	1070336	My 8th grade son usually walks to his father's business after athletic activities.
Frazee Secondary	1070340	We live out in the country, on a very busy highway. With all the traffic and nut jobs out there, I do not feel comfortable having my daughter on the road.
Frazee Secondary	1070342	We live 20 miles from school.
Frazee Secondary	1070346	children ride in with parents. After school, walk 2 blocks to grandparents where parents pick them up after work.

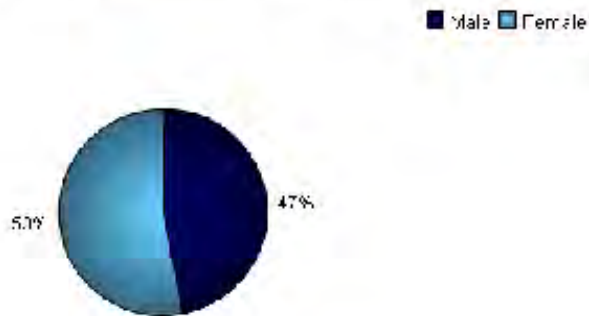
Frazee Elementary Parent and Tally Summary

Parent Survey Report: One School in One Data Collection Period

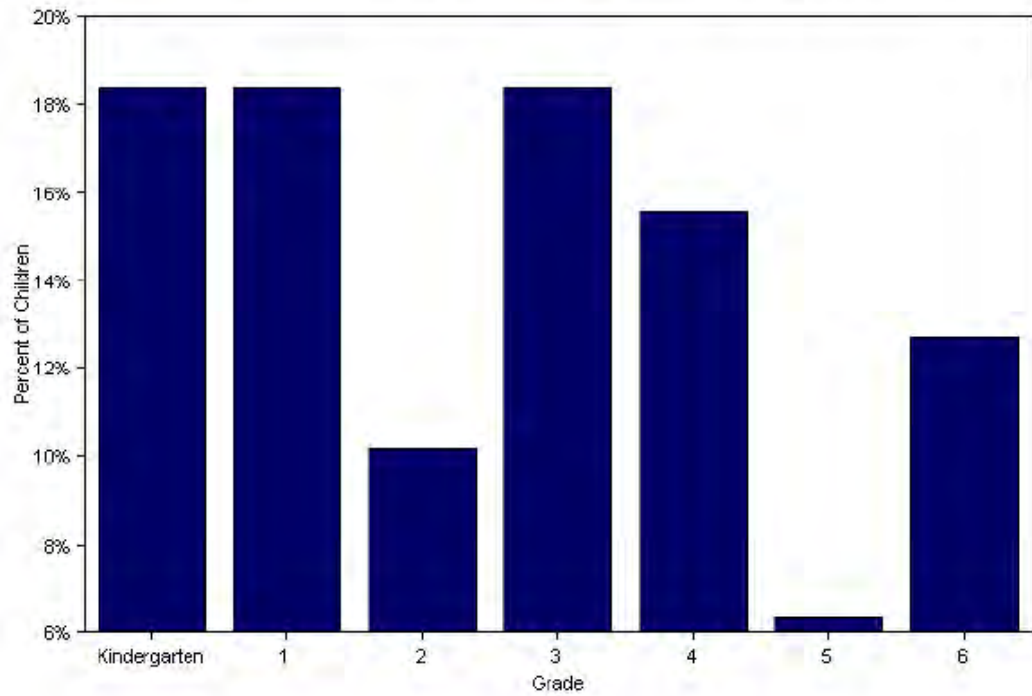
School Name: Frazee Elementary	Set ID: 10331
School Group: Frazee Schools	Month and Year Collected: September 2013
School Enrollment: 0	Date Report Generated: 10/02/2013
% Range of Students Involved in SRTS: 51-75%	Tags:
Number of Questionnaires Distributed: 400	Number of Questionnaires Analyzed for Report: 315

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

Sex of children for parents that provided information



Grade levels of children represented in survey



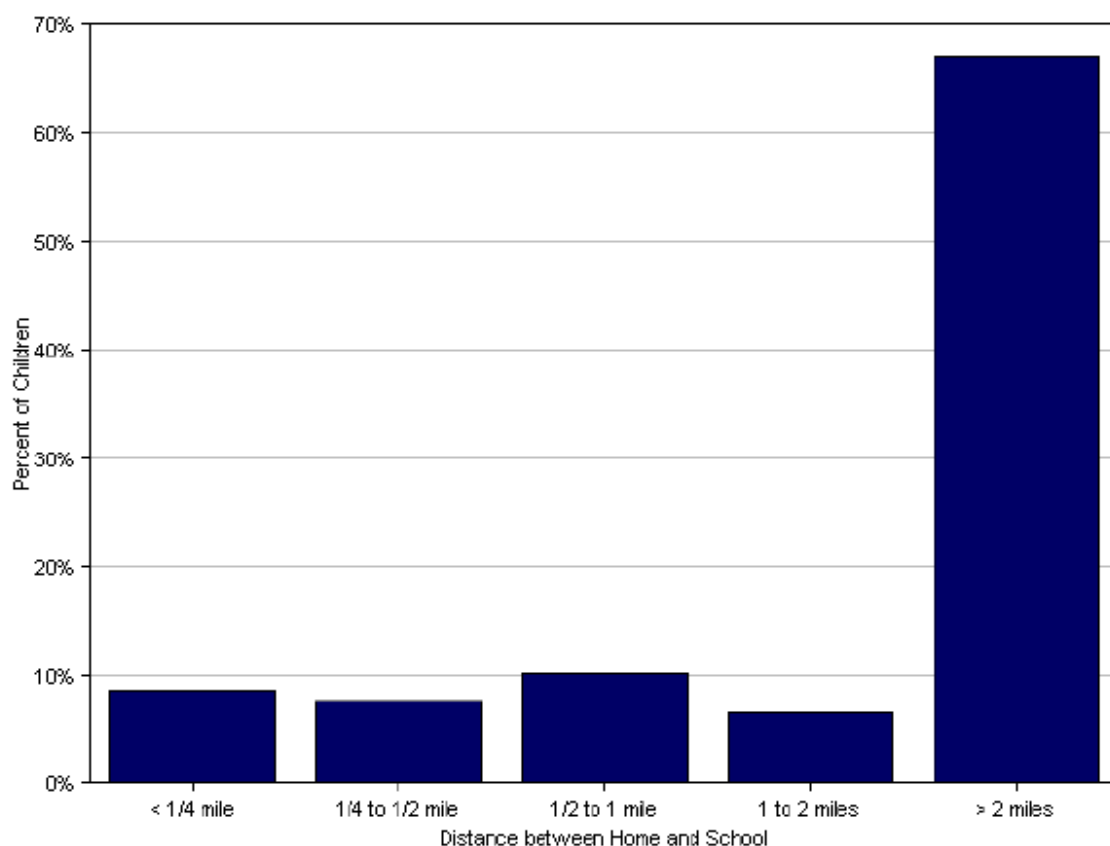
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	58	18%
1	58	18%
2	32	10%
3	58	18%
4	49	16%
5	20	6%
6	40	13%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



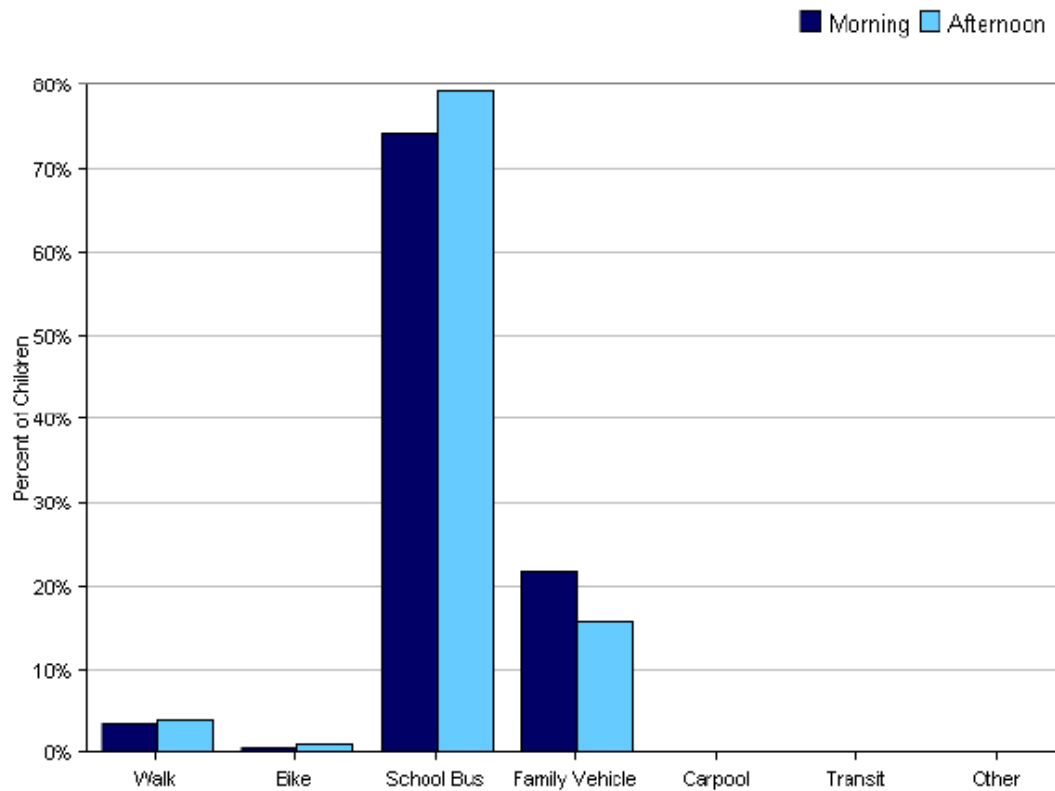
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	26	9%
1/4 mile up to 1/2 mile	23	8%
1/2 mile up to 1 mile	31	10%
1 mile up to 2 miles	20	7%
More than 2 miles	205	67%

Don't know or No response: 10

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

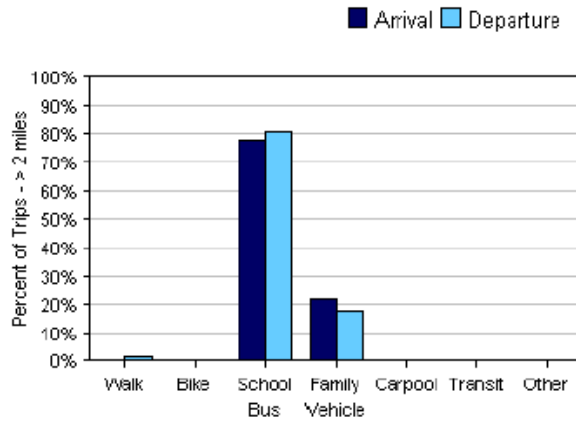
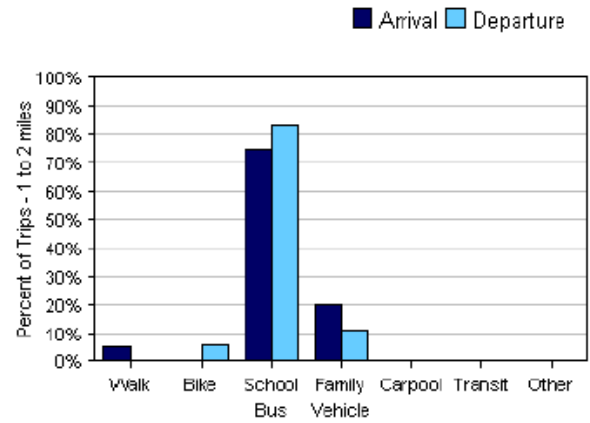
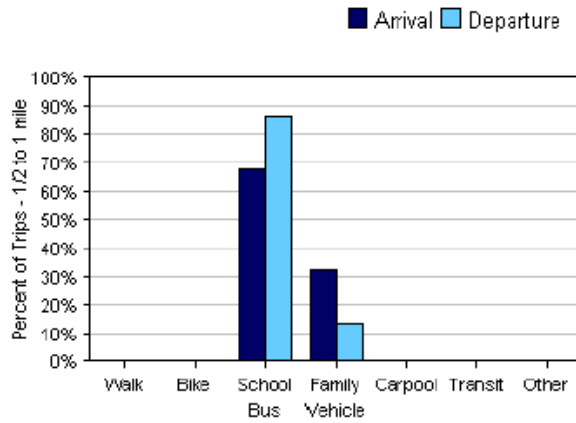
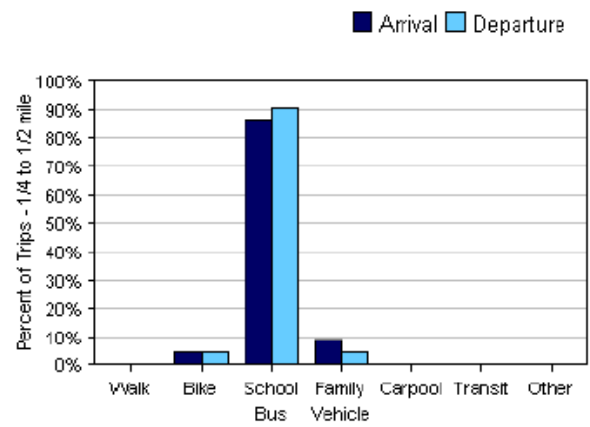
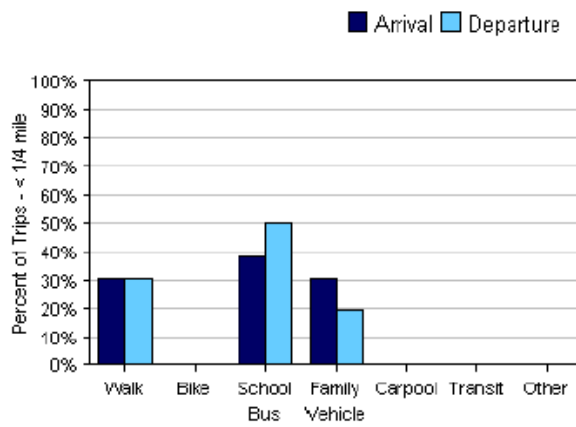
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	313	4%	0.6%	74%	22%	0%	0%	0%
Afternoon	298	4%	1%	79%	16%	0%	0%	0%

No Response Morning: 2

No Response Afternoon: 17

Percentages may not total 100% due to rounding.

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



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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	26	31%	0%	38%	31%	0%	0%	0%
1/4 mile up to 1/2 mile	23	0%	4%	87%	9%	0%	0%	0%
1/2 mile up to 1 mile	31	0%	0%	68%	32%	0%	0%	0%
1 mile up to 2 miles	20	5%	0%	75%	20%	0%	0%	0%
More than 2 miles	205	0%	0%	78%	21%	0%	0%	0%

Don't know or No response: 10

Percentages may not total 100% due to rounding.

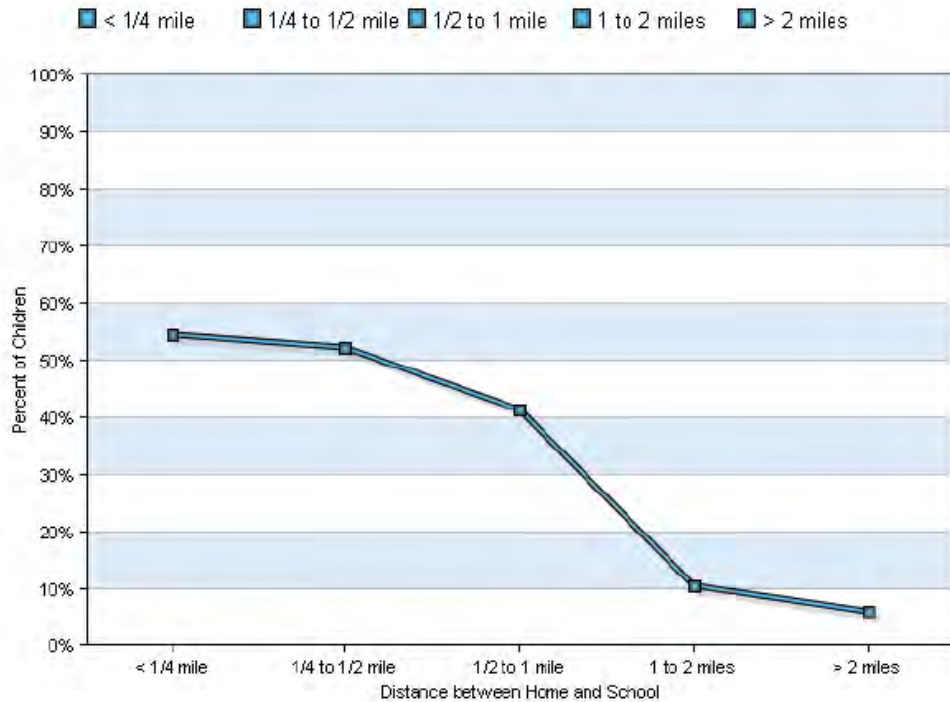
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	26	31%	0%	50%	19%	0%	0%	0%
1/4 mile up to 1/2 mile	22	0%	5%	91%	5%	0%	0%	0%
1/2 mile up to 1 mile	30	0%	0%	87%	13%	0%	0%	0%
1 mile up to 2 miles	18	0%	6%	83%	11%	0%	0%	0%
More than 2 miles	195	2%	1%	81%	17%	0%	0%	0%

Don't know or No response: 24

Percentages may not total 100% due to rounding.

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

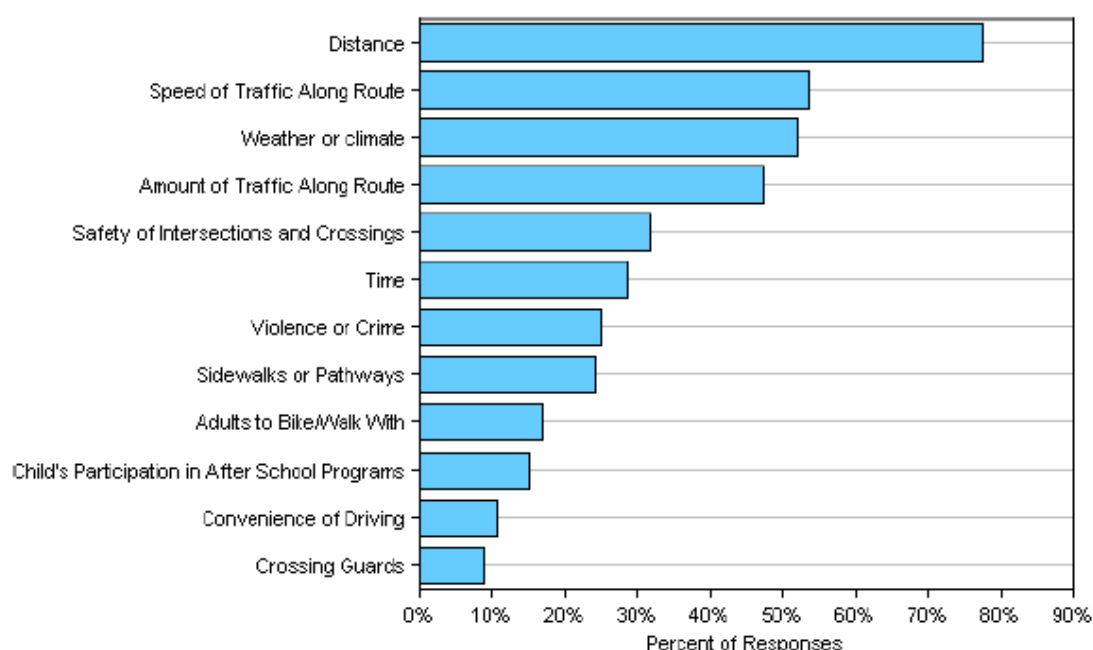


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

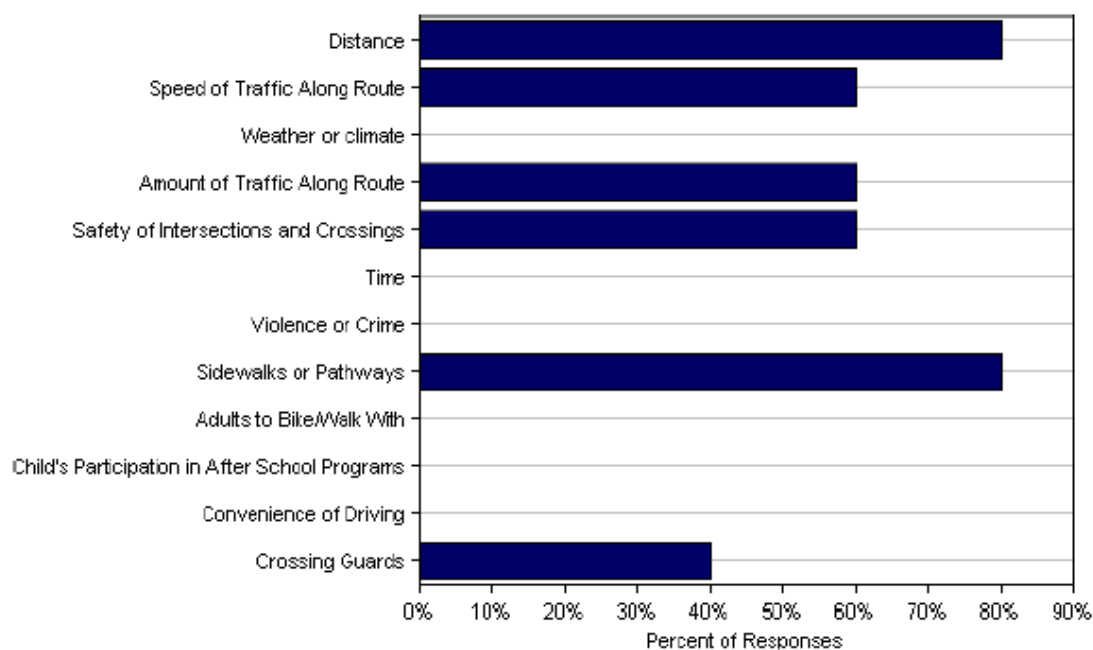
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	49	55%	52%	41%	11%	6%
No	228	45%	48%	59%	89%	94%

Don't know or No response: 38
Percentages may not total 100% due to rounding.

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



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



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

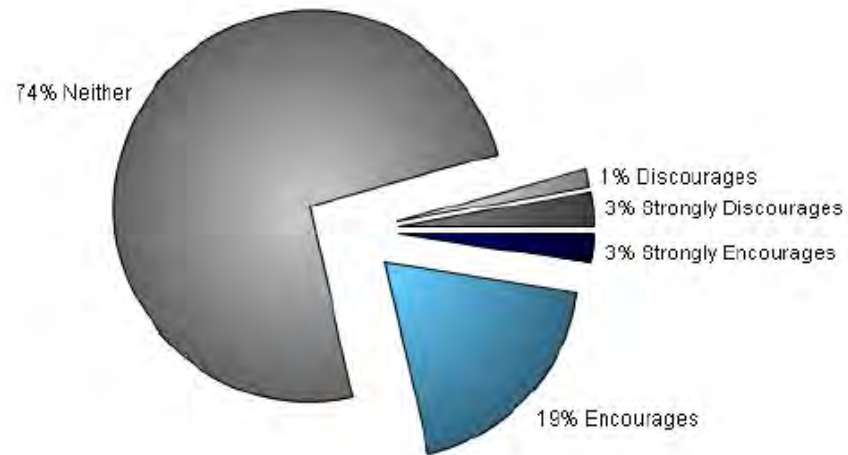
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	78%	80%
Speed of Traffic Along Route	54%	60%
Weather or climate	52%	0%
Amount of Traffic Along Route	47%	60%
Safety of Intersections and Crossings	32%	60%
Time	29%	0%
Violence or Crime	25%	0%
Sidewalks or Pathways	24%	80%
Adults to Bike/Walk With	17%	0%
Child's Participation in After School Programs	15%	0%
Convenience of Driving	11%	0%
Crossing Guards	9%	40%
Number of Respondents per Category	192	5

No response: 118

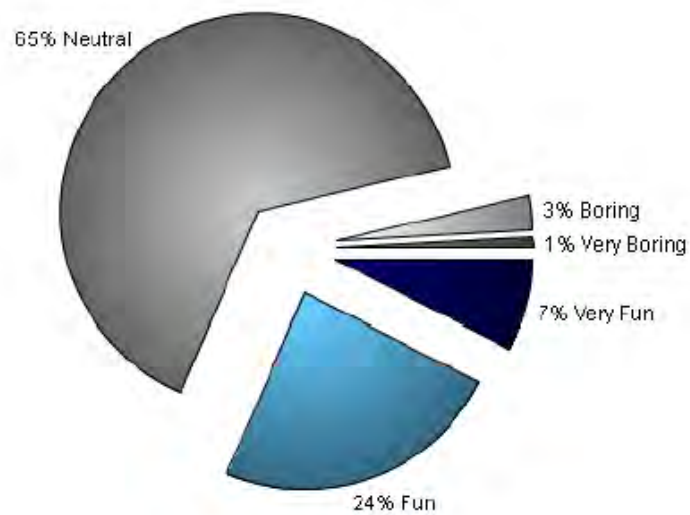
Note:

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

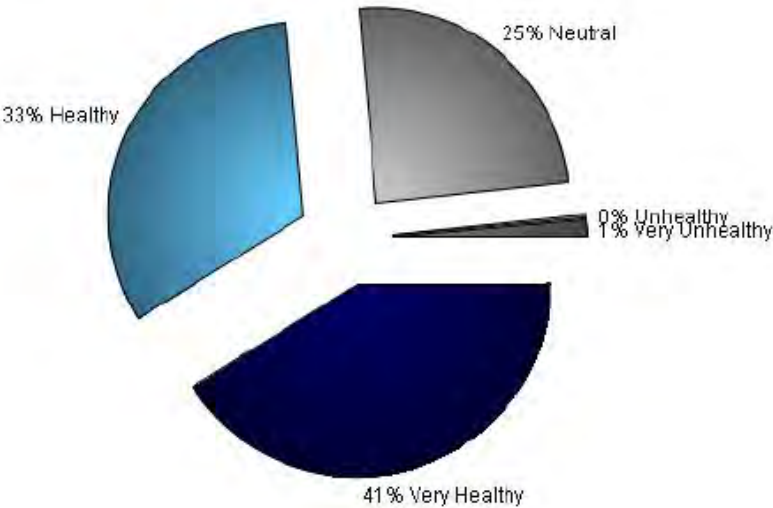
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1067570	We live out of town.
1068748	The number of sex offenders in the city of Frazee, MN would need to be zero before I would consider letting my child walk to school.
1068760	My child lives too far to consider letting her walk or bike to school.
1069500	Too many sex offenders in our town!
1069518	I will not allow my children to walk/bike to/from school until they are in 7th grade or higher. Can walk/bike with me or other parent. Due to traffic/strangers.
1069770	There are no sidewalks or bike paths to get to the school safely from where we live in town.
1069867	It's a big, mean world out there. If we didn't live so far out, I would walk with her to school. I encourage walking. I can't run or ride bike because of my leg but I'll walk with my daughter as much as she wants.
1069894	I think we should have crossing guards as there are too many vehicles down at the school and sidewalks should be put in as the traffic flies down the streets.
1069914	I will not allow my children to walk/ride bike to/from school until they are in the 7th grade or higher/or with myself/other parent due to traffic/strangers, etc.
1070028	My daughter occasionally walks to Grandma's after school (2 blocks away.) Crosswalks are not marked and people drive at high speeds. Not patrolled by the police.
1070046	Weather permitting, I would allow my children to ride bike if there was a safer route. Hwy 29 is not safe and there is no path to bike on. The high school kids drive too fast and don't watch for kids.
1067577	I would love us to bike more. Unfortunately, there are no sidewalks or bike paths close to our home.
1068974	If we didn't live so far away, I would let them because they really want to walk to school.
1069448	We live along a highway. If there was a path, we would use it.
1069513	This survey does not apply to children who live more than 2 miles from school.
1069836	Weather may continue to be a factor in this decision (winter cold, ice, snow and rain in the fall or spring), but the main deterrent now has been their age, experience and safety of passage along #29.
1069949	Weather permitting, I would allow my children to ride bike if there were a safer route. Hwy 29 is not safe and there is no path to bike on. The high school kids drive too fast and don't watch for kids.
1069002	Regardless of how close or far we live from the school, I am not comfortable with my children walking unless I can watch them or know the person they walk with!
1069511	We live 8 miles out. I wouldn't recommend that my kids ride bike or walk unless we lived in town or closer to town. Then we would.
1069822	My children take bikes to school until winter hits. It's too cold ab below 0* to walk. Also, it's not safe to ride on snow and ice.
1069904	It would be a different story if we didn't live on this side of town by the trailer parks. We live in a nice, safe, small neighborhood but right between the two trailer parks. The kids walking alone doesn't feel safe. Leroy Feldt needs to clean up his trailer parks. Too much crime.
1069952	Wouldn't allow if too hot or too cold.
1067572	My child is too young to walk or bike to school.
1067580	We live by railroad tracks and on a main road into town. I don't know if I would ever feel comfortable allowing my children to walk/ride due to people not being very observant as they drive.
1067586	If we lived within 2-5 blocks from the school, they would walk most days.

1067590	My child is too young yet to ask these questions.
1068774	Distance!
1068886	We live 12 miles from town so walking or biking is not practical.
1069809	Distance is the main issue.
1069929	We live too far for an elementary student to make it on time. We bike a lot as a family.
1069959	The school discourages biking by not having enough space to lock bikes up and also by not having a safe approach for bikes coming to school.
1069964	Railroad tracks and crossings are another issue you may want to add to your list in #10. Another issue is if parent(s) work when school starts/ends.
1070027	We live 8 miles out. If we lived closer, I would prefer my kids riding bike or walking to school.
1070073	All three of my children walk/bike when the weather permits.
1068787	My child would never be allowed to walk/ride bike to school. Too many things could happen!
1068864	Children ride to school with parents, walk to grandparents 2 blocks away after school where parents pick up children after work.
1069826	Walking/biking to school is unrealistic with distance away we live.
1069835	We live way out in the country.
1069869	We live 23 miles from the school.
1070071	Live over 20 miles from school, so not an option for my children.
1067583	We live 15 miles out of town so walking/riding bike is not an option.
1067603	Too young to walk across dangerous roads and intersections and too young to walk alone at all.
1068790	22 miles from school
1068824	We bike and walk a lot as a family.
1068948	My son has autism. For him to walk or bike alone would be unimaginable.
1069825	I would love my kids to bike or walk but we are simply too far.
1070070	We live 18 miles from school so no way would it be logical for him to walk or bike to school.
1070303	Live 11 miles from school and mother teaches in the same school. She provides transportation.
1069808	We live in Vergas. My child will never walk/bike to school.
1069006	We live out of city limits. This survey does not apply.
1070292	This does not apply to us as we do not live in town.
1070299	My child has to cross Hwy 10.
1068980	Our family lives 22 miles from town. (Frazee)
1069902	We live out of the city limits. This survey does not apply to us.
1069993	Our family lives 22 miles from school (Frazee.)

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

School Name: Frazee Elementary

Set ID: 12696

School Group: Frazee Schools

Month and Year Collected: September 2013

School Enrollment: 0

Date Report Generated: 10/10/2013

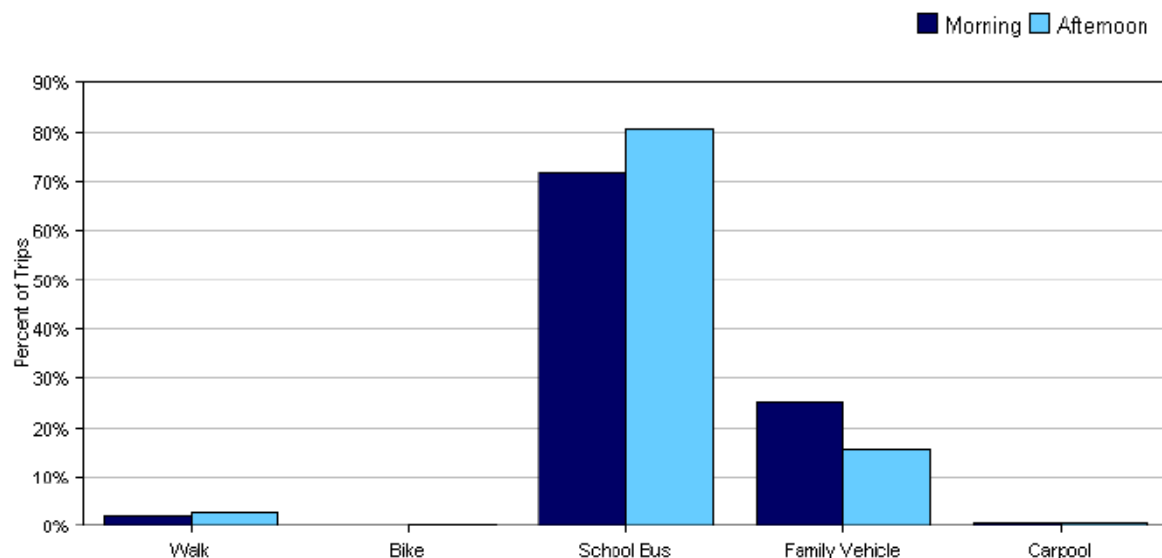
% of Students reached by SRTS activities: 51-75%

Tags:

**Number of Classrooms
Included in Report:** 20

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

Morning and Afternoon Travel Mode Comparison

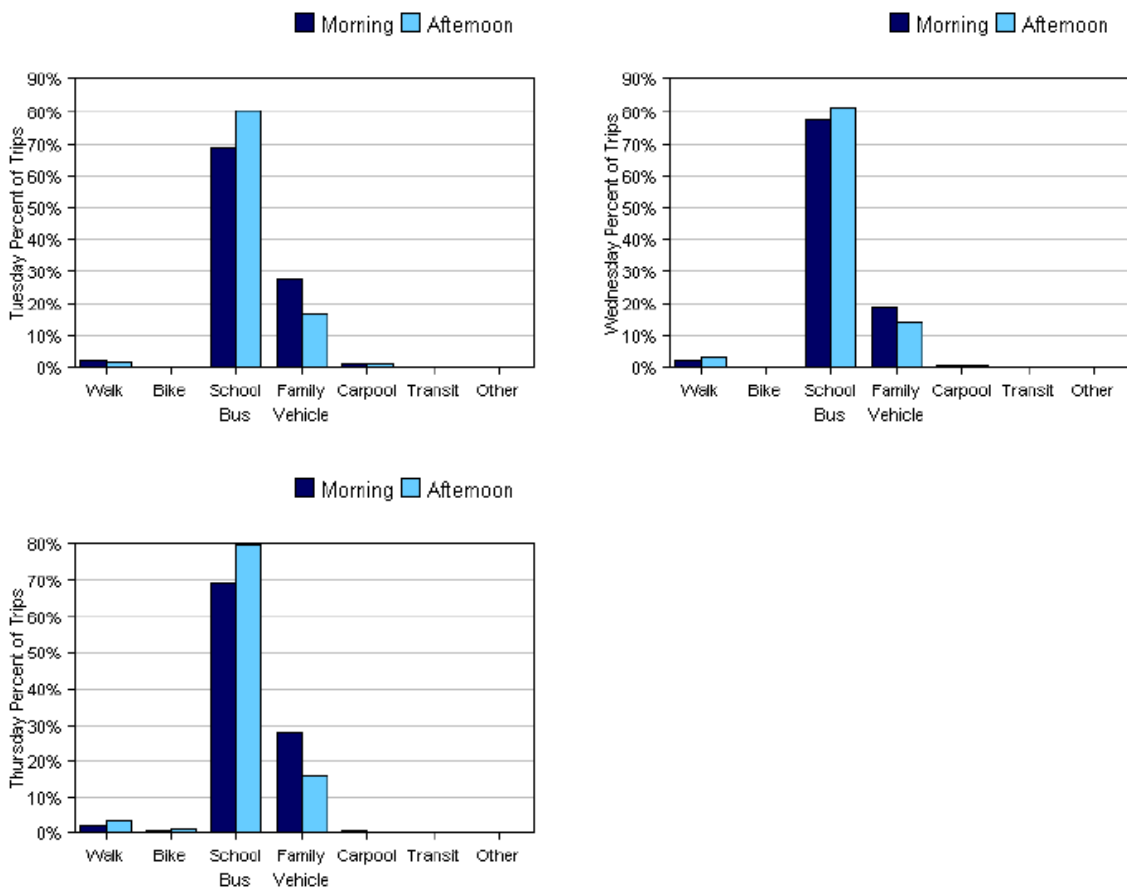


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1248	2%	0.3%	72%	25%	0.9%	0%	0%
Afternoon	1172	3%	0.5%	80%	16%	0.8%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

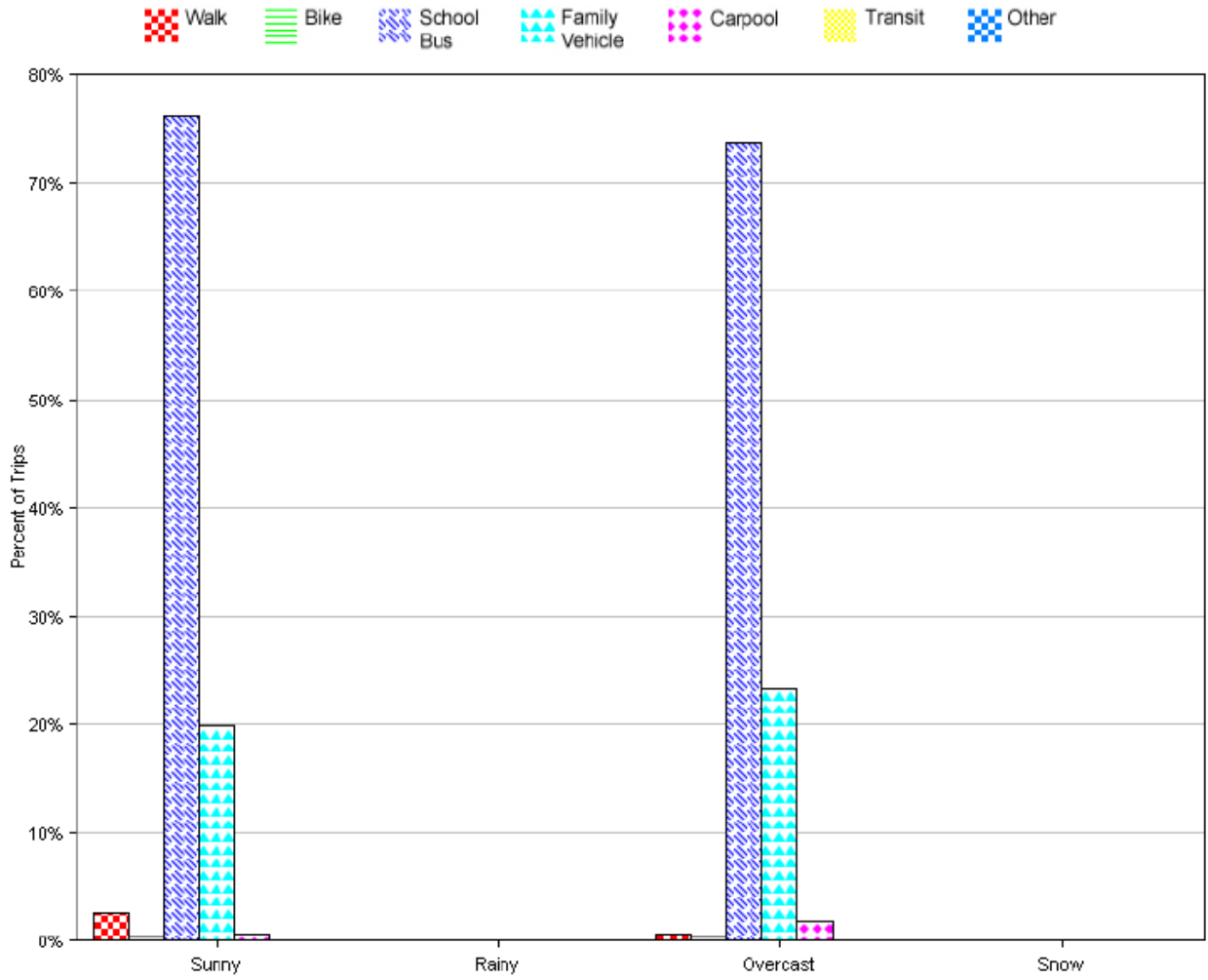


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	399	2%	0.3%	69%	28%	1%	0%	0%
Tuesday PM	399	2%	0.3%	80%	17%	1%	0%	0%
Wednesday AM	420	2%	0.2%	77%	19%	1.0%	0%	0%
Wednesday PM	419	3%	0.2%	81%	14%	1.0%	0%	0%
Thursday AM	429	2%	0.5%	69%	28%	0.5%	0%	0%
Thursday PM	354	3%	1%	80%	16%	0.3%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	2108	3%	0.4%	76%	20%	0.7%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	312	0.6%	0.3%	74%	23%	2%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

High School Parent and Tally Summary

Parent Survey Report: One School in One Data Collection Period

School Name: Frazee Secondary

Set ID: 10332

School Group: Frazee Schools

Month and Year Collected: September 2013

School Enrollment: 0

Date Report Generated: 10/02/2013

% Range of Students Involved in SRTS: 51-75%

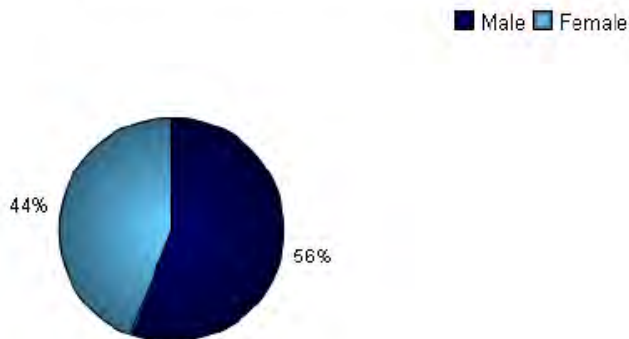
Tags:

Number of Questionnaires Distributed: 220

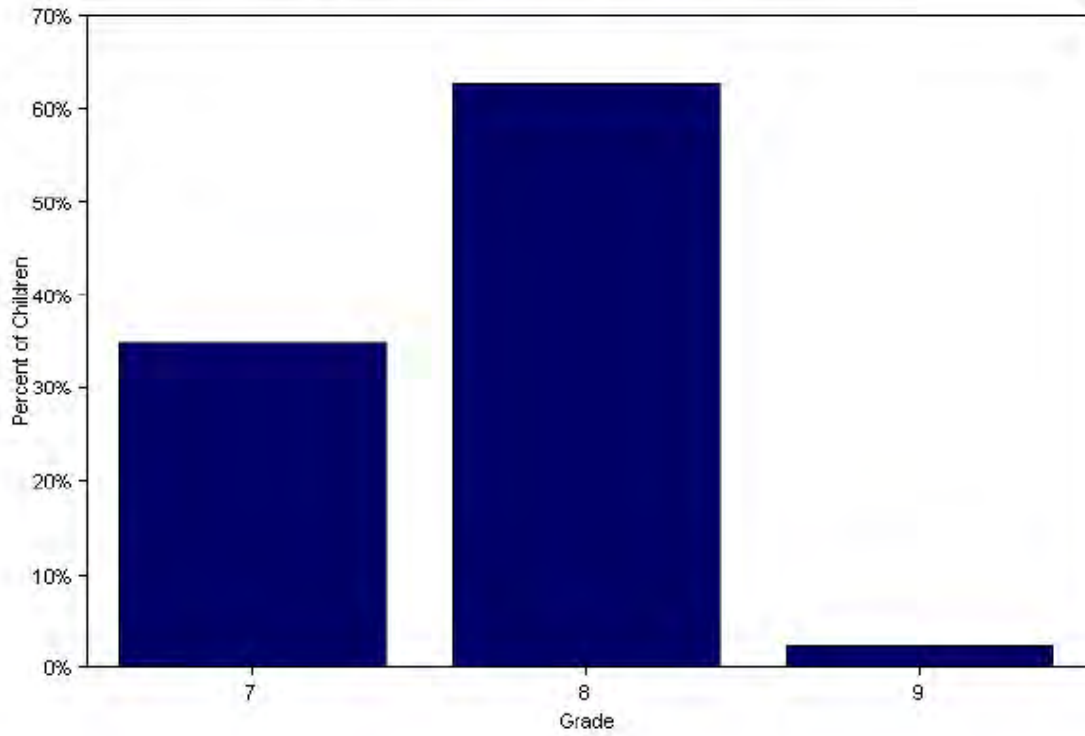
**Number of Questionnaires
Analyzed for Report:** 44

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

Sex of children for parents that provided information



Grade levels of children represented in survey



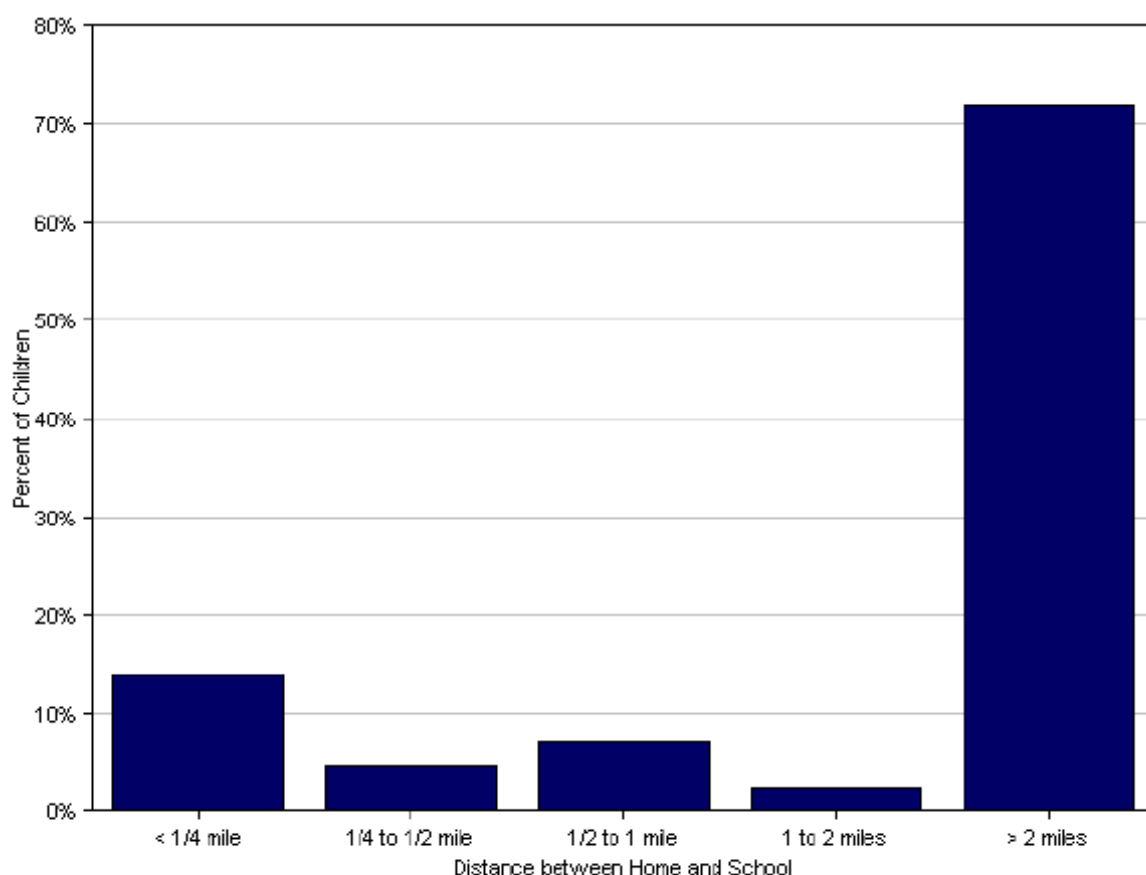
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
7	15	35%
8	27	63%
9	1	2%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



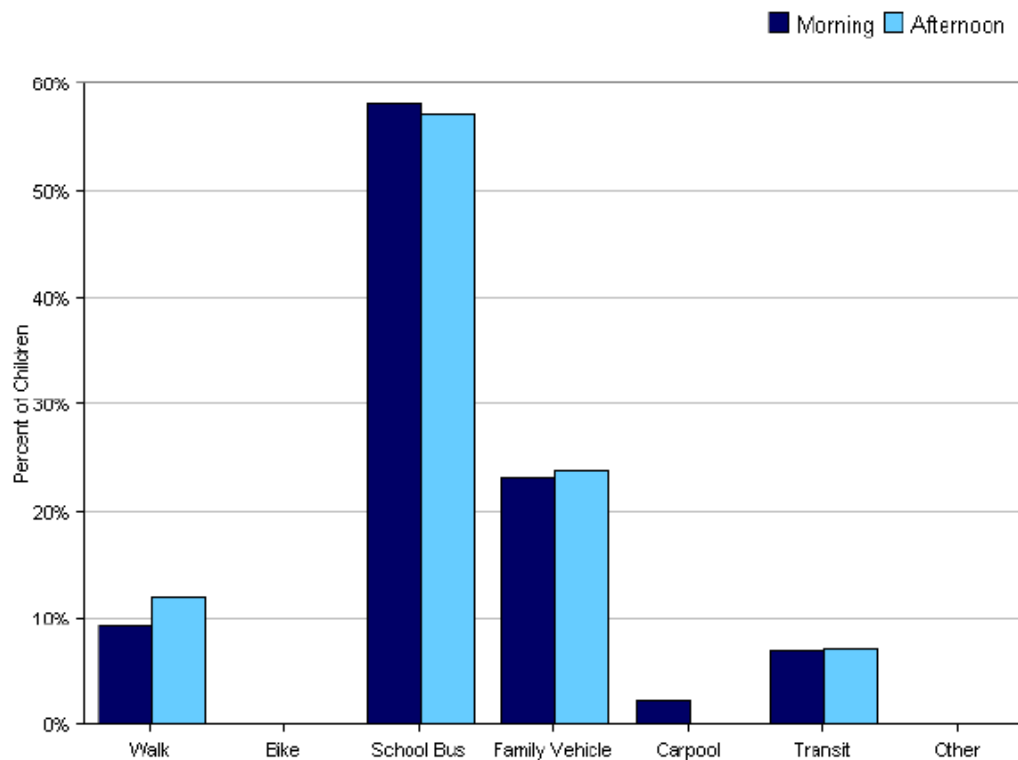
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	6	14%
1/4 mile up to 1/2 mile	2	5%
1/2 mile up to 1 mile	3	7%
1 mile up to 2 miles	1	2%
More than 2 miles	31	72%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

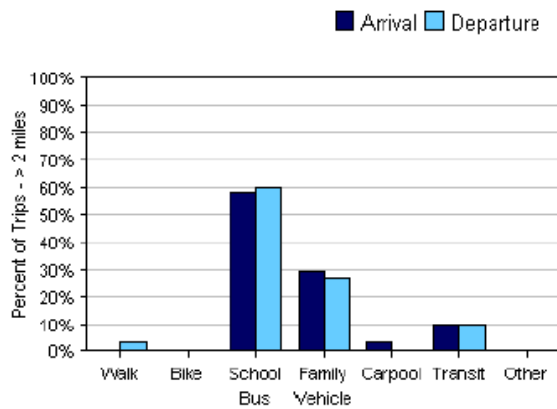
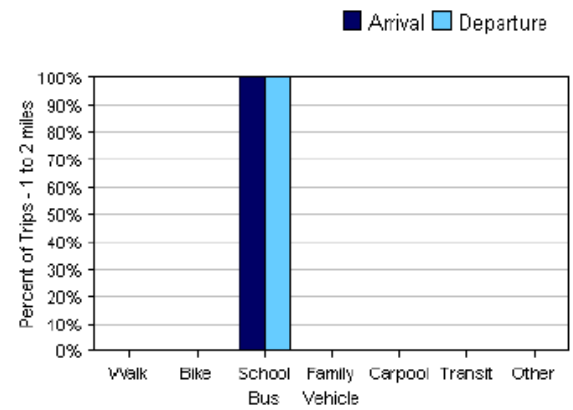
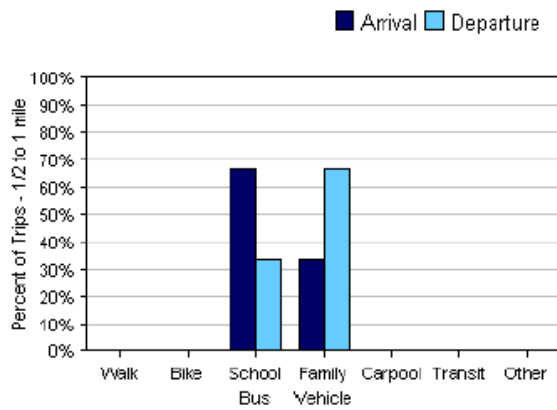
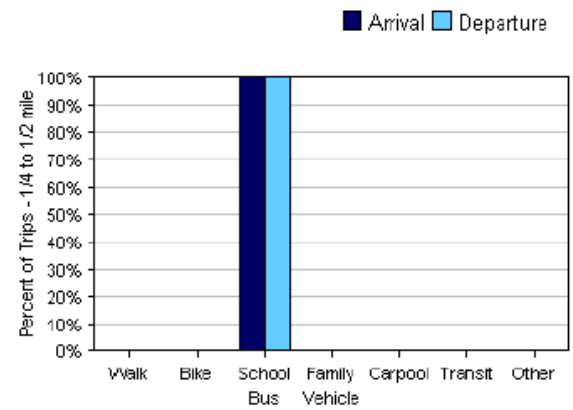
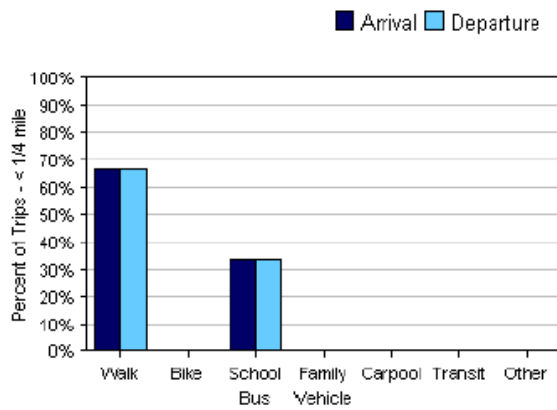
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	43	9%	0%	58%	23%	2%	7%	0%
Afternoon	42	12%	0%	57%	24%	0%	7%	0%

No Response Morning: 1

No Response Afternoon: 2

Percentages may not total 100% due to rounding.

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



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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	6	67%	0%	33%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	2	0%	0%	100%	0%	0%	0%	0%
1/2 mile up to 1 mile	3	0%	0%	67%	33%	0%	0%	0%
1 mile up to 2 miles	1	0%	0%	100%	0%	0%	0%	0%
More than 2 miles	31	0%	0%	58%	29%	3%	10%	0%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

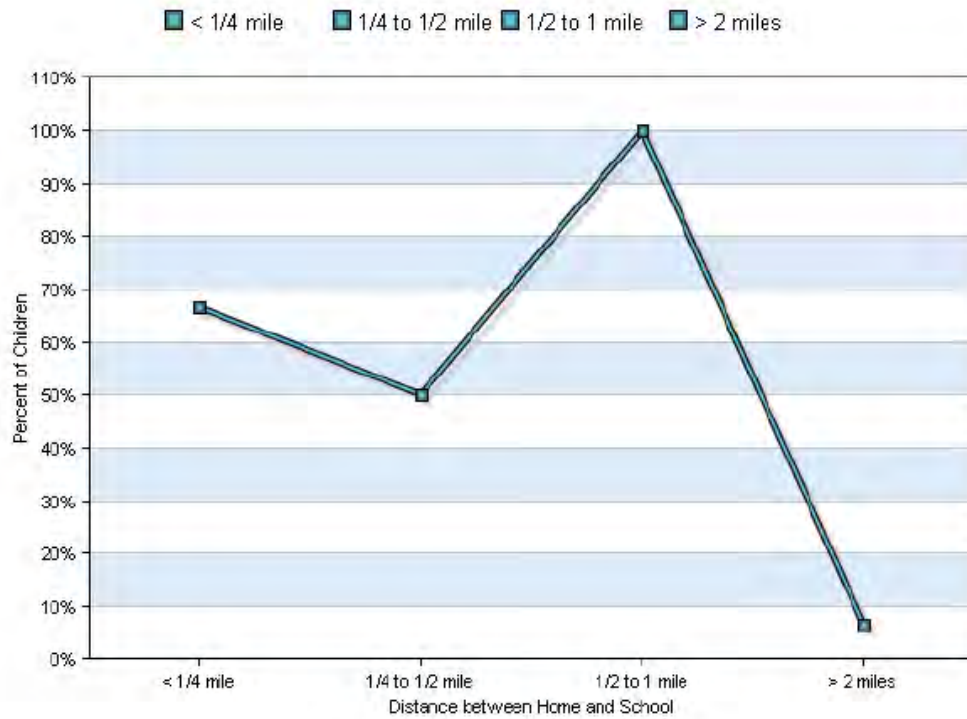
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	6	67%	0%	33%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	2	0%	0%	100%	0%	0%	0%	0%
1/2 mile up to 1 mile	3	0%	0%	33%	67%	0%	0%	0%
1 mile up to 2 miles	1	0%	0%	100%	0%	0%	0%	0%
More than 2 miles	30	3%	0%	60%	27%	0%	10%	0%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

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



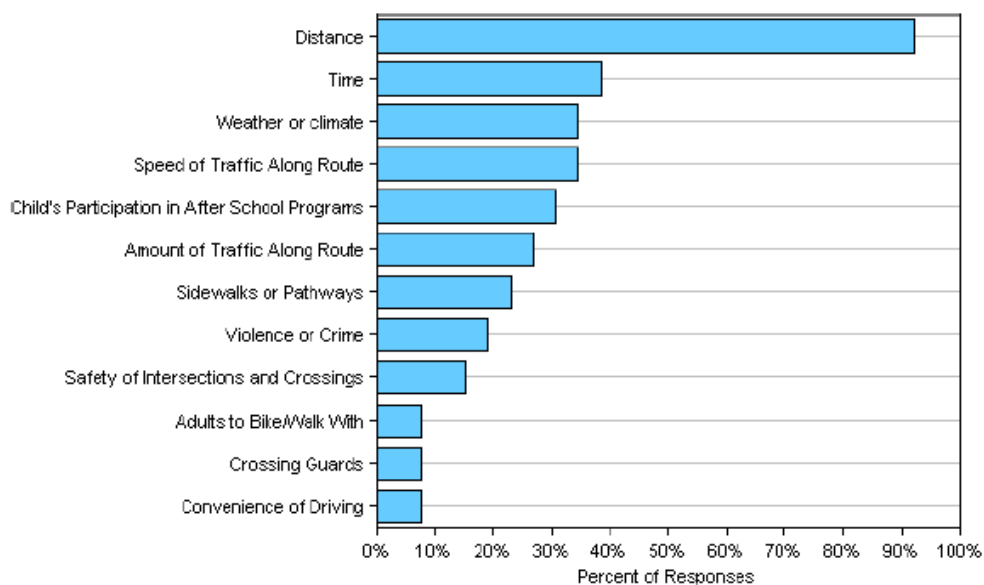
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	10	67%	50%	100%	0%	6%
No	33	33%	50%	0%	100%	94%

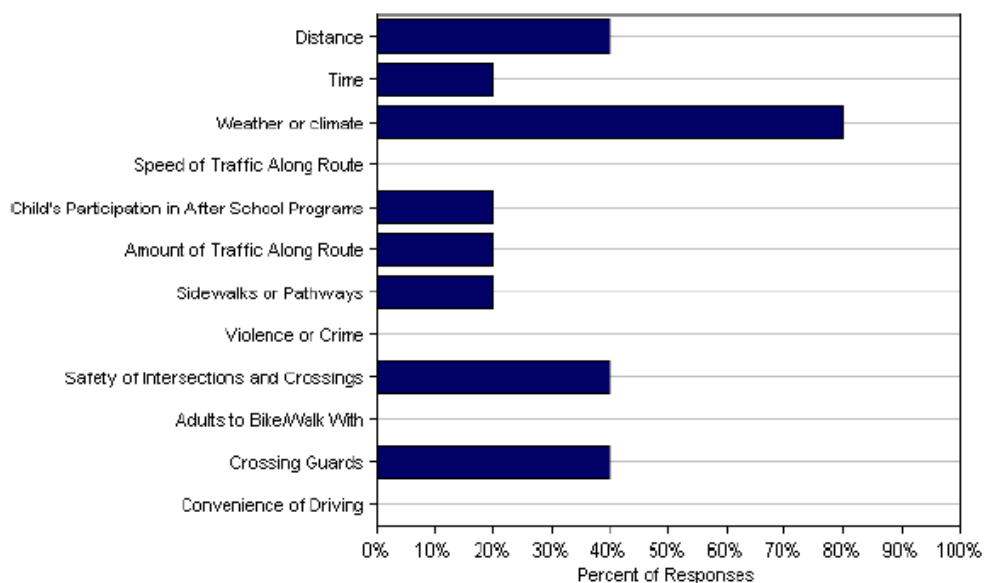
Don't know or No response: 1

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

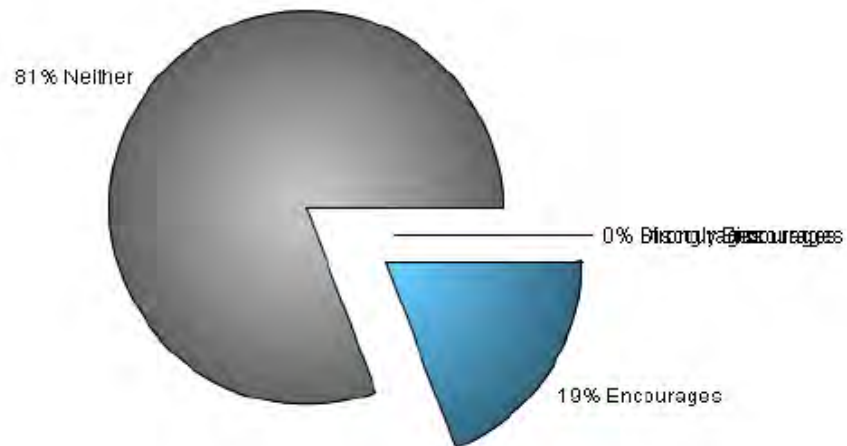
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	92%	40%
Time	38%	20%
Weather or climate	35%	80%
Speed of Traffic Along Route	35%	0%
Child's Participation in After School Programs	31%	20%
Amount of Traffic Along Route	27%	20%
Sidewalks or Pathways	23%	20%
Violence or Crime	19%	0%
Safety of Intersections and Crossings	15%	40%
Adults to Bike/Walk With	8%	0%
Crossing Guards	8%	40%
Convenience of Driving	8%	0%
Number of Respondents per Category	26	5

No response: 13

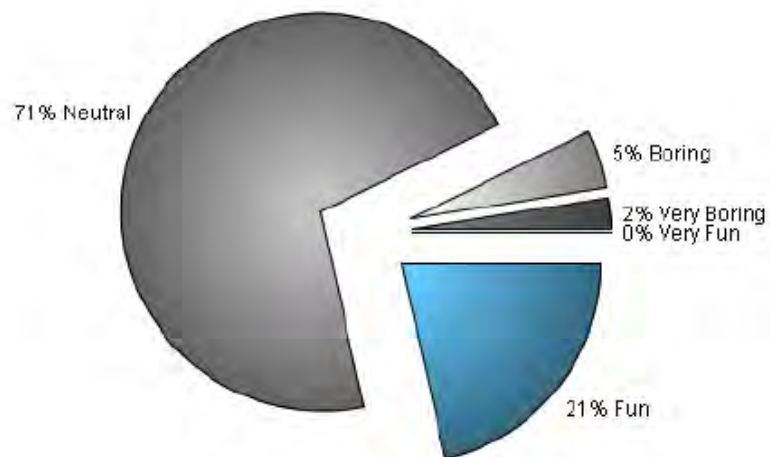
Note:

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

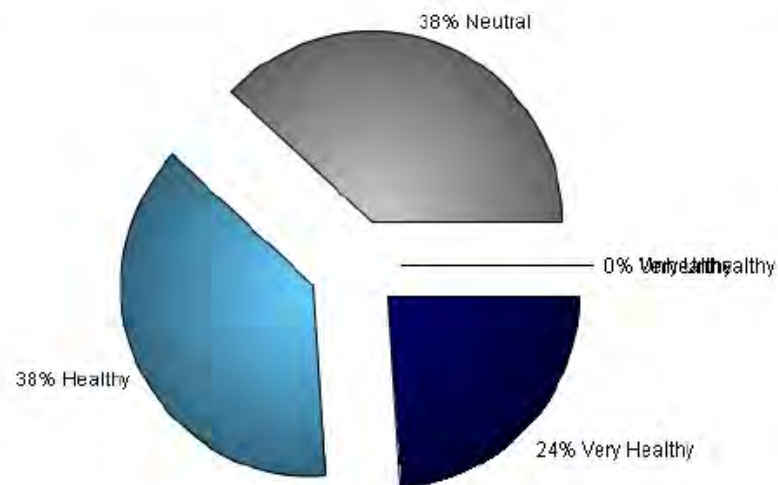
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1070311	I'm from St Paul, moved up here for my children to be able to not have to worry in this small town of Frazee...just plain safer...
1070336	My 8th grade son usually walks to his father's business after athletic activities.
1070334	We live 9 miles out of Frazee, in the country. This survey doesn't even apply to us!!!
1070340	We live out in the country, on a very busy highway. With all the traffic and nut jobs out there, I do not feel comfortable having my daughter on the road.
1070346	children ride in with parents. After school, walk 2 blocks to grandparents where parents pick them up after work.
1070316	We live 9 miles out of town. Too far to walk or ride bike, traffic and time-wise.
1070342	We live 20 miles from school.

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

School Name: Frazee Secondary

Set ID: 12697

School Group: Frazee Schools

Month and Year Collected: September 2013

School Enrollment: 0

Date Report Generated: 10/10/2013

% of Students reached by SRTS activities: 51-75%

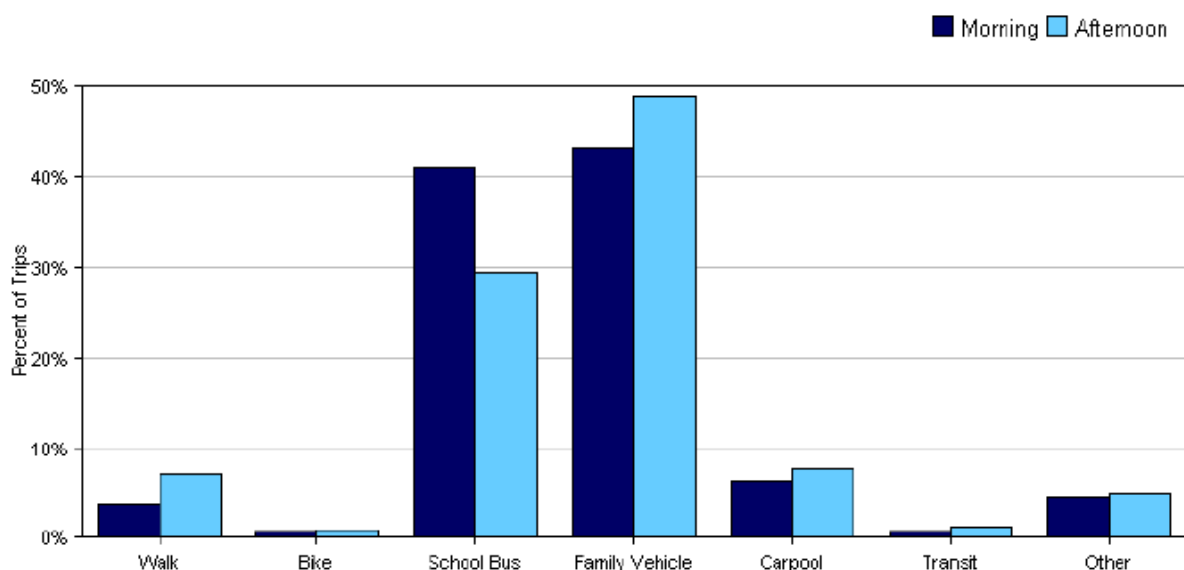
Tags:

Number of Classrooms

Included in Report: 23

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

Morning and Afternoon Travel Mode Comparison

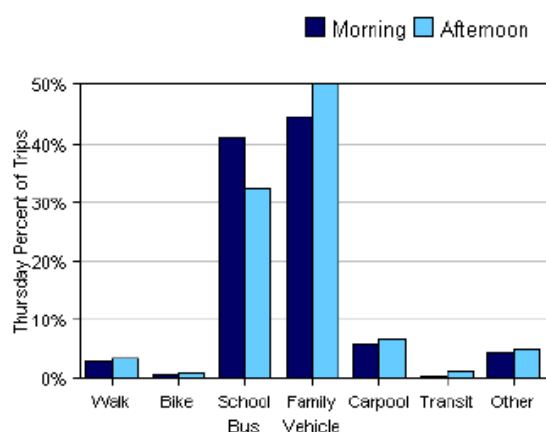
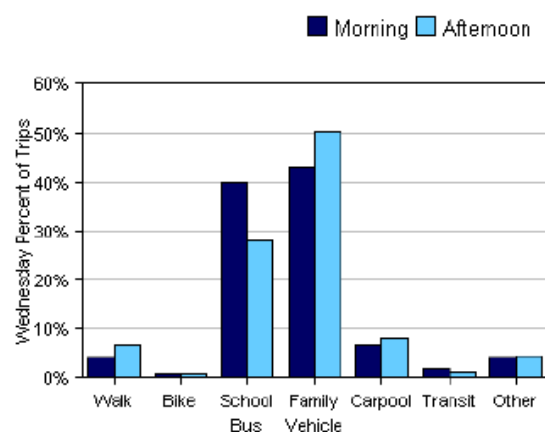
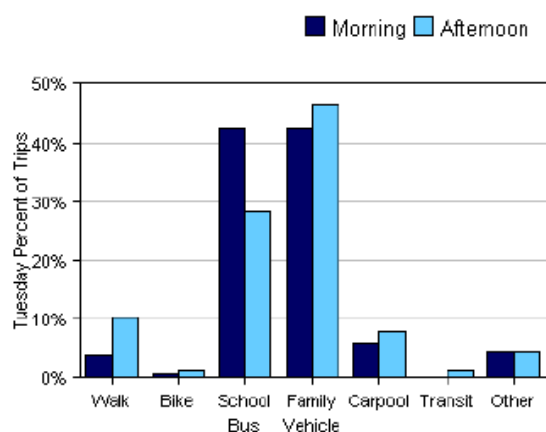


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	877	4%	0.7%	41%	43%	6%	0.7%	4%
Afternoon	760	7%	0.9%	29%	49%	8%	1%	5%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

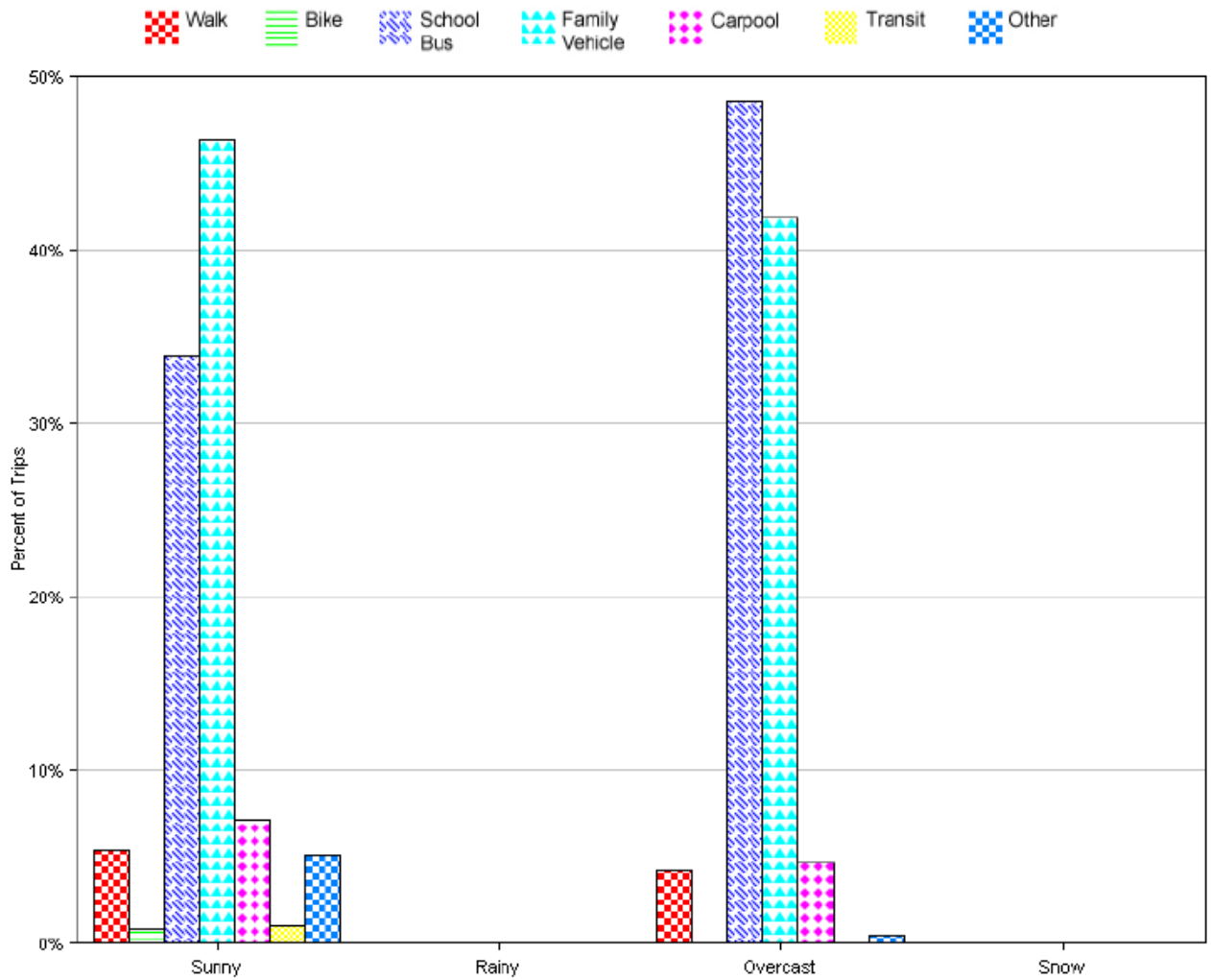


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	300	4%	0.7%	42%	42%	6%	0%	5%
Tuesday PM	268	10%	1%	28%	47%	8%	1%	4%
Wednesday AM	294	4%	0.7%	40%	43%	7%	2%	4%
Wednesday PM	260	7%	0.8%	28%	50%	8%	1%	5%
Thursday AM	283	3%	0.7%	41%	45%	6%	0.4%	5%
Thursday PM	232	3%	0.9%	32%	50%	7%	1%	5%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1446	5%	0.9%	34%	46%	7%	1%	5%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	191	4%	0%	49%	42%	5%	0%	0.5%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

School Transportation Policy

Frazee-Vergas Public Schools Policy 707 (MSBA)
Date Adopted: October 13, 2003
Date Reviewed/Revised: 03/14/05; 4/9/07; 6/9/08; 9/14/09; 11/02/09; 10/11/10; 7/10/12

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are substantial and are virtually all governed by statute. Accordingly, you will see statutory references throughout the policy. Obviously a school district may choose to add obligations by policy.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Student with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)

- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)
- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. (42 U.S.C. § 11434a)
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. §

120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)

- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

[Note: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For example, some school districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]

- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)

- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, a resident student with a disability who is not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the school district and shall not be subject to any distance requirement. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

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

125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))

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

IX. AVAILABILITY OF SERVICES

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

X. MANNER OF TRANSPORTATION

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

XI. RESTRICTIONS

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

XII. FEES

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

that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)

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

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
 Minn. Stat. § 123B.36 (Authorized Fees)
 Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
 Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
 Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
 Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 Minn. Stat. § 124D.03 (Enrollment Options Program)
 Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
 Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
 Minn. Stat. Ch. 125A (Children With a Disability)
 Minn. Stat. § 125A.02 (Children With a Disability, Defined)
 Minn. Stat. § 125A.12 (Attendance in Another District)
 Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
 Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
 Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
 Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
 Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
 Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
 Minn. Stat. § 190.05 (Definitions)
 Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
 Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
 20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement

Act of 2004)

29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)

42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)

42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)

42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

School Wellness Policy

Frazee-Vergas Public Schools Policy 533

Date Adopted: December 12, 2005

Date Revised: 4/13/09; 8/10/09; 11/02/09;

10/11/10; 7/10/12

533 WELLNESS

[Note: All school districts that receive funding from the federal school lunch program are required by the Child Nutrition and WIC Reauthorization Act of 2004 ("the Act") to have a Wellness Policy that includes nutrition guidelines, goals for nutrition education, and physical activity to promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, the school board, school administrators, and the public in the development of the wellness policy. The Act also requires a plan for measuring implementation of the policy and the designation of at least one person charged with operational responsibility for ensuring the school district is in compliance with the policy. The Act provides for technical assistance and information from the Secretary of Agriculture to aid state and local educational agencies and school food authorities in establishing healthy school nutrition environments, reducing childhood obesity, and preventing diet-related chronic diseases.]

I. PURPOSE

The purpose of this policy is to assure a school environment that promotes and protects

students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.

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

C. The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.

D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

533-2

F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the

student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

[Note: The Act requires that school districts have nutrition guidelines, selected by the school district, for all foods available on the school campus during the school day with the objective of promoting student health and reducing student obesity.]

1. All foods and beverages made available on campus (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.

2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.

3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.

4. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are

eligible for free and reduced-price school meals.

[Note: The Act requires that the school district's wellness policy provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the Child Nutrition Act (42 U.S.C. 1771 et seq.) and sections 9(f)(1) and 17(a) of the National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a), as those regulations apply to schools.)]

5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.

7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities. 533-3

B. School Food Service Program/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.

b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and

c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte [snack] lines, vending machines, fundraising events, concession stands, and student stores.

533-4

3. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed

2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.

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

C. Nutrition Education and Promotion

[Note: The Act requires that wellness policies include goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the school district determines is appropriate.]

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:

a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;

to maintain a healthy lifestyle and reduce sedentary activities such as watching television;

2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and

3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.

2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.

3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

[Note: The Act requires that the wellness policy establish a plan for measuring implementation of the policy, including designation of at least one or more persons within the school district or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the requirements of the wellness policy.]

A. After approval by the school board, the wellness policy will be implemented throughout the school district.

533-5

B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.

C. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.

D. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.

E. The school district will post this wellness policy on its website, to the extent it maintains a website.

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy)

42 U.S.C. § 1751 et seq. (National School Lunch Act)

42 U.S.C. § 1758b (Local School Wellness Policy)

42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)

7 U.S.C. § 5341 (Establishment of Dietary Guidelines)

7 C.F.R. § 210.10 (School Lunch Program Regulations)

7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us

Minnesota Department of Health, www.health.state.mn.us

County Health Departments

Action for Healthy Kids Minnesota, www.actionforhealthykids.org





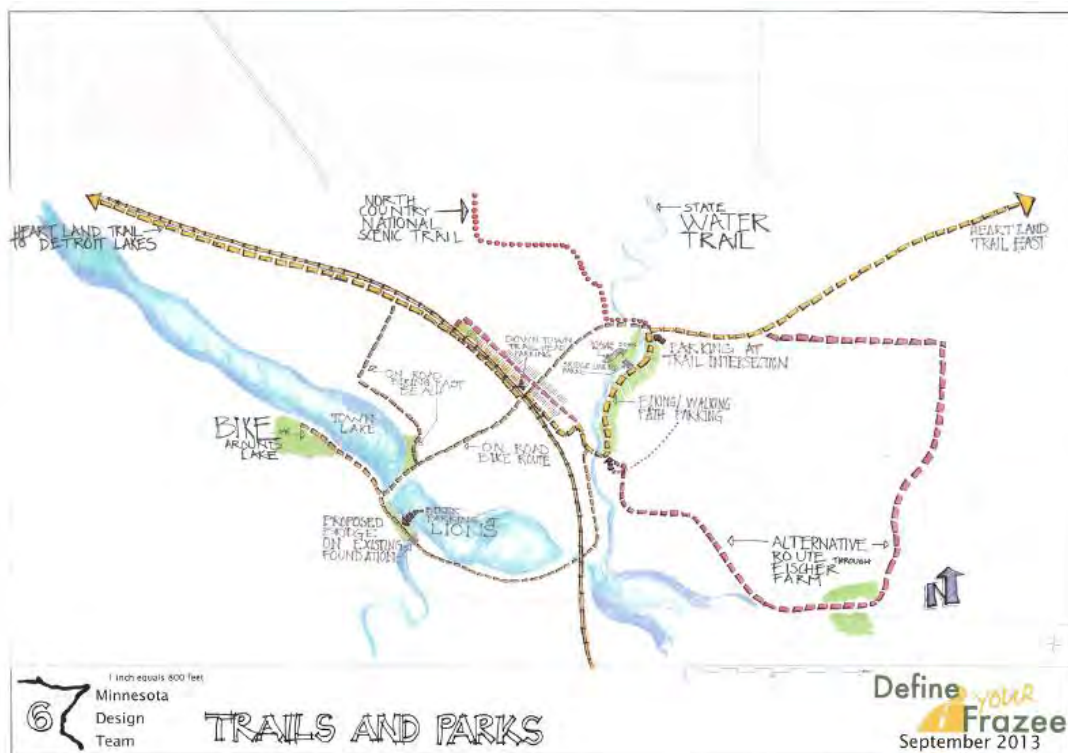
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1 inch equals 400 feet

Minnesota
Design
Team

REGIONAL TRAIL CONNECTIONS

Define *your* **Frazee**
September 2013



6

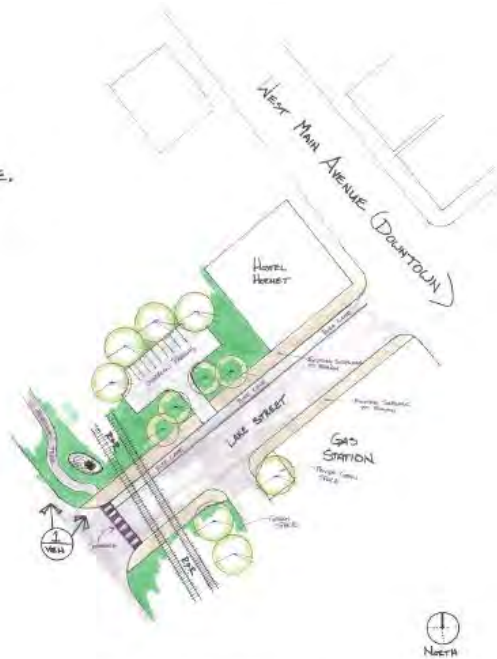
1 inch equals 800 feet

Minnesota
Design
Team

TRAILS AND PARKS

Define *your* **Frazee**
September 2013

1. CLEAN UP AROUND WELCOME SIGN.
2. PLACE TRAIL SIGN NEAR INTERSECTION.
3. PROVIDE CROSSWALK ACROSS LAKE STREET.
4. REPLACE PARKING ALONG LAKE STREET WITH BIKE LANE.
5. PROVIDE PARKING LOT (OFF STREET)
6. GREEN UP AREA.



7 inch equals 100 feet

**TRAIL CONNECTION
TO DOWNTOWN**

Define your Frazee

September 2013

TRAILS ALONG
THE OTTERTAIL

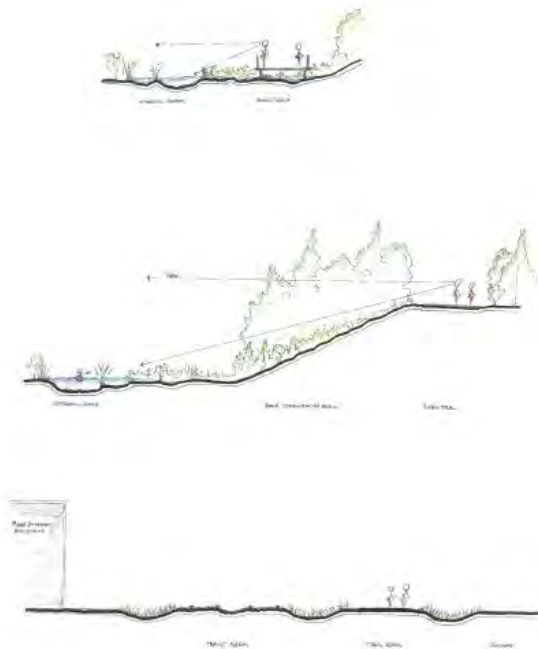
FOOTBRIDGE

INTERPRETIVE
OVERLOOK PLATFORM

OTTERTAIL RIVER TRAILS

Define your Frazee

September 2013



TRAIL SECTIONS

Define *your* Frazee
September 2013

DIVERSIFYING HOUSING



- TOWNHOUSES
- APARTMENT BUILDINGS
- DUPLEXES
- APARTMENTS ABOVE GARAGES
- INTERGENERATIONAL
- MIXED USE



OPPORTUNITIES FOR INFILL DEVELOPMENT




AND SIDEWALK IMPROVEMENTS




INFILL DEVELOPMENT & HOUSING DENSITY

Define *your* Frazee
September 2013



RESIDENTIAL DEVELOPMENT GUIDELINES

1. PROVIDE SIDEWALKS + TREE-LINED STREETS.
2. HOUSES SHALL FACE DIRECTLY INTO PUBLIC SPACES SUCH AS PARKS AND WATERWAYS.
3. NEIGHBORHOOD SIDEWALKS SHALL CONNECT WITH NEW TRAILS AND "SAFE ROUTES TO SCHOOL."
4. MINIMIZE FRONTYARD SETBACKS AND MAXIMIZE BACKYARD DEPTH.
5. GARAGES SHALL BE POSITIONED DEEPER IN THE LOT THAN THE HOUSE.
6. PROMOTE DIVERSE LIVING UNITS - APARTMENT BUILDINGS, GRANNY FLATS, STUDIOS, ETC.
7. PROVIDE A RANGE OF LOT SIZES.
8. MINIMIZE STREET WIDTHS TO SLOW TRAFFIC, HAVE SAFER INSPECTIONS, AND FLOW LESS.



Minnesota
Design
Team

**RIVERCREST
DEVELOPMENT AREA**

Define your Frazee
September 2013

BLIGHT: UGLY PROPERTIES

UNFINISHED HOMES
CLUTTERED PROPERTIES
HOMES IN DISREPAIR

CREATIVE SOLUTIONS: CARROTS AND STICKS





CARROT - INSTEAD OF LOOKING AT IT, CLEAN IT UP - THE CITY CAN PARTNER WITH SERVICE ORGS TO CLEAN UP, THEN BILL THE PROPERTY OWNER.

STICK - REVISE ORDINANCES TO TARGET REPEAT INFRACTIONS

CARROT - TEAM UP WITH LOCAL BUSINESSES TO OFFER CLASSES ON HOME MAINTENANCE.



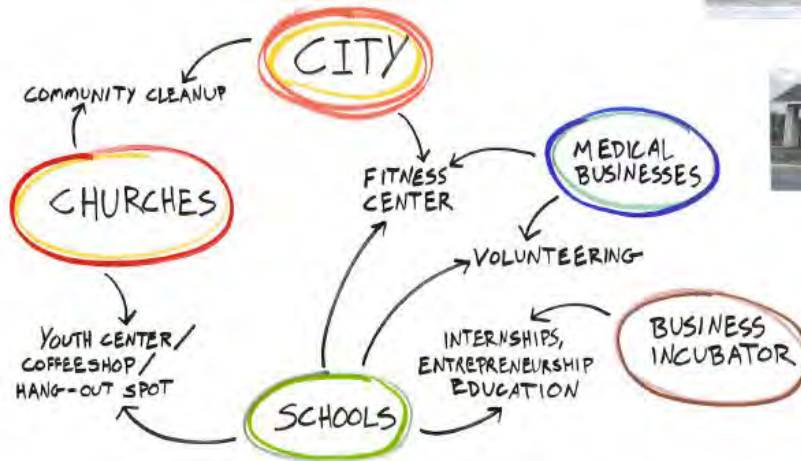
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BLIGHT: UGLY PROPERTIES

Define your Frazee
September 2013

POTENTIAL PARTNERSHIPS

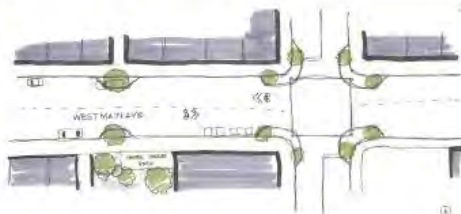
EXAMPLES: LIONS CLUB PARK
BALLFIELDS



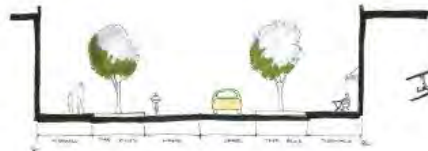
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POTENTIAL PARTNERSHIPS

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STREETSCAPE PLAN



MAIN AVE. CROSS SECTION



FACADE



SIGNAGE



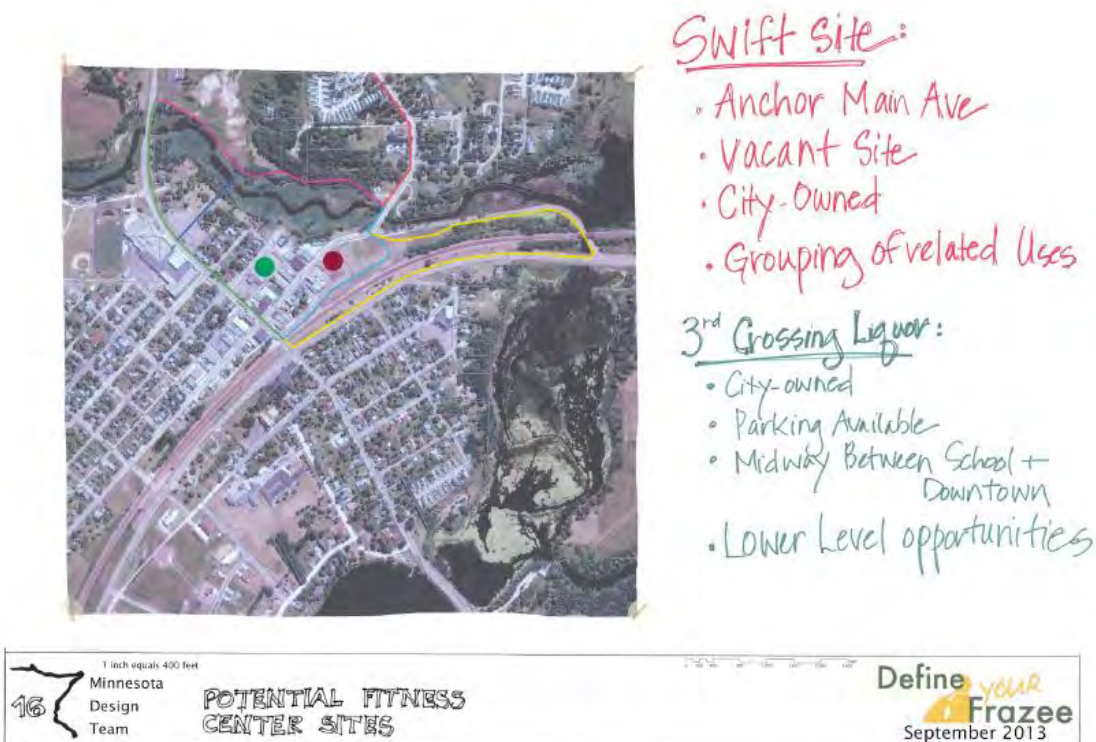
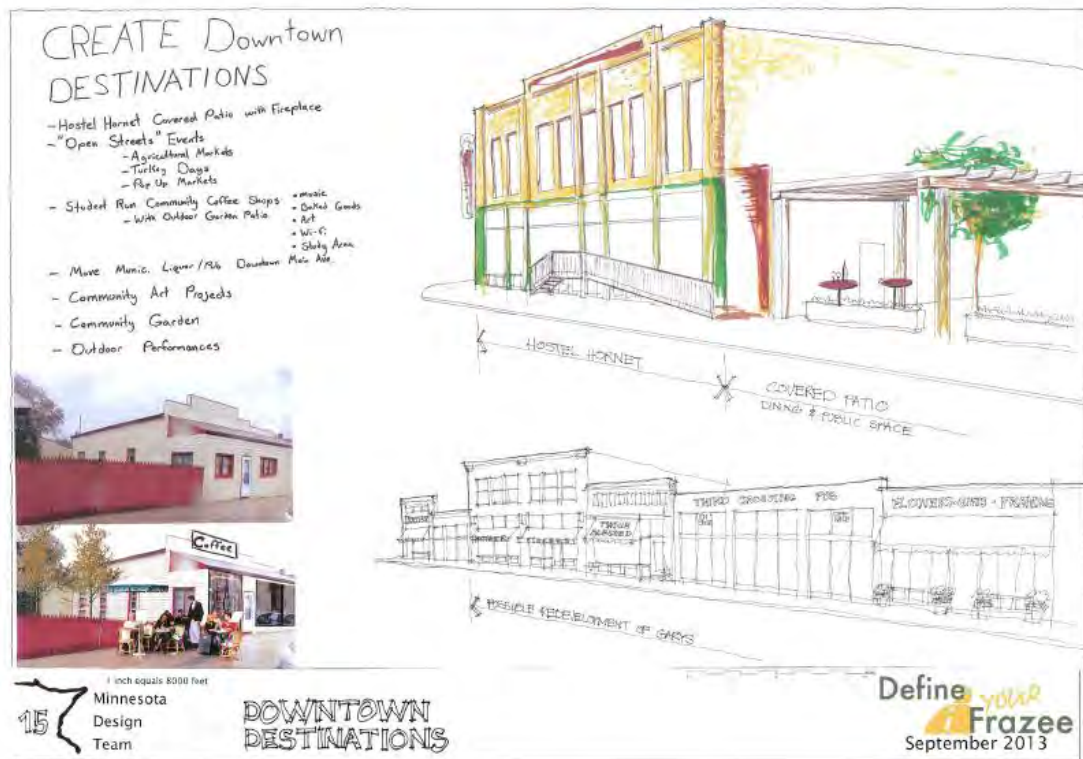
Artistic
Bike Vacks



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DESIGN GUIDELINES

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DESIGN INTERVENTION GOOSE POND



1 inch equals 400 feet
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GAS STATION &
GOOSE POND

DESIGN INTERVENTION LAKE & MAIN

REFURBISH
CORNER PARK
• ADD TREES
• BIKE RACKS
• WATER STATION
• COMMUNITY INFO

EXPANDED GAS STATION
• SAND BIGH SHOP
• CAR WASH

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Frazee
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DOWNTOWN

- Develop Main Street Assoc. or work with Main Street Program to:
 - Assist w/ developing a uniform design/look
 - Historic Preservation
 - Promote Downtown Business District
 - Shop Local Campaign
 - Collaborate with school small business program
- Implement Overlay Zoning District
 - Highlight Desirable design standards
- Monthly Night Out events are encouraged
 - build on collaboration with community clubs
- Highlight Pedestrian Scale Design
- Policy (Review and modify as needed)
 - street level retail, 2nd story rental, mixed uses
 - min. design standard optional, tie to incentives
- Regional Draw
 - Examples: microbrewery, lodging options

HOUSING

- Connection between new trails and existing and new development.
- Pursue infill development and new residential development.
- Expand housing options for all ages.
- Incorporate sidewalks into existing and new neighborhoods

1 inch equals 10 feet
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ACTION STEPS &
IMPLEMENTATION STRATEGIES

Culture

- Promotion of the community
 - create quality marketing pieces
 - promote amenities and business
- Emphasis of area characteristics
 - set Frazee apart
- Identify and Enhance Community Qualities
- Stewardship of the environment/culture/history/town
- Further define community image following the Tree, Turkeys, Trails concept

Trails


- Connection to the region, community, and nature
- Trails = Tourism
- Secondary mode of transportation
- Recreational outdoor opportunities
- Improve the health of the community.
- Family activities
- Trails connect parks and community assets.

Define **your**
Frazee
September 2013

Personal Implementation

- Use your strengths & Interests to help better Frazee as a community
- Shop local
- Participate
 - Volunteer
 - Join a Local Club
- You Have Control!
 - Pick up Trash
 - Help your Neighbor
 - Paint/Improvements
 - Accountability
 - Little Starts = Big Results (ROI)
 - Action is Contagious

IT'S YOUR Right & Obligation
TO Improve Your community



1 inch equals 10 feet

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PERSONAL IMPLEMENTATION

Define your Frazee
September 2013

CITY OF FRAZEE SIDEWALK POLICY

Goal & Purpose

The goal of this policy is to confirm and formalize inspections, inventory, and maintenance procedures with respect to existing city sidewalks with an emphasis on public safety while maintaining fiscal responsibility.

Cost Sharing

The City Council has declared that safe sidewalks are a necessary and essential component of the City infrastructure and also serve as a direct benefit to the adjacent property owners. The cost of sidewalk repair or replacement will be paid for using the formula that the adjacent property owner will pay 50% and the City will pay 50%. Property owner will be given three years to pay for costs.

New construction or repairs and replacement that is petitioned for is paid 100% by the petitioners.

City will pay costs for alley aprons and for accessibility work at corners identified in City's priority list.

Any additional sidewalk repair, replacement or removal that the property owner wants would be 100% assessed to the property owner.

Damage or Destruction of Sidewalks

No person shall remove, deface, damage, destroy or otherwise alter the condition of any sidewalk within the City of Frazee without the express written authorization of the City Council. Any damage or destruction, which is occasioned by any party whether it be accidental or otherwise, shall be repaired or replaced immediately by the abutting property owners at the abutting property owners' expense. If the damage or destruction was occasioned by the actions of a person other than the abutting property owner such abutting property owner shall have the right to recover the cost of repair or replacement from the responsible person according to the general principals of laws as are made and provided, but such actions of third persons shall not

alleviate the abutting owners of the responsibility to maintain, replace or repair damaged, destroyed or defective sidewalks.

Inspection and Inventory

An inventory of all sidewalks will be taken and maintained by the Public Works Superintendent, which will include a history of inspections, construction, and maintenance information.

The City Council shall designate a dollar amount annually in the budget to repair, replace, or remove sidewalks.

The Public Works Supervisor shall make annual inspections on a portion of the sidewalks each year and shall make a written report to the City Council each year.

Locations having very poor condition or that the City considers to be an immediate and serious safety concern will be repaired first. All sidewalks will be repaired as funds are available.

Defective Sidewalk Criteria

1. Vertical or horizontal separation of ½ inch or more.
2. Holes or depressions of three inches or more in diameter and one-half inch or more in depth.
3. Spalling over fifty percent of a single six foot by six-foot square or panel of the sidewalk with one or more depressions of one-half inch or more.
4. A single square or panel of sidewalk cracked in such a manner that no part has a piece greater than one square foot or is cracked in such a manner that it constitutes a danger or a potential danger to the public.
5. A sidewalk with any part missing to the full depth of the sidewalk.

Specifications

All repairs and improvements to sidewalks, whether undertaken by the owner or the City, shall be performed under the supervision and inspection of the Public Works Supervisor.

Minimum requirements for sidewalk repair and replacement will be as follows:

Base: 4 inches compacted granular material
 Sidewalk: 4 inches of concrete

Width: 4 feet in Residential Districts

Removal without replacement

Removal of a sidewalk, without replacement, shall occur only by the following:

1. The owner of the abutting property petitions the City Council and the City Council determines by Resolution that it is in the best interest of the public to remove the sidewalk without replacing it; or
2. The City Council, on its own motion, seeks the removal of sidewalk without replacement by Resolution, and the motion passes by a four-fifths vote.

Sidewalk Use

The property owner abutting a sidewalk shall keep their trees and shrubs properly trimmed over the sidewalk.

No person shall use a sidewalk for any purpose other than pedestrian traffic. The use of motor scooters, motorcycles or other motor vehicles is strictly prohibited. No person shall leave, store or maintain any objects of any type whatsoever upon any sidewalk within the City of Frazee without prior approval from the City Council, with an exception to the commercial district where the sidewalk is used for the promotion and sale of items as long as the activity does not encumber pedestrian traffic flow and the items are removed at the close of business daily.

Curb Cuts and Driveway Approaches

The property owner is responsible for 100% of costs of repair and restoration of curb cuts and 100% of the costs of driveway approaches.

Right-of-Way Permits

All repairs, removal, and installation of sidewalks, curb cuts, and driveway approaches are to be performed after receiving a City Right-of-Way Permit. Applications and payment of fee shall be received by the City Office.

Policy adopted: August 13, 2007

COMPLETE STREETS POLICY



RESOLUTION NO. 0813-12A

A RESOLUTION ESTABLISHING A COMPLETE STREETS POLICY.

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

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

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

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

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

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

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

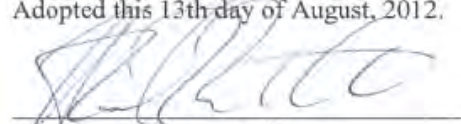
NOW THEREFORE, Be It Resolved that the City Council of the City of Frazee, Minnesota establish a Complete Streets Policy that provides as follows:

1. The City of Frazee will, whenever it is economically feasible, seek to enhance the safety, access, convenience and comfort of all users of all ages and abilities, including pedestrians (including people requiring mobility aids), bicyclists, transit users, motorists and freight drivers, through the design, operation and maintenance of the transportation network so as to create a connected network of facilities accommodating each mode of travel that is consistent with and supportive of the local community, recognizing that all streets are different and that the needs of various users will need to be balanced in a flexible manner.
2. Transportation improvements will include facilities and amenities that are recognized as contributing to complete streets, which may include street and sidewalk lighting; sidewalks and pedestrian safety improvements such as median refuges or crosswalk improvements; improvements that provide ADA (American with Disabilities Act) compliant accessibility; bicycle accommodations including bicycle parking, bicycle routes, shared-use lanes, wide travel lanes or bike lanes as appropriate; and street trees, boulevard landscaping, street furniture and adequate drainage facilities.
3. Early consideration of all modes for all users will be important to the success of this Policy. Those planning and designing street projects will give due consideration to bicycle, pedestrian, and transit facilities from the very start of planning and design work. This will apply to all roadway projects, including those involving new construction, reconstruction, or changes in the allocation of pavement space on an existing roadway (such as the reduction in the number of travel lanes or removal of on-street parking).
4. Bicycle, pedestrian and transit facilities will be considered in street construction, reconstruction, re-paving, and re-habilitation projects, except under one or more of the following conditions:
 - A. A project involves only ordinary maintenance activities designed to keep assets in serviceable condition, such as mowing, cleaning, sweeping, spot repair, concrete joint repair, or pothole filling, or when interim measures are implemented on temporary detour or haul routes.
 - B. The City Engineer, with Council consultation, determines there are relatively high safety risks.
 - C. The City Council exempts a project due to excessive and disproportionate cost of establishing a bikeway, walkway or transit enhancement as part of a project.
 - D. The Building and Zoning Official determines that the construction is not practically feasible or cost effective because of significant or adverse environmental impacts to streams, flood plains, remnants of native vegetation, wetlands, steep slopes or other critical areas, or due to impacts on neighboring land uses, including impact from right-of-way acquisition.

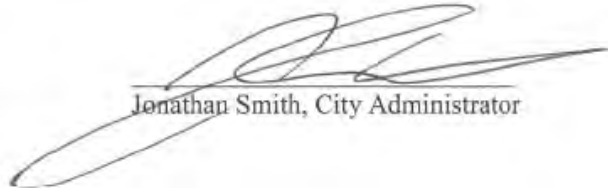
5. It will be important to the success of the Complete Streets policy to ensure that the project development process includes early consideration of the land use and transportation context of the project, the identification of gaps or deficiencies in the network for various user groups that could be addressed by the project, and an assessment of the tradeoffs to balance the needs of all users. The context factors that should be given high priority include the following:
 - A. Whether the corridor provides a primary access to a significant destination such as a community or regional park or recreational area, a school, a shopping/commercial area, or an employment center;
 - B. Whether the corridor provides access across a natural or man-made barrier such as a river or freeway;
 - C. Whether the corridor is in an area where a relatively high number of users of non-motorized transportation modes can be anticipated;
 - D. Whether a road corridor provides important continuity or connectivity links for an existing trail or path network; or
 - E. Whether, nearby routes that provide a similar level of convenience and connectivity already exists.
6. The design of new or reconstructed facilities should anticipate likely future demand for bicycling, walking and transit facilities and should not preclude the provision of future improvements. (For example, under most circumstances, bridges, which last for 75 years or more, should be built with sufficient width for safe bicycle and pedestrian use in anticipation of a future need for such facilities.)
7. The City will maintain a comprehensive inventory of the pedestrian and bicycling facility infrastructure integrated with City street and utility maps and will carry out projects to eliminate gaps in the sidewalk and trail networks.
8. Complete streets may be achieved through single projects or incrementally through a series of smaller improvements or maintenance activities over time.
9. The City will generally follow accepted or adopted design standards when implementing improvements intended to fulfill this Complete Streets policy but will consider innovative or non-traditional design options where a comparable level of safety for users is present.
10. The City will develop implementation strategies that may include evaluating and revising manuals and practices, developing and adopting network plans, identifying goals and targets, and tracking measures such as safety and modal shifts to gauge success.

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

Adopted this 13th day of August, 2012.



Hank Ludtke, Mayor of Frazee



Jonathan Smith, City Administrator

Hand-drawn site plan of a school campus. The plan shows a central 'School' area with a 'Sports field' and 'Gym' to the left, and a 'Library' and 'Cafeteria' to the right. A 'Parking lot' is located at the bottom right. A 'Main entrance' is marked with an arrow pointing to the 'School' area. A 'Side entrance' is marked with an arrow pointing to the 'Sports field' area. A 'Back entrance' is marked with an arrow pointing to the 'Gym' area. A 'Fence' is shown along the bottom edge of the campus.

