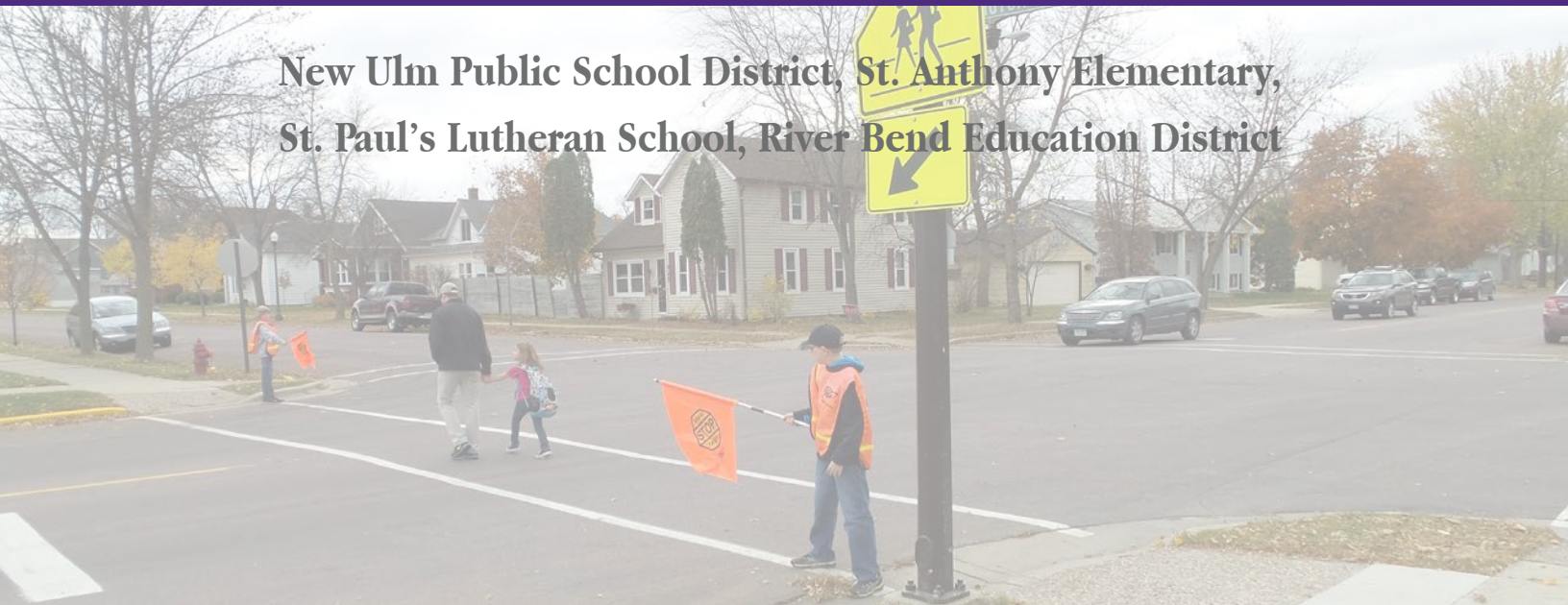


# Safe Routes to School



New Ulm Public School District, St. Anthony Elementary,  
St. Paul's Lutheran School, River Bend Education District



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## Executive Summary

Safe Routes to School (SRTS) is a national program which assists communities and school districts in enabling and encouraging children to walk and bike to school. The program assists in planning, development, and implementation of goals to improve safety and health, while reducing traffic, fuel consumption, and air pollution near schools.

New Ulm SRTS Plan includes New Ulm Public School District, St. Anthony Elementary, St. Paul's Lutheran, and River Bend Education. The planning process, completed from September 2014 through June 2015, was facilitated by the Region Nine Development Commission, with the participation of the New Ulm SRTS Team. The SRTS team took part in a series of four meetings which consisted of defining visions and goals, identifying barriers and challenges to walking and biking, and participating in school observations and community assessments.

Following information gathered at those meetings, community specific strategies were created and prioritized using the *Five E's of SRTS Planning*. These include engineering, education, encouragement, enforcement, and evaluation. An action plan was then created, which identified project leaders and partnering organizations to assist with implementation of identified strategies.

The creation of the SRTS plan is the first step to creating a successful SRTS program. With this plan, the SRTS team can leverage resources for implementation of the strategies and recommendations identified in this plan. The success of the SRTS program largely requires the continuation of partnerships created during the planning process. The SRTS team is encouraged to continue to meet and discuss implementation of the plan and evaluate their progress using the parent survey and student travel tally tools.

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Dave Borchert, City Staff

Jeff Bertrang, School Staff

Erin Toninato, School Staff

Doug Hazen, School Staff

Karen Moritz, County Staff

Melissa Hoffmann, Public Health

Jen Maurer, Health Care

Carisa Buegler, Health Care

Gene Slettedahl, Community Member

Margaret Blomberg, Community Member

Ashley Aukes, Parent

Pam Kirsch, School Staff

Adam Kluver, School Staff

Mark Bergmann, School Staff

Greg Thiesfeldt, School Staff

Chris Bodick, School Staff

Shelly Bauer, School Staff

Steve Koehler, City Staff

Joe Stadheim, City Staff

Tom Schmitz, City Staff

George Glotzbach, Community Member

Ruth Ann Webster, City Councilor

Cindy Winters, Heart of New Ulm Project

### Region Nine Project Team

Jacob Thunander, *Project Development Planner*

Josh Pearson, *Transportation Planner*

Ashley Aukes, *Communications Specialist*

*The following information is based on the National Safe Routes to School Guide and provides an overview of the Safe Routes to School program.*

## Introduction

Nationally, schools and communities are facing challenges in protecting the safety of children who walk and bike to school. Numerous communities struggle with traffic congestion, enforcement, and inadequate infrastructure around schools. Concurrently, children are becoming less physically active, which contributes to the growing epidemic of obesity and health concerns. These problems may seem to be separate issues, but Safe Routes to School (SRTS) programs can address all these challenges through an organized action plan. This introduction provides the history of SRTS and an overview of the program.

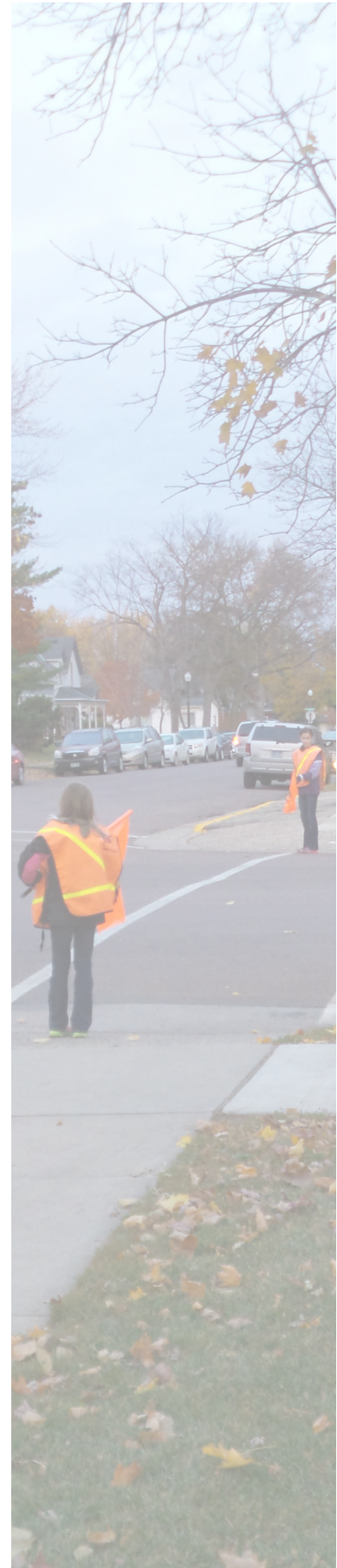
### What is Safe Routes to School?

The concept of Safe Routes to School (SRTS) originated in the early 1970s when the U.S. Department of Transportation (DOT) began conducting research on the safety of children walking and biking to school. The DOT released the School Trip Safety and Urban Play Areas report in 1975. Denmark created the first SRTS program in the late 1970s, which succeeded in reducing the number of children injured while walking or biking to school. SRTS programs began to emerge in Europe, Australia, New Zealand, Canada, and the United States. The first program in the United States was founded in Bronx, New York, in 1997. In response to local school districts beginning SRTS programs, Congress and the DOT created two SRTS pilot programs in California and Massachusetts.

In 2005, the pilot program was expanded to all states with the passage of the SAFETEA-LU federal transportation bill, which provided funding to support infrastructure improvements and programs to make it safe for children to walk and bike to and from school. The federal SRTS program's goals were to enable and encourage children to walk and bike to school and facilitate planning, development, and implementation of projects and activities that improve safety, reduce traffic, fuel consumption, and air pollution near schools.

The program seeks to reverse the national trend which has seen the number of children walking or biking to school decline over the last 60 years. In 1969, approximately 50% of children walked or biked to school. Currently, less than 15% of children walk or bike to school. Children on average have become less active, which contributes to the childhood obesity rates rising to over 33%. Over 50% of the time, children who live within a half mile from school, a distance easily covered by walking, are dropped off by a private vehicle. School districts are also seeing their transportation costs increase as they receive pressure to pick up children from hazardous areas created by roadways designed without safe sidewalks and crosswalks.

Since 2005, the Minnesota Department of Transportation (MnDOT) has awarded over \$15 million to communities for SRTS plans and projects that have impacted more than 313 schools statewide. As of August 2013, MnDOT has received over \$100 million in funding requests for SRTS programs. MnDOT has also provided technical assistance to schools and communities through partnering with Blue Cross Blue Shield of Minnesota, the Bicycle Alliance of Minnesota, and the ten Regional Development Organizations around greater Minnesota. In addition, MnDOT created a partnership with the Minnesota Department of Health, through the Statewide Health Improvement Program, and local public health departments to maximize program reach and leverage resources for program implementation. The State of Minnesota has recently created a state SRTS program to compliment the federal program. In 2013, the Minnesota State Legislature approved \$500,000 to fund the state program for two years. Funding can be used for non-infrastructure projects and planning assistance.



With the passage of the Moving Ahead for Progress in the 21<sup>st</sup> Century (MAP-21) federal transportation bill in 2012, the federal SRTS program was consolidated into the new Transportation Alternatives Program. SRTS projects are eligible for continued funding but are competing with other trails and scenic byway projects. Federal SRTS funds can still be used for planning assistance, infrastructure, and non-infrastructure projects; however, projects are identified four years before funding is dispersed.

### **Safe Routes to School Planning Process**

The SRTS planning process provides a comprehensive plan which identifies goals, strategies and action steps to be implemented to create a safer, healthier school, community, and student population. The planning process completed by the New Ulm Area SRTS Team consisted of: setting out a vision and goals for the process; collecting and analyzing information; determining barriers and challenges to walking and biking; determining strategies; and creating an action plan to implement the identified strategies. The federal SRTS program outlines five core areas of strategies called the *Five E's* of SRTS. The core areas are Evaluation, Engineering, Education, Encouragement, and Enforcement.

### **Safe Routes to School Programs are Part of the Solution**

SRTS programs are part of the solution to increase physical activity, improve unsafe walking and biking conditions, and improve air quality. The school setting should provide a safe opportunity that encourages walking and biking. Walking and biking to and from school can contribute towards the development of a lifelong habit and a community-wide norm of incorporating physical activity into daily routines.

#### **Evaluation**

Evaluation is generally the first *E* school districts will be involved with. Many schools begin by completing a planning process to create strategies through collecting and analyzing data. After the planning process is completed, evaluation strategies are used to monitor the success and document the effects the implementation of strategies has on the number of children walking and biking to school. Evaluation strategies include completing yearly student tallies and parent surveys to document changes over time.

#### **Engineering**

Engineering strategies include planning, designing, and constructing physical improvements around schools and surrounding neighborhoods. Engineering changes are generally the most desired strategies to many communities and schools. However, engineering strategies alone do not always produce safer routes and encourage an increase in walking and biking. It is important to tie this strategy to the other *E's* to ensure the new improvements are used. Projects may include construction of sidewalks or multi-use trails to improve connectivity between the neighborhood and the school, improvements of street crossings, traffic calming measures, and signage.

#### **Education**

Education is an increasingly important category due to the lack of understanding by many about how to walk and bike in the community properly and safely. Education strategies target not only students, but also parents and other community members. Education messages can target parents and community members about taking caution around schools and routes where children are walking or biking. Drivers need to be aware and practice safe driving skills when entering these areas. Some parents have never been taught pedestrian and bicycle safety skills. Education activities complement other strategies to make those strategies successful.

#### **Encouragement**

Encouragement strategies involve programming and activities to promote the children to walk and bike to school. They build interest and enthusiasm to help ensure the SRTS program's continued success. Activities may include mileage clubs and contests, walk and bike to school day, walking school buses, and remote drop off sites.

#### **Enforcement**

Enforcement is generally tied to ensuring speed limits and rules of the road are enforced by police patrols. It also includes creating a volunteer crossing guard program which assist walkers and bicyclists in crossing the street safely. Enforcement of the rules of the road goes both ways as walkers and bicyclists should also be held to roadway laws.

## New Ulm Safe Routes to School Planning Process

The New Ulm Safe Routes to School planning process has received extensive community support and involvement from local partners such as the Heart of New Ulm and Coalition for Active, Safe, and Healthy Streets. The New Ulm Public School District realized the first step to creating a Safe Routes to School program was to create a plan. The district applied and was awarded the MnDOT Planning Assistance Grant facilitated by Region Nine Development Commission.

The planning process was kicked off with an initial meeting with members of the subcommittee, school officials, and city staff. Goals and visions were developed based out of the discussion from two exercises.

Current conditions were assessed during observations of each school's arrival and dismissal procedure and walking audits around the school and immediate neighborhood. Each school also completed parent surveys and student tallies which gave feedback on how parents view conditions and perceptions of walking and biking to and from school in New Ulm.

Strategies and action steps were developed and prioritized by the subcommittee into an action plan which will guide the implementation of this plan. Roles and responsibilities and funding sources were also identified in the action plan.

### Vision and Goals

The New Ulm SRTS Team developed a vision statement and identified goals during the application process and kickoff meeting to direct the planning process. Six goals were identified as the priorities to the New Ulm SRTS Plan.

## Vision

*The Safe Routes to School program for the community of New Ulm will be a dynamic, long-term strategy which will address the growing trends of childhood obesity and inactivity by making walking and biking to and from school a safe, healthy, viable, and appealing option for children and their parents.*

## Goals

1. Promote walking and biking to and from school with the support of students, parents, and the community
2. Improve the pedestrian and bicycle infrastructure around schools and in the surrounding neighborhoods
3. Create safe and adequate routes to and from school
4. Encourage and educate proper habits, behaviors, and roadway skills for all users
5. Reduce traffic and speeds around the schools
6. Minimize conflict between pedestrians, bicyclists, and motorists

# Community & School Overviews

## City of New Ulm

The City of New Ulm is the county seat of Brown County and along the Minnesota River Valley. The city serves as a small regional center in South Central Minnesota being located on U.S. Highway 14 and Minnesota State Highways 15 and 68. New Ulm is 10.26 square miles and approximately 90 miles southwest of the Minneapolis-St. Paul. According to the 2010 Census, New Ulm contains a population of 13,522.

## Community Organizations and Planning

The following organizations, plans, and policies are in place in New Ulm and separate from the New Ulm SRTS planning process, but have important implications for this plan.

### Coalition for Active, Safe, and Healthy Streets

The Coalition for Active, Safe and Healthy Streets (CASHS) is led by the Heart of New Ulm Project to implement a complete streets policy in New Ulm. The CASHS uses the (Walkable and Livable Communities Institute Report) written for the community to guide their work as they create momentum toward the adoption of a complete streets policy. The recommendations in the report were prioritized into the following action teams:

The SRTS action team will be working on the school arrival and departure process, and improving the area around the schools so more children will walk and bike to school. The team will also provide educational programs for all residents of New Ulm on safety for people who walk, bike and drive.

The Revitalize Downtown action team will be working to: convert prime intersections into gateway entrances, converting Minnesota Street to a bike boulevard, restoring two-way traffic to downtown streets, and allowing parklets downtown.

The Bike Trail Connections action team will address connecting trails through, and into, town to provide access to schools, New Ulm Medical Center, civic assets, and downtown.

Teams will be responsible for developing an implementation plan and timeline to address each area, help others understand the benefits associated with the proposed changes, and identify additional needs. Team members will talk with New Ulm residents to collect ideas, answer questions, and listen to concerns.

### Heart of New Ulm Project

The Heart of New Ulm is a ten year demonstration project designed to reduce the number of heart attacks that occur in New Ulm. This means helping residents improve their health risks, such as obesity, by promoting physical activity and healthy

nutrition. The project works to provide community education, medical interventions and policies and environmental changes. Lifestyle behavior change programs are coupled with systems and policy changes to strengthen the interventions for sustainable results among New Ulm residents.

### Comprehensive Plan

In 2007, New Ulm updated their Comprehensive Plan. Goals to increase and enhance pedestrian and bicycle networks were incorporated in both the *Parks & Trails* and *Street System* chapters in the plan. The *Parks & Trails* chapter calls for expansion of the trails network to create a trail around New Ulm. The *Street System* chapter considers sidewalks and trails as a part of new construction projects. The plan also identifies that sidewalks will be installed along both sides of collector and arterial streets by either the land developer or the city. The city will also construct sidewalks as a part of street reconstruction projects.

### Snow Removal Policy

According to city ordinances, property owners need to remove snow and ice from all sidewalks abutting their property within 12 hours. If a property owner does not remove the snow and ice from the sidewalks within this time, the city will remove the snow and ice and assess the cost to the property owner.

## New Ulm School District

The New Ulm School District (ISD #88) serves families in parts of Brown, Nicollet, and Blue Earth Counties, with most students residing in New Ulm. The total people residing in the district surpasses 19,000. ISD #88 manages five buildings including: Jefferson Elementary School, Washington Elementary School, New Ulm High School, the District Administrative Center, and the Annex Building. Also, the district rents a modular unit providing six classrooms and space for co-curricular activities.

### School Referendum Overview

To help with critical facility needs, the district proposed a \$46,900,000 general obligation bond that passed during the August 12, 2014 referendum. The passing of the referendum will provide funds for the acquisition and betterment of school sites and facilities. Specifically included in the referendum is a new high school facility; the remodeling of Jefferson Elementary School, Washington Elementary Schools, and the current New Ulm High School facility; and the construction, equipping, and installation of various athletic fields.

## Other Schools

Other non-public and public schools include: St. Anthony Elementary School, St. Paul's Lutheran School, Riverbend Education District. These schools serve students primarily in New Ulm and surrounding communities.

## Jefferson Elementary School

Jefferson Elementary School is a pre-kindergarten through third grade school with an enrollment of 616 students. The normal school hours are 8:05 am to 2:50 pm (walkers, bicyclists, vehicle, and early bus students) and 3:05 pm (rural bus students).

Jefferson Elementary houses four different types of pre-school programs: Learning Together, Together We Grow, Early Childhood Special Education (ECSE), and Early Childhood Family Education (ECFE) program.

In the Fall of 2016, Jefferson Elementary School will be first through fourth grade.

### School Site

Jefferson Elementary School is located in the south central portion of New Ulm at 318 South Payne Street. Bordered by South Payne Street and South Garden Street, Jefferson Elementary School is surrounded by single and two family residential housing. Southeast of Jefferson Elementary School is the Annex, the staff and visitor parking lot, and the New Ulm Public High School. Athletic fields and green space occupies the western portion of the school site.

### Walking and Biking Conditions

The City of New Ulm maintains a grid street network which provides high connectivity throughout the community. Most streets have sidewalks on both sides of the street and are maintained by the city.

Sidewalks are located on both sides of South Payne Street and near the school side of South Garden Street. South Garden Street was recently renovated to become more pedestrian and bicycle friendly with newly installed on-street bicycle lanes and a crossing island near the Vogel Arena.

Crosswalks near Jefferson Elementary School have two striped lanes at South Payne Street and 3<sup>rd</sup> South Street. South Garden Street does not have any marked crosswalks adjacent to the school, however there are marked crossings near Vogel Arena and Center Street. Stop signs are found at the intersection of South Payne Street and 4<sup>th</sup> South Street. Pedestrian crossing signs are along South Payne Street and South Garden Streets. Crossing guards are present at the South Payne Street and 4<sup>th</sup> South Street intersection, as well as a removable crossing sign that is placed in the center of the road.

Bicycle racks are located at the main entrance of the school.

### Arrival and Dismissal Observations

Morning arrivals and afternoon dismissals at Jefferson Elementary School were observed on October 7, 2014 by a variety of community members, parents, city staff, and Region Nine Development Commission. Arrival and dismissal observations to Jefferson Elementary School were summarized by the following modes: walkers/bicyclists, bus system, car loop/lot, and crossing guards/patrol.

Morning observations were conducted from 7:25 am to 8:10 am. The weather was approximately 46 degrees and partly cloudy.

**Walkers/Bicyclists:** A large number of students were observed walking or biking. Bicyclists used the bike racks by the front doors of the elementary school. Many students biked through the high school parking lot (not following bike routes) or used the Jefferson Elementary service road off of South Payne Street. A few parents dropped their children off across from the high school, who then crossed South Payne Street.





**Bus System:** Buses became backed up upon arrival which extended from the main entrance to South Payne Street. The buses exit at the intersection of 4<sup>th</sup> South Street and South Payne Street, which is the same area where teachers/staff enter and parents drop off students.

**Car Loop/Lot:** Cones were placed on the Jefferson Elementary side of the parking lot to guide parent drop-off. A school resource officer was visible monitoring and greeting students and parents. Parents park along South Payne Street and 4<sup>th</sup> South Street to drop off students which causes congestion. Students were observed on their cell phones in the school zone.

**Crossing Guards/Patrols:** There was an observed police presence. Crossing guards were present at South Payne Street and 4<sup>th</sup> South Street. Vehicles drove at low speeds within the school zone. When a child in a wheelchair entered the intersection a vehicle drove through the intersection without seeing the crossing guard.



Dismissals at Jefferson Elementary School were conducted in the same manner as arrival. Observations were recorded from 2:30 pm to 3:15 pm and the weather was approximately 50 degrees and cloudy.

**Walkers/Bicyclists:** The majority of parents waited outside the school to pick up their children. Some families crossed mid-block without using the crosswalks, which disrupted the flow of traffic. Few students were seen walking their bicycles, while other students rode their bicycles through the crosswalks.

**Bus System:** The school buses parked in front of Jefferson Elementary and exited onto South Garden Street. Some high school students walked or ran across the parking lot to get to the buses. Some of the students were seen crossing the fields from St. Paul's Lutheran School to get to their appropriate bus.

**Car Loop/Lot:** During dismissal, South Payne Street remains very busy. Parents parked along South Payne Street and walked to the front of the school to pick up their children. There was congestion due to the amount of vehicles along South Payne Street.

**Crossing Guards/Patrol:** There were adult crossing guards at South Payne Street and 4<sup>th</sup> Street to help kids cross the street safely. Also, there were crossing guards to help kids cross to the Annex for Kid's Connection, an after-school program.



## Parent Survey Results

A parent survey was distributed by Jefferson Elementary School and collected from November through December to understand the factors affecting a parent’s decision to allow children to walk or bike to school. The results of the survey helped to identify areas where improvements could be made to increase the amount of students walking or biking to school safely. The survey was available electronically and in paper form. The survey received 240 complete survey responses of which 39% of participants live within one mile of school.

Parents were asked to select their top concerns in allowing their children to walk and bike to school. They were asked to select all that applied. Parents responded their highest concerns included (see figure 1.1):

- Distance (74%)
- Amount of traffic (63%)
- Safety of intersections (58%)
- Weather (58%)
- Speed of traffic (57%)

Parents were asked whether or not they would allow their child to walk or bike to school if their concerns were improved. The following percentage of parents answered that they would allow their child to walk or bike to school if conditions were improved (see figure 1.2):

- Distance (47%)
- Weather (50%)
- Safety of intersections (61%)
- Speed of traffic (55%)
- Amount of traffic (52%)

Figure 1.1 Jefferson Elementary School Parent Survey-Concerns

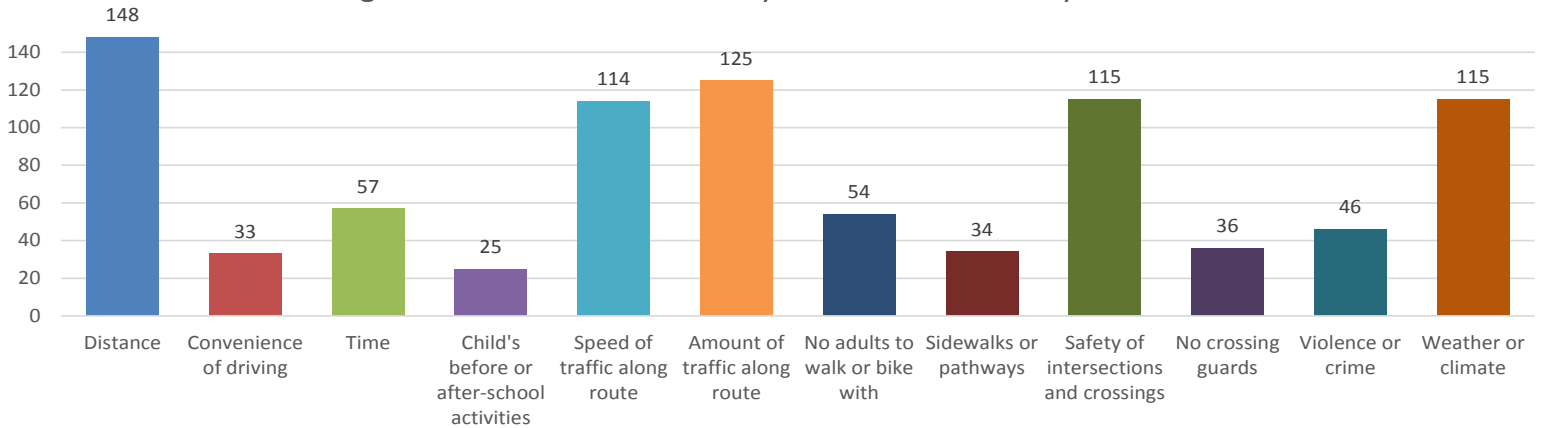
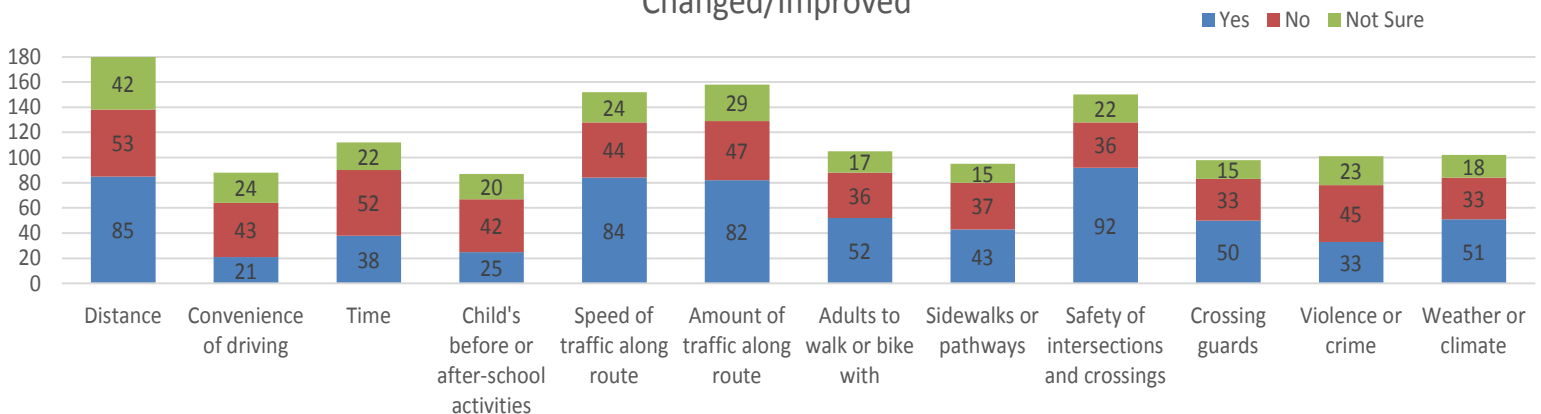


Figure 1.2 Jefferson Elementary School Parent Survey-If Concerns Were Changed/Improved



In the comment section of the survey, the majority of parents’ comments referred to crossing safety, especially at the intersection of Center Street and Payne Street. Center Street handles an average of 6,600 cars a day near this intersection. The intersection does have a traffic light and pedestrian activated crosswalk signals at each of the crossings.

Parents were also concerned about crossing Broadway Street, which is also Minnesota Highway 15 and 68. The roadway is the main north-south route through the community and has an average daily traffic volume of 18,000 vehicles. There are only two signalized intersections near the location of Jefferson Elementary: Center Street and Broadway Street and 10<sup>th</sup> South Street and Broadway Street.

### Student Tally

Jefferson Elementary School completed their student tallies during the weeks of October 6, 13, 20 or 27, 2014. Teachers collected results on Tuesday, Wednesday, and Thursday by asking students how they arrived and left school. There were 1,625 responses for arrival and 1,602 responses for dismissal.

Morning arrivals were summarized for each mode of transportation or activity (*see figure 1.3*):

- Family Vehicle (60%)
- School Bus (29%)
- Walk (6%)
- Carpooled (2%)
- Before School Activity (2%)
- Bicycle (1%)

Afternoon dismissals were summarized for each mode of transportation or activity (*see figure 1.4*):

- Family Vehicle (42%)
- School Bus (36%)
- After School Activity (12%)
- Walk (8%)
- Carpool (1%)
- Bicycle (1%)

Figure 1.3 Jefferson Elementary School Arrival

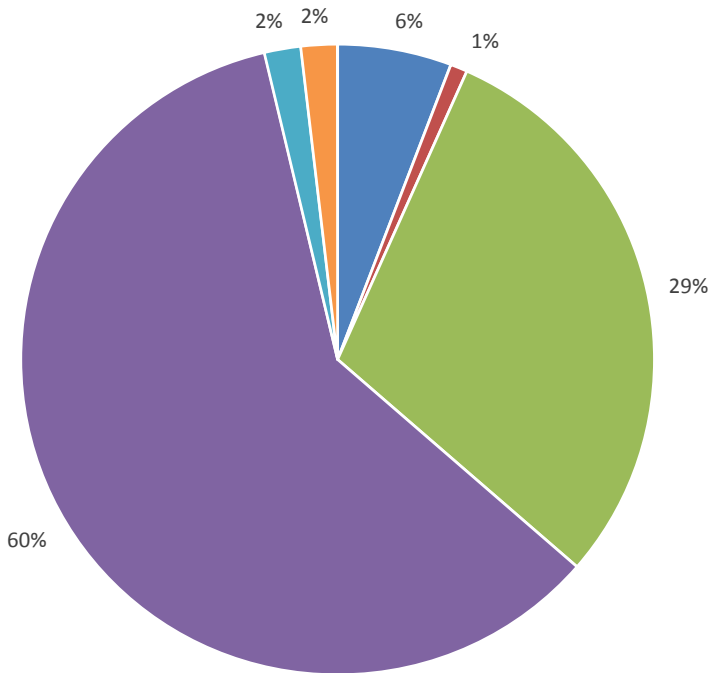
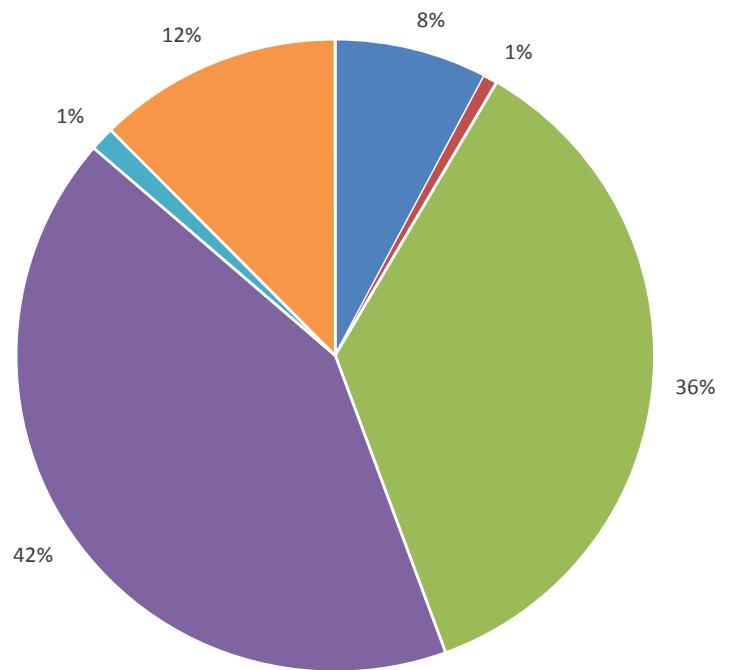


Figure 1.4 Jefferson Elementary School Dismissal



■ Walk ■ Bike ■ School Bus ■ Family Vehicle ■ Carpool ■ Before/After School Activity

## Washington Elementary School

Washington Elementary School is fourth through sixth grade with an enrollment of 425 students. The normal school day is 8:05 am to 3:00 pm for all students.

In addition to serving fourth through sixth grade, Washington Elementary houses an Early Childhood Family Education and the Learning Readiness Program.

The school will be transformed into pre-kindergarten and kindergarten classrooms and a Community Education Center after the new high school is opened.

### School Site

Washington Elementary School is located on the north side of New Ulm at 910 14<sup>th</sup> North Street. The school is bordered by 14<sup>th</sup> North Street, North Jefferson Street, 16<sup>th</sup> North Street, and North Franklin Street. To the east of Washington Elementary is the Brown County Fairgrounds. Northwest of the school is occupied by a playground and multiple baseball fields. The staff and visitor parking lot is located along North Franklin Street.

### Walking and Biking Conditions

Washington Elementary School has a network of walking and biking infrastructure around the school. Sidewalks are found on both sides of North Jefferson Street, 14<sup>th</sup> North Street, North Franklin Street, and 16<sup>th</sup> North Street. The sidewalks are maintained by the City of New Ulm.

Cross walks are marked with two striped lines at most intersections surrounding the school including: North Jefferson Street and 14<sup>th</sup> North Street, North Franklin Street and 14<sup>th</sup> North Street, and North Jefferson and 15<sup>th</sup> North Street. Crosswalks are not marked to the north of the school site along 16<sup>th</sup> North Street. Four-ways stop signs are located at both intersections in front of the school, as well as student crossing guards.

### Arrival and Dismissal Observations

Morning arrivals and afternoon dismissals at Washington Elementary School were observed on October 13, 2014 by a variety of community members, parents, city staff, and Region Nine Development Commission. Arrivals and dismissal observations to Washington Elementary School were summarized by the following modes: walkers/bicyclists, bus system, car loop/lot, and crossing guards/patrol.

Morning observations were conducted from 7:30 am to 8:15 am. The weather was approximately 52 degrees, partly cloudy with slight drizzle.

**Walkers/Bicyclists:** Few students were seen walking or biking to school, most students were dropped off by a family member. Some students were seen walking through the alley near the school and crossing in the middle of 14<sup>th</sup> North Street where there are no crosswalks present. There were walkers that arrive from North Franklin Street and crossed at the nearest intersection. It was observed that children walking or biking to school were difficult to see.

**Bus System:** Washington Elementary School has a transfer site to pick-up students and take them to Jefferson Elementary School or the New Ulm High School. Starting at 7:30 am, nine buses were observed picking up or dropping off students, with one bus making a U-turn in the middle of the street. There was little supervision of students. Many vehicles were parking along North Franklin Street to drop-off on the school side of Washington Elementary School, which interfered with buses arriving resulting in traffic congestion.



**Car Loop/Lot:** School policy states parents are to drop off their children along North Jefferson Street; however parents were observed dropping off students along 14<sup>th</sup> North Street, North Franklin Street, and North Jefferson Street. Parents dropped off at all locations of the street, in alleys, handicap parking spaces or at stop signs.

More than 25 students were dropped off in a no-drop off zone. The speed of vehicles near the school was a concern. It was reported that most cars did not stop for children walking or biking across intersections.

**Crossing Guards/Patrol:** Crossing guards were not present during morning arrivals.

Dismissals at Washington Elementary School were conducted in the same manner as arrival. Observations were recorded from 2:30 pm to 3:15 pm. The weather was approximately 50 degrees, cloudy with light drizzle.

**Walkers/Bicyclists:** Most students observed walking or biking back to their homes traveled south, rather than north. Those students that chose to ride their bicycles, made sure to walk across the intersections. Many parents wait outside for their student.

**Bus System:** Six buses were observed picking up students at Washington Elementary School. The first bus arrived at 2:41 pm, which picked up students with disabilities. At 2:45 pm, school buses arrived on campus and left at 3:03 pm. A few buses dropped students off for after school activities.

**Car Loop/Lot:** Most vehicles waited before school was out to pick-up their children along North Franklin Street and North Jefferson Street. Vehicles were observed picking students up in the middle of the street and making U-turns in the street. Heavy traffic congestion occurred after school dismissals at 14<sup>th</sup> North Street and North Jefferson Street.

**Crossing Guards/Patrol:** Student crossing guards were present at 14<sup>th</sup> North Street/North Jefferson Street and 14<sup>th</sup> North Street/North Franklin Street with staff supervision. There was also a police presence.



## Parent Survey Results

A parent survey was distributed by Washington Elementary School during November and December to understand the factors affecting a parent’s decision to allow children to walk or bike to school. The results of the survey helped to identify areas where improvements could be made to increase the amount of students walking or biking to school safely. The survey was available electronically and in paper form. The survey received 209 complete survey responses of which 34% of participants live within one mile of school.

Parents were asked to select their top concerns in allowing their children to walk and bike to school. They were asked to select all that applied. Parents responded their highest concerns included (see figure 2.1):

Parents were asked whether or not they would allow their child to walk or bike to school if their concerns were improved. The following percentage of parents answered that they would allow their child to walk or bike to school if conditions were improved (see figure 2.2):

- Distance (78%)
- Weather (59%)
- Safety of intersections (52%)
- Amount of traffic (51%)
- Speed of traffic (47%)

- Distance (62%)
- Weather (51%)
- Safety of intersections (72%)
- Amount of traffic (59%)
- Speed of traffic (60%)

Figure 2.1 Washington Elementary School Parent Survey-Concerns

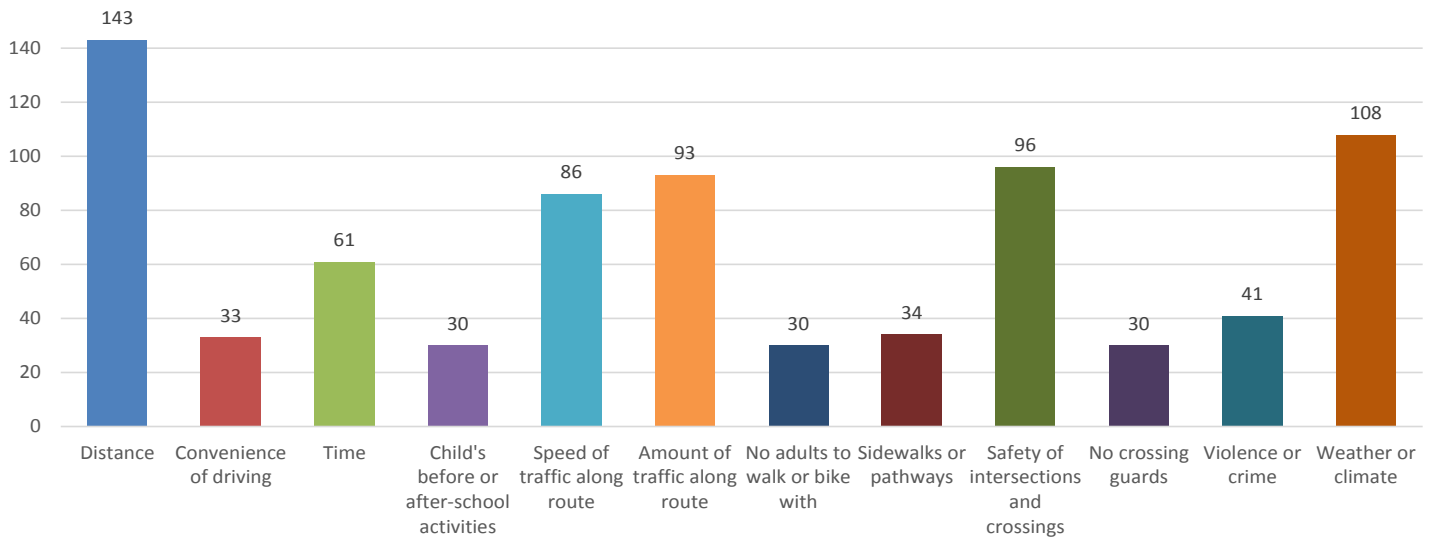
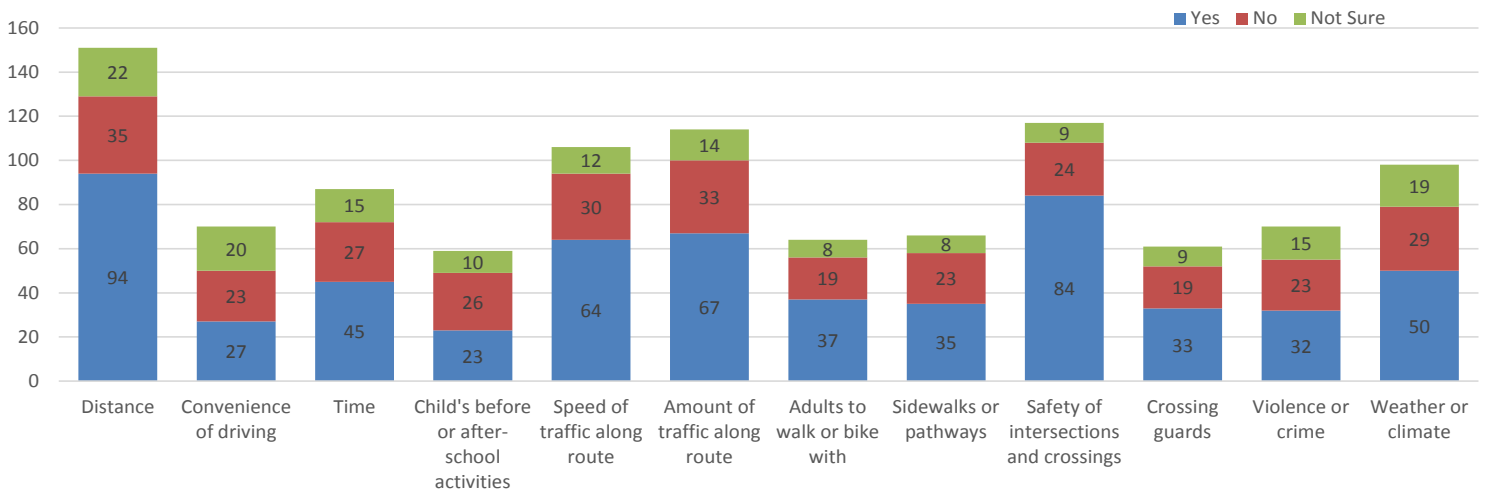


Figure 2.2 Washington Elementary School Parent Survey-If Concerns Were Changed/Improved



Comments collected at the end of the parent survey refer to unsafe crossings along 5<sup>th</sup> North Street and North Broadway Street. The intersection of Garden Street and Center Street were also a concern for parents. These areas have high traffic volumes and serve as major roadways in the community. Comments also included concerns about the distance being a barrier.

## Student Tally

Washington Elementary School completed their student tally during the week of October 6, 13, or 20, 2014. Teachers collected results on Tuesday, Wednesday, and Thursday. The student tally was conducted in the same manner as surrounding school student tallies, where students were asked to share how they arrived and planned on leaving the school. There were 991 responses for arrival and 988 responses for dismissal.

Morning arrivals were summarized for each mode of transportation or activity (see figure 2.3):

- Family Vehicle (45%)
- School Bus (41%)
- Walk (7%)
- Bicycle (4%)
- Carpooled (3%)

Afternoon dismissals were summarized for each mode of transportation or activity (see figure 2.4):

- School Bus (47%)
- Family Vehicle (25%)
- Walk (13%)
- After School Activity (7%)
- Carpool (5%)
- Bicycle (3%)

Figure 2.3 Washington Elementary School Arrival

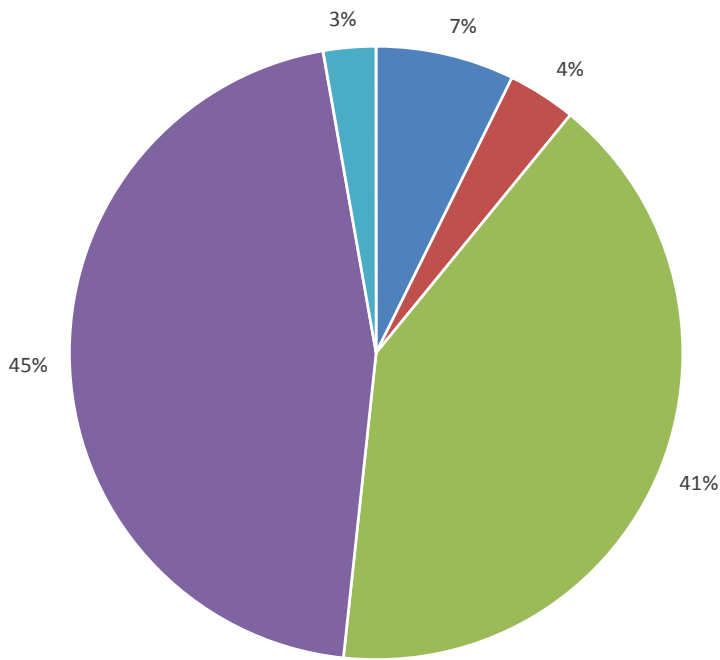
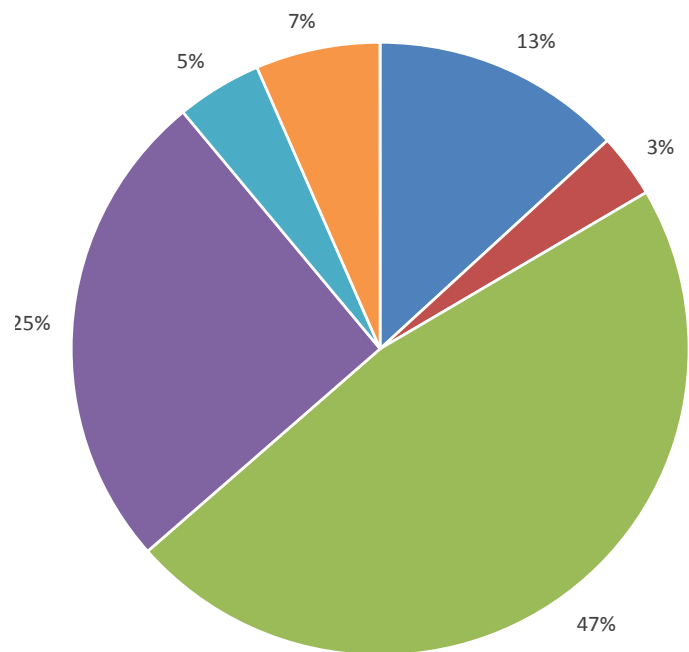


Figure 2.4 Washington Elementary School Dismissal



■ Walk ■ Bike ■ School Bus ■ Family Vehicle ■ Carpool ■ Before/After School Activity

## New Ulm High School

New Ulm High School holds seventh through twelfth grade with a total enrollment of 901 students. The normal school day is 8:10 am to 3:06 pm.

This school will be converted into a fifth through eighth grade school with the completion of the new high school.

### School Site

The New Ulm High School is located in the south central portion of New Ulm at 414 South Payne Street and covers a 25 acre site. It shares this site with Jefferson Elementary School, the Annex, and a parking lot. Green space to the east provides facilities for physical education, athletic practice areas, a track, and tennis courts. The school is bordered by South Payne Street and South Garden Street. The area surrounding the New Ulm High School is primarily single family and two family residential neighborhoods with many families and students living near the school.

### Walking and Biking Conditions

The New Ulm High School has a well-connected network of sidewalks and bike lanes to support walking and biking to school. Sidewalks are found on both sides of the school along South Payne Street and along the school side of South Garden Street. The sidewalks are maintained by the City of New Ulm.

Crosswalks are also present surrounding the New Ulm High School. There are double striped crossings at the intersections of: South Payne Street/4<sup>th</sup> South Street, South Payne Street/5<sup>th</sup> South Street, and South Payne Street/6<sup>th</sup> South Street. Along South Garden Street and at the entrance/exits to the school, there are no visible crosswalks. Stop signs are found at the intersection of South Payne Street and 4<sup>th</sup> South Street. Pedestrian crossing signs are located along South Payne Street and South Garden Streets. Crossing guards are present at the South Payne Street and 4<sup>th</sup> South Street intersection, as well as a removable crossing sign that is placed in the center of the road.

Bike racks are found near the main entrance of the school. During observations, there were more bikes than bike racks to support this mode of transportation.

### Arrival and Dismissal

Morning arrivals and afternoon dismissals at New Ulm High School were observed on October 7, 2014 by a variety of community members, parents, city staff, and Region Nine Development Commission. Arrival and dismissal observations to New Ulm High School were summarized by the following modes: walkers/bicyclists, bus system, car loop/lot, and crossing guards/patrol.

Morning observations were conducted from 7:25 am to 8:10 am. The weather was approximately 46 degrees and partly cloudy.

**Walkers/Bicyclists:** Several students were seen walking and biking to school. Bicyclists were observed cutting across the parking lot in front of cars, using sidewalks, or crossing in the middle of streets. Most students who walked used the crosswalks.

**Bus System:** Buses dropped off on the far side of the road and students walked across South Payne Street. Students bused to Washington Elementary School were picked up along South Payne Street. There were near miss incidents involving incoming traffic and buses due to congestion. Vehicles parked on the street made it difficult to see students when exiting the lot.





**Car Loop/Lot:** Students were dropped off on both sides of the street. Many vehicles stopped in the middle of the road to drop off children. Most vehicles stopped for pedestrians at crosswalks. There was heavy traffic near the 5<sup>th</sup> South Street and South Payne Street intersection by the staff parking lot. Many parents dropped their children off in the staff parking lot. The anterior entrance received the most traffic. Vehicles were also observed using the bike lane to turn, making a three-four lane road at times.

**Crossing Guards/Patrols:** Multiple police were present. Crossing guards were at South Payne Street and 4<sup>th</sup> South Street, but no crossing guards were at South Payne Street and 5<sup>th</sup> South Street.

Dismissals were conducted in the same manner as arrivals. Observations were recorded from 2:30 - 3:15 pm. The weather was approximately 50 degrees and cloudy.

**Walkers/Bicyclists:** High school students are dismissed following the elementary school. There were many students observed walking and biking from the high school using South Payne Street. Around 3:10 pm, large groups of high school students exited the school.

**Bus System:** High school students cross the parking lot to get to their bus.

**Car Loop/Lot:** The high school parking lot, teacher parking lot, South Payne Street, and South Garden Street are very congested after school dismissal. Cars often do not stop to allow students to cross on South Garden Street.

**Crossing Guards/Patrol:** There were not crossing guards at the New Ulm High School; however crossing guards can be seen at the intersection of South Payne Street and 4<sup>th</sup> South Street which assist high school students in crossing.



## Parent Survey Results

A parent survey was distributed by New Ulm High School and collected from November through December to understand the factors affecting a parent’s decision to allow children to walk or bike to school. The results of the survey helped to identify areas where improvements could be made to increase the amount of students walking or biking to school safely. The survey was available electronically and in paper form. The survey received 114 complete survey responses, of which 34% of participants live within one mile of school.

Parents were asked to select their top concerns in allowing their children to walk and bike to school. They were asked to select all that applied. Parents responded their highest concerns included (see figure 3.1):

- Distance (83%)
- Weather (67%)
- Amount of traffic (56%)
- Safety of intersections (51%)
- Speed of traffic (48%)

Parents were asked whether or not they would allow their child to walk or bike to school if their concerns were improved. The following percentage of parents answered that they would allow their child to walk or bike to school if conditions were improved (see figure 3.2):

- Distance (58%)
- Weather (43%)
- Amount of traffic (61%)
- Safety of intersections (63%)
- Speed of traffic (63%)

Figure 3.1 New Ulm High School Parent Survey-Concerns

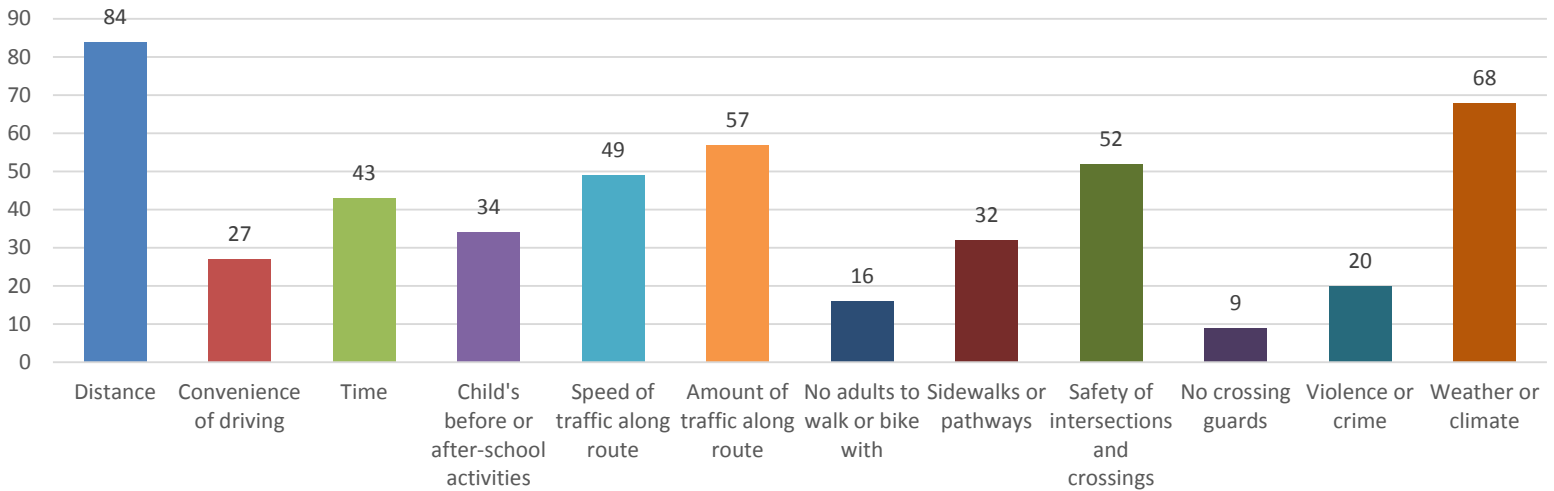
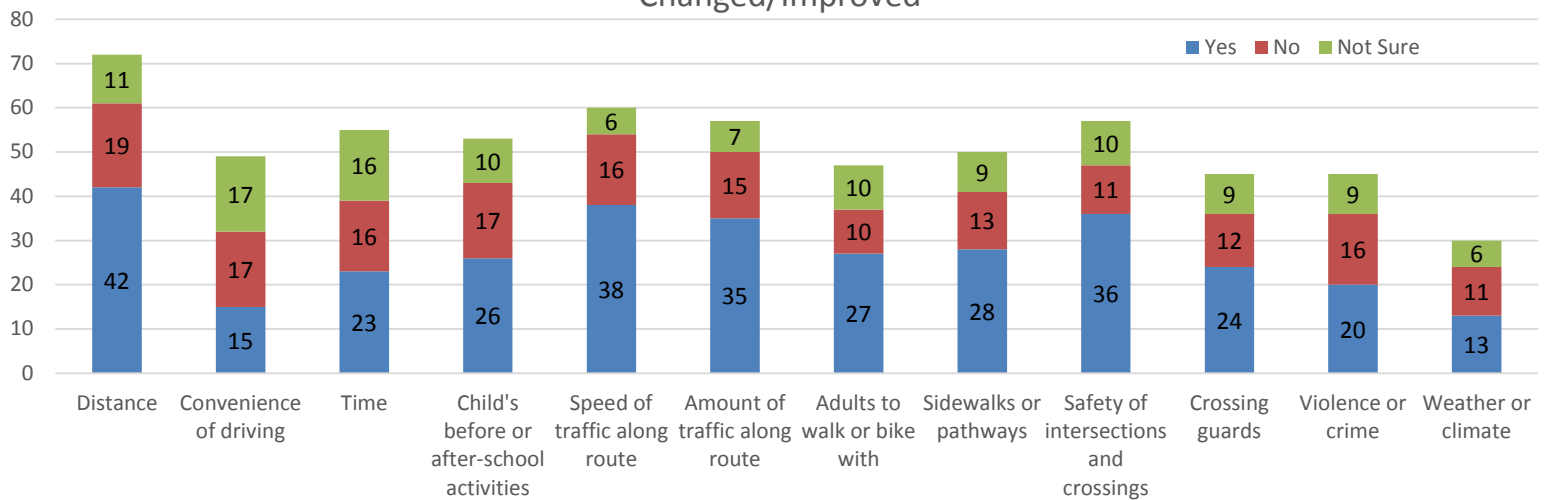


Figure 3.2 New Ulm High School Parent Survey-If Concerns Were Changed/Improved



Parent survey comments varied from general traffic safety concerns including traffic volumes and speeds near the school, inattentive students in parking lot, as well as a lack of safe crossings. Parents also referred to the distance they live from the school being a barrier from allowing their children to walk or bike to school.

### Student Tally

New Ulm High School completed their student tally during the week of October 20, 2014. Teachers collected results on Tuesday, Wednesday, and Thursday. Students were asked to share how they arrived and planned on leaving the school. There were 898 responses for arrival and 896 responses for dismissal.

Morning arrivals were summarized for each mode of transportation or activity (see figure 3.3):

- Family Vehicle (52%)
- School Bus (28%)
- Walk (8%)
- Bicycle (5%)
- Before School Activity (4%)
- Carpooled (3%)

Afternoon dismissals were summarized for each mode of transportation or activity (see figure 3.4):

- School Bus (35%)
- Family Vehicle (33%)
- Walk (18%)
- Bicycle (5%)
- After School Activity (5%)
- Carpool (4%)

Figure 3.3 New Ulm High School Arrival

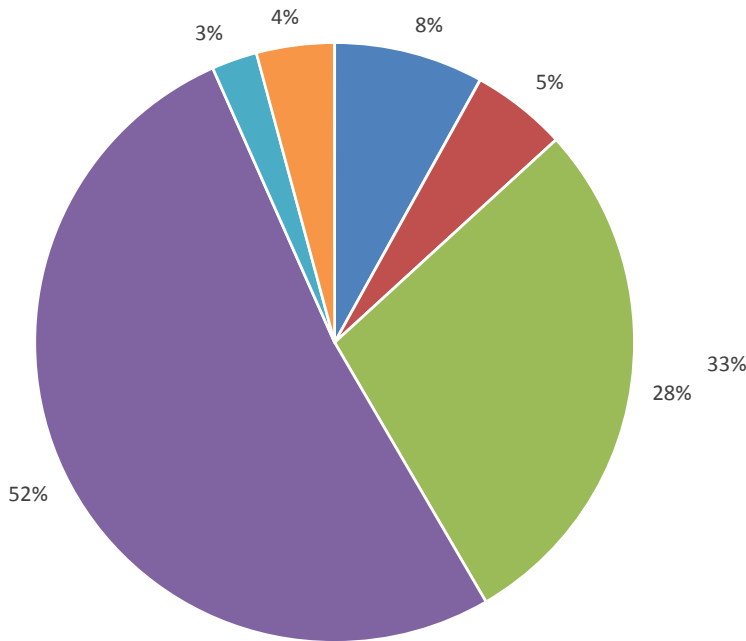
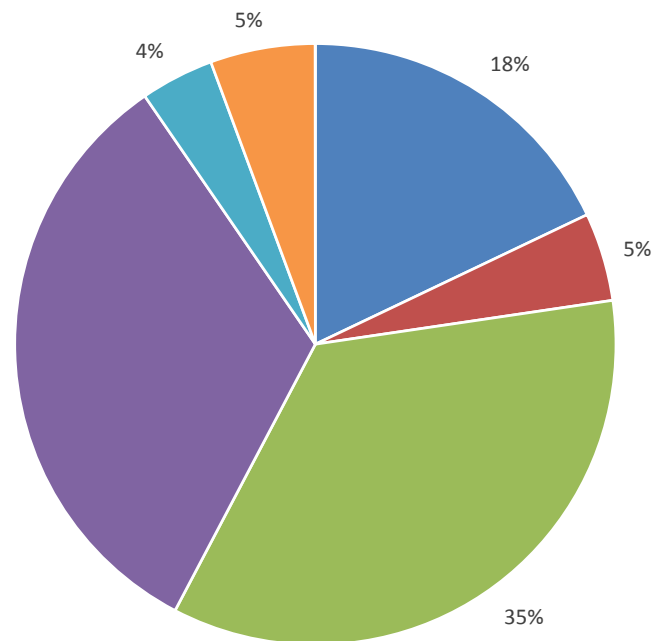


Figure 3.4 New Ulm High School Dismissal



■ Walk ■ Bike ■ School Bus ■ Family Vehicle ■ Carpool ■ Before/After School Activity

## St. Anthony Elementary School

St. Anthony Elementary School is pre-kindergarten through sixth grade school with an approximate enrollment of 300 students. The normal school day is 8:05 am to 3:00 pm.

### School Site

St. Anthony Elementary School is located at 514 North Washington in New Ulm. The school is bordered by North Washington Street, 6<sup>th</sup> North Street, North State Street, and 5<sup>th</sup> North Street. To the northwest of the school is the Cathedral of the Holy Trinity Church and Cathedral High School. New Ulm Area Catholic Schools is surrounded by single, two family, and multiple family residences.

### Walking and Biking Conditions

St. Anthony Elementary School is located in a well-connected area of New Ulm that supports walking and biking on all sides of the school. Well maintained sidewalks are present along both sides of North Washington Street, 6<sup>th</sup> North Street, North State Street, and 5<sup>th</sup> North Street.

Visible, double striped crosswalks are also seen at every intersection surrounding the school (North Washington and 5<sup>th</sup> North Street, North Washington and 6<sup>th</sup> North Street, North State Street, and 6<sup>th</sup> North Street, and North State Street and 5<sup>th</sup> North Street). There are stop signs at each of these intersections.

Bike racks are found near the main entrance along 6<sup>th</sup> North Street.

Fifth North Street has the most amount of traffic near the school with an average of 3,800 vehicles per day. Fifth Street is a main east-west roadway through New Ulm providing access to the New Ulm Medical Center, a major traffic generator in the community. The remaining streets are lower volume local roads.

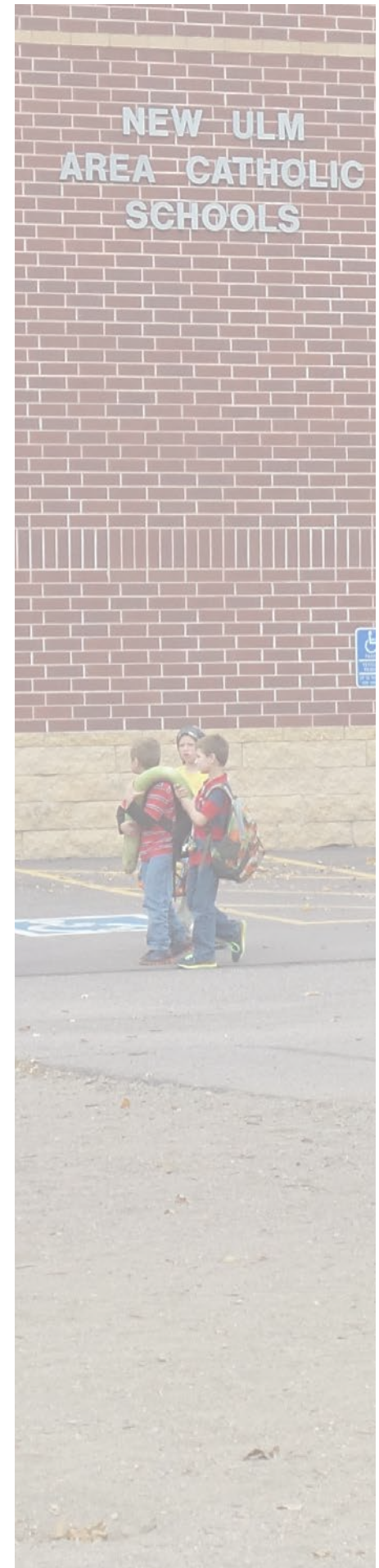
### Arrival and Dismissal Observations

Morning arrivals and afternoon dismissals at St. Anthony Elementary School were observed on October 27, 2014 by a variety of community members, parents, city staff, and Region Nine Development Commission. Arrival and dismissal observations to St. Anthony Elementary School were summarized by the following modes: walkers/bicyclists, bus system, car loop/lot, and crossing guards/patrol.

Morning observations were conducted from 7:30 am – 8:00 am. The weather was approximately 40 degrees.

**Walkers/Bicyclists:** Few students were seen walking or biking to school and those that were observed safely used the crosswalks. Some parents walked their children to the door of the school, while others dropped them off by the curb and waited until they were near the school.

**Bus System:** The first bus arrived at St. Anthony Elementary School at 7:40 am. There were six buses that stopped along North Washington Street and parked at different spots on the road. Approximately six buses also dropped students off along North State Street. New Ulm Public students waited for the buses near the parking lot. It was observed that vehicles did not stop while the bus is unloading students.



**Car Loop/Lot:** Vehicles were observed dropping students off on multiple sides of the school. Many vehicles dropped students off along 5<sup>th</sup> North Street and North State Street, which handles the highest amount of daily traffic. There were several vehicles making rolling stops at the intersections near North Washington Street and 6<sup>th</sup> North Street. There were also vehicles that made U-turns along 6<sup>th</sup> North Street and 5<sup>th</sup> North Street. Vehicles were observed permanently parked in *No Parking* zones. Some teachers were seen parking along the opposite side of North Washington Street.

**Crossing Guards/Patrol:** Student patrols were seen from 7:45 am to 8:00 am at 5<sup>th</sup>/Washington and 6<sup>th</sup>/Washington. One parent reported that vehicles do not stop for students until the crossing guards are visible.



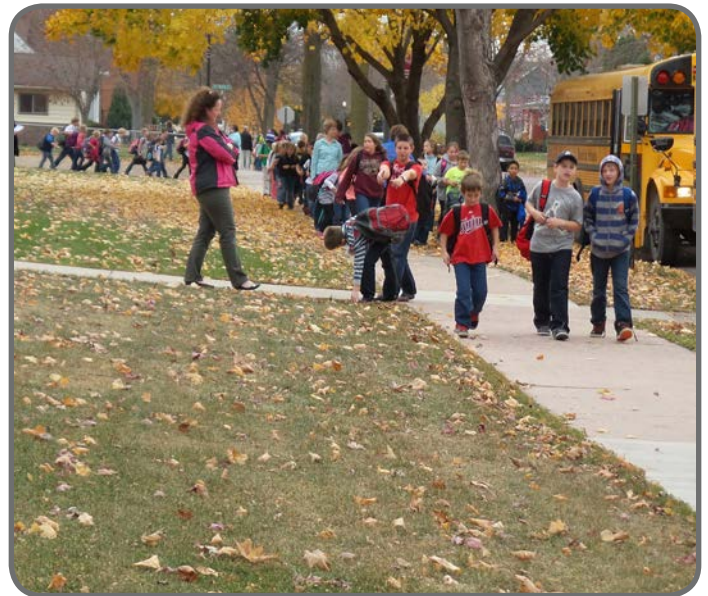
Dismissals at St. Anthony Elementary School were conducted in the same manner as arrival. Observations were recorded from 2:40 pm to 3:15 pm. The weather was approximately 60 degrees and cloudy.

**Walkers/Bicyclists:** Many parents arrived early to wait for their student to be dismissed. At 3:00 pm, teachers and staff walked students to the nearest intersection and to their buses. A few students were observed not using the crosswalks at the intersections near the school. There were some students seen walking their bicycles past the school before riding.

**Bus System:** The first school bus arrived along North Washington Street at 2:50 pm. There were approximately four buses that picked students up from the school. At 3:08 pm, the last bus was observed.

**Car Loop/Lot:** Most parents picked up their children along North Washington Street or 6<sup>th</sup> North Street. There were a few parents seen making U-turns at the intersections of 6<sup>th</sup> North Street and North Washington Street. Vehicles were also seen parking in 15 minute parking stalls. Drivers were alert to students and let them cross. To some observers the speed of traffic along 5<sup>th</sup> North Street seemed fast.

**Crossing Guards/Patrol:** At 2:55 pm crossing guards were seen at 5<sup>th</sup> North Street/North Washington Street and 6<sup>th</sup> North Street/North Washington Street. These crossing guards were dismissed at 3:07 pm.



## Parent Survey Results

A parent survey was distributed by St. Anthony Elementary School and available from November and December. The purpose of the survey was to understand the factors affecting a parent’s decision to allow children to walk or bike to school. The results of the survey helped to identify areas where improvements could be made to increase the amount of students walking or bicycling to school safely. The survey was available electronically and in paper form. The survey received 23 complete survey responses of which 48% of participants live within one mile of school.

Parents were asked to select their top concerns in allowing their children to walk and bike to school. They were asked to select all that applied. Parents responded their highest concerns included (see figure 4.1):

- Safety of intersections (90%)
- Amount of traffic (85%)
- Speed of Traffic (75%)
- Distance (55%)
- Weather or climate (45%)

Parents were asked whether or not they would allow their child to walk or bicycle to school if their concerns were improved. Taking into account all of the concerns parents listed, the following percentage of parents answered that they would allow their child if conditions were improved (see figure 4.2):

- Safety of intersections (90%)
- Amount of traffic (79%)
- Speed of Traffic (79%)
- Distance (44%)
- Weather or climate (100%)

Figure 4.1 St. Anthony Elementary School Parent Survey-Concerns

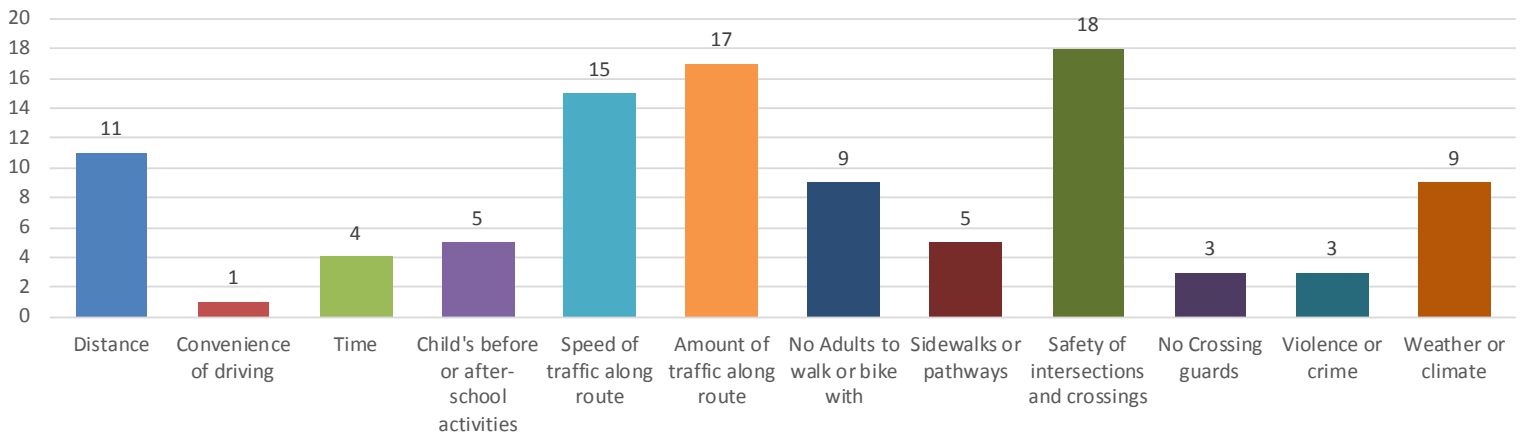
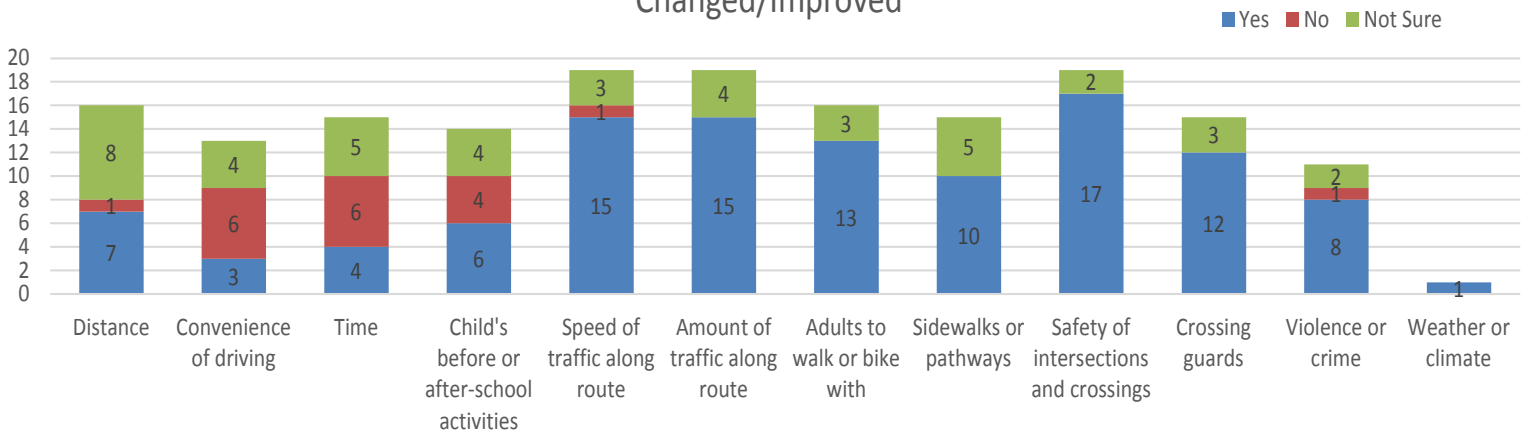


Figure 4.2 St. Anthony Elementary School Parent Survey-If Concerns Were Changed/Improved



Several parents identified additional comments within the parent survey. In particular, safety at crosswalks and the amount of traffic were a concern along 5<sup>th</sup> North Street.

## Student Tally

St. Anthony Elementary School completed their student tally during the week of April 27th, 2015. Teachers collected results on Tuesday, Wednesday, and Thursday. The student tally was conducted in the same manner as surrounding school student tallies, where students were asked to share how they arrived and planned on leaving the school. There were 639 responses for arrival and 625 responses for dismissal.

Morning arrivals were summarized for each mode of transportation or activity (see figure 4.3):

- Family Vehicle (73%)
- School Bus (20%)
- Walk (4%)
- Bicycle (2%)
- Carpooled (1%)

Afternoon dismissals were summarized for each mode of transportation or activity (see figure 4.4):

- School Bus (27%)
- Family Vehicle (52%)
- Walk (10%)
- After School Activity (6%)
- Carpool (3%)
- Bicycle (2%)

Figure 4.3 St. Anthony Elementary Arrival

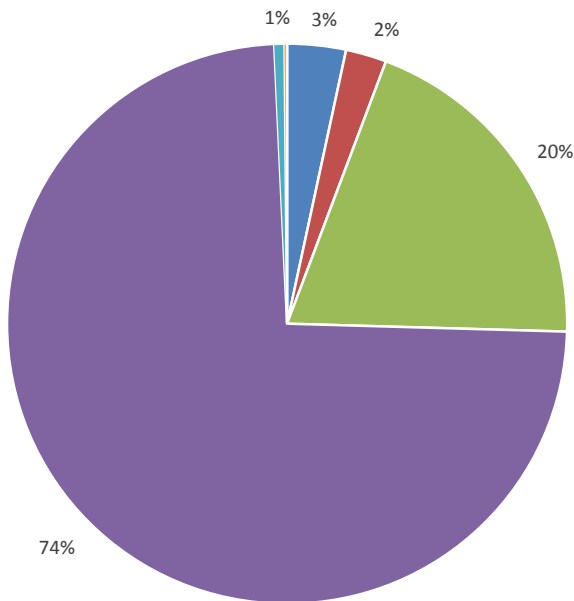
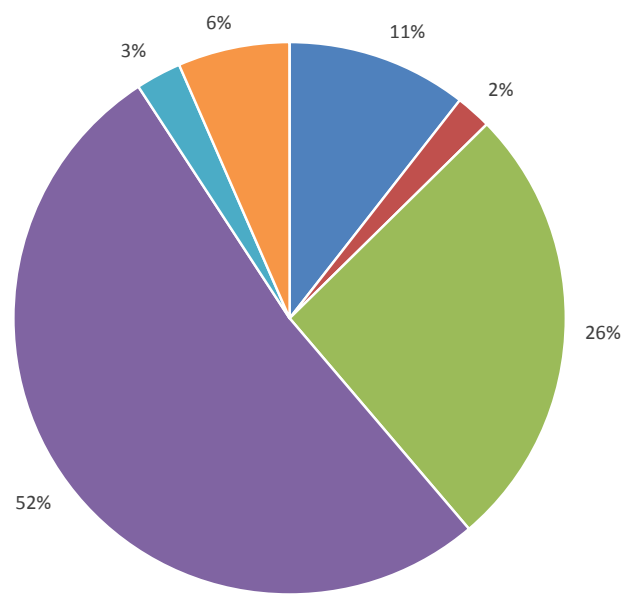


Figure 4.4 St. Anthony Elementary Dismissal



■ Walk ■ Bike ■ School Bus ■ Family Vehicle ■ Carpool ■ Before/After School Activity

## St. Paul's Lutheran School

St. Paul's Lutheran School is a pre-kindergarten through eighth grade school that has a student enrollment of 319. Students are primarily from New Ulm, but there are students from Sleepy Eye, Courtland, Nicollet, and Hanska. The normal school day is 8:15 am to 3:00 pm.

### School Site

St. Paul's Lutheran School is located at 126 South Payne Street in New Ulm. The school is located between South Payne Street and South Garden Street. Baseball fields occupy the south and south west portion of the site. A parking lot is located off of South Payne Street between St. Paul's Lutheran School and Jefferson Elementary School. St. Paul's Lutheran School is surrounded by single and two family residential housing.

### Walking and Biking Conditions

St. Paul's Lutheran School has adequate walking and biking infrastructure surrounding the school. There are sidewalks on South Payne Street and on South Garden Street. A four-way stop is located at the intersection of South Payne Street and 2<sup>nd</sup> South Street.

Bike lanes are located on both sides of South Garden Street, as well as a crossing island near Vogel Arena. Bike racks are found near the main entrance of the school.

Double-lined striped crosswalks are present at 2<sup>nd</sup> South Street and South Payne Street.

### Arrival and Dismissal Observations

Morning arrivals and afternoon dismissals at St. Paul's Lutheran School were observed on October 7, 2014 by a variety of community members, parents, city staff, and Region Nine Development Commission. Arrival and dismissal observations to St. Paul's Lutheran School were summarized by the following modes: walkers/bicyclists, bus system, car loop/lot, and crossing guards/patrol.

Morning observations were conducted from 7:40 am to 8:15 am. The weather was approximately 46 degrees and cloudy.

**Walkers/Bicyclists:** It was observed that most children were walking or biking alone; however small children were accompanied by an adult. Bicyclists appeared to be attentive, but the walkers appeared less attentive by not looking both ways. Some bicyclists used a service road near the playground. Other students walked across the crosswalks or ran across the baseball field.

**Bus System:** The buses access the school along South Payne Street. Buses and parents were observed dropping off students at the same time. Students were picked up by the bus and departed for another school.

**Car Loop/Lot:** Many vehicles were observed rolling through intersections or not using their turn signals even in the presence of law enforcement. Some drivers were observed using their cell phones. Most children were dropped off curb-side on South Payne Street, while others were dropped off at the parking lot. Some children were seen not using the crosswalk.

**Crossing Guards/Patrol:** Although police were present, there were no crossing guards during arrival observations.





Dismissals observations were recorded from 2:30 pm to 3:15 pm and were conducted in the same manner as arrivals. The weather was approximately 50 degrees and windy.

**Walkers/Bicyclists:** Many students were observed using the mid-block median crossing along South Garden Street to get to the Vogel Arena.

**Bus System:** School buses parked along South Payne Street in front of the school.

**Car Loop/Lot:** Parents began lining up along 2<sup>nd</sup> South Street and South Payne Street to wait for their children to be dismissed. There was confusion at South Payne Street and 2<sup>nd</sup> South Street. Drivers were unsure of who had the right-of-way to go first. Many parents were observed rolling through the four way stop intersection near the school.

**Crossing Guards/Patrol:** Six police patrols were seen driving past. Student crossing guards, accompanied by staff, were seen at South Payne Street and 2<sup>nd</sup> South Street. Some students were seen disobeying the crossing guards at this site.



## Parent Survey Results

A parent survey was distributed by St. Paul’s Lutheran School and collected from November and December to understand the factors affecting a parent’s decision to allow children to walk or bike to school. The results of the survey helped to identify areas where improvements could be made to increase the amount of students walking or biking to school safely. The survey was available electronically and in paper form. The survey received 43 complete survey responses of which 51% of participants live within one mile of the school.

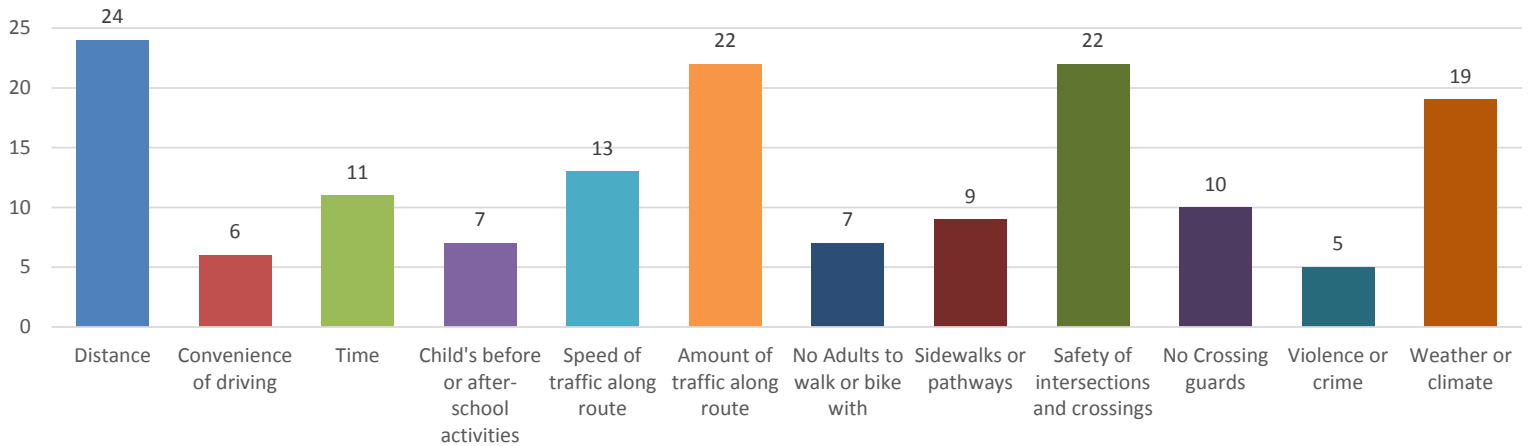
Parents were asked to select their top concerns in allowing their children to walk and bike to school. They were asked to select all that applied. Parents responded their highest concerns included (see figure 5.1):

- Distance (62%)
- Safety of intersections (56%)
- Amount of traffic (56%)
- Weather (49%)
- Speed of traffic (33%)

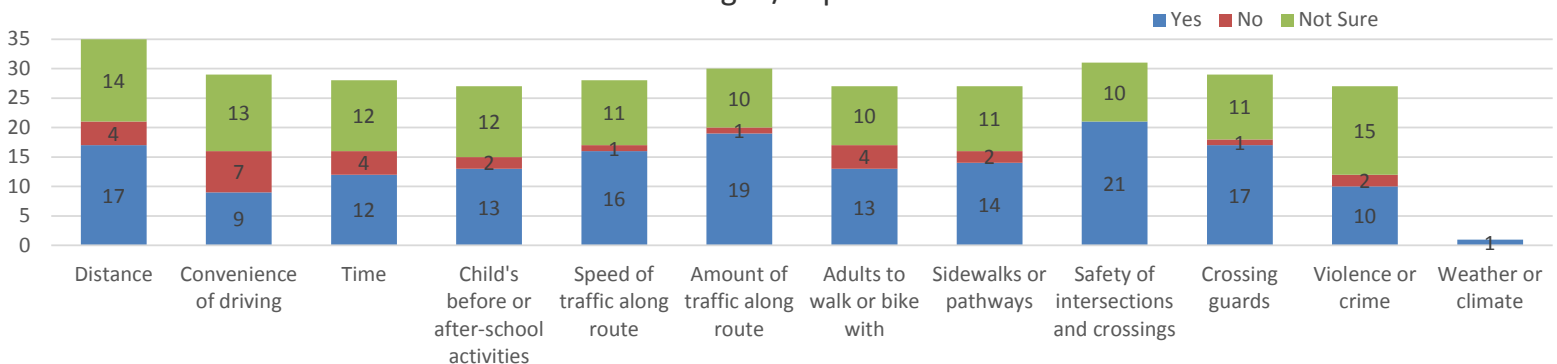
Parents were asked whether or not they would allow their child to walk or bike to school if their concerns were improved. The following percentage of parents answered that they would allow their child to walk or bike to school if conditions were improved (see figure 5.2):

- Distance (49%)
- Safety of intersections (68%)
- Amount of traffic (63%)
- Weather (100%)
- Speed of traffic (57%)

5.1 St. Paul's Lutheran School Parent Survey-Concerns



5.2 St. Paul's Lutheran School Parent Survey-If Concerns Were Changed/Improved



Parents referred to several incidents in the comment section where their children or another child nearly was hit by an inattentive driver. Safety at crosswalks was a major concern with the South Garden Street and Center Street intersection. The intersection at South Payne Street and Center Street was also listed as a concern for crossing.

## Student Tally

St. Paul's Lutheran School completed their student tally during the week of May 18, 2015. Teachers collected results on Tuesday, Wednesday, and Thursday. The student tally was conducted in the same manner as surrounding school student tallies, where students were asked to share how they arrived and planned on leaving the school. There were 753 responses for arrival and 747 responses for dismissal.

Morning arrivals were summarized for each mode of transportation or activity (see figure 5.3):

- Family Vehicle (68%)
- School Bus (18%)
- Walk (11%)
- Bike (1%)
- Carpool (1%)
- Before School Activities (1%)

Afternoon dismissals were summarized for each mode of transportation or activity (see figure 5.4):

- Family Vehicle (55%)
- Walk (18%)
- School Bus (16%)
- Carpool (5%)
- After School (5%)
- Bike (1%)

Figure 5.3 St. Paul's Lutheran School Arrival

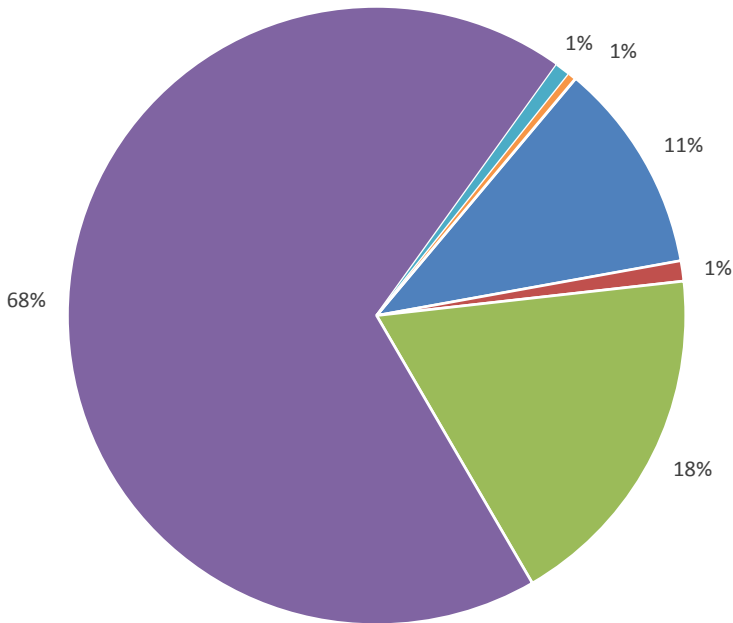
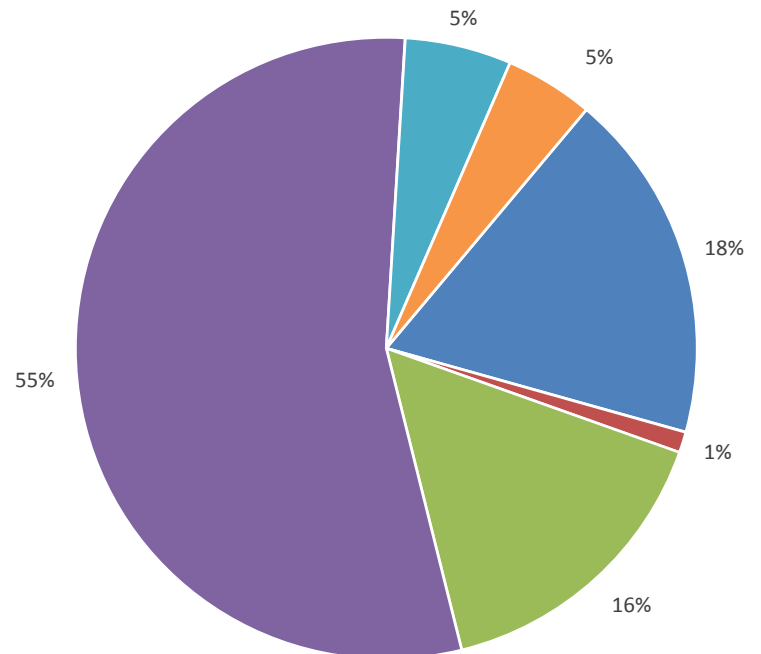


Figure 5.4 St. Paul's Lutheran School Dismissal



■ Walk ■ Bike ■ School Bus ■ Family Vehicle ■ Carpool ■ Before/After School Activity

## River Bend Education District

River Bend Education District serves the following school districts: Butterfield, Gibbon-Fairfax-Winthrop (GFW), Green Isle Community School, Lafayette Charter School, Madelia, New Ulm, St. James, Sibley East, and Sleepy Eye. River Bend School is divided into the Imprints Program and Area Learning Center.

The Imprints Program is a self-contained Emotional and Behavior Disorder classroom that provides academic, social, and behavioral support in a small group environment. Students receive academic education, as well as an opportunity to learn how their behavior causes them difficulty. School enrollment for the 2014 -2015 school year was at 44 students.

The Area Learning Center is seventh through twelfth grade school. To be eligible as a student of the Area Learning Center, students must be in a grade seven through twelve and under the age of twenty-one. Students must fall under specific criteria to be enrolled in the school. School enrollment is around 70 students.

### School Site

River Bend Education District is located at 1315 South Broadway Street in New Ulm. The school is bordered by South Broadway Street, 13<sup>th</sup> South Street, South Minnesota Street, and 14<sup>th</sup> South Street. Northwest of the building is a playground and outdoor basketball court. The site also shares a lot with a restaurant and contains a city alley that is located along the main entrance of the school. River Bend Education District is surrounded by single, two family, and multi-family residential housing and a limited business district.

### Walking and Biking Conditions

River Bend Education District has sidewalks found on both sides of South Broadway Street and South Minnesota Street. There is minimal sidewalk along 14<sup>th</sup> South Street, which instead contains areas primarily for parking. There are no sidewalks on 13<sup>th</sup> South Street surrounding the school.

There are no marked crosswalks at any of the intersections surrounding the school.

A three stall, bike rack is found near the rear, back entrance of the school.

No pedestrian or bike signage was observed surrounding the school site.

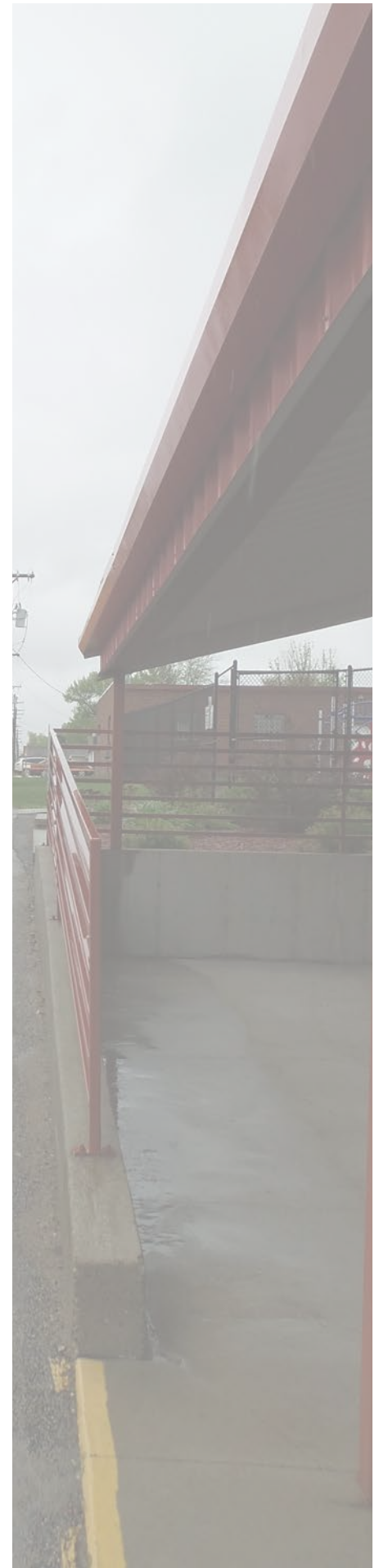
### Arrival and Dismissal Observations

Morning arrivals and afternoon dismissals at River Bend Education District were observed on May 14, 2015 by school and Region Nine Development Commission staff. Team members were placed strategically at the school and recorded what they observed at their location. Arrival and dismissal observations to River Bend Education District were summarized by the following modes: walkers/bicyclists, bus system, car loop/lot, and crossing guards/patrol.

The weather was approximately 50 degrees and rainy during arrival observations.

**Walkers/Bicyclists:** There were very few students that walked to school and no students that biked to school.

**Bus System:** Most students arrived to school by bus or vehicle. There were four buses (New Ulm, Sleepy Eye, Sibley East, and GFW) that dropped students off directly in front of the school or nearby. There is a canopy near the front entrance where buses drop off students. This area is not well ventilated and collects strong fumes and exhaust.



**Car Loop/Lot:** Most students arrived to school by bus or vehicle. The Alternative Learning Community Students primarily drive to school and park in the designated student parking spots (white painted lines). Teachers, staff, and visitors are to park next to the student's lot (yellow painted lines). Often parents, or other drivers, are going fast in front of the school or along South Minnesota Street. There is concern with having a city alley run in front of the main entrance of the school. Non-school related vehicles are seen speeding through this area at all times of day.

**Crossing Guards/Patrol:** No crossing guards or patrol were observed around the school campus.

Dismissals at River Bend Education District were conducted in the same manner as arrival. The weather was approximately 55 degrees and rainy.

**Walkers/Bicyclists:** There was only one walker observed and no bicyclists that left the school. Most students live in surrounding communities, making it difficult to walk or bike to and from school.

**Bus System:** Students are primarily seen riding the bus. The buses arrived in the same manner as arrivals. Each bus has a specific location (from first to last): Sibley East, GFW, Sleepy Eye, and two New Ulm Public School buses. These buses park along the alley in front of the main entrance of the school. When exiting the school site, the buses intermix with leaving student vehicles, using a variety of different exits. The bus service facility is located next to River Bend and often other buses are seen parked along 14<sup>th</sup> South Street.

**Car Loop/Lot:** Students and staff cross anywhere in front of the school to get to their vehicles. There is a fading crosswalk in front of the school, but no way to get to parked vehicles without having to cross the alley. The vehicles and buses are intermixed which causes congestion, but is clear within five minutes.

**Crossing Guards/Patrol:** No crossing guards or patrol were observed around the school campus.



## Parent Survey Results

Parent results were not received for River Bend Education District.

## Student Tally

River Bend Education District completed their student tally during the week of May 4, 2015 and May 18, 2015. Teachers collected results on Tuesday, Wednesday, and Thursday by asking students how they arrived and left school. The student tally was conducted in the same manner as surrounding school student tallies, where students were asked to share how they arrived and planned on leaving the school. There were 235 responses for arrival and 224 responses for dismissal.

Morning arrivals were summarized for each mode of transportation or activity (see figure 6.1):

- School Bus (51%)
- Carpooled (33%)
- Family Vehicle (14%)
- Walk (2%)

Afternoon dismissals were summarized for each mode of transportation or activity (see figure 6.2):

- School Bus (57%)
- Carpooled (28%)
- Family Vehicle (12%)
- Walk (2%)
- Bike (1%)

Figure 6.1 River Bend Education District Arrival

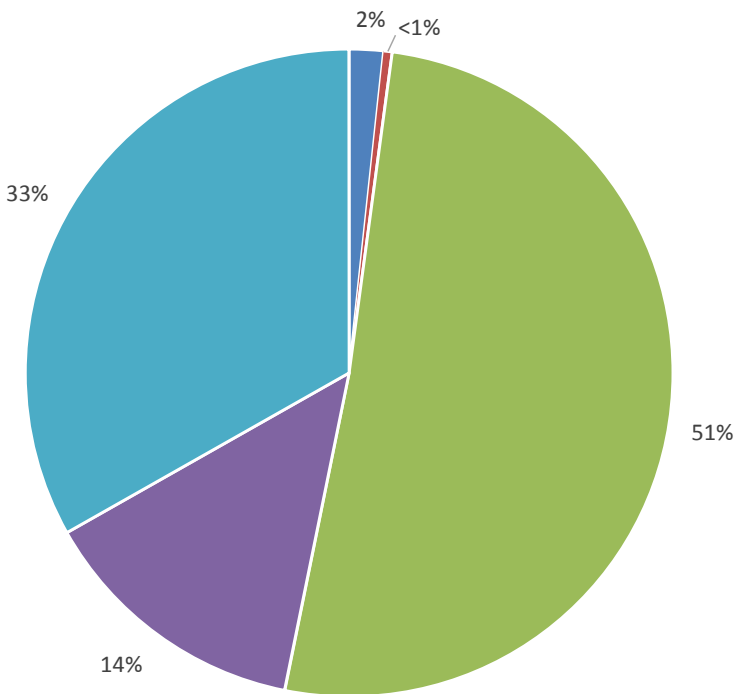
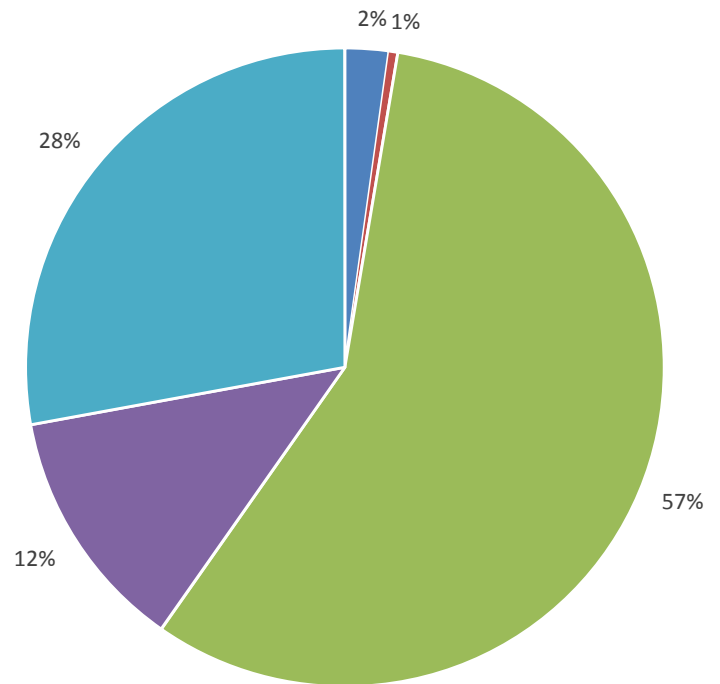


Figure 6.2 River Bend Education District Dismissal



■ Walk ■ Bike ■ School Bus ■ Family Vehicle ■ Carpool

## Best Practices

This section provides information on best practices for SRTS programming and implementation as well as resources, ideas, case studies, and funding SRTS projects and programs. Before moving to the recommendations specific to the New Ulm community, this chapter offers a variety of different bicycle and pedestrian facility types that could provide solutions to the problems identified in New Ulm.

### Engineering Solutions

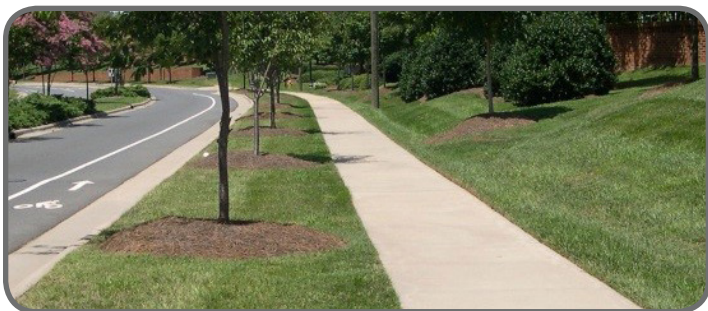
This section provides an overview of common bicycle and pedestrian facilities New Ulm may want to consider when carrying out the goals and recommendations of the SRTS Plan. These facility types are simply meant to give an idea of what other communities are doing to become more bicycle and pedestrian friendly. Some of these solutions may not be appropriate for children and may not be an appropriate option for New Ulm.

#### Sidewalk Surface Types

Sidewalks can be surfaced with a variety of materials to accommodate varying budgets and contexts. While urban, suburban and heavily used sidewalks are typically made of concrete, less expensive walkways may be constructed of asphalt, crushed stone, or other materials. In more rural areas, a side path made of a material other than concrete may be suitable and be a better fit with a rural environment.

#### Sidewalk Buffers

The space between the sidewalk and closest lane of moving vehicles is the sidewalk buffer. Wider sidewalk buffers allow for a pedestrian to avoid splash zones (areas adjacent to a motor vehicle travel lane into which water spray may occur) and provide a snow storage area and a more comfortable separation between moving vehicles and pedestrians.



### Sidewalk Width

The preferred minimum sidewalk width recommended for SRTS is five to six feet. Walking can be a social activity; facilities are needed to accommodate social walking. The six-foot width allows for two people to walk comfortably side by side and provides sufficient space for pedestrians crossing in the opposite direction. Sidewalks with a width of eight to ten feet or more should be built where there is no sidewalk buffer along an arterial street and along roads adjacent to school grounds where large numbers of walkers are expected.

### Sidewalk Placement

Sidewalk placement, or setback, along streets should take into account worn paths and buffer zones, and provide room for snow storage where snowfall is prevalent. The worn path that pedestrians create when there is not a sidewalk demonstrates where people naturally want to walk. The area between the street and the worn path or sidewalk is a buffer zone which provides space between pedestrians and motor vehicles. Unfortunately, when sidewalks are built along major arterial streets, many tend not to include a buffer zone, thus placing pedestrians uncomfortably close to high-speed traffic. Sidewalks also need to provide a continuous path. Just as streets are designed and built to provide a continuous network, sidewalks too should provide users with a continuous path.

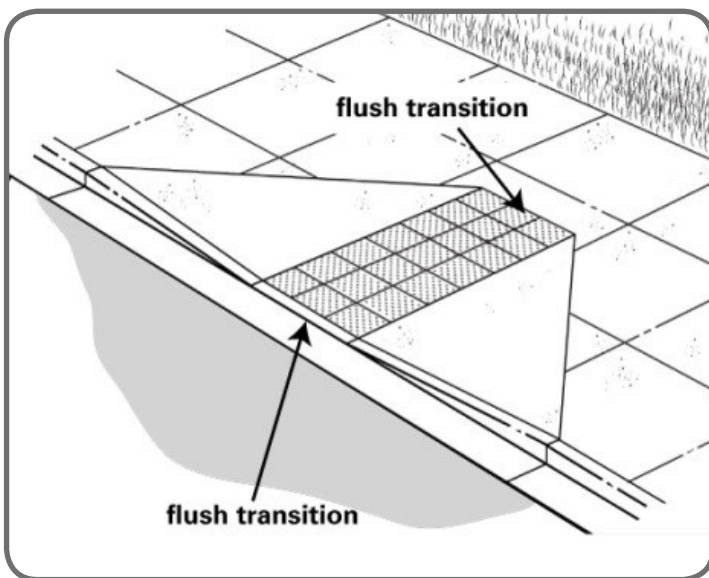
### Street Lighting

Street lighting improves visibility and helps with personal security. On streets with lots of trees, street lighting scaled to pedestrians (low to the sidewalk) illuminates the area even after trees grow big and tall. Street lighting improves safety by allowing pedestrians and motorists to see each other. Two-sided lighting should be considered along wide streets. It is especially important to provide lighting at crossings. Lighting can also be helpful along streets adjacent to the school grounds to minimize school vandalism and improve security.

## ADA/Universal Design

The purpose of universal design is to provide an environment that is equally accessible and comfortable for users of different abilities and ages. To help ensure access for all, the Americans with Disability Act (ADA) of 1990 prohibits discrimination on the basis of disability. Sidewalks and other pedestrian facilities in the public right-of-way are subject to the requirements of the ADA. In 2004, the US Access Board released the ADA and the Architectural Barriers Act: Accessibility Guidelines for Buildings and Facilities. These guidelines contain scoping and technical requirements for accessibility to sites, facilities, and buildings by all users.

### Curb Ramps



Curb ramps should be perpendicular wherever possible, where each corner has two ramps installed perpendicular to the face of the curb (vs. a single ramp facing diagonally at an intersection). A big advantage of having two ramps at the corner and small curb radii is the curb ramps can lead directly along the line of travel guiding pedestrians into the crosswalk rather than into the middle of the intersection. Two ramps, which end at the crosswalk, also provide directional guidance to pedestrians with vision impairments. When a corner is retrofitted with new curb ramps, the crosswalk markings may have to be moved so the curb ramp fully aligns within the crosswalk.

## Warning Strips

Truncated domes are the standard design requirement for detectable warnings on curb ramps and at transitions from sidewalks to street crossings. These small, flattened domes provide a surface that is distinguishable underfoot and by cane. ADA guidelines require the use of a truncated dome warning strip at the bottom of every newly constructed curb ramp. These domes provide a tactile warning to pedestrians with a visual impairment who would otherwise be given warning by the presence of a curb. The truncated dome tactile strip should be two feet deep for the entire width of the ramp and should have a contrasting color with the adjacent sidewalk.

### Narrow Lanes

There are several ways to narrow a street. Paint is a simple, low cost, and easy way to narrow the street or travel lanes. If the narrower lanes can result in a striped shoulder, the shoulder will provide a buffer for pedestrians, a place for bicyclists to ride, and a refuge for disabled motor vehicles. The shoulder stripe will also provide better motorist guidance. Interior traffic lanes can be narrowed to 10 feet wide to encourage slower speeds. Narrow lanes can also result from road-diet projects which can include painted medians, center turn lanes, bicycle lanes or parking lanes.

### Chokers and Chicanes

Traffic calming can also result from narrowing the street through the use of chokers and chicanes. Chokers narrow both sides of the street to form a section of about 20 to 24 feet wide. Chicanes provide alternating narrow and wide sections, and a curved driving path similar to a slalom. Chicanes work best when supplemented with centerline striping and in some cases edge line striping. Both chokers and chicanes need to have a vertical element in the narrowed section such as landscaping so the narrowed section can be seen easily by approaching motorists.





### Speed Humps

Speed humps represent one type of traffic calming measure which has been used by many local agencies for slowing traffic. Modern speed humps are 12 to 14 feet wide and have a rounded appearance which is 2.5 to 4 inches high at the center. Longer and flatter speed humps are referred to as speed tables. Speed humps have been shown to reduce motor vehicle speeds on streets where they were installed.

### Raised Pedestrian Crosswalks

Raised pedestrian crosswalks serve as traffic calming measures by extending the sidewalk across the road and bringing motor vehicles to the pedestrian level. Raised crosswalks also improve accessibility by allowing a pedestrian to cross at nearly a constant grade without the need for a curb ramp and make the pedestrian more visible to approaching motorists. They have a trapezoid-shaped cross-section to slow motorists at the pedestrian crossing where the slowing will be most effective.

### Roundabouts

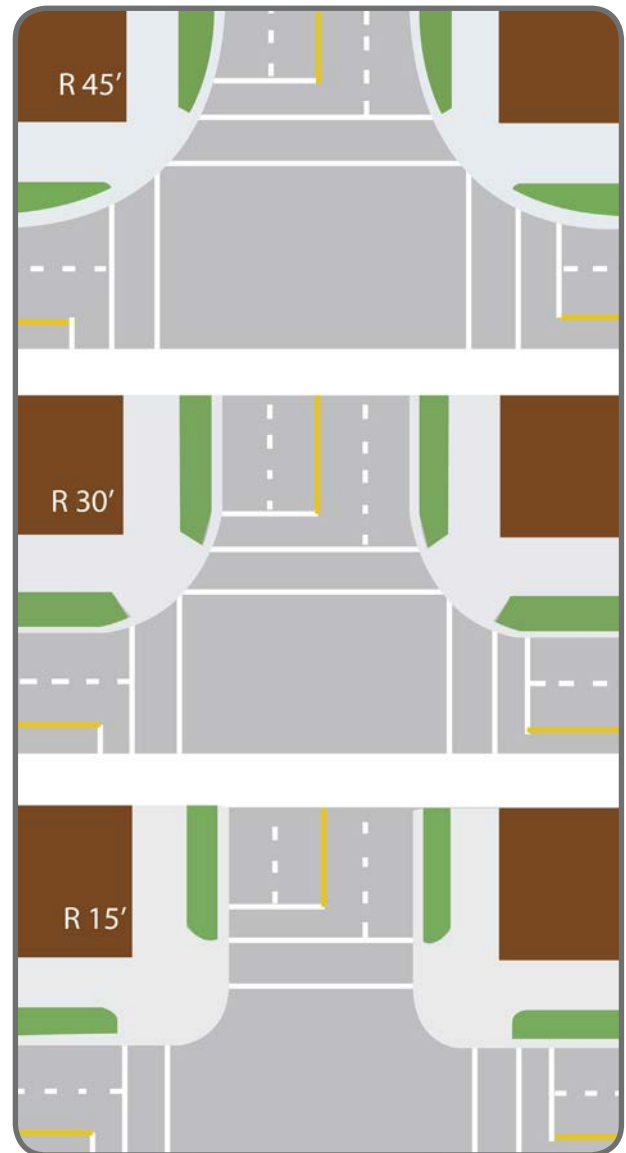
The modern roundabout is a form of circular intersection in which traffic travels at low speeds counterclockwise around a central island. Vehicles entering a roundabout must yield, or stop if needed, to circulating traffic. Roundabouts allow for more continuous traffic flow compared to conventional stop or signalized intersections. Additionally, compared to conventional stop or signalized intersections, roundabouts reduce and simplify the number of places where motor vehicles would potentially conflict with other vehicles (cars and bicycles) and pedestrians.

### Traffic Circles

Traffic circles can help slow traffic on local and collector streets and calm traffic for pedestrians. Traffic circles typically have less of an impact on emergency vehicles than speed humps or speed tables, and can add to the aesthetics of the street. Neighborhood traffic circles on local streets do not need to have raised splitter islands, but they should be illuminated with streetlights.

### Reduce Corner Radii

There is a direct relationship between the size of the curb radius and the speed of turning motor vehicles. A large radius may easily accommodate large fire trucks and other large trucks and school buses, but it also allows other drivers to make high speed turns and it increases the crossing distance for pedestrians.



## Evaluation Solutions

Evaluation is an important component of any SRTS program. Evaluation is used to determine if the goals of the strategies are being met and to assure that resources are directed toward efforts that show the greatest likelihood of success. Also, evaluation can identify needed adjustments to the program while it is underway. This information describes how to conduct a SRTS program evaluation that is tailored to that program's objectives and strategies.

There are additional tools that schools and communities can use in conjunction with the student travel tallies and parent surveys to get a more robust idea of how the community is stacking up in terms of not only SRTS, but also bicycle and pedestrian amenities more broadly. Three other areas to consider tracking are bicycle and pedestrian facilities, behavior and attitudes in the community, and broader measures of community performance.

Selected program activities need to have both process and outcome objectives. In general, objectives should include specific information about what is to happen, to whom, by when, and in what amount. These are sometimes called SMART (specific, measurable, achievable, relevant, and time-bound) objectives.

Bicycle and pedestrian facilities are the easiest to measure and they provide a good sense of what exists in the community. Things to consider keeping track of in this category include, but are not limited to:

- Miles of: sidewalks, multi-use trails, bike lanes, sharrows, bike boulevards, etc.
- Number of bicycle racks, benches, waste receptacles, drinking fountains, informational kiosks or anything that supports a healthy bicyclist and pedestrian environment.
- Number of improved intersections.
- Number of traffic calming measures installed.
- Number of road construction/reconstruction projects that have included bicycle and pedestrian needs.
- The number of recommendations in the plan that have been implemented.
- The number of crosswalks painted or repainted.

Tracking behavior and attitudes can be a bit more difficult and less scientific; however it is important to know if improvements made have impacted community members. Measurements to track behavior and attitudes include, but are not limited to:

- Mode shift: tracking walking and biking trips over time
- Deaths and injuries by mode.
- Crashes by mode and type.
- Percentage of children walking and biking to school (student travel tallies).
- Vehicle Miles Traveled (VMT) or Single Occupancy Vehicle (SOV) trip reduction.
- Incorporating multi-modal level of service into transportation plans versus only automobile level of service.
- Bicycle and pedestrian counts through a city.
- Number of participants at SRTS and bike/walk events.
- Number of participants at bicycle and pedestrian education classes.
- Surveys and their responses.
- Groups participating in the maintenance of trails.
- Volunteer hours for all bicycle and pedestrian activities.
- Bicycle organization membership.

Finally, while broader community performance measures may be harder to quantify and collect, they may show that biking and walking have had wide reaching positive impacts on the community. Broader community performance measures could include, but are not limited to:

- Air quality improvement, specifically around the school (ground-level ozone, particulate matter, carbon monoxide, sulfur dioxide, and nitrogen dioxide).

## Education Solutions

Education is one of the complementary strategies in a SRTS program. Education activities include teaching pedestrian, bicyclist and traffic safety, and creating awareness of the benefits and goals of SRTS. Encouragement activities also offer teachable moments to reinforce pedestrian and bicyclist safety education messages. Education strategies include identifying:

- Who needs to receive information?
- When should the education be delivered?
- What information needs to be shared?
- How will the messages will be conveyed?

### Who

Audiences for SRTS education include, but are not limited to: children, parents, drivers, principals, superintendents, physical education instructors, crossing guards, and neighbors. Once a community decides to begin a SRTS program, each of these audiences plays a role in receiving and/or providing related education. Some sub-groups may require particular attention, such as families who do not speak English as a first language, individuals with vision, hearing or mobility impairments, and families with low-incomes.

### When

Before beginning encouragement strategies, children should receive pedestrian and bicyclist safety education. Sometimes education strategies need to begin quickly. For example, in areas with unsafe routes where children are already walking or biking out of necessity, education is urgently needed to reduce the risk of injury to children until other measures can also be put into place. The timing for education activities can also depend on the issues in the community and how education fits with other parts of the SRTS program.

### What and How

What information needs to be shared with each audience is presented in this section as key messages. How the information can be conveyed is described in strategies.

## Encouragement Solutions

Encouragement is one of the complementary strategies that SRTS programs use to increase the number of children who walk and bike to school safely. In particular, encouragement and education strategies are closely intertwined. These strategies work together to promote walking and biking by rewarding participation and educating children and adults. Encouragement activities also play an important role moving the overall SRTS program forward because they build interest and enthusiasm which can buy support for changes that might require more time and resources. Some encouragement activities include, but are not limited to:

### Walking School Buses and Bicycle Trains

A walking school bus and bicycle train both consist of groups of students accompanied by adults that walk or bike a pre-planned route to school. Routes can originate from a particular neighborhood or, in order to include children who live too far to walk or bicycle, begin from a parking lot. They may operate daily, weekly or monthly. Often, they are started in order to address parents' concerns about traffic and personal safety while providing a chance for parents and children to socialize.

### Park and Walk

A pre-determined parking lot acts as the meeting area for families who drive and then park and walk the remaining distance to school. Some communities require parents to walk with their children to school while others have designated adult volunteers to walk groups of children from the parking area to school.

### On-Campus Walking Activities

In situations where distance, safety concerns, or a disability prevents a child from walking or biking to school, communities can encourage walking on the school campus.



## Enforcement Solutions

Enforcement is one of the complementary strategies that SRTS programs use to enable more children to walk and bike to school safely. But enforcement used alone will not likely have a long-term effect. Communities must utilize a combination of enforcement, engineering, education and encouragement strategies to address the specific needs of their schools and achieve long-term results.

The public typically thinks of enforcement as officers writing tickets. In fact, enforcement, especially for SRTS programs, is a network of community members working together to promote safe walking, biking and driving. This can be accomplished through safety awareness, education and, where necessary, the use of ticketing for dangerous behaviors. Enforcement includes students, parents, adult school crossing guards, school personnel and neighborhood watch programs all working in conjunction with law enforcement. Working together to enforce rules for safe walking, biking, and driving makes it safer for everyone.

### Active Speed Monitors

Active speed monitors are permanent devices to keep drivers aware of their speeds and the need to slow down near schools. They are typically mounted on a speed limit sign and visually display drivers' real-time speeds as they pass. Drivers see how fast they are actually driving compared to the posted speed limit.

### Pedestrian Decoy Operations

A way to bring attention to problems with motorists not yielding to pedestrians is through a pedestrian decoy. This is when police officers, in highly visible civilian clothes, pose as pedestrians crossing the street while other hidden officers observe their attempts. If a motorist violates safe crossing rules by failing to yield to the pedestrian, the hidden officers pursue and apprehend violators.

### Photo Enforcement

Automated photo speed enforcement takes a real-time photo of traffic to record vehicle speeds and behaviors. It can be used to document speeders and those who drive dangerously through crosswalks.

## Progressive Ticketing

Progressive ticketing is a method for introducing ticketing through a three-staged process. Issuing tickets is the strongest strategy of an enforcement program and it is usually reserved for changing unsafe behaviors that other strategies failed to change or that pose a real threat to the safety of students.

1. **Educating:** Establish community awareness of the problem. The public needs to understand drivers are speeding around schools and the consequences of this speeding for children's safety.
2. **Warning:** Announce what action will be taken and why. Give the public time to change behaviors before ticketing starts.
3. **Ticketing:** Finally, after the warning time expires, hold a press conference announcing when and where the police operations will occur.

### Speed Trailers

Portable speed trailers visually display drivers' real-time speeds compared to the speed limit. These devices may be effective in reducing speeds and increasing awareness of local speed limits. Portable speed trailers are most effective when the trailer flashes *SLOW DOWN* or flashes a bright white light that mimics a photo speed camera or a blue and red light that mimics a police car when drivers are moving too fast.

### Traffic Complaint Hotlines

A traffic complaint hotline allows community members to report traffic problems directly to police. It is used to identify the worst traffic problem areas and the most frequent traffic complaints.

### Speed Enforcement in School Zones

Strict enforcement of speed laws in school zones is one law enforcement tool that can improve the safety for children walking and biking to school as well as motorists. A zero tolerance policy for speeders in school zones, and even an increase in fines for drivers who violate the posted school zone speed limit, are potential approaches.

## Recommended Strategies

The following strategies are possible solutions to alleviate, improve, or mitigate existing concerns, conditions, or barriers for children to be able to walk and bike to school safely. The overall goal is to increase the number of students who walk and bike to school. The strategies below have been suggested by Region Nine Development Commission to improve safety around the school and neighborhood based on the vision statement, community assessment, and identification of barriers and concerns. The strategies are listed under the goals determined during the kickoff meeting. Strategies below also include infrastructure and non-infrastructure recommendations. Not all of the strategies will be able to be implemented right away. Strategies may range from short-term to long-term projects. For instance, infrastructure projects are generally long-term strategies which require additional considerations while many strategies meant to educate and encourage students to walk and bike to school can be completed with short-term planning and preparation.

### 1. Promote Walking and Biking to and from School with Students, Parents, and the Community

#### 1.1. Safe Routes to School Coordinator

Appoint a safe routes to school coordinator and continue Safe Routes to School meetings during implementation. For the New Ulm SRTS Plan to be successful, the SRTS team needs to continue to meet as implementation occurs. The SRTS team should plan to meet regularly at an interval to be determined by the group. Usually, groups will meet three to four times a year. In New Ulm, there is an opportunity for the Heart of New Ulm Project and the CASHS group to continue the SRTS subcommittee as the main group assisting with implementation of the plan. The CASHS group meets on a monthly basis as their group has several goals in common with the goals of SRTS. Also identifying a single coordinator to be put in charge of implementation will assist in continuing momentum forward. There may be grant opportunities through the SRTS program to fund a SRTS coordinator position.

#### 1.2. Monitor Success

Continue to monitor success of program through parent surveys and student travel tallies yearly. Continuing to collect student tallies twice a year (fall and spring), and parent surveys once a year, will help assess changes in and track the effectiveness of strategies that have been implemented. If the City of New Ulm applies for infrastructure funding from the Federal or State SRTS programs, student tallies and parents surveys will be required to report and track the use of the infrastructure constructed.

### 1.3. International Walk and Bike to School Day

Celebrate international walk and bike to school day and increase activity to monthly and weekly activities over time. Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October and May. The event encourages students and their families to try walking or biking to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/folder/email, newsletter articles, and posters. Students often earn incentives for participating or there is a celebration at school following the morning event. These events can be held for more than a day. Ongoing walk and bike to school days are organized events encouraging students to walk or bike to school. These events can be held monthly, weekly, or even on an ongoing basis, depending on organization capacity, the level of support, and school interest.

### 1.4. Walking School Bus Program

Create a walking school bus program to provide adult supervision for children walking to school. A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every day and picks up children from their homes or designated “bus stops” at designated times. Ideally, walking buses run every day, or on a regular schedule, so families can count on it, but they often begin as a one-time pilot event. A Walking School Bus can be as informal as a few parents alternating to walk their children to school, but often it is a well-organized, PTA-led effort to encourage walking to school. Walking school buses address parents’ safety concerns while providing a chance for students and their families to socialize and be active.

### 1.5. Walking and Biking to School Information

Distribute walking and biking to school information at the beginning of the school year. The start of a new school year is a great opportunity to promote walking and biking. Many schools will distribute information on walking and biking safety as a part of back to school night or any back to school information. Including the discussion of walking and biking to school with a back to school night also provides an opportunity to reach parents who will be making the decision to allow their children to walk and bike to school or not.

## 1.6. Incentive Program

Create a walking and biking to school incentive program or contest for individuals or classrooms. Competitions and contests reward students by tracking the number of times they walk or bike. Contests can be individual, classroom competitions, or school wide. Students and classrooms can compete for prizes and bragging rights. Inexpensive incentives such as shoelaces, stickers, bike helmets, or class parties can be used as rewards for participation. Examples include a Golden Sneaker Award classroom competition which is a rotating trophy to the classroom which walks and bikes to school the most during an identified amount of time such as a week or month.

## 2. Improve the pedestrian and bicycle infrastructure around schools and in the surrounding neighborhoods.

### 2.1. Crosswalks

Create and improve visibility of crosswalks through stripping techniques such as continental or zebra stripping. Having a marked crosswalk will encourage pedestrians to cross and indicate to motorists to watch for pedestrians as they cross at these locations. It is important that both drivers and pedestrians clearly see the crossing. Crosswalks can be marked in paint or a longer lasting plastic or epoxy material embedded with reflective glass beads. Although more expensive, longer-lasting crosswalk markings materials are a better value over time as they require less maintenance. Near the schools and at key intersections along suggested walking routes, crosswalk visibility is important. Using different for better visibility crosswalk applications like continental or zebra stripping will increase visibility to drivers.



### 2.2. Improvement for Crossing

Identify areas of improvement for crossing on Broadway Street, Center Street, and 5<sup>th</sup> Street North. Wide, multi-lane roads are barriers to walking and biking to school. If children cannot cross multi-lane roads then they are, in essence, trapped in their neighborhoods, unable to walk or bike to school. Broadway Street and Center Street are wide, multi-lane roads which are identified as major crossing barriers. Fifth Street North is a wide, two-lane road which has significant traffic volumes. South Broadway is a wide, four-lane road which has significant traffic volumes. Marked crosswalks are not enough to cross these roadways and improvements in addition to marked crosswalks may be warranted. Possible improvements which may be warranted include:

- Pedestrian refuges and crossing islands.
- Mid-block crossings.
- Rectangular Rapid Flashing Beacon Flashing Crosswalks
- HAWK Crosswalks

### 2.3. Collaboration

Continue collaboration between schools and city staff regarding improving pedestrian and bicycle infrastructure. Continuing to collaborate as implementation of Safe Routes to School strategies will be a key to the success of the New Ulm SRTS program. Through the participation in the CASHS group, both city staff and school district staff have worked together to identify improvements. One example includes a mid-block crossing with pedestrian refuge frequently used by students on South Garden Street near the New Ulm Recreation Center.

### 2.4. Complete Streets

Implement a complete streets resolution, policy, or plan to ensure continued collaboration between schools and city staff in the future. Having a complete streets resolution, or policy, shows the city's commitment to all modes of transportation when roadway construction projects are scoping. This allows for an easier discussion of sidewalk connections and crosswalk improvements because the resolution requires their consideration.

### 2.5. Expanding Sidewalks and Trails

Continue expanding sidewalks and trails as new development occurs. As New Ulm expands and develops more land, sidewalks should be part of all new and renovated developments. Sidewalks should be developed near surrounding areas of all schools located in the city (i.e. 13<sup>th</sup> South Street). Sidewalks are an important piece of a walking and biking route to school. Sidewalks are pedestrian lanes that provide people with space to travel within the public right-of-way separated from motor vehicle traffic by a curb, buffer, or curb with buffer.

## 2.6. Pedestrian/Bicycle Signage

Increase and enhance visibility of school and pedestrian/bicycle signage. Most of the schools in New Ulm contain adequate signage for pedestrian crosswalks, school zones, and stop signs, however some areas could benefit from an increase in signage. Currently, River Bend Education District and the surrounding area has no school or pedestrian/bicycle signage.

## 3. Create safe and adequate routes to and from school.

### 3.1. Map Safe Routes

Identify, map, and sign primary safe routes to each school. While no walking route will ever be completely free of pedestrian safety concerns, a well-defined route should provide the greatest physical separation between walking students and traffic, expose students to the lowest traffic speeds and use the fewest and safest roadway crossings. Create and distribute Safe Routes to School maps for each school. Once these suggested walking routes are identified maps should be create to spread information and promote these routes. Suggested Safe Route to School maps show stop signs, signals, crosswalks, sidewalks, paths/trails, crossing guard locations, and hazardous locations around a school. These can be used by families to identify the best way to walk or bike to school. District liability concerns are sometimes cited as reasons not to publish walking route maps. To communicate with parents, posting the suggested routes map on the school website, emails to parents, and maps printed and sent home with students are three ways that the maps should be distributed.

### 3.2. Crossing Guard Program

Create an adult crossing guard program at identified locations at hazardous crossings away from the school campus. Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street. Areas to consider having crossing guards are South Garden Street/Center Street intersection, South Payne Street/Center Street intersection, and 4<sup>th</sup> South Street/Broadway Street intersection. Volunteer Crossing Guard locations could be identified if safe routes are mapped in the community.

## 3.3. School Patrol

Continue and expand school patrol for crossings adjacent to the school sites in New Ulm. Student safety patrols enhance enforcement of drop-off and pick-up procedures at school by increasing safety for students and traffic flow efficiency for parents. St. Paul's Lutheran School, St. Anthony's Catholic School, and Washington Elementary utilize a student patrol as crossing guards near the school, mostly during dismissal. Expanding student patrols to other schools and incorporating the patrol to assist with parent drop-off and pick-up will increase the efficiency of arrival and dismissal. School patrols are not appropriate in all areas and should be limited to areas adjacent to the school and not at major crossings farther away from the school site.

## 4. Encourage and educate proper habits, behaviors, and roadway skills for all users

### 4.1. Walk! Bike! Fun! Safe Routes To School Curriculum

Implement Walk! Bike! Fun! Safe Routes to School curriculum through physical education classes. The MnDOT is currently implementing a pedestrian and bicycle curriculum and training school staff to teach this program. Based on observations and crash reports, there is a lack of education of children on safe walking and biking skills. Adding this curriculum would allow for basic skills and knowledge which can be reinforced at home.

### 4.2. Messaging Campaign

Create messaging campaign to promote and educate all users of proper behaviors while driving, walking and biking. A messaging campaign is an effective way to build awareness around students who walk and bike to school. Messages encourage safe driving behavior among parents and passersby. A School Traffic Safety Campaign can use media at or near schools - such as: posters, business window stickers, yard signs, and/or street banners - to remind drivers to slow down and use caution in school zones. This type of campaign can also address other specific hazards or behaviors, such as walking or biking to school, school bus safety, and/or parent drop-off and pick-up behavior.



### 4.3. Educational Opportunities

Offer educational opportunities outside of school hours such as bicycle rodeos, teen biking classes, or family walking and biking events. Bicycle rodeos are events that offer bicycle skills and safety stations for children, and sometimes parents, to visit (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycle rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers or Community Education can administer rodeos, or they may be offered through partnerships with the local police or fire department.

### 4.4. Walking and Biking Brochure

Create a safe walking and biking information brochure to promote proper skills and behaviors. Parents must be involved in reinforcing safe walking and biking skills at home. Reaching parents as a part of the safety education curriculum is always difficult. Providing a quick brochure about proper walking and biking safety skills can educate parents about what their students are learning and can encourage parents to practice these skills with their children.

## 5. Decrease Traffic Amount and Speeds Around the Schools

### 5.1. Traffic Calming

Identify areas for traffic calming to reduce vehicle speeds. Slower motor vehicles allow drivers to stop in a shorter distance and reduce the chance of injuring a pedestrian or bicyclist. Pedestrian crash severity is also much lower at low speeds. If a pedestrian is struck by a motor vehicle traveling at 40 mph there is an 85 percent likelihood that the pedestrian will be killed. This percentage drops to 45 percent at 30 mph and 5 percent at 20 mph. When slowing traffic or calming traffic, the right design invites the right driver response. There are many design and engineering tools that can be used to slow down traffic and make it safer for children to walk and bike to school including narrowing lanes through the use of curb extensions or bump outs. Curb extensions decrease the distance pedestrians need to cross and also narrow the width of the road at intersections slowing traffic as vehicles approach. Areas on South Payne Street near the schools between 2<sup>nd</sup> South and 5<sup>th</sup> South Streets may be good candidates to slow traffic and make it safer for children walking and biking to cross from the west. Fifth North Street at Ninth Washington Street and North State Street near St. Anthony's Elementary School may also be a good place to test out curb extensions. Curb extensions can be demonstrated for low cost through use of temporary materials including paint and cones. Feedback can be gathered on their effectiveness and a decision can be

made at a later date whether or not the curb extensions could be permanent. Other ways of calming traffic include:

- Chockers and chicanes
- Speed humps
- Raised pedestrian crosswalks
- Neighborhood traffic circles
- Reduced corner radii
- Speed sensitive signals

### 5.2. Voluntary Carpooling Program

Create a voluntary carpooling program to help connect parents who are interested and able to participate. Families that have no alternative to driving their children to school can also carpool to reduce traffic congestion at school. Communities have developed “school pool” programs in which a voluntary group of parents share the responsibility of getting children to and from school safely. The school pool program is a service that provides a list of matches to parents with students attending the same school so that students may carpool together.

### 5.3. Remote Drop-Off

Identify and test remote drop-off sites for parents and buses to drop-off children at and allow them to walk to school. Remote drop-offs or park and walks are great ways for children that are dropped off to receive the same benefits as walkers. A pre-determined parking lot acts as the meeting area for families who drive to drop off children. Some communities require parents to walk with their children to school while others have designated adult volunteers to walk groups of children from the parking area to school. Remote drop-offs have the potential to reduce traffic congestion around a school and encourage physical activity for parents and children.





## 6. Reduce conflicts between pedestrians/bicyclist and motorists

### 6.1. Arrival and Dismissal Procedures

Create arrival and dismissal procedures for each school. While the purpose of the SRTS program is to encourage and enable more children to walk and bike to school safely, there may be some parents reluctant or unable to allow their child to walk and bike to school due to traffic congestion and perceived traffic danger during arrival and dismissal. This often results in more parents driving their children to school which adds to the extra congestion and safety problem, creating an increasing cycle of more traffic problems and less walking. This cycle appears to be occurring at all the schools in New Ulm. Better organized arrival and dismissal procedures will create safer traffic conditions and ease the concerns of parents making them more willing to allow their children to walk or bike to school.

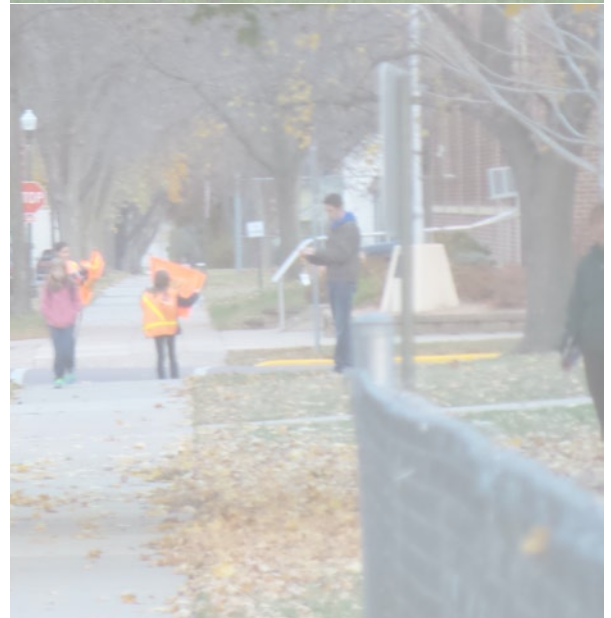
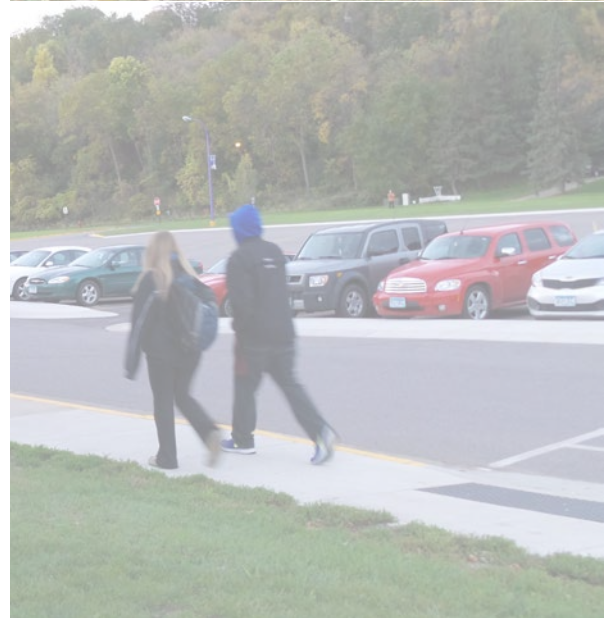
### 6.2. Student Valet Program

Create a student valet program to assist in improving drop-off and pick-up. Providing curb-side assistants in drop-off and pick-up zones to help students exit and enter motor vehicles can provide order to the process and decrease time parents are parked and remaining in the drop off area. Parents, school personnel, safety patrol or older students can serve as valets and open curb-side doors for students to enter or exit motor vehicles and remove bags or other items. During dismissal, students can be held inside and not dismissed until a parent is in line along the sidewalk in the main pick-up area. This would also cut down the number of kids roaming freely around the pick-up and drop-off area.

### 6.3. Toward Zero Death

Work with Toward Zero Deaths (TZD) program to discourage distracted driving. The TZD approach is based on the belief that even one traffic-related death on our roads is unacceptable. Distracted driving related accidents have been increasing as electronic devices such as cell phones, smart phones, navigation displays, etc. have hit the market and entered vehicles. Educating, enforcing, and encouraging parents to put away their mobile devices and refocus their attention to the road as they are dropping off or picking up their children will create a safer environmental around the schools. Statistics show that younger drivers tend to use their mobile devices more while driving than other age groups.

In New Ulm, with the high school next to the elementary school, parents have complained about distracted student drivers on their phones while leaving school. During mid-April, law enforcement is encouraged to have increased enforcement to discourage distracted driving. The school may want to partner with New Ulm law enforcement and the South Central TZD group to have specific enforcement and education during the month of April.



# Prioritization

Built from the strategies recommended by the Region Nine Development Commission, the New Ulm SRTS team identified, reviewed, and prioritized strategies to tackle immediately. The following implementation matrix reflects each strategy and the determined prioritization level.

New Ulm Safe Routes to School Strategies Matrix								
Goals	Strategy	Category	Prioritization Level	Implementation Timeline				
				Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
<b>Goal 1: Promote walking and biking to and from school with students, parents, and the community</b>								
1.1	Appoint a safe routes to school coordinator and continue safe routes to school meetings during implementation	Evaluation	High					
1.2	Continue to monitor success of program through parent surveys and student travel tallies yearly	Evaluation	High					
1.3	Celebrate international walk and bike to school day and increase activity to monthly and weekly activities over time	Encouragement	Medium					
1.4	Create a walking school bus program to provide adult supervision for children walking to school	Encouragement	Medium					
1.5	Distribute walking and biking to school information at the beginning of the school year	Education	Low					
1.6	Create a walking and biking to school incentive program or contest for individuals or classrooms	Encouragement	Low					
<b>Goal 2: Improve the bicycle and pedestrian infrastructure around schools and in the surrounding neighborhoods</b>								
2.1	Improve visibility of crosswalks through striping techniques such as continental or zebra striping	Engineering	Medium					
2.2	Identify areas of improvement for crossing on Broadway Street, Center Street, and 5th North Street	Engineering	High					
2.3	Continue expanding sidewalks and trails as new development occurs	Engineering	Medium					
2.4	Continue collaboration between schools and city staff regarding improving bicycle and pedestrian infrastructure	Engineering	High					
2.5	Implement a complete streets resolution, policy, or plan to ensure continued collaboration between schools and city staff in the future	Engineering	Medium					
<b>Goal 3: Create safe and adequate routes to and from school</b>								
3.1	Identify, map, and sign primary safe routes to each school	Education/Encouragement	High	Identify		Signed		
3.2	Create and distribute safe routes to school maps for each school	Education	Medium					
3.3	Create an adult crossing guard program at identified locations at hazardous crossings away from the school campus	Enforcement/Encouragement	Medium					
3.4	Continue and expand school patrol for crossings adjacent to the school sites in New Ulm	Enforcement/Encouragement	Low					
<b>Goal 4: Encourage and educate proper habits, behaviors, and roadway skills for all users</b>								
4.1	Implement Walk! Bike! Fun! Safe Routes To School Curriculum through physical education classes	Education	High					
4.2	Create messaging campaign to promote and educate all users of proper behaviors while driving, walking, and biking	Education	Low					
4.3	Offer educational opportunities outside of school hours such as bicycle rodeos, teen biking classes, or family walking and biking events	Education	Low					
4.4	Create a safe walking and biking information brochure to promote proper skills and behaviors	Education	Low					
<b>Goal 5: Decrease traffic amount and speeds around the schools</b>								
5.1	Identify areas for traffic calming to reduce vehicle speeds	Engineering	High		Temp.			Perm.
5.2	Create a voluntary carpooling program to help connect parents who are interested and able to participate	Encouragement	Low					
5.3	Identify and test remote drop off site for parents and buses	Encouragement	Medium					
<b>Goal 6: Reduce conflicts between pedestrians/bicyclists and motorists</b>								
6.1	Create arrival and dismissal procedures for each school	Enforcement/Engineering	High					
6.2	Create a student valet program to assist in improving drop off and pick up	Enforcement	Low					
6.3	Work with Towards Zero Death program to discourage distracted driving	Enforcement	Low					

## Action Plan

The following one year action plan was determined by the SRTS Team as high priority strategies that were reasonably attainable. The matrix below includes leads and partners to accomplish each strategy. Also identified are links to additional information, resources, and organizations.

### New Ulm One Year Action Plan 2015-2016

Strategy	Category	Strategy Lead	Partners	Actions in Year 1
Continue collaboration between schools and city staff regarding improving bicycle and pedestrian infrastructure	Engineering	School and City	CASHS and Schools	Continue to hold CASHS meetings and SRTS subcommittee meetings to share information and strategize new improvements for walking and biking o These meetings are held monthly
Identify, map, and sign primary safe routes to each school	Education/ Encouragement	CASHS and Schools	City	Seek map of all traffic signals, stop signs, yield signs, and crossings from city to use to help identify suggested walking routes
				Hold a meeting of key stakeholders on the SRTS team including the city engineer, superintendents, principals, and parents to help identify routes
				Finalize routes and work with graphic designer to create maps and possibly signage for safe routes
Identify areas of improvement for crossing on Broadway Street, Center Street, and 5th North Street	Engineering	City	CASHS and Schools	Based off of mapping safe routes, identify crossing improvements where routes cross Broadway Street, Center Street, and 5th North Street
Implement Walk! Bike! Fun! Safe Routes To School Curriculum through physical education classes	Education	Schools	CASHS	Send staff to Walk!Bike!Fun! Training in fall 2015
				Work with BikeMN to host a training for other staff to learn about curriculum in fall 2015
				Apply for bicycle fleet through MnDOT grant for implementation of bicycle portion of curriculum
Identify areas for traffic calming to reduce vehicle speeds	Engineering	City	Schools and CASHS	Evaluate the results of the use of temporary curb extension for the arrival and dismissal and determine other areas including 5th North Street near St. Anthony for possible replication of demonstration project
Create arrival and dismissal procedures for each school	Enforcement/ Engineering	Schools	CASHS and City	Hold a meeting of key stakeholders including busing staff, school officials, and city engineers to brainstorm new arrival and dismissal procedures to separate bus traffic and parent traffic
				Seek approval of design and test out changes on a temporary basis
				Evaluate outcome and determine if any permanent changes should be made
Implementing the SRTS Plan and continuing to monitor progress	Evaluation	CASHS	Schools	Appoint a safe routes to school coordinator and continue safe routes to school meetings during implementation
			Schools and SHIP	Continue to monitor success of program through parent surveys and student travel tallies yearly

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## Next Steps

### Engineering Implementation

For engineering strategies, the SRTS team needs to coordinate with their respective city and county as both will need to endorse and manage any infrastructure improvements along roadways. The SRTS team should foster a working relationship with both the city street supervisor and county engineer conveying to them the desires of the team when it comes to future roadway projects. If the team is interested in pursuing a standalone SRTS infrastructure project, such as applying for the Transportation Alternatives Program or State SRTS solicitations, it needs to also coordinate with MnDOT and Region Nine Development Commission. Engineering projects take time to plan and coordinate to see the project accomplished.

### Non-Engineering Implementation

Non-engineering strategies can be implemented much easier than engineering improvements and do not necessarily need city or county approval. They may require coordination with other organizations and stakeholders to ensure participation and buy-in. For example, walking school buses need volunteer coordination, route identification, and buy-in from parents to allow the program to be successful.

MnDOT has created an implementation form to help identify action steps needed to implement strategies. This form is located in the appendices at the end of this plan. The form allows for brainstorming to identify the needs of a project or program including potential partners, supplies needed, resources, volunteers, and other considerations. Using this form can help to identify barriers or challenges early to allow them to be addressed and overcome. It can also help identify whether the program can be funded internally or if external funds need to be acquired for implementation.

### Safe Routes to School Guide

The National Center for Safe Routes to School offers an online guide, tools, and best practice examples from other SRTS programs around the country to support the development of SRTS programs. Readers of the online guide can pick and choose specific topics based on their interests and needs, such as guidelines for creating a walking school bus program, tools to create school route maps, and ways to include parents in the SRTS program. The online guide supports SRTS programs by providing a one-stop shop on all aspects of SRTS under each of the Five E's.

The online guide can be found at: <http://guide.saferoutesinfo.org/index.cfm>

## Implementation Resources

### Transportation Alternatives Program

The Transportation Alternatives Program (TAP) is a federally-funded program through the most recent Federal Transportation Bill. The program combined the old Federal Safe Routes to School Program with the Transportation Enhancements program which funded many community trails in Minnesota and the Scenic Byway program. Many of the eligible uses of funding of those programs remain eligible under TAP. Eligible uses are pedestrian and bicycle infrastructure, including trails, sidewalks, bike lanes, crossing facilities, and sign-age. Currently, TAP is solicited by MnDOT District Area Transportation Partnerships (ATP) typically on a yearly basis with announcement of the solicitation in the fall. New Ulm is located within MnDOT District 7 ATP. Communities interested in applying for TAP funding should contact their Regional Development Organization.

District 7 ATP website: [www.dot.state.mn.us/d7/atp/index.html](http://www.dot.state.mn.us/d7/atp/index.html)

### Statewide Health Improvement Program

Statewide Health Improvement Program (SHIP) is a statewide program funded by the Minnesota Department of Health and managed by the local county public health or county health boards. SHIP has funded smaller non-infrastructure projects for SRTS school programs and activities. Solicitations and timelines vary by SHIP group. Interested applicants should contact their county public health departments to receive specific information and timelines.

Healthy Together SHIP Group (Brown, Nicollet, Le Sueur, and Waseca) website: <http://www.health.state.mn.us/divs/oshii/ship/communities/brown-nic-lesueur-waseca.html>

### Minnesota Safe Routes to School Funding

In 2013, state lawmakers supplied funding for a state program with funding potentially available for planning assistance and non-infrastructure implementation activities. This action was in response to the consolidation of the Federal SRTS program into the Transportation Alternatives Program. In 2014, the state legislature included funding for state SRTS infrastructure projects as a part of the capital improvement bonding bill. At the time of drafting this plan little information was available on the structure or timeline of any state SRTS grant solicitation. SRTS teams should continue to follow MnDOT announcements for details on any upcoming solicitations.

Minnesota Safe Routes to School website: <http://www.dot.state.mn.us/saferoutes/grants.html>

### Parks and Trails Legacy Grant Program

This funding source, dedicated for arts, culture, and natural resource projects, was created by state referendum. The Department of Natural Resources (DNR) manages the trails portion of this fund, delivering grants for regionally significant trails and parks. The solicitation for these grants is statewide, making the funding competitive.

Legacy funding website: <http://www.legacy.leg.mn/gmrptc>

### Local Trail Connections Program

This program offers grants to local units of government to promote relatively short trail connections between where people live and desirable locations, not to develop significant new trails. Eligible projects include acquisition and development of trails facilities. Projects must result in a trail linkage that is immediately available for use by the general public. The program is managed by the Minnesota DNR and is solicited on an annual basis in the fall/winter.

DNR Local Connections website: [http://www.dnr.state.mn.us/grants/recreation/trails\\_local.html](http://www.dnr.state.mn.us/grants/recreation/trails_local.html) Regional Trails Grant Program

### Regional Trails Grant Program

Trail projects located outside of the seven county Minneapolis-St. Paul metropolitan area are eligible to apply for Regional Trails Grant Program funding if the project has regional significance. Regionally significant trails draw users from not only the community but from the region and state. Trails connecting to a larger network or neighboring community may be considered regionally significant. Counties, cities, and townships are eligible applicants. The DNR manages this program with the solicitation generally in the fall/winter.

Regional Trails website: [http://www.dnr.state.mn.us/grants/recreation/trails\\_regional.html](http://www.dnr.state.mn.us/grants/recreation/trails_regional.html)

### Federal Recreational Trail Program

The Federal Recreational Trail Program is used for development of motorized, non-motorized, and diversified trails by providing funding assistance. Eligible uses include maintenance/restoration of existing trails, development of trails, and safety education programs related to trail use. Local units of government must be sponsors of the project and are encouraged to coordinate with a local trails organization. The program is managed out of the DNR in the Division of Parks and Trails and is solicited on an annual basis in the fall/winter.

Federal Trails website: [http://www.dnr.state.mn.us/grants/recreation/trails\\_federal.html](http://www.dnr.state.mn.us/grants/recreation/trails_federal.html)

## Highway Safety Improvement Program

This is a new program under the MAP-21 Federal Transportation Bill, which is used primarily for improving safety in and around state highways and county highways. Often, funding goes towards improving motor vehicle safety, but there is no clause that prohibits the use of funds to go towards pedestrian and bicycle safety. Cities and counties can combine Highway Safety Improvement Program funding for motorized vehicle, non-motorized vehicle, and pedestrian safety when looking to update state and county highways.

Highway Safety Improvement Program website: <http://www.dot.state.mn.us/trafficeng/safety/funding/>

## Local Funding

The use of local funds is required by nearly all funding sources to match the grants. Local governments and school districts need to consider how a match will be acquired before an application is submitted for infrastructure funding. Some communities implement complex local government financing tools such as local sales tax or bonding for SRTS programs and projects. There are two categories of local funding and budgeting through which to pursue SRTS funding at the local level: capital improvement projects and operating budgets.

### Capital Improvement Projects

Capital Improvement Projects (CIPs) are new infrastructure projects implemented using local public funds. These projects are identified through a capital improvement planning process which is tied to the local budget. During the planning process, the local government identifies and prioritizes capital improvements such as new roads and sidewalks, and then allocates funding for construction at least one year before the project is implemented.

Because CIPs may take a couple of years to complete, CIPs tend to have multi-year budgets. However, most CIPs have the capacity to make changes and fund newly identified projects and pressing needs. A local transportation planner or engineer serving on a SRTS team could assist in identifying infrastructure projects and including them in the CIP process.

## Operating Budgets

Local operating budgets may provide avenues for non-infrastructure programs and infrastructure maintenance and repair. Transportation budgets may include funding for pedestrian and bicycle programs or school zone improvements. Police or public safety budgets may include funding for traffic law enforcement or school crossing guards. Public school budgets may include opportunities for safety education or walking and biking encouragement programs. Recreation budgets may include funding for after school programs. Including a representative from these departments on a SRTS taskforce or committee allows complementary sources of funding to be more easily identified.

Most local operating budgets include funding for general maintenance and repair of infrastructure. Depending on the size of the budget, these funds can be used for inexpensive projects such as striping crosswalks or installing sign-age, or more costly projects such as installing curb ramps.

## Other Funding Sources

### Foundations

There are institutions throughout the country that provide funding to non-profit organizations. The Foundation Center is an excellent source for potential funding sources. Narrow your funding possibilities by first using the geographic region of giving tab. Look under categories for transportation, health, environment, and community building.

### Businesses

Local corporations and businesses could be a source for SRTS program funding assistance. Businesses may support your program with cash, prizes, event sponsorship, and/or donations such as printing services. It's good to ask your parent leaders where they work; they often can help you get a foot in the door. When contacting a company, ask for information about their community giving programs.

### Fundraising

Statistically speaking, individuals give more money than corporations and foundations combined. You can begin a local fund drive by working within your existing network of team leaders, and outreach to the larger community. Many programs have raised funds by holding special events. Use the SRTS theme to attract funding, such as hold a walkathon or biking event. You can also choose more traditional fundraising efforts, such as bake sales, concerts, talent shows, etc. Many PTOs have funds to distribute to school programs and often schools have safety funding. Contact your local parent teacher organization.

## **Conclusion**

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The Safe Routes to School Plan for New Ulm provides the basis for implementing a successful SRTS program. The planning process consisted of setting a vision and goals for the process, collecting and analyzing information, determining barriers and challenges to walking and biking, determining strategies, and creating an action plan to implement the identified strategies.

The plan is a living document, meant to guide the development of SRTS projects and programs. The plan determines suggested strategies and action steps to help reach the goals of the plan, as well as, walking and biking throughout the community. As implementation occurs, additional action steps may need to be discussed and determined. The success of the SRTS program relies on the continued work and commitment of the SRTS team. It is also dependent on the continued evaluation of the effectiveness of the SRTS strategies. Through continued evaluation, the SRTS team can quantify and qualify the benefits of SRTS program. With a successful SRTS program, there will be more children walking and biking safely to and from school, developing healthy choices from an early age, and enjoying a new standard of quality of life in the community.

## **Appendix**

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**Student Travel Tally Form**

**Student Travel Tally Results**

**Parent Survey Form**

**Parent Survey Result**

**Walking Audit and School Observation Form**

**SRTS Action Plan Worksheet**



# 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:

0 2                      M M    D D    Y Y Y Y                      1 5

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

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

**Step 2.**  
**AM** – "How did you arrive at school today?" Record the number of hands for each answer.  
**PM** – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S	R	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.

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**Jefferson Elementary School Student Travel Tally Results**

Collected from October 6-27, 2014

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	570	31	6	163	345	12	10	0
Tues. PM	570	46	6	200	235	8	70	0
Wed. AM	551	33	4	159	331	8	8	0
Wed. PM	550	44	4	200	247	7	65	0
Thurs. AM	504	30	4	158	292	10	12	0
Thurs. PM	482	35	1	180	195	5	65	1
<b>Total AM</b>	<b>94</b>	<b>14</b>	<b>480</b>	<b>968</b>	<b>30</b>	<b>30</b>	<b>0</b>	<b>0</b>
<b>Total PM</b>	<b>827</b>	<b>88</b>	<b>0</b>	<b>400</b>	<b>255</b>	<b>9</b>	<b>91</b>	<b>0</b>

**Washington Elementary School Student Travel Tally Results**

Collected from October 6-20, 2014

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	336	10	13	133	153	9	1	0
Tues. PM	336	41	13	170	79	18	23	0
Wed. AM	337	35	12	136	144	8	0	1
Wed. PM	337	45	11	150	94	9	18	0
Thurs. AM	318	26	10	128	146	10	0	0
Thurs. PM	315	43	9	142	77	17	23	0
<b>Total AM</b>	<b>71</b>	<b>35</b>	<b>397</b>	<b>443</b>	<b>27</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Total PM</b>	<b>129</b>	<b>33</b>	<b>462</b>	<b>250</b>	<b>44</b>	<b>64</b>	<b>0</b>	<b>0</b>

**New Ulm High School Student Travel Tally Results**

Collected from October 20-25, 2014

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	297	22	17	82	149	5	22	0
Tues. PM	297	56	15	100	94	11	22	0
Wed. AM	297	24	15	81	153	6	2	0
Wed. PM	299	51	15	98	103	10	12	0
Thurs. AM	304	23	12	80	141	10	12	0
Thurs. PM	300	52	12	113	93	14	16	1
<b>Total AM</b>	<b>898</b>	<b>69</b>	<b>44</b>	<b>243</b>	<b>443</b>	<b>21</b>	<b>36</b>	<b>0</b>
<b>Total PM</b>	<b>896</b>	<b>159</b>	<b>42</b>	<b>311</b>	<b>290</b>	<b>35</b>	<b>50</b>	<b>1</b>

**St. Anthony Elementary School Student Travel Tally Results**

Collected from April 27 - May 1 2015

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	232	10	5	46	166	4	1	0
Tues. PM	230	21	5	60	117	9	18	0
Wed. AM	242	9	5	42	181	0	0	0
Wed. PM	243	32	5	64	122	4	16	0
Thurs. AM	213	4	6	46	155	0	0	0
Thurs. PM	200	18	4	52	111	5	10	0
<b>Total AM</b>	<b>23</b>	<b>16</b>	<b>134</b>	<b>502</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Total PM</b>	<b>71</b>	<b>14</b>	<b>176</b>	<b>350</b>	<b>18</b>	<b>44</b>	<b>0</b>	<b>0</b>

**St. Paul's Elementary School Student Travel Tally Results**

Collected from May 18-25, 2015

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	231	24	1	42	160	2	1	1
Tues. PM	230	39	1	33	131	12	11	2
Wed. AM	279	32	3	52	187	3	1	1
Wed. PM	277	51	3	48	146	17	10	2
Thurs. AM	243	27	4	44	166	1	1	1
Thurs. PM	240	45	4	35	129	12	13	2
<b>Total AM</b>	<b>83</b>	<b>8</b>	<b>138</b>	<b>513</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>0</b>
<b>Total PM</b>	<b>135</b>	<b>8</b>	<b>116</b>	<b>406</b>	<b>41</b>	<b>34</b>	<b>6</b>	<b>0</b>

**River Bend Education District Student Travel Tally Results**

Collected from May 4-18, 2015

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	70	1	1	37	8	21	0	0
Tues. PM	62	1	0	37	8	16	0	0
Wed. AM	86	1	0	44	13	28	0	0
Wed. PM	79	1	0	47	10	21	0	0
Thurs. AM	79	2	0	39	11	29	0	0
Thurs. PM	83	3	1	45	10	26	0	0
<b>Total AM</b>	<b>235</b>	<b>4</b>	<b>1</b>	<b>120</b>	<b>32</b>	<b>78</b>	<b>0</b>	<b>0</b>
<b>Total PM</b>	<b>224</b>	<b>5</b>	<b>1</b>	<b>129</b>	<b>28</b>	<b>63</b>	<b>0</b>	<b>0</b>

## Safe Routes to School Parent Survey

Your child's school would like to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If you have more than one child in a school, please fill out the survey for the child with the next birthday from today's date. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.

Please take a few minutes to provide us with the following information:

*Question 1: Please indicate which school your student attends.*

- Jefferson Elementary School
- Washington Elementary School
- New Ulm High School
- St. Anthony Elementary School
- St. Paul's Lutheran School
- Riverbend Education District

*Question 2: Please indicate which grade your student(s) attends. (Select all that apply)*

- Pre-Kindergarten
- Kindergarten
- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth

*Question 3: Is the child who brought home this survey male or female?*

- Male
- Female

*Question 4: How many children do you have in Kindergarten through 8<sup>th</sup> grade?*

- One
- Two
- Three
- Four
- Five
- Six

*Question 5: What are the names of the two streets that intersect nearest your home? (Please provide the names of two intersecting streets)*

\_\_\_\_\_ and \_\_\_\_\_

*Question 6: How far does your child live from school?*

- Less than  $\frac{1}{4}$  mile
- $\frac{1}{4}$  mile up to  $\frac{1}{2}$  mile
- $\frac{1}{2}$  mile up to 1 mile
- 1 mile up to 2 miles
- More than 2 miles
- Do not know

*Question 7: On most days, how does your child travel to school?*

- Walk
- Bike
- School Bus
- Family Vehicle (Only children in your family)
- Carpool (Children from other families)
- Transit (City bus, etc.)
- Other (Skateboard, scooter, inline skates, etc.)

*Question 8: On most days, how does your child travel from school?*

- Walk
- Bike
- School Bus
- Family Vehicle (Only children in your family)
- Carpool (Children from other families)
- Transit (City bus, etc.)
- Other (Skateboard, scooter, inline skates, etc.)

*Question 9: How long does it normally take your child to get to school?*

- Less than 5 minutes
- 5-10 minutes
- 11-20 minutes
- More than 20 minutes
- Don't know/Not sure

*Question 10: How long does it normally take your child to get home from school?*

- Less than 5 minutes
- 5-10 minutes
- 11-20 minutes
- More than 20 minutes
- Don't know/Not sure

*Question 11: Has your child asked for your permission to walk or bike to/from school in the last year?*

- Yes
- No

*Question 12: At which grade would you allow your child to walk or bike to/from school without an adult?*

- Kindergarten
- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth
- Ninth
- Tenth
- Eleventh
- Twelfth
- I do not feel comfortable at any grade

Question 13: Which of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select all that apply)

- Distance
- Convenience of driving
- Time
- Child's before or after-school activities
- Speed of traffic along route
- Amount of traffic along route
- No Adults to walk or bike with
- Sidewalks or pathways
- Safety of intersections and crossings
- No Crossing guards
- Violence or crime
- Weather or climate

Question 14: Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line)

	My child already walks or bikes to/from school	Yes	No	Not Sure
Distance				
Convenience of driving				
Time				
Child's before or after school activities				
Speed of traffic along route				
Amount of traffic along route				
Adults to walk or bike with				
Sidewalks or pathways				
Safety of intersections and crossings				
Crossing guards				
Violence or crime				
Weather or climate				

Question 15: In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

- Strongly Encourage
- Encourage
- Neither
- Discourage
- Strongly Discourage

Question 16: In your opinion, how much does the City of New Ulm encourage or discourage walking and biking to/from school?

- Strongly Encourage
- Encourage

- Neither
- Discourage
- Strongly Discourage

*Question 17: How much fun is walking or biking to/from school for your child?*

- Very fun
- Fun
- Neutral
- Boring
- Very boring

*Question 18: How healthy is walking or biking to/from school for your child?*

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

*Question 19: Please provide any additional comments below.*

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# Jefferson Elementary School Parent Survey Results

What school does your child attend?		
Answer Options	Response Percent	Response Count
Jefferson Elementary	100.0%	240
Washington Elementary	0.0%	0
New Ulm Junior and Senior High	0.0%	0
St. Paul's Lutheran School	0.0%	0
River Bend Educational District	0.0%	0
New Ulm Area Catholic Schools	0.0%	0
answered question		240
skipped question		0

What is the grade of the child who brought home this survey?		
Answer Options	Response Percent	Response Count
Pre-Kindergarten	0.4%	1
Kindergarten	23.3%	56
First	27.9%	67
Second	27.9%	67
Third	20.0%	48
Fourth	0.4%	1
Fifth	0.0%	0
Sixth	0.0%	0
Seventh	0.0%	0
Eighth	0.0%	0
Ninth	0.0%	0
Tenth	0.0%	0
Eleventh	0.0%	0
Twelfth	0.0%	0
answered question		240
skipped question		0

Is the child who brought home this survey male or female		
Answer Options	Response Percent	Response Count
Male	50.6%	121
Female	49.4%	118
answered question		239
skipped question		1

How many children do you have in kindergarten through 12th grade?		
Answer Options	Response Percent	Response Count
One	44.6%	107
Two	38.3%	92
Three	12.9%	31
Four	3.8%	9
Five	0.4%	1
Six	0.0%	0
answered question		240
skipped question		0



<b>How far does your child live from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than 1/4 mile (4 blocks)	10.4%	25
1/4 mile up to 1/2 mile	10.4%	25
1/2 mile up to 1 mile	17.9%	43
1 mile up to 2 miles	26.7%	64
More than 2 miles	32.1%	77
Do not know	2.5%	6
<b>answered question</b>		<b>240</b>
<b>skipped question</b>		<b>0</b>

<b>On most days, how does your child travel to school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Walk	6.7%	16
Bike	0.0%	0
School Bus	24.6%	59
Family Vehicle (Only children in your family)	62.5%	150
Carpool (Children from other families)	2.9%	7
Before School Activity	2.9%	7
Other (Skateboard, scooter, inline skates, etc.)	0.4%	1
<b>answered question</b>		<b>240</b>
<b>skipped question</b>		<b>0</b>

<b>On most days, how does your child travel home from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Walk	9.2%	22
Bike	0.0%	0
School Bus	31.7%	76
Family Vehicle (Only children in your family)	47.9%	115
Carpool (Children from other families)	2.1%	5
After School Activity	8.3%	20
Other (Skateboard, scooter, inline skates, etc.)	0.8%	2
<b>answered question</b>		<b>240</b>
<b>skipped question</b>		<b>0</b>

<b>How long does it normally take your child to get to school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than 5 minutes	26.3%	63
5-10 minutes	38.8%	93
11-20 minutes	19.2%	46
More than 20 minutes	11.3%	27
Don't know/Not sure	4.6%	11
<b>answered question</b>		<b>240</b>
<b>skipped question</b>		<b>0</b>

How long does it normally take your child to get home from school?		
Answer Options	Response Percent	Response Count
Less than 5 minutes	21.7%	52
5-10 minutes	36.3%	87
11-20 minutes	21.7%	52
More than 20 minutes	15.8%	38
Don't know/Not sure	4.6%	11
answered question		240
skipped question		0

Has your child asked for your permission to walk or bike to/from school in the last year?		
Answer Options	Response Percent	Response Count
Yes	24.2%	58
No	75.8%	182
answered question		240
skipped question		0

At what grade would you allow your child to walk or bike to/from school without an adult?		
Answer Options	Response Percent	Response Count
Kindergarten	0.0%	0
First	2.1%	5
Second	3.4%	8
Third	7.7%	18
Fourth	14.5%	34
Fifth	15.4%	36
Sixth	7.3%	17
Seventh	12.0%	28
Eighth	2.6%	6
Ninth	3.0%	7
Tenth	0.0%	0
Eleventh	0.0%	0
Twelfth	0.0%	0
No age would I allow my child	32.1%	75
answered question		234
skipped question		6

**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)**

Answer Options	Response Percent	Response Count
Distance	74.0%	148
Convenience of driving	16.5%	33
Time	28.5%	57
Child's before or after-school activities	12.5%	25
Speed of traffic along route	57.0%	114
Amount of traffic along route	62.5%	125
No Adults to walk or bike with	27.0%	54
Sidewalks or pathways	17.0%	34
Safety of intersections and crossings	57.5%	115
No Crossing guards	18.0%	36
Violence or crime	23.0%	46
Weather or climate	57.5%	115
Other (please specify)		44
<b>answered question</b>		<b>200</b>
<b>skipped question</b>		<b>40</b>

Number	Other (please specify)	Categories
1	Age	
2	I work at school	
3	Live outside of town	
4	Child has Aspergers	
5	Distance	
6	Rides Bus	
7	Age	
8	Center Street	
9	Strangers	
10	General Safety	
11	Crossing Broadway	
12	Buses won't pick up my kids	
13	Age	
14	Age when older	
15	Crossing Broadway and Center Street	
16	Weather or climate	
17	Age	
18	Weather or climate	
19	Maturity of child	
20	Hill	
21	Weather or climate	
22	Weather or climate	
23	Weather or climate	
24	Weather or climate	
25	Weather or climate	
26	Weather or climate	
27	Weather or climate	
28	None	
29	Weather or climate	
30	None	

- 31 None
- 32 Weather or climate
- 33 Weather or climate
- 34 Weather or climate
- 35 Weather or climate
- 36 Weather or climate
- 37 Weather or climate
- 38 Weather or climate
- 39 Weather or climate
- 40 Age of child
- 41 Broadway is 4 lanes. Busy.
- 42 Crossing Broadway is a big issue for my kids
- 43 Just the safety in general of him getting to school okay.
- 44 Age

**Would you let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line)**

Answer Options	Yes	No	Not Sure	Response Count
Distance	85	53	42	180
Convenience of driving	21	43	24	88
Time	38	52	22	111
Child's before or after-school activities	25	42	20	87
Speed of traffic along route	84	44	24	152
Amount of traffic along route	82	47	29	158
Adults to walk or bike with	52	36	17	104
Sidewalks or pathways	43	37	15	95
Safety of intersections and crossings	92	36	22	150
Crossing guards	50	33	15	98
Violence or crime	33	45	23	100
Weather or climate	51	33	18	101
Other (from previous question)	20	24	25	69
			<b>answered question</b>	<b>222</b>
			<b>skipped question</b>	<b>18</b>

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

Answer Options	Response Percent	Response Count
Strongly encourages	3.8%	9
Encourages	16.2%	38
Neither	77.8%	182
Discourages	1.7%	4
Strongly discourages	0.4%	1
<b>answered question</b>		<b>234</b>
<b>skipped question</b>		<b>6</b>

<b>In your opinion, how much does the City of New Ulm and the community encourage or discourage walking and biking to/from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly encourages	3.8%	9
Encourages	25.2%	59
Neither	62.4%	146
Discourages	5.6%	13
Strongly discourages	3.0%	7
<b>answered question</b>		<b>234</b>
<b>skipped question</b>		<b>6</b>

<b>How much fun is walking or biking to/from school for your child?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Very fun	6.4%	15
Fun	28.6%	67
Neutral	59.0%	138
Boring	3.8%	9
Very boring	2.1%	5
<b>answered question</b>		<b>234</b>
<b>skipped question</b>		<b>6</b>

<b>How healthy is walking or biking to/from school for your child?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Very healthy	42.3%	99
Healthy	38.5%	90
Neutral	18.4%	43
Unhealthy	0.4%	1
Very Unhealthy	0.4%	1
<b>answered question</b>		<b>234</b>
<b>skipped question</b>		<b>6</b>

## Please provide any additional comments below

Answer Options	Response Count
	90
<b>answered question</b>	<b>90</b>
<b>skipped question</b>	<b>150</b>

Number	Response Text
1	It would be nice to rely on a bus system for work schedules and consistency. Also, my child is too young to bike or walk and during the winter time, i wouldn't want him to walk in such conditions.
2	Traffic around schools are very bad. People have no order and pay attention around school areas and I have walked with my kids home and I have seen people yelling out the windows being very rude and me and my children don't need to hear stuff like that . even thou it would be nice if they walked home but after what have been through I will not allow it (ever)
3	Live out of town
4	I would love for my child to be able to walk or bike to school but at 1.5 miles from school, having to cross two major intersections alone, I don not feel this option is safe. At this distance I would prefer bus service.
5	My children hate it when I walk to pick them up. But every time I do we have to hear people yelling out of there car window rude and disrespectful stuff. My children don't need to be disrespected because people are races around here and when I dropped them off at school its very high traffic around school people don't slow down and see that we have to respect other people like when are care children are crossing the cross walk. Just hope it helps.
6	We live on opposite side of Broadway. I do not feel safe letting her cross Broadway and walk by herself. She's too young.
7	With the town growing you see more and more children needing to get to school and you see a lot of very young children walking. I don't feel this is safe and I think busing should be made available to all once again. Bringing and picking up kids when both parents work can be a huge challenge.
8	I think there are many safer ways for kids to exercise. The bike path on the road was a ridiculous idea. I would never want to use that even if we were biking as a family (which we do in our spare time), let alone by themselves at any age. To put a child of any age out on the street is so dangerous! I don't understand (and never will) why it is such a big deal to use the sidewalks. We have done that for decades. So big deal if there walkers. We always just got in a single file. Usually you say hi to each other and smile. There is room on the sidewalks for everyone!
9	We live a far distance from the school, unless we lived within a four block distance from the school with my son at his age I would not feel comfortable with him walking to school.
10	Crossing guard at Jefferson and Center Street would be great!
11	It's never safe for young child to walk alone. I don't care if its only a block or how small your town is.
12	Cutting the bus service for kids w/i 2 miles of the school was one of the worst safety decisions the school has ever made. I never could understand how the school could disregard safety of these kids. Yes, I realize our kids are our responsibility but who outside of the school system works 8 - 3... No one. So getting kids to and from school can be nearly impossible, especially for those of use that work out of town.
13	We live way across town and it is way to far for her to walk by herself. She is only 5 years old.
14	I tried setting up bussing for Morgan to get to school and back. Transportation is a problem. We don't have a vehicle or relatives that would get her to school and the bus company has a 2 mile rule for students ridign the bus. With 2 other small children, I find this to be a problem with the weather changing, walking Morgan to school and back. She is also too young to walk to school.
15	We live in the country outside of town. CR 12 is gravel but it would be a long trip on the bike maybe about 30 mins.

- 16 Possibly when my children are older and the new high school is built - then high schoolers won't be driving on Garden. Also, even with the addition of bike lanes - it is still dangerous - I've witnessed kids not paying attention - parents moving into oncoming traffic to avoid the biker. Traffic still is not always obeying the new crosswalk - they don't know if they should stop altogether (even when no one in crosswalk) due to stop sign in sign - and I've been in the crosswalk twice where people still haven't stopped.
- 17 Due to the 2 mile rule - my children are at too young of an age that I would even allow them to walk to or from school due to the distance; but I do think at the appropriate age it is wonderful for children to do so. It would be nice to see some after school activity held - like late bus - for parents to have more time to pick up their children who do not have the privilege of bus or walking distance biking too far for the younger children - after school Kids connection fills up quickly.
- 18 I believe weather would be a huge factor in the winter.
- 19 My biggest concern is weather and getting to a maturity level/age that is appropriate to be walking around.
- 20 We walk down 4th South and so far this year a driver was in such a hurry. She had to swerve around us while we were in the crosswalk. On another day a mini van ran the stop sign on 4th South.
- 21 We live outside the city limits.
- 22 My opinion is that the city doesn't care whether or not a child walks/bikes to school as long as they don't have to foot the bill.
- 23 We live outside the city limits.
- 24 We live near Center and Payne which is a very busy intersection. Daily, I see people fly by my house and down my alley racing their kids (or the teens themselves) to school. I see that light every morning and see how often red lights get ran by those in a hurry. There are people making rights at the light who do not look for students and students who don't always remember to check for cars making a right turn. If we had a crossing guard at that intersection I would likely allow my 1st grader to walk to school on good weather days. I'm sure many other parents would feel more at ease if they knew a guard was there as well.
- 25 Many intersections in this town do not have stop signs and rely on drivers to be careful. With cell phones being used all the time, I feel very unsafe about this. Also, Center Street is heavily used by children and drivers at school beginning and ending times. That would be a great street to be improving next.
- 26 I think the crossing guards are the greatest. They know the children's names. They are always kind and friendly. They do a really great job keeping everyone safe.
- 27 Too many parked cars on Jefferson St. after school. Kids have a hard time crossing on 15th & Jefferson. I would like to know why there is no bus leaving the senior high (after school) and going to Washington. I was told the only bus is at 3:45 and that is too late!
- 28 I would never allow my children to walk or bike to school. This town doesn't care about the amount of reckless teens driving today. The weather in the winter would be another reason, there's no way a child should be walking or biking anywhere in weather 32 degrees and below. This is the first town we have ever lived in that doesn't bus its children to school. I've always been appalled by it.
- 29 Insane to let a five/six year old walk a mile and half to school! Too far away and with weather. Young kids are tired and it's too far to walk.
- 30 We live 3 miles plus outside of town so difficult to answer most questions.
- 31 My kids would have to cross Broadway or Center Street. These roads are busy around this time.
- 32 The amount of traffic/cars/people between our house (405 South Washington) and the school is crazy. Too many at pick up too.  
Also, as a first grader, he can't go alone. His sibling isn't at Jefferson any more, so we drop him off instead. And, it's only a few blocks.
- 33 I believe more crossing guards at busy intersections would be very useful, even at stop lights.
- 34 Health or enjoyment for child isn't an issue. We as a family take care of that in the comfort and safety at home.

- 35 We live in the country. Walking/biking to school is not an option.
- 36 We live across Broadway. Crossing Broadway is not an option for a Kindergartner.
- 37 Rachel is too young to walk across Broadway even with her sister's help. I also worry about them getting there on time.
- 38 It would be nice to have a cross guard on Jefferson and Center.
- 39 We live on the other end of town. He would have to cross Broadway to go to any school in New Ulm.
- 40 I wish the survey would have addressed those kids who live in the country and walking is not an option. However, if there was an off-school drop-off area with adult supervision, I would drop my K & 2nd graders off so they could walk to school and I could avoid traffic.
- 41 We live in the country. So most questions do not apply. If we did live in town, I would love for my kids to walk or bike.
- 42 My kid bikes/walks to Washington School then buses to Jefferson.
- 43 My kids are too young to be walking without adult supervision. I don't like the idea of walking along/crossing Broadway alone. I feel the lack of bussing is an issue, especially for younger kids, especially in winter. I'm lucky enough to start my job at 8:30. if I couldn't bring my kids I'm not sure what other option I would use. Our morning bus comes at 7:15 which I feel is ridiculous on its own.
- 44 Next year, my other child will be in 2nd grade. She has requested to bike to school and I will probably let her.
- 45 If we lived in town and were within walking distance to school, I would allow my children to walk to and from school.
- 46 It feels like people who walk or bike area routinely. Biking is hard because the streets near the school feel very unsafe with all the adult drivers rushing to get to work by 8am. Pickup feels a little safer. But it is very hard to figure out where a biker should be. Sidewalks are covered with people standing and walking and streets are unsafe. I don't feel drivers in the area of the schools, or in New Ulm in general, are prepared to watch for kids on bicycles. I think the general attitude can change - it will just take more of us riding bikes.
- 47 I find it completely outrageous that in the State of Minnesota has such far busing regulations especially concerning the youngest children. How can you expect a child to walk a mile in -40 degree weather? It can be very hard for some families to drive their kids to and from school, putting more restrictions on families jobs and such. It should be looked at on a case by case basis.
- 48 We live in Hanska, our children will always ride the bus or be driven.
- 49 Parents have a lot of predators to worry about.
- 50 The parking lot and streets surrounding Jefferson and the High School are crazy both morning and after noon. The crossing guards do a good job, but I worry about the kids who have to walk any amount of distance - people are in too big of a hurry! It is nice to keep the buses up front though - hopefully more improvements can be implemented.
- 51 Each household is different especially with 2 fulltime parents, daycare restrictions, etc. I feel you see less.
- 52 We don't live in town, so might have different thoughts if we did. I think if we lived close to the school, I would let my child walk.
- 53 Stressful for parent, safety of the child, weather conditions vary, distance of walking
- 54 My child would walk to school (and home) if I had a job that allowed me to be home. He does walk on days I am home, and will walk next year.
- 55 I just don't think that 6 to 10 year children should walk 2 miles to and from school with all of the things going on. Now a days it's just not safe.
- 56 When New Ulm went to the 2 mile limit - it was very inconvenient for parents and day lanes. I think they should bring bussing back.
- 57 We live in Searles, so walking or riding bike does not apply to us.



- 58 The "new" (so thought) improved bike lanes along Garden Street are not safe for younger children. I would never allow my children (under 12 years old) to bike on that path. There is not enough room for a bike plus the amount of traffic along that road is not safe. The cars don't always stop at the pedestrian walk way when kids/people cross. There are times police cars (along with other cars) are in the bike lane making a right turn.
- 59 I hate the new bike path. There is too much traffic. I will not allow my children to use it. Even if the traffic was better the parking lot at the high school is a free for all. No lines or signs telling drivers or students where to go. Students walk out from cars everywhere. When time permits and weather is favorable, my children take Payne Street to school on their bikes since they only have to cross one time without crossing guards.
- 60 I think it is ridiculous that town kids have to out walking in winter conditions. There is no reason there can't be a couple of central bus stops within the 2 mile radius.
- 61 My main concern is the side street intersections. Cars more often than not fly through these intersections.
- 62 Just to far in general, we live 10 miles from school so walking or biking to school is not really an option.
- 63 My child would have to walk up Center Street hill and at 1st grade that is a long distance to walk in the winter elements. If a bus would drop off up on the hill it would be more of a reality. Garden Street is too busy for small children to cross in my opinion.  
For our family, I am able to drop my children off at school and we use Kid's Connection for after school care because of work schedules.
- 64 In the winter, I try to leave work early. We can not expect children to walk 11 blocks when there is a wind chill of 30 degrees below zero. Awful.
- 65 I do not feel okay with my child walking/biking to or from school. I think that children should be at least in 8th grade in order to walk or bike to school.
- 66 I would love my son to be able to walk to school, if I lived in town.
- 67 Having my kids walk to and from school is not realistic. They go to daycare on Payne Street and have to cross 10th South intersection. Plus my girls are 6 and son is 8. I don't even allow them to cross the street without a parent outside. Why would I let them walk with heavy traffic right after school?
- 68 More supervision is needed on the busses. How can the driver be expected to watch both the roads and kids at the same time? Is there any movement in place to get this in place? Anti bullying campaign should extend to bus as the rides to and from school affect kids learning as well.
- 69 When we schooled in Mankato they offered "Walking School buses". Parents and groups of children met at designated areas and walked to school. It was safer for children and parents felts better by offer different volunteer times to walk children to/from school.
- 70 We live 2 towns away, so walking to school or riding bike is not an option for us.
- 71 Having a crosswalk from the parking lot to the forest (school path) would help greatly.
- 72 My daughter usually rides the bus since we live about 15 minutes away from the school.
- 73 There is no signal lights around the school and area's where my child would walk/ride bike. The crossing guards aren't in the right area's to provide enough security. The drivers in this town do no pay enough attention on driving to notice kids. The schools should provide busing for every kid. No kid under 4th grade should have to ride there bikes more than 1/2 mile to 1 mile or more to school. It's not safe and our winters are too cold for walking or riding bikes.
- 74 The intersection between Center Street and Garden is horrible, need a stop light or roundabout there.
- 75 The intersection between Center Street and Garden is horrible, need a stop light or roundabout their.

- 76** We live too far from the schools for my child to walk or bike. Topography is an issue. Riding up or down Center St. hill is a a task for an adult biker. Having a safe crossing on Garden and Center is an issue too. We also don't qualify to get busing because we are "too close" to the school, even though we are technically out of city limits and considered "rural". A bus to Washington would be a nice change.
- I also have to comment on how inconvenient pick up and drop off is at the schools. There seems to be a lot of confusion and traffic. It is crazy for a parent of younger children picking up an older child from school. You have to park 1-2 blocks a way from the school and walk in bad weather with babies to wait on the school grounds for the child to come out. At the school district that we moved from, there was an organized car line with a helper with a 2 way radio that would call out names that were displayed in the auto window to the teachers in the building. The teacher would then send that child out. Just as now, the teacher or helper would identify parent by face. In some instances, like if a grandma or an emergency contact was picking the child up, there would be a list with pick up names and the helper would check the person's ID with the name. It worked very well in a community 3 times the size of New Ulm.
- Thank you all for working hard to insure that the children have a safe way to and from school!
- 77** When we bike, we do it together. I will teach him bike safety and hopefully there will come a day when I can trust him to bike to school by himself.
- 78** Often I just want to ensure they make it to school so I just drop off I have one at Washington and prek at another center. My hope is next year all 3 will walk to Jefferson one can take the shuttle. Buses are what I fear the most they fly down 4th but so far so good on walking home.
- 79** We LOVE the pedestrian island installed in Garden ST. We've had some scary moments crossing garden on center ST when walking home. The island makes us feel much safer. Love the bike lane on Garden ST, too!
- 80** I have an 8th grader with ADHD and a 2nd grader. I cannot allow them to cross Broadway on their own right now.
- 81** This day and age.. a young child shouldn't have to walk to school if more than a few blocks. Young children may not have the attention span to walk 2 miles to school. Some parents work schedule doesn't allow time to drop off children at school and be at work on time. We need to protect our children. When they are older and have good judgment then yes walking/biking is fine.
- 82** We live out of town but due to the high traffic and the current bike lane (that in my opinion sucks) He will not be walking even to a friends house. I see the current bike path as more of a hazard then a help.
- 83** I would just worry for his safety of strangers and intersections.
- 84** I feel New Ulm could, with careful planning, have a safe way for kids to bike or walk to school. However, as it is now, the congestion around the schools is such that there is not a safe route. For me, bike paths, separate from the roads, are the way to go. They need to be well maintained and supervised during busy times of the day but it's a way to keep cars separate and kids safe.
- 85** Our children would need to cross Center Street. As it is right now, we would not allow this.
- 86** We will never be able to have our children walk/bike to school, but I would if we could. My nephew lives just blocks from Washington but cant ride/walk there because he would have to cross Broadway, with too much traffic, way too fast, and no suitable stop light and crossing for six blocks. I would say they are extremely discouraged from walking/riding to school by both the city and the school. So his mom picks up kids from both elementary schools, since she's out anyway. And she complains daily about the congestion and way people drive around Jefferson.
- 87** We live very close, it is the issue of walking without an adult and weather that really influence my decision although all the other items mentioned effect my decision but are not current issues. I like the school having the cross guards that they have as well.
- 88** Since this survey asks about one of my four children, I can only answer about one. My answers may differ depending on which of my children is the subject.

- 89** I am so frustrated with the drop off and pick up situation at Jefferson- it takes me 15 minutes just to drop of my children and get through the intersection in front of the school. I would allow my son to walk with siblings if there were a safe way to get across intersections. We are just shy of 2 miles from school so don't qualify for bussing and we both work full time with my husband working in Hutchinson 5 days per week and me being out of town 1-2 days per week for work . I would love it there were safer options.
- 90** The main reason my children don't walk or ride to school is the distance. It is almost two miles to their elementary school. That is too far for a child to travel alone. Especially when the weather is poor. However, even if distance did not matter, I would not let them walk or ride because of the unsafe intersections along their route. There are far too many uncontrolled intersections surrounding the schools as well as too many busy intersections without crosswalks or proper traffic control. For example, my children would have to cross both Garden St and Center St to get to school. One route would take them down Oak St and across Garden St and Center St to get to school. There are only two intersections on Garden St with stop signs (5th N and Center St) where it would be safe to cross, but these are very busy intersections. The only place to cross Center St that has a controlled intersection is the light at Payne St. The other route they could take is Highland Ave down Center St. Again they would have to cross Center St and Garden St. The intersection at Highland Ave and Center St is uncontrolled and doesn't have crosswalks. Down Center St hill they would have to cross Garden St at the Center St and Garden St intersection, which is a mess. In short, there need to be safer places, and more of them, where people can cross Garden and Center Streets. The intersection of Highland Ave and Center St and the intersection of Garden St and Center St are the most dangerous. I was stopped in my vehicle at a stop sign on Garden St when I was struck by a car. If I feel unsafe in my vehicle, I certainly don't feel safe letting children walk/ride near there.

# Washington Elementary School Parent Survey Results

What school does your child attend?		
Answer Options	Response Percent	Response Count
Jefferson Elementary	0.0%	0
Washington Elementary	100.0%	209
New Ulm Junior and Senior High	0.0%	0
St. Paul's Lutheran School	0.0%	0
River Bend Educational District	0.0%	0
New Ulm Area Catholic Schools	0.0%	0
answered question		209
skipped question		0

What is the grade of the child who brought home this survey?		
Answer Options	Response Percent	Response Count
Pre-Kindergarten	0.0%	0
Kindergarten	0.0%	0
First	0.0%	0
Second	0.0%	0
Third	0.0%	0
Fourth	41.1%	86
Fifth	25.4%	53
Sixth	33.5%	70
Seventh	0.0%	0
Eighth	0.0%	0
Ninth	0.0%	0
Tenth	0.0%	0
Eleventh	0.0%	0
Twelfth	0.0%	0
answered question		209
skipped question		0

Is the child who brought home this survey male or female?		
Answer Options	Response Percent	Response Count
Male	52.7%	109
Female	47.3%	98
answered question		207
skipped question		2

How many children do you have in kindergarten through 12th grade?		
Answer Options	Response Percent	Response Count
One	32.5%	68
Two	48.8%	102
Three	15.3%	32
Four	2.4%	5
Five	0.5%	1
Six	0.5%	1
answered question		209
skipped question		0

<b>How far does your child live from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than 1/4 mile (4 blocks)	5.3%	11
1/4 mile up to 1/2 mile	12.9%	27
1/2 mile up to 1 mile	16.3%	34
1 mile up to 2 miles	22.0%	46
More than 2 miles	39.7%	83
Do not know	3.8%	8
<b>answered question</b>		<b>209</b>
<b>skipped question</b>		<b>0</b>

<b>On most days, how does your child travel to school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Walk	5.3%	11
Bike	3.8%	8
School Bus	34.9%	73
Family Vehicle (Only children in your family)	53.1%	111
Carpool (Children from other families)	2.4%	5
Before School Activity	0.5%	1
Other (Skateboard, scooter, inline skates, etc.)	0.0%	0
<b>answered question</b>		<b>209</b>
<b>skipped question</b>		<b>0</b>

<b>On most days, how does your child travel home from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Walk	14.4%	30
Bike	3.8%	8
School Bus	46.4%	97
Family Vehicle (Only children in your family)	28.2%	59
Carpool (Children from other families)	2.9%	6
After School Activity	4.3%	9
Other (Skateboard, scooter, inline skates, etc.)	0.0%	0
<b>answered question</b>		<b>209</b>
<b>skipped question</b>		<b>0</b>

<b>How long does it normally take your child to get to school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than 5 minutes	19.6%	41
5-10 minutes	35.4%	74
11-20 minutes	19.6%	41
More than 20 minutes	20.6%	43
Don't know/Not sure	4.8%	10
<b>answered question</b>		<b>209</b>
<b>skipped question</b>		<b>0</b>

<b>How long does it normally take your child to get home from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than 5 minutes	13.4%	28
5-10 minutes	30.6%	64
11-20 minutes	23.4%	49
More than 20 minutes	27.8%	58
Don't know/Not sure	4.8%	10
<b>answered question</b>		<b>209</b>
<b>skipped question</b>		<b>0</b>

<b>Has your child asked for your permission to walk or bike to/from school in the last year?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	40.7%	85
No	59.3%	124
<b>answered question</b>		<b>209</b>
<b>skipped question</b>		<b>0</b>

<b>At what grade would you allow your child to walk or bike to/from school without an adult?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Kindergarten	0.0%	0
First	1.0%	2
Second	0.0%	0
Third	2.9%	6
Fourth	20.6%	42
Fifth	15.2%	31
Sixth	10.8%	22
Seventh	12.3%	25
Eighth	1.5%	3
Ninth	3.4%	7
Tenth	2.5%	5
Eleventh	0.5%	1
Twelfth	0.0%	0
No age would I allow my child	29.4%	60
<b>answered question</b>		<b>204</b>
<b>skipped question</b>		<b>5</b>

**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)**

Answer Options	Response Percent	Response Count
Distance	77.7%	143
Convenience of driving	17.9%	33
Time	33.2%	61
Child's before or after-school activities	16.3%	30
Speed of traffic along route	46.7%	86
Amount of traffic along route	50.5%	93
No Adults to walk or bike with	16.3%	30
Sidewalks or pathways	18.5%	34
Safety of intersections and crossings	52.2%	96
No Crossing guards	16.3%	30
Violence or crime	22.3%	41
Weather or climate	58.7%	108
Other (please specify)		13
<b>answered question</b>		<b>184</b>
<b>skipped question</b>		<b>25</b>

- | Number | Other (please specify)   |
|--------|--|
| 1      | 3 younger siblings   |
| 2      | We live in the country.  |
| 3      | Live in the country  |
| 4      | Shuttle buses are crowded and bus behavior is awful.               |
| 5      | Crossing Center St.  |
| 6      | Live out of Town   |
| 7      | Special Needs  |
| 8      | 2 other kids need to get to school and 2 other schools.            |
| 9      | We live in the country.  |
| 10     | Father may take her away from us. She is not safe with him         |
| 11     | Walks with a friend  |
| 12     | I don't want her to cross 12th North either before or after school |
| 13     | Lack of bus transportation   |

**Would you let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line)**

Answer Options	Yes	No	Not Sure	Response Count
Distance	94	35	22	151
Convenience of driving	27	23	20	70
Time	45	27	15	87
Child's before or after-school activities	23	26	10	59
Speed of traffic along route	64	30	12	106
Amount of traffic along route	67	33	14	114
Adults to walk or bike with	37	19	8	64
Sidewalks or pathways	35	23	8	66
Safety of intersections and crossings	84	24	9	117
Crossing guards	33	19	9	61
Violence or crime	32	23	15	70
Weather or climate	50	29	19	98
Other (from previous question)	9	9	8	26
<b>answered question</b>				<b>185</b>
<b>skipped question</b>				<b>24</b>

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

Answer Options	Response Percent	Response Count
Strongly encourages	1.5%	3
Encourages	18.1%	37
Neither	78.9%	161
Discourages	1.5%	3
Strongly discourages	0.0%	0
answered question		204
skipped question		5

**In your opinion, how much does the City of New Ulm and the community encourage or discourage walking and biking to/from school?**

Answer Options	Response Percent	Response Count
Strongly encourages	3.9%	8
Encourages	18.1%	37
Neither	73.0%	149
Discourages	3.9%	8
Strongly discourages	1.0%	2
answered question		204
skipped question		5

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

Answer Options	Response Percent	Response Count
Very fun	4.9%	10
Fun	25.5%	52
Neutral	63.2%	129
Boring	3.9%	8
Very boring	2.5%	5
answered question		204
skipped question		5

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

Answer Options	Response Percent	Response Count
Very healthy	35.3%	72
Healthy	45.6%	93
Neutral	17.2%	35
Unhealthy	1.0%	2
Very Unhealthy	1.0%	2
answered question		204
skipped question		5



## Please provide any additional comments below

Answer Options	Response Count
	70
answered question	70
skipped question	139

Number	Response Text
--------	---------------

- 1 New Ulm does not encourage bikes other than the bike path. I was old that bikes are not allowed downtown. I am always concerned how bikes and walkers are to get across Broadway safely. I have stood at the corner of 3rd & Garden while a dozen vehicles have gone by and not one stopped to let my family and I cross. I thought the law was to yield to the pedestrian, but this does not happen on Garden, 5th or Broadway.
- 2 We live in the country
- 3 Would not allow him to bike because he would have to cross Broadway.
- 4 Minnesota weather is not safe in winter and the amount of sex criminals in this town is too high to even take a chance for ANY child! I am surprised nothing has happened already. I believe most parents drop off their children if not riding a bus and the conditions of parking for pick-up are no convenient.
- 5 Walking and biking depends on the maturity level of the child not age.
- 6 We live out in the country so at this time walking and bike riding is out of the question. If there was a bike path on this county rd and hwy 27 than the option for biking would be a yes.
- 7 We live on 7th South St. and Washington school is too far away! I will let them bike once they go to the high school. I worry about them crossing Broadway.
- 8 I feel anxiety about letting any of my children walk to school unless at least 2-3 other people are with them. There isn't that much crime, but Jacob Wetterling was my generation and things have changed since that time.
- 9 My children live to far away for this to impact them. I do wish that ALL children have busing available to them. It is a inconvenience to parents and when work doesn't allow parents to transfer children, it's unsafe for children.
- 10 Live out of town so it would never happen.
- 11 Live in the country
- 12 If my kids lived a couple blocks away, I wouldn't worry so much. Or if they walked with an adult.
- 13 I drop off my son every morning to school. I have to be to work by 8 so it works out perfect. My son walks home since I'm still at work. His only way home is to walk.
- 14 Walking too and from school is not an option for us. At his age walking to the ice arena during hockey season is acceptable.
- 15 We live in Hanska
- 16 City encourages walking because we are forced to - no busing.
- 17 Too many creeps in the world to feel safe letting my child walk to school. I would encourage walking or biking there but the underlying fear of not seeing my child again overtakes my reasoning.
- 18 Walking or biking is not an option because it is to far. We pay a neighbor or family member to take kids to school. A bus drives by our house every day and it is frustrating that they cannot ride on it. Our kids would have to walk/bike up and down the hill and we feel that could be dangerous with snow or ice. We would be willing to pay for busing if that was an option. The jobs we have do not allow us to take the kids to or from school everyday.
- 19 The bike lanes on Garden have added to driver stress at pick up time at high school. Most bikes do not follow traffic laws. Education to bikers and walkers needs to be increased.
- 20 Live out of town.
- 21 Need to fix the Garden/Center St/need a traffic light or something. Need more stop/yield signs throughout the neighborhood. Too many uncontrolled intersections.

- 22** She is 4th grade, it is 1.5 miles to school, too far (k-3)(7-12) Ok to walk. It is 3 blocks.
- 23** We live out of city limits.
- 24** We live too far from Washington to let kids walk/bike. Sr & Jr high & Jefferson is closer but too much traffic for young kids.
- 25** We live about 12 miles out of town. If we lived in town our kids would certainly be walking and biking as transportation.
- 26** We live outside of town-walking or biking is not an option.
- 27** Why are we concerned about kids biking to/from Washington school when in a few years it will be geared toward young children who wouldn't be physically capable of riding their bike to/from school  
My child couldn't bike that far even if it was "fun". They would have to cross highway/Broadway and it isn't safe.
- 28** Kids are still too little to travel on their own.
- 29** We live 15 miles from school so she couldn't walk or bike that far.
- 30** I also have a child in kindergarten. I worry about her crossing Broadway and getting to school safely and home. My 5th grader can walk with her and ride a shuttle to Washington often, a lack of time is the main factor in driving them instead.
- 31** My child has a disability, she will always have to ride the bus. For other kids I know who have to walk it does seem like 1-2 miles to walk does seem too far.
- 32** I live 1-2 miles from his school and feel that this survey wasn't/isn't beneficial to the survey's results.
- 33** Due to traffic on Broadway as well as the rush of morning drivers at most nearby school intersections, we wouldn't allow our children to walk. Rarely are traffic laws obeyed at intersections. Too scary! Continuing issue with our New Ulm drivers.
- 34** The buses need to slow down. They have little regard.
- 35** This town needs more bike lanes.
- 36** I have allowed our 6th grader to bike from Washington but would not allow our 4th grader. However our 4th grader could shuttle to Jefferson and walk home with his older brother or friends. For our family, walking/biking is not the only issue. No adult is home until around 5 pm so their after school programming and child care gives other options for activity and enrichment.
- 37** None of this is for any child that lives out of town. Out of town children should not fill this out as it changes the outcome, unfairly.
- 38** In today's society, I feel it is too dangerous to let any of my children walk or bike to school.
- 39** Live out of town
- 40** Thank you to those who are attempting to make these changes happen!
- 41** I checked "very unhealthy" as 6 of the 9 months of the year the children are in school are technically winter months (they are quite cold to freezing). It is also dangerous due to there being very few marked intersections between our house and the school.
- 42** This would not be an option ever for we live in another town.
- 43** Live in country
- 44** We live on 7th South St. and Washington school is too far for them to bike. Once they go to high school I will let them walk or bike. I worry about them crossing Broadway because it's very busy that time of the morning.
- 45** I have no trust in New Ulm drivers, and don't care to have my son cross Broadway unless with a parent or (law enforcement) to guide across safely.
- 46** There are too many intersections in town that are dangerous for a kid to cross during the school rush. There are too many distracted drivers in this town (texting, etc.), for me to feel safe with my kids walking or biking to school.
- 47** We live too far away for this to be a realistic option. If we lived within a block or 2 we would all walk.

- 48 Bottom line...I don't feel comfortable with my child walking or biking to school for the simple fact that people in general cannot be trusted! That is why this child's parents take him to school. If the bussing system wasn't so fussy on distant I would consider the bus as an option for transportation.
- 49 This is really irrelevant to my child who lives in Sleepy Eye.
- 50 Most items like distance and weather cannot be fixed because we live in the country.
- 51 Too many inattentive drivers near school making very stupid decisions! The police never seem to be driving by the school when they pull the ridiculously unsafe driving moves.
- 52 We live one block from school, so walking to school is not much of an issue.
- 53 Children should have bus stops. The last thing they need is to worry about is how they are getting to and from school.
- 54 Hard to bike when daylight savings causes it to get dark so quickly in evenings and mornings.
- 55 We live out of town.
- 56 Crossing Broadway is our biggest concern.
- 57 At school time in the morning many streets are very busy and most have no controls. Center street has lights at Payne that are busy with traffic and no left turn signals. 5th St. N. is just as busy as Center. I don't think I would let her walk or bike across Broadway till 9th grade.
- 58 We have moved to Sleepy Eye recently, but previously lived in New Ulm. Daycare is within acceptable walking/biking range (7-8 blocks). Early out days my son is to walk to daycare. He has a classmate that he goes to daycare with.
- 59 Walking is forced-no busing if parent can't get child to school.
- 60 We live outside of New Ulm, walking and/or biking would not be an option.
- 61 I would never let my elementary or junior high child walk or bike because crossing Broadway is way too dangerous, there is too much traffic that moves too fast, including buses that fly around corners and pull into the H.S./Jefferson loop way too fast. Additionally, our Washington student only rides the shuttle to the high school and hates it because of all the foul language and noise level.
- 62 My son lives in Hanska and only walks when staying with a relative who lives close to school.
- 63 Because my son would need to travel on a very busy highway for the entire length of the town it is scary for me to allow him to do so, also the weather has a lot to do with it. Winter would be too cold for my son and when it rains. If there was a safer route that would avoid the highway then I would allow him to walk/bike to school when he is older and the school is closer than what it is now. If I would allow my son to bike to school I would also worry about vandalism and theft of his bike/property. Time worries me on the way to school because I can see my son being tardy if he would not take the bus.
- 64 We live in Lafayette. My child only walks to after school activity once a week.
- 65 my child does take the bus 2 days a week to Jefferson then walks to Vogel. I do appreciate the new crosswalk making it safer the cross. I still worry in the winter about safety during bad weather & if cars will be able to stop in time at that crosswalk.
- 66 As a driver, I do not like that there are no adults at the crosswalks in front of most of the schools in the morning. Instead of having numerous police officers driving the route maybe a better use would be to place an officer at each school to help children cross safely. I have seen way too many close calls because kids just run out into the street without looking or do not use the crosswalks.
- 67 12th North could really use one traffic signal and or crossing guards before and after school. Crossing guards before school at Washington school would be helpful also.
- 68 Too many busy streets. It is hard to cross some of these intersections with a car let alone leaving a child to try to cross the street. Terrible options and very dangerous. Center, 5th North, Broadway, Garden have dangerous intersections at them all.
- 69 The bus schedule is nearly impossible to figure out. We live near NUACS and would very much like to find a bus my kids could take in the AM and after school.
- 70 The intersection by Franklin and 16th North does not have a crosswalk. There is a sign, but few people have been observed taking notice of this sign or slowing down/stopping to let students cross the street.

# New Ulm High School Parent Survey Results

What school does your child attend?		
Answer Options	Response Percent	Response Count
Jefferson Elementary	0.0%	0
Washington Elementary	0.0%	0
New Ulm Junior and Senior High	100.0%	114
St. Paul's Lutheran School	0.0%	0
River Bend Educational District	0.0%	0
New Ulm New Ulm Area Catholic Schools	0.0%	0
answered question		114
skipped question		0

What is the grade of the child who brought home this survey?		
Answer Options	Response Percent	Response Count
Pre-Kindergarten	0.0%	0
Kindergarten	0.0%	0
First	0.0%	0
Second	0.0%	0
Third	0.0%	0
Fourth	0.0%	0
Fifth	0.0%	0
Sixth	0.0%	0
Seventh	52.6%	60
Eighth	30.7%	35
Ninth	6.1%	7
Tenth	4.4%	5
Eleventh	4.4%	5
Twelfth	1.8%	2
answered question		114
skipped question		0

Is the child who brought home this survey male or female?		
Answer Options	Response Percent	Response Count
Male	44.7%	51
Female	55.3%	63
answered question		114
skipped question		0

How many children do you have in kindergarten through 12th grade?		
Answer Options	Response Percent	Response Count
One	55.3%	63
Two	36.8%	42
Three	6.1%	7
Four	1.8%	2
Five	0.0%	0
Six	0.0%	0
answered question		114
skipped question		0

<b>How far does your child live from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than 1/4 mile (4 blocks)	9.6%	11
1/4 mile up to 1/2 mile	10.5%	12
1/2 mile up to 1 mile	14.0%	16
1 mile up to 2 miles	24.6%	28
More than 2 miles	40.4%	46
Do not know	0.9%	1
<b>answered question</b>		<b>114</b>
<b>skipped question</b>		<b>0</b>

<b>On most days, how does your child travel to school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Walk	9.6%	11
Bike	4.4%	5
School Bus	25.4%	29
Family Vehicle (Only children in your family)	55.3%	63
Carpool (Children from other families)	4.4%	5
Before School Activity	0.0%	0
Other (Skateboard, scooter, inline skates, etc.)	0.9%	1
<b>answered question</b>		<b>114</b>
<b>skipped question</b>		<b>0</b>

<b>On most days, how does your child travel home from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Walk	16.7%	19
Bike	4.4%	5
School Bus	33.3%	38
Family Vehicle (Only children in your family)	32.5%	37
Carpool (Children from other families)	3.5%	4
After School Activity	8.8%	10
Other (Skateboard, scooter, inline skates, etc.)	0.9%	1
<b>answered question</b>		<b>114</b>
<b>skipped question</b>		<b>0</b>

<b>How long does it normally take your child to get to school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than 5 minutes	18.4%	21
5-10 minutes	35.1%	40
11-20 minutes	21.1%	24
More than 20 minutes	21.1%	24
Don't know/Not sure	4.4%	5
<b>answered question</b>		<b>114</b>
<b>skipped question</b>		<b>0</b>

<b>How long does it normally take your child to get home from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than 5 minutes	15.8%	18
5-10 minutes	26.3%	30
11-20 minutes	21.1%	24
More than 20 minutes	30.7%	35
Don't know/Not sure	6.1%	7
<b>answered question</b>		<b>114</b>
<b>skipped question</b>		<b>0</b>

<b>Has your child asked for your permission to walk or bike to/from school in the last year?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	33.3%	38
No	66.7%	76
<b>answered question</b>		<b>114</b>
<b>skipped question</b>		<b>0</b>

<b>At what grade would you allow your child to walk or bike to/from school without an adult?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Kindergarten	0.0%	0
First	1.8%	2
Second	0.9%	1
Third	8.0%	9
Fourth	7.1%	8
Fifth	18.6%	21
Sixth	8.0%	9
Seventh	18.6%	21
Eighth	5.3%	6
Ninth	2.7%	3
Tenth	1.8%	2
Eleventh	0.0%	0
Twelfth	0.0%	0
No age would I allow my child	27.4%	31
<b>answered question</b>		<b>113</b>
<b>skipped question</b>		<b>1</b>

**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)**

Answer Options	Response Percent	Response Count
Distance	82.4%	84
Convenience of driving	26.5%	27
Time	42.2%	43
Child's before or after-school activities	33.3%	34
Speed of traffic along route	48.0%	49
Amount of traffic along route	55.9%	57
No Adults to walk or bike with	15.7%	16
Sidewalks or pathways	31.4%	32
Safety of intersections and crossings	51.0%	52
No Crossing guards	8.8%	9
Violence or crime	19.6%	20
Weather or climate	66.7%	68
Other (please specify)		5
<b>answered question</b>		<b>102</b>
<b>skipped question</b>		<b>12</b>

Number	Other (please specify)
1	Disability
2	Asthma
3	We did not have a choice to let our children walk at a certain age, New Ulm took away our bussing for the students!!!!
4	It would take my son 2 hours to walk 8 miles to school and he would be walking home in the dark on a county road and be home about 8pm because of after school activities.
5	School Parking lot is crazy - kids are terrible at walking or running out in front of cars as they think they don't have to watch - these are senior high kids that should know better until this is better I don't think I can let my kids walk or bike to school no one watches it seems

**Would you let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per**

Answer Options	Yes	No	Not Sure	Response Count
Distance	42	19	11	72
Convenience of driving	15	17	17	49
Time	23	16	16	55
Child's before or after-school activities	26	17	10	53
Speed of traffic along route	38	16	6	60
Amount of traffic along route	35	15	7	57
Adults to walk or bike with	27	10	10	47
Sidewalks or pathways	28	13	9	49
Safety of intersections and crossings	36	11	10	57
Crossing guards	24	12	9	45
Violence or crime	20	16	9	45
Weather or climate	13	11	6	30
Other (from previous question)	9	10	11	30
<b>answered question</b>				<b>82</b>
<b>skipped question</b>				<b>32</b>

<b>In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly encourages	4.4%	5
Encourages	14.2%	16
Neither	79.6%	90
Discourages	0.9%	1
Strongly discourages	0.9%	1
<b>answered question</b>		<b>113</b>
<b>skipped question</b>		<b>1</b>

<b>In your opinion, how much does the City of New Ulm and the community encourage or discourage walking and biking to/from school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly encourages	8.8%	10
Encourages	28.3%	32
Neither	58.4%	66
Discourages	4.4%	5
Strongly discourages	0.0%	0
<b>answered question</b>		<b>113</b>
<b>skipped question</b>		<b>1</b>

<b>How much fun is walking or biking to/from school for your child?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Very fun	3.5%	4
Fun	13.3%	15
Neutral	65.5%	74
Boring	7.1%	8
Very boring	10.6%	12
<b>answered question</b>		<b>113</b>
<b>skipped question</b>		<b>1</b>

<b>How healthy is walking or biking to/from school for your child?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Very healthy	42.5%	48
Healthy	31.0%	35
Neutral	25.7%	29
Unhealthy	0.0%	0
Very Unhealthy	0.9%	1
<b>answered question</b>		<b>113</b>
<b>skipped question</b>		<b>1</b>



Please provide any additional comments below	
Answer Options	Response Count
	40
<b>answered question</b>	<b>40</b>
<b>skipped question</b>	<b>74</b>

Number	Response Text
1	My daughter has a certain routes she takes and only needs to cross one uncontrolled intersection.
2	This doesn't really apply to us because we live in Courtland. However, we are considering moving to NU and are really discouraged at the distance in which our kids would need to get to school in the event we are not available to get them there. I feel 2 miles is a long/far radius from school especially in the winter months.
3	We live in Courtland so it isn't an issue for us. However, if we lived in town, I still wouldn't. It is crazy trying to get around when schools lets out.
4	Seems like this is a survey that should have been done before the bike lane and median were put into place this last spring.
5	Biking is not much of an option since we are at about 12 miles. He would be hot, tired, and sweaty of such. Would have to leave here in the dark to bike to New Ulm. He has biked in for sports practice during the summer.
6	We live far away over 12 miles. This doesn't pertain to us.
7	This is a good, thought-provoking survey. Time constraints for getting to the soccer fields were my main concern, but there is no reason my daughter cannot walk home, and I think the benefits would be considerable. I have no concerns over her safety in walking home. Thank you for the survey.
8	It is great to walk most days, but in the coldest of winter it is more difficult.
9	We live in the country so biking/walking to school will never happen.
10	He has fun with friends walking home from school. It is also a time when they make plans to do something together - so it makes for even more physical activity; which is great! I always walked to school and it was a good teacher of responsibility, independence, and time management - no one was home when I left and neither is anyone for my son; so you have to take care of your business.
11	My 12 year old walks but I bring my 6 year old to Kids Connection - weather,
12	We live in Klossner - never will he walk.
13	Children ride the bus for a reason. It is not safe for them to be walking/biking to school by themselves right now.
14	This child has to be at school by 7:15, 4 of the 5 mornings. It is too early and dark for her to walk then, otherwise she might! Plus her parent works at the school so we aren't making any additional trips either way.
15	Why would it be fun to walk home for a child?

- 16** I would never allow my child to ride bike in the bike path on Garden Street and would not ride on it myself. There is too much traffic and the road is not wide enough for cars and bikes. The intersection of Garden and Center Street is very dangerous for bikers - the cars turning on Center Street are always in the bike lane. If the sidewalk was wider for the bike path to be next to it and off the street, I would reconsider. I am very comfortable with my child walking on Payne Street since there are crossing guards and adult control of traffic. There should not be any backing up traffic in the parking lot drop off lane - someone could easily get run over by someone backing up - it should be like the Payne Street side where you get in line and continue forward in your vehicle.
- 17** Our children have to cross Broadway which is the biggest concern. Winter weather is also a concern for walking don't want them walking when temperature is below 10 degrees. Need more winter transportation. Would pay for transportation if that allowed kids to take the bus.
- 18** Depending on the weather. My son has asthma. So, I am not sure how to answer this question. I can be very unhealthy, but again on certain days when the weather is not too warm or too cold it could be healthy.
- 19** New Ulm is not a bike/walk friendly community and probably will never be. Rules
- 20** Our home is 10 miles away from school, however they do walk to the library or grandparents house on occasion.
- 21** It was hard to answer some of these questions as walking and biking is not an option for us as we live in the Country about 15 miles out of town.
- 22** We live too far away. Over 12 miles this doesn't pertain to us.
- 23** I don't want my daughter riding or walking to school because I do not like the intersection at Center for crossing would rather have her ride bus in the morning and picked up after school.
- 24** We live outside the city limits. My children cannot walk to school because it is too far (9 miles).
- 25** We live in the country, but the kids who need to walk, is not right. In the extreme cold or any climate, children should not have to walk. Children are in danger anytime they have to walk especially walking alone.
- 26** I think this town would benefit greatly if we educate out youth on how great and very normal a walking/biking culture is. Walking/biking to school or work shouldn't be viewed as a strange occurrence. It also helps curb animosity drivers seem to have towards pedestrians if our future drivers grow up seeing walking/biking as common and healthy modes of transportation.
- 27** The in-town busing is kind of ridiculous, especially for winter. There are not enough stops for kids.
- 28** we live in the country, so this survey does not really match our needs. I do not like the changes that the city did on garden street. It is so hard to find a parking spot to attend the games at the track/football field. Especially for elderly and sickly people that can not walk from the parking lot.

- 29** One of the worst thing New Ulm has done, for the kids/parents in this community is take away busing. Not everyone can get out of work or other commitments to get their children to school each day. Not everyone has family living in New Ulm to help out with transportation to and from the schools. What about safety first??? Crossing Broadway at anytime of the day is horrible, even police officers in New Ulm do not stop for pedestrians, and we are supposed to let our children walk to schools??? I am an adult and have a difficult time some days, crossing the busy intersections, a person can wait on a street corner up to 1-3 minutes and try doing this is the rain or in the winter with wind chills. Also not to mention, how times have changed over the years since we all were all growing-up and going to school, there is some much more crime, violence and bullying in our community that adults do not want to be out in New Ulm area either, and we are sending our children out there alone.
- 30** It would be tough walking to school in the winter. Two hours in the cold would be tough and biking would be out. Spring or Fall...if there were bike paths then maybe. It would take maybe an hour to bike to school because of the hills.
- 31** We live in the country and are on the edge of the bus route so walking/biking are just not an option for our children.
- 32** This survey didn't take into account students that drive themselves to school.
- 33** Traffic is terrible in the morning, no intersections are controlled on the way to school. Unless they are patrolled nobody stops for crosswalks even if someone is already in them. There is too much danger for abduction or assault to a lone child.
- 34** New bike lane on garden is fine but more and more bikes go in the wrong direction even though there are arrows - this confuses drivers and when they come out of no where it can be dangerous why have the arrows if they don't abide by them - I thought bikes went with traffic not against it bike lane or not it still confuses drivers and if you don't see them it can be bad when pulling out of the high school parking lot
- Also the high school parking lot on garden - why do HS students think they run the lot - they have no respect for cars they run out and walk in front then flip you off as if you can stop on a dime when they don't watch or even look and just run through the parking lot - seems to be a respect issue and I drive slow and watch and still this has happened to me several times since school started - kids truly feel they own the parking lot driving and walking and have no regards to anyone else - I would fee terrible if I hit a child but they have to take some responsibility also walking out in front of cars is something that people just know not to do but some kids don't get that
- 35** Stupid survey. I have no K-8 kids but had to choose an answer that indicates I do. You should be busing all kids to school. You charge HS kids to park in the lot now. If you have no money, charge the ones you do bus to school and use that money at the school. I have to pay to get my kids there, why shouldn't they? My kids don't need to be walking in the weather and driving them to school makes me late to work every damn day I do it. In my opinion, that new street layout is a mess. You sure put it to the home owners there.

- 36** This question: 4. How many children do you have in kindergarten through 8th grade? ..does not allow for "none". A prev. question re: grade child is in, in which my answer is 10th grade, does not coincide with question 4, if a family only has one child above 8th grade...My answer to #4 should be NONE. Thanks
- 37** We live just inside the 2 mile mark. Busing needs to be provided for ALL students in the district!
- 38** Depending on weather since we are pretty far from school she enjoys it but in 7th grade she was still scared to walk alone.
- 39** When we did live in town, I would've never allowed my child to walk or bike to school. Not only is the amount of traffic and the speed a concern but there should be a law or city ordinance banning cell phone usage around school property. By that I mean no talking or texting. All drivers should have their full focus on driving.
- 40** #4 asked how many kids we have in k-8th and would not accept a blank answer. We have no kids in those grades. Just 9th grade.

## St. Anthony Elementary School Parent Survey Results

What school does your child attend?		
Answer Options	Response Percent	Response Count
Jefferson Elementary	0.0%	0
Washington Elementary	0.0%	0
New Ulm Junior and Senior High	0.0%	0
St. Paul's Lutheran School	0.0%	0
River Bend Educational District	0.0%	0
New Ulm Area Catholic Schools	100.0%	23
answered question		23
skipped question		0

What is the grade of the child who brought home this survey?		
Answer Options	Response Percent	Response Count
Pre-Kindergarten	0.0%	0
Kindergarten	21.7%	5
First	4.3%	1
Second	21.7%	5
Third	21.7%	5
Fourth	8.7%	2
Fifth	4.3%	1
Sixth	4.3%	1
Seventh	0.0%	0
Eighth	8.7%	2
Ninth	4.3%	1
Tenth	0.0%	0
Eleventh	0.0%	0
Twelfth	0.0%	0
answered question		23
skipped question		0

Is the child who brought home this survey male or female		
Answer Options	Response Percent	Response Count
Male	57.1%	12
Female	42.9%	9
answered question		21
skipped question		2

How many children do you have in kindergarten through 12th grade?		
Answer Options	Response Percent	Response Count
One	30.4%	7
Two	52.2%	12
Three	13.0%	3
Four	4.3%	1
Five	0.0%	0
Six	0.0%	0
answered question		23
skipped question		0

How far does your child live from school?		
Answer Options	Response Percent	Response Count
Less than 1/4 mile (4 blocks)	21.7%	5
1/4 mile up to 1/2 mile	13.0%	3
1/2 mile up to 1 mile	13.0%	3
1 mile up to 2 miles	21.7%	5
More than 2 miles	30.4%	7
Do not know	0.0%	0
answered question		23
skipped question		0

On most days, how does your child travel to school?		
Answer Options	Response Percent	Response Count
Walk	4.3%	1
Bike	0.0%	0
School Bus	21.7%	5
Family Vehicle (Only children in your family)	69.6%	16
Carpool (Children from other families)	4.3%	1
Before School Activity	0.0%	0
Other (Skateboard, scooter, inline skates, etc.)	0.0%	0
answered question		23
skipped question		0

On most days, how does your child travel home from school?		
Answer Options	Response Percent	Response Count
Walk	17.4%	4
Bike	0.0%	0
School Bus	17.4%	4
Family Vehicle (Only children in your family)	43.5%	10
Carpool (Children from other families)	8.7%	2
After School Activity	13.0%	3
Other (Skateboard, scooter, inline skates, etc.)	0.0%	0
answered question		23
skipped question		0

How long does it normally take your child to get to school?		
Answer Options	Response Percent	Response Count
Less than 5 minutes	34.8%	8
5-10 minutes	43.5%	10
11-20 minutes	8.7%	2
More than 20 minutes	13.0%	3
Don't know/Not sure	0.0%	0
answered question		23
skipped question		0

How long does it normally take your child to get home from school?		
Answer Options	Response Percent	Response Count
Less than 5 minutes	26.1%	6
5-10 minutes	47.8%	11
11-20 minutes	0.0%	0
More than 20 minutes	21.7%	5
Don't know/Not sure	4.3%	1
answered question		23
skipped question		0

Has your child asked for your permission to walk or bike to/from school in the last year?		
Answer Options	Response Percent	Response Count
Yes	47.8%	11
No	52.2%	12
answered question		23
skipped question		0

At what grade would you allow your child to walk or bike to/from school without an adult?		
Answer Options	Response Percent	Response Count
Kindergarten	0.0%	0
First	0.0%	0
Second	0.0%	0
Third	10.0%	2
Fourth	25.0%	5
Fifth	20.0%	4
Sixth	5.0%	1
Seventh	5.0%	1
Eighth	10.0%	2
Ninth	5.0%	1
Tenth	0.0%	0
Eleventh	0.0%	0
Twelfth	0.0%	0
No age would I allow my child	20.0%	4
answered question		20
skipped question		3

**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)**

Answer Options	Response Percent	Response Count
Distance	55.0%	11
Convenience of driving	5.0%	1
Time	20.0%	4
Child's before or after-school activities	25.0%	5
Speed of traffic along route	75.0%	15
Amount of traffic along route	85.0%	17
No Adults to walk or bike with	45.0%	9
Sidewalks or pathways	25.0%	5
Safety of intersections and crossings	90.0%	18
No Crossing guards	15.0%	3
Violence or crime	15.0%	3
Weather or climate	45.0%	9
Other (please specify)		3
<b>answered question</b>		<b>20</b>
<b>skipped question</b>		<b>3</b>

**Number Other (please specify)**

- 1 Grandparents feel safer picking up and driving. Don't want to walk alone.
- 2 Another child to walk/bike with
- 3 We live a few miles out of town and off of a very busy state highway - I do not feel it is safe.

**Would you let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line)**

Answer Options	Yes	No	Not Sure	Response Count
Distance	7	1	8	16
Convenience of driving	3	6	4	13
Time	4	6	5	15
Child's before or after-school activities	6	4	4	14
Speed of traffic along route	15	1	3	19
Amount of traffic along route	15	0	4	19
Adults to walk or bike with	13	0	3	16
Sidewalks or pathways	10	0	5	15
Safety of intersections and crossings	17	0	2	19
Crossing guards	12	0	3	15
Violence or crime	8	1	2	11
Weather or climate	1	0	0	1
Other (from previous question)	4	1	5	10
<b>answered question</b>				<b>20</b>
<b>skipped question</b>				<b>3</b>



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

Answer Options	Response Percent	Response Count
Strongly encourages	0.0%	0
Encourages	0.0%	0
Neither	100.0%	20
Discourages	0.0%	0
Strongly discourages	0.0%	0
<b>answered question</b>		<b>20</b>
<b>skipped question</b>		<b>3</b>

**In your opinion, how much does the City of New Ulm and the community encourage or discourage walking and biking to/from school?**

Answer Options	Response Percent	Response Count
Strongly encourages	5.0%	1
Encourages	10.0%	2
Neither	70.0%	14
Discourages	10.0%	2
Strongly discourages	5.0%	1
<b>answered question</b>		<b>20</b>
<b>skipped question</b>		<b>3</b>

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

Answer Options	Response Percent	Response Count
Very fun	5.0%	1
Fun	30.0%	6
Neutral	60.0%	12
Boring	5.0%	1
Very boring	0.0%	0
<b>answered question</b>		<b>20</b>
<b>skipped question</b>		<b>3</b>

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

Answer Options	Response Percent	Response Count
Very healthy	45.0%	9
Healthy	40.0%	8
Neutral	15.0%	3
Unhealthy	0.0%	0
Very Unhealthy	0.0%	0
<b>answered question</b>		<b>20</b>
<b>skipped question</b>		<b>3</b>

**Please provide any additional comments below**

<b>Number</b>	<b>Response Text</b>
1	5th street is a busy street. Even with crossing guards, I hesitate allowing my children to walk to school due to the traffic.
2	Although we reside outside of New Ulm, on occasion my children walk to my work (intersections of State and Center St) after school.
3	To far to walk and you would have to walk and cross by the hospital which is not the safest.
4	I am very concerned about the safety of kids getting to and from school. The traffic is certainly one consideration, but other criminal activity is also
5	Walking almost two miles is too time consuming, and requires crossing too many major streets to be safe. Right after in town bussing was
6	We don't know a lot of our neighbors as some people rent, and come and go a lot. It is also more comforting if you knew the people in your
7	My 7th grader has been walking home from school since 4th grade and we've only had one or two instances where a car has nearly crashed into
8	Too many sex offenders in this town. No local police that only focus on school children and crime.

# St. Paul's Elementary School Parent Survey Results

What school does your child attend?		
Answer Options	Response Percent	Response Count
Jefferson Elementary	0.0%	0
Washington Elementary	0.0%	0
New Ulm Junior and Senior High	0.0%	0
St. Paul's Lutheran School	100.0%	43
River Bend Educational District	0.0%	0
New Ulm Area Catholic Schools	0.0%	0
answered question		43
skipped question		0

What is the grade of the child who brought home this survey?		
Answer Options	Response Percent	Response Count
Pre-Kindergarten	0.0%	0
Kindergarten	11.6%	5
First	11.6%	5
Second	11.6%	5
Third	9.3%	4
Fourth	14.0%	6
Fifth	11.6%	5
Sixth	7.0%	3
Seventh	11.6%	5
Eighth	11.6%	5
Ninth	0.0%	0
Tenth	0.0%	0
Eleventh	0.0%	0
Twelfth	0.0%	0
answered question		43
skipped question		0

Is the child who brought home this survey male or female?		
Answer Options	Response Percent	Response Count
Male	55.8%	24
Female	44.2%	19
answered question		43
skipped question		0

How many children do you have in kindergarten through 12th grade?		
Answer Options	Response Percent	Response Count
One	34.9%	15
Two	34.9%	15
Three	25.6%	11
Four	2.3%	1
Five	2.3%	1
Six	0.0%	0
answered question		43
skipped question		0

How far does your child live from school?		
Answer Options	Response Percent	Response Count
Less than 1/4 mile (4 blocks)	20.9%	9
1/4 mile up to 1/2 mile	11.6%	5
1/2 mile up to 1 mile	18.6%	8
1 mile up to 2 miles	20.9%	9
More than 2 miles	27.9%	12
Do not know	0.0%	0
answered question		43
skipped question		0

On most days, how does your child travel to school?		
Answer Options	Response Percent	Response Count
Walk	20.9%	9
Bike	4.7%	2
School Bus	9.3%	4
Family Vehicle (Only children in your family)	60.5%	26
Carpool (Children from other families)	2.3%	1
Before School Activity	0.0%	0
Other (Skateboard, scooter, inline skates, etc.)	2.3%	1
answered question		43
skipped question		0

On most days, how does your child travel home from school?		
Answer Options	Response Percent	Response Count
Walk	30.2%	13
Bike	9.3%	4
School Bus	11.6%	5
Family Vehicle (Only children in your family)	39.5%	17
Carpool (Children from other families)	2.3%	1
After School Activity	4.7%	2
Other (Skateboard, scooter, inline skates, etc.)	2.3%	1
answered question		43
skipped question		0

How long does it normally take your child to get to school?		
Answer Options	Response Percent	Response Count
Less than 5 minutes	34.9%	15
5-10 minutes	23.3%	10
11-20 minutes	20.9%	9
More than 20 minutes	18.6%	8
Don't know/Not sure	2.3%	1
answered question		43
skipped question		0

How long does it normally take your child to get home from school?		
Answer Options	Response Percent	Response Count
Less than 5 minutes	23.3%	10
5-10 minutes	18.6%	8
11-20 minutes	27.9%	12
More than 20 minutes	23.3%	10
Don't know/Not sure	7.0%	3
answered question		43
skipped question		0

Has your child asked for your permission to walk or bike to/from school in the last year?		
Answer Options	Response Percent	Response Count
Yes	51.2%	22
No	48.8%	21
answered question		43
skipped question		0

At what grade would you allow your child to walk or bike to/from school without an adult?		
Answer Options	Response Percent	Response Count
Kindergarten	2.6%	1
First	7.7%	3
Second	2.6%	1
Third	12.8%	5
Fourth	30.8%	12
Fifth	10.3%	4
Sixth	15.4%	6
Seventh	0.0%	0
Eighth	0.0%	0
Ninth	0.0%	0
Tenth	0.0%	0
Eleventh	0.0%	0
Twelfth	0.0%	0
No age would I allow my child	17.9%	7
answered question		39
skipped question		4

**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)**

Answer Options	Response Percent	Response Count
Distance	61.5%	24
Convenience of driving	15.4%	6
Time	28.2%	11
Child's before or after-school activities	17.9%	7
Speed of traffic along route	33.3%	13
Amount of traffic along route	56.4%	22
No Adults to walk or bike with	17.9%	7
Sidewalks or pathways	23.1%	9
Safety of intersections and crossings	56.4%	22
No Crossing guards	25.6%	10
Violence or crime	12.8%	5
Weather or climate	48.7%	19
Other (please specify)		9
<b>answered question</b>		<b>39</b>
<b>skipped question</b>		<b>4</b>

**Would you let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per**

Answer Options	Yes	No	Not Sure	Response Count
Distance	17	4	14	35
Convenience of driving	9	7	13	29
Time	12	4	12	28
Child's before or after-school activities	13	2	12	27
Speed of traffic along route	16	1	11	28
Amount of traffic along route	19	1	10	30
Adults to walk or bike with	13	4	10	27
Sidewalks or pathways	14	2	11	27
Safety of intersections and crossings	21	0	10	31
Crossing guards	17	1	11	29
Violence or crime	10	2	15	27
Weather or climate	1	0	0	1
Other (from previous question)	8	1	9	18
<b>answered question</b>				<b>39</b>
<b>skipped question</b>				<b>4</b>

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

Answer Options	Response Percent	Response Count
Strongly encourages	0.0%	0
Encourages	12.8%	5
Neither	87.2%	34
Discourages	0.0%	0
Strongly discourages	0.0%	0
<b>answered question</b>		<b>39</b>
<b>skipped question</b>		<b>4</b>

In your opinion, how much does the City of New Ulm and the community encourage or discourage walking and biking to/from school?		
Answer Options	Response Percent	Response Count
Strongly encourages	7.7%	3
Encourages	25.6%	10
Neither	51.3%	20
Discourages	15.4%	6
Strongly discourages	0.0%	0
answered question		39
skipped question		4

How much fun is walking or biking to/from school for your child?		
Answer Options	Response Percent	Response Count
Very fun	17.9%	7
Fun	35.9%	14
Neutral	46.2%	18
Boring	0.0%	0
Very boring	0.0%	0
answered question		39
skipped question		4

How healthy is walking or biking to/from school for your child?		
Answer Options	Response Percent	Response Count
Very healthy	43.6%	17
Healthy	51.3%	20
Neutral	2.6%	1
Unhealthy	0.0%	0
Very Unhealthy	2.6%	1
answered question		39
skipped question		4

## Please provide any additional comments below

Answer Options	Response Count
	18
<b>answered question</b>	<b>18</b>
<b>skipped question</b>	<b>25</b>

Number	Response Text
1	Walking or biking to/from school can be very healthy, depending on the traffic. My child has commented on several occasions about almost getting hit by cars on Broadway Street.
2	Living in the country, it would be helpful to eliminate some of the foot traffic by dropping kids off at St. Paul's school vs. having them ride the bus to the public school and then get on a shuttle bus to St. Paul's. The kids are not riding the shuttle bus but ,instead, are walking to St Paul's which increases congestion, increases foot traffic in intersections, etc. PLEASE bring this back! Also, they are often tardy at school because the school buses run behind.
3	Even when my child is older, worry about car and bus traffic around St Paul's school.
4	We currently live in Lafayette but will be moving to New Ulm in the spring. We will still live too far from the school to bike/walk. I think a survey should go out about the bussing.
5	we live out of town so most instances do not apply-but if we lived in town I would love a safe route for which my children could get to school via bike or walking-and in the future I may need my children to walk or bike to an alternate location, so safe means of travel are of vital importance!!
6	I feel nervous about letting my children walk anywhere after school or any time due to all the crazies in the world...more and more in our community. Lots of people within the community also think their child would not take part in bullying activity and they actually do---confronting another parent on these issues can cause more harm than good.
7	My child feels the bike racks are difficult to use...
8	I am very dissatisfied with school bus safety at Jefferson were children go on and off shuttle buses. My children have had numerous safety issues over the years from k through this year and I have been told by both St Pauls and NUPS that neither party is responsible. It is unsafe and unfair for my children and causes stress that interferes with their ability to learn. There are safety issues that are unaddressed that could be solved with collaborating and common sense.
9	My child was almost hit by a car a few years ago while crossing South Payne at 2nd Street South to get to St. Paul's. I'd really like to see something done to insure safety for walkers! Possibly re-route traffic to South Jefferson? Thank you!
10	Cars, including police officers, need to WATCH CROSSWALKS before turning right (or left). Also, when it is 20*below zero and windy, pedestrians need to go first at controlled intersections, for safety. Even if nothing else changes some "Yield to Pedestrians, It's the Law" signs would possibly help - I've noticed they've helped when we cross Garden St. to Vogel - cars actually stop for us! YAY!



- 11** We live 5 blocks from school across Broadway. My children have always walked/biked/scootered to/from school from early grades on up. The older siblings helped the younger ones across Broadway. We taught our kids to walk bikes, scooters, etc. across Broadway so they could drop them and run when cars would not slow down. Too many speeders... During thunderstorms and extreme cold weather we do drive our kids. We only pick them up after school sponsored events we attend otherwise they walk/scooter/bike home.  
We wish there would be a spot to cross Broadway that is safe for walkers. The corner of Broadway and Center is NOT safe. Too many cars turning without looking.  
A lighted crosswalk at either 2nd, 3rd or 4th South St and South Broadway with flashing yellow light and slower posted speeds during school travel times (7:30AM-8:30AM and 2:30PM-3:30PM) would be welcomed. I've seen many children over the years dash across Broadway between cars as they make their way to school!
- 12** 14 is tough to answer. We do allow our kids (2nd & 5th grade) to walk now. Hence all my "not sures." I am "not sure" what you mean or want. If "changing a problem" (adapting your phrase) occurs, it might be for the worse. And, how would you change distance, unless we move or the school does?
- 13** As a driver, I feel it is dangerous to drive to schools with the amount of walkers/bikers on the road especially in the morning. There are no adults outside the schools helping the children cross safely. The kids are not paying attention and run out in front of drivers all the time. Also, I think that better use of our police force would be to stand at the major crosswalks and help our children get across safely. Having numerous officers driving around in circles is not really helping the situation.
- 14** The reason my children are dropped at school by me the parent is their age and I want to know that they safely made it to school at this time they do not have cell phones of their own and while I am at work I want to know they are there safe. When they are able to ride home their is process so that I know they have made it home safe and are where they are supposed to be. So no changes you make may change the way the routines work best for our children and their safety since busing the safest option has never been an option since we are too close to school.
- 15** I fear for the safety of my Child crossing Garden Street near our home, both in the morning and afternoon. Our school does provide crossing guards in the afternoon. Even with the crossing guards, the vehicles on Payne St always seem to think they have the right of way once the guards pull the flags in. Busses don't slow down and look at intersections and always go first at the 4 way stop no matter who was there first. It is very frustrating and I sometimes fear for my families safety in our Vehicle which is why I won't let me children ride their bikes or walk to school. In the mornings there are little kids crossing to get to St Pauls and cars just go through the intersections sometimes without looking for little ones.
- 16** Need to see changes on Center Street around Payne and Garden

- 17** If we lived in town our children would probably walk to school on pretty days. Since we live at least 15 miles from town, our children ride the bus or ride with me to school. Our children would ride the bus more often to school if they were dropped off right at St. Paul's School instead of having to walk from the high school. There is way too much traffic by Jefferson for them to be walking. The shuttle bus that comes over gets to school late. That is why our children ride to school with me. I urge you to let the buses drop off at St. Paul's!!!!
- 18** At St. Paul's there are only crossing guards after school and not before. I still don't let my 4th grader walk to school without an older brother to help him get across Payne St. at 2nd South. The drivers often don't give right-of-way to the kids walking at that intersection. It's scary!!!

# Walking Audit Form

School:  
Date:  
Weather:

- Items to have along during audit:
- Clipboard and a pen/pencil
  - Camera
  - Map showing school zone

## Observations during drop-off / pickup

*Walkers / Bikers*

Include a description of where students are accessing campus.

*Bus System*

Show circulation on a map.  
Note where public transit stops are located.

*Car Loop / Lot*

Show circulation on a map.  
Note any cones, signs, etc. that are being used to control traffic.

*Crossing Guards / Patrols*

Note exact locations and mark on a map.

Observations were obtained during:

- Arrival (\_\_:\_\_ AM - \_\_:\_\_ AM)  
 Dismissal (\_\_:\_\_ PM - \_\_:\_\_ PM)

**Observations from walking assessment**

**School Infrastructure**

*Bike Racks*

In addition to location, note number of spaces and type of rack.

*Pedestrian Paths*

Note the surface type and find out if they are plowed in the winter.

**Community Infrastructure (in school zone)**

*Sidewalks*

Note if there are any obvious issues such as major obstacles or deterioration of the surface.

*Bike Routes*

Are there bike lanes or other types of bicycle facilities?

*Streets*

Include traffic signs, speed control, signals and markings.

*Intersections*

Provide detailed information on **crosswalks** (marked and what type?), **curb ramps** (do they exist and are they up to ADA standards), **traffic control** and **pavement markings**. Also, note crossing distances.

*Traffic*

Note traffic patterns and driver behavior.

**Community Infrastructure (around school zone)**

Note other community resources such as **parks** and **community centers** near the school. Also, note adjacent businesses that attract children such as convenience stores. Additionally, assess **other intersections or conflict areas** that have been identified outside of the school zone.

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Some general questions to ask during the walking audit:

*Do I have room to walk (are there sidewalks and paths)?*

*Is it easy to cross streets?*

*Do drivers behave well?*

*Is the walk generally pleasant?*



# Safe Routes to Schools Action Plan Worksheet

**Program:** \_\_\_\_\_

Custom name (optional): \_\_\_\_\_

Target audience: \_\_\_\_\_ Target behavior/issue: \_\_\_\_\_

What are your goals? \_\_\_\_\_

Lead group/person: \_\_\_\_\_

**Potential partners**

	HAVE SUPPORT	CAN GET SUPPORT	WILL BE DIFFICULT TO GET	Comments
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**Supplies needed**

	HAVE THEM	CAN GET THEM	WILL BE DIFFICULT TO GET	Comments
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**People resources (staff/volunteers)**

	HAVE THEM	CAN GET THEM	WILL BE DIFFICULT TO GET	Comments
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**How often will you do this program?**

One time     Ongoing     Daily     Weekly     Monthly     Yearly     Other: \_\_\_\_\_

Specific ideas, considerations, or challenges unique to your school: \_\_\_\_\_

