Safe Routes to School Plan 2008 - 2013

City of Marshfield

Marathon & Wood Counties | Wisconsin

Three to Five Year Implementation Guide

August 2008

Schreiber | Anderson Associates, Inc.

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Madison Elementary
Marshfield Middle
Washington Elementary
Columbus Catholic Middle
Our Lady of Peace Intermediate
St. John the Baptist Primary

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Table of Contents

Appendices

Executive Summary

Introduction

Safe Routes to School (SRTS) programming is gaining popularity across the country largely as a result of its intended effect on national trends in health, safety, the environment, and land use. Originating in Denmark in the 1970s, Safe Routes to School programming was developed to curb climbing pedestrian crash rates. The program extended to the United States in 1997 when the Bronx neighborhood in New York City received local funds to implement a SRTS program to reduce the number of child crashes and fatalities near schools. One year later, the National Highway Traffic Safety Administration (NHTSA) funded two pilot projects, and by 2005 Congress had allocated $612 million among all fifty states. The City of Marshfield was awarded a planning grant from the Wisconsin Department of Transportation (WisDOT) in 2007 to prepare this plan.

Nationally, there are more parents driving their children to school today than ever before, and this has dramatically increased the amount of traffic congestion and air pollution around schools. Childhood obesity rates are similarly on the rise. From 1963-2004 the prevalence of obesity among children has tripled. Similarly, participation in organized physical activity during non-school hours has decreased, and most children are not getting the 60 minutes of physical activity per day recommended by experts (see Chapter 1).

Today, fewer children walk and bicycle to school than ever before. Many school officials, health advocates, and transportation professionals feel that increasing walking and biking to school can positively contribute to the well-being of children and reverse recent trends. SRTS programs are sustained efforts to improve the health and safety of children through the application of "The Five E's". These include Education, Encouragement, Engineering, Enforcement, and Evaluation. This SRTS plan includes recommendations from each of these five core areas.

The Marshfield Task Force was comprised of representatives from the schools, school district, and City, as well as parents, interested citizens and others. This committee met at key benchmarks during the process to oversee preparation of the plan and provide direction for policy development. Generation of this plan included review of present policies and conditions (Chapter 2), a biking and walking audit as well as student, parent, and teacher surveys (Chapter 3), and a comprehensive listing of recommendations and an action plan (Chapter 4). Additional resources and program ideas are provided in Chapter 5.

Existing Conditions

All of the schools included in this plan are located in the City of Marshfield. The City and surrounding area do not contain dedicated on-street bicycle accommodations; however, many of the streets are wide enough to operate a bicycle alongside automotive traffic. For pedestrians, there are sidewalks located throughout the City; however, the network is not complete. There are school district wellness policies that require nutrition education, physical activity, and school-based activities for both the Marshfield School District and the Marshfield Area Catholic Schools. In addition, the Marshfield School District has a transportation policy in place.

Several surveys were administered as part of the planning process. These include the student tally, parent surveys, and teacher surveys. Student tallies were administered by teachers during the school week and the parent survey was administered online via SurveyMonkey.com. The Teacher survey regarding curriculum was distributed directly to

classroom teachers. A discussion about each survey and its results can be found in Chapter 3.

To supplement attitudinal data, a walking and biking audit was conducted for areas within a ½ mile radius of each participating school in November 2007. The audit was performed by a number of volunteers and was facilitated by Wisconsin Walks, Inc. Primary issues identified included the lack of sidewalks in many locations, lack of traffic controls, and difficult pedestrian crossings.

Site and Communitywide Recommendations

Recommendations are categorized into two sections: 1) Communitywide Recommendations and 2) Site and Neighborhood Recommendations. The communitywide recommendations are more generalized activities and actions that should take place throughout the community respective to the 5 E's. The site and neighborhood recommendations are school-specific concepts and programs to improve the conditions for walking and bicycling at the school site and its immediate vicinity. Both sets of recommendations should occur in tandem to enhance their effectiveness.

Communitywide issues included the absence of bicycle and pedestrian facilities, lack of bicycle, pedestrian, and driver education as well as the safety of intersections within the community. The perception of walking and biking is also low. Recommendations include increasing the amount of educational programming available, including developing Bicycle Rodeos and Walkable Communities Workshops, increasing enforcement of traffic safety issues and encouraging more use of non-motorized transportation modes.
In terms of school site and neighborhood issues, completing the sidewalk network in surrounding neighborhoods of the school sites would enhance the perception of safety for walking or biking to school. Developing walking school buses, or group walks to school, as well as developing encouragement programs to get students excited about walking or biking to school is also recommended.

Implementation

The action plan in Chapter 4 prioritizes important components of the SRTS program for the City of Marshfield. Groups assigned to implement portions of the plan include the City of Marshfield, Marshfield School District, Parochial School Administration and volunteer groups.

Generally speaking, this plan recommends starting at the school site and then branching out into the community. For example, start with the sidewalk system on the school site, then work to install sidewalks and school zone signage on surrounding streets, then work to connect the pedestrian network within the community. Education, enforcement, and encouragement activities also need to occur throughout the community.

Potential funding sources for implementation strategies are also listed in the action plan, and detailed in Chapter 5. Primary funding sources are anticipated to include federal funding through Safe Routes to School. This fund includes monies for both infrastructure and non-infrastructure improvements and programs. Other grants are available through the Wisconsin Department of Transportation including Transportation Enhancement (TE) funds for larger infrastructure programs. Some other programs may be implemented through volunteer efforts or fundraising, or can be earmarked as part of an approved expenditure in local municipal or school district budgets.

1 Introduction

Safe Routes to School (SRTS) began as a European phenomenon thirty years ago and caught on in Canada and then New York City in 1997. In the 1970s, Denmark had Europe's highest child pedestrian accident rate. Implementing the first Safe Routes to School program, planners in Denmark identified specific road dangers around the country's schools and took steps to remedy the hazards. Since 1970, the child pedestrian crash rate has dropped by 80% in Denmark.

Bicycling with children in Copenhagen, Denmark (*Copenhagenize)*

Inspired by such success and faced with rising childhood obesity and crash rates, the Bronx neighborhood in New York tested their own SRTS program. In 1998, Congress funded two pilot SRTS programs through the National Highway Traffic Safety Administration (NHTSA). NHTSA issued $50,000 each for Safe Routes to School pilot programs in Marin County, California, and Arlington, Massachusetts. Within a year after launching these pilot programs, grassroots SRTS efforts were launched in other parts of the country.

After the initial success of Safe Routes to School pilot programs in the United States, subsequent federal funding facilitated SRTS's expansion nationwide. The 2005 passage of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) institutionalized Safe Routes to School by allocating $612 million among the fifty states. These funds are distributed to states based on student enrollment, with no state receiving less than $1 million per year. SRTS funds can be used for both infrastructure projects and non-infrastructure activities.

In Wisconsin, this amounts to more than $10 million for 2005 through 2009. The SAFETEA-LU legislation requires each state to have a Safe Routes to School Coordinator. Renee Calloway, with the Wisconsin Department of Transportation, oversees Wisconsin's SRTS efforts and serves as the contact for the state.

Schreiber/Anderson Associates (SAA), in partnership with the Wisconsin Department of Transportation and local task forces, was charged with developing Safe Routes to School plans for fifteen Wisconsin communities (54 schools) in 2007.

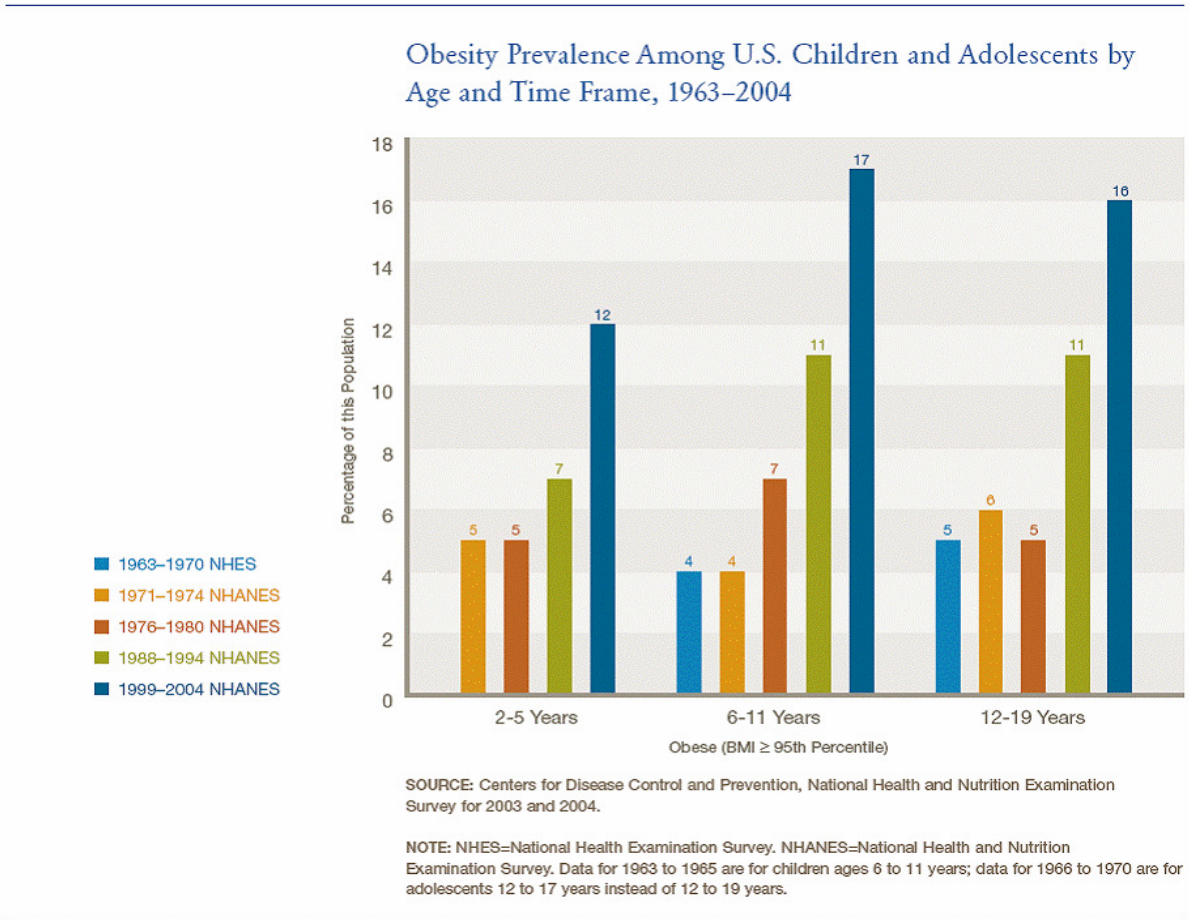
National Trends

Safe Routes to School is gaining popularity across the country largely as a result its intended effect on national trends in health, safety, the environment, and land use.

Health

In less than a generation, the percentage of children age six to nineteen that are considered severely overweight has tripled, according to the National Health and Nutritional Examination Survey (NHANES). Likewise, even among the youngest children, ages 2 to 6, the rate of severely overweight children has doubled in the last thirty years.

Fig. 1: Obesity Prevalence



Obese children stand at a higher risk of Type II diabetes, aggravated existing asthma, sleep apnea, and decreased physical functioning. Obesity, while deleterious to physical health, may damage students in intangible ways, as well. Many obese children experience social stigmas and discrimination, which are believed to lead to low self-esteem and symptoms of depression.

Behaviors ingrained during childhood often translate into lifelong habits. In fact, obese children are twice as likely to become obese adults. Obese adults, in turn, are at a greater risk for premature death and chronic disease than their healthy weight counterparts. Therefore, it is important to

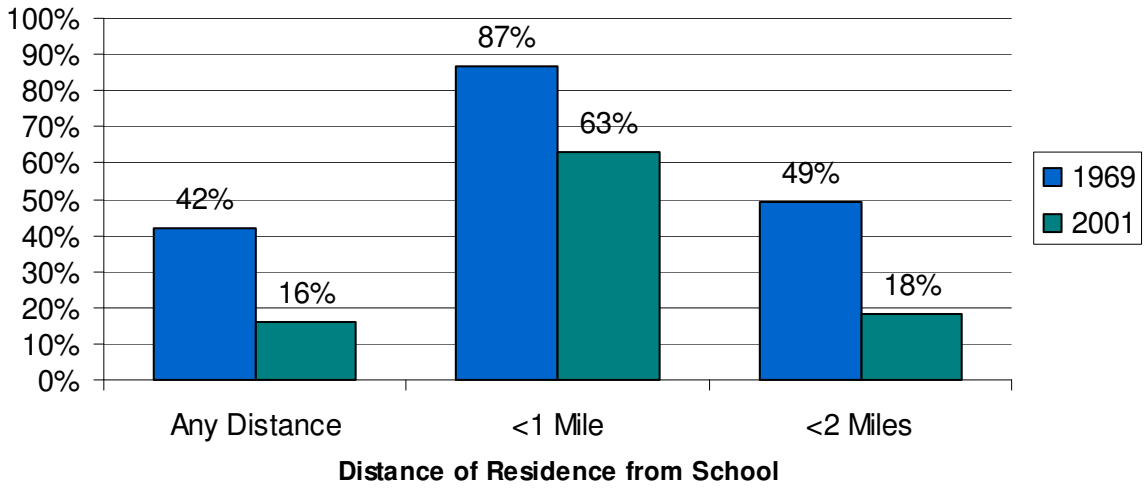
combat obesity among young people before it becomes chronic and leads to a life of poor health.

Contributing to the obesity epidemic, recent studies have demonstrated that most kids are not getting the exercise they need. Among 9 to 13 year-olds, 61.5% do not engage in organized physical activity during non-school hours; 22.6% do not participate in any free-time physical activity at all. These statistics are even more alarming for older children. As age increases, participation in physical activity drastically declines.

According to the U.S. Centers for Disease Control and Prevention, in 1969, 42 percent of children 5 to 18 years of age walked or bicycled to school. By 2001, the share dropped to 16 percent—two and one half times less than the percentage of kids who walked or biked to school in 1969.

Even when the distance to school remained constant, fewer kids were walking and biking to school. In 1969, 87 percent of children 5 to 18 years of age who lived within **one** mile of school walked or bicycled to school. By 2001, only 63 percent of children who lived within **one** mile of school walked or bicycled to school.

Fig. 2: Active Transportation to School Among Youth 5 to 8 Years of Age



Part of the solution to reversing these trends includes increasing the amount of time children spend exercising. A nationwide study published in March 2008 by the U.S. Centers for Disease Control validated the positive residual effects of increased physical activities among children. Researchers tracked the reading and math skills of more than 5,000 elementary students and found that girls, especially, with the highest levels of physical education (70-300 minutes/week) consistently scored higher on standardized tests.

Experts recommend that children get at least 60 minutes of physical activity on most, preferably all, days of the week. Convincing or allowing students to walk or bicycle to school is one method to increase physical activity among young people and to change the detrimental childhood health trends of the last thirty years.

Safety

Concurrent with rising childhood health concerns, in 2002 the National Highway Traffic Safety Administration (NHTSA) determined that motor vehicle crashes were the leading cause of death for children two years of age and for people of every age from four to 34 years old. Specifically, in 2003, 4,749 pedestrians were reported to have been killed in motor vehicle crashes in the United States. These deaths accounted for 11 percent of the 42,643 motor vehicle deaths nationwide that year. An estimated 70,000 pedestrians were injured or killed in motor vehicle collisions in that year. Pedestrian crashes are most prevalent during morning and afternoon peak periods, when traffic levels are highest, and coincidentally, when children are out of school.

Parent and child practice safe bicycling skills outside Wisconsin elementary school *(Schreiber/Anderson Associates)*

Bicycle crashes, like pedestrian crashes, affect all age groups, but the highest injury and fatality rates (per population) are associated with younger bicyclists. The 10 to 15 age group has both the highest fatality rate and the highest injury rate. Crash-involvement rates are also highest among 5-9 year-old males, further emphasizing the gravity of preventative traffic safety efforts. Crash types for this age group include ride-outs from driveways and intersections, swerving left and right, riding in the wrong direction and crossing mid-block. These are not the same crash types observed in other age groups. Overwhelmingly, crashes experienced by child bicyclists are due to inappropriate behavior by the bicyclist.

The Teaching Safe Bicycling (Train the Trainer) workshops sponsored by the Wisconsin Department of Transportation emphasize several factors that limit children's understanding of traffic and safety, and increase their likelihood of experiencing a bicycle crash. Specifically, children:

- Have a narrower field of vision than adults, about 1/3 less.
- Cannot easily judge a car's speed and distance.
- Assume that if they can see a car, its driver must be able to see them.
- May be impatient and impulsive.
- Concentrate on only one thing at a time. This is likely not to be traffic.
- Have a limited sense of danger.

Fortunately, safety training and education programming can increase a child's awareness of automobiles and their place within the traffic network and potentially reduce traffic conflicts leading to crashes.

Wearing proper safety equipment, such as helmets, also affects the severity of crashes children experience. While wearing a helmet may not impact the frequency of crashes, numerous studies have found that use of approved bicycle helmets significantly reduces the risk of fatal injury, serious head and brain injury, and middle and upper face injury among bicyclists of all ages involved in all types of crashes and crash severities. This is where Safe Routes to School programs can provide guidance in safety education and enforcement. A detailed list of education programs is provided in Chapter 5.

Even with increased attention given to childhood obesity and decreased physical activity, Americans

are driving more than ever before. According to the NHTSA, over the past twenty years, the number of miles Americans travel on highways has nearly doubled. This includes increased automobile trips to school. In fact, as part of the Marin County, California SRTS pilot program the county's congestion management agency determined parents driving their children to school accounted for 20-25% of all morning rush-hour traffic[1]. Paradoxically, as motor vehicle traffic increases, parents become more convinced that it is unsafe for their children to walk or bicycle to school so more parents drive their children to school, thereby increasing the amount of traffic experienced and justifying their perception.

Additional safety concerns about walking or biking to school were identified in a 2004 U.S. Centers for Disease Control (CDC) nationwide survey[2]. The survey revealed the most commonly reported barrier was distance to school (62%), followed by traffic-related concerns (30%), and weather (19%).

Environment

Not only has childhood health and safety suffered as a consequence of increased driving, but the Environmental Protection Agency (EPA) reports that transportation is the fastest-growing source of greenhouse gas (GHG) emissions in the United States. Greenhouse gases are components of the atmosphere that contribute to the greenhouse effect and global warming. Passenger vehicles account for approximately half of all U.S. transportation sector's greenhouse gas emissions.

In fact, according to the U.S. Department of Energy (DOE), transportation energy use is expected to increase 48 percent between 2003 and 2025, despite modest improvements in the efficiency of vehicle engines. This projected rise in energy consumption closely mirrors the expected growth in transportation GHG emissions and bodes poorly for future environmental integrity.

Above: School bus emissions accumulate outside school *(Streetsblog.org)*
Below: Cars collect outside school to wait for students *(Boston Globe)*

Global warming has caused an upsurge of concern here in the United States as states experience first-hand the costs of the human impact on the environment. It is widely understood that automobile emissions adversely affect air quality.

Unfortunately, children are particularly vulnerable to air pollution because they breathe faster than adults and inhale more air per pound of body weight. Outside of almost any elementary school at arrival and dismissal time one is likely to witness

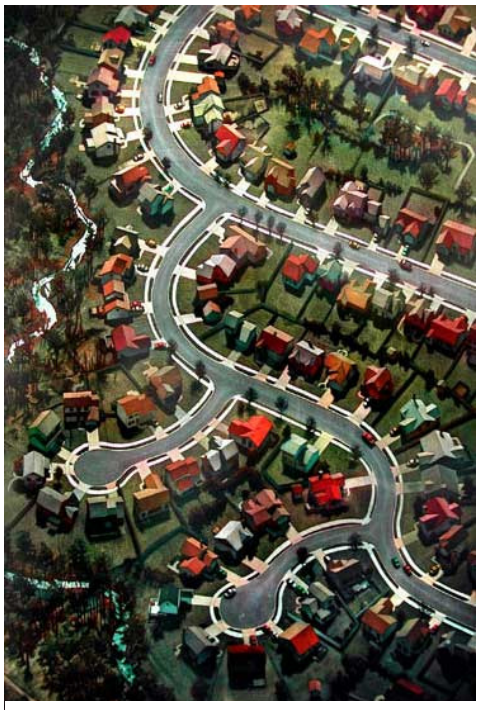
[1] USDOT National Highway Traffic Safety Administration: Safe routes to School Overview. Available: http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/overview.html#back2. Accessed April 22, 2008.
[2] U.S. Centers for Disease Control and Prevention: Barriers to Children Walking to or from School – United States, 2004. Available: http://www.cdc.gov/MMWR/preview/mmwrhtml/mm5438a2.htm. Accessed: April 22, 2008.

parents and caregivers converging in their vehicles around the school.

On one site visit, SAA planners witnessed a string of cars winding around the drop-off/pick-up staging area, down 200' of driveway and spilling out onto a busy state truck highway. All the drivers idled their vehicle's engine well before school let out. According to Green Communities Canada, an idling engine produces twice as many exhaust emissions as an engine in motion and contributes significantly to local air pollution. In this case, they contaminate the air directly surrounding the school precisely when children are most likely to be present.

Reducing the incidence of parents driving their kids to school and increasing the number of students walking, bicycling, or using other active modes of transportation not only improves childhood physical health, but is a relatively simple way to improve the air quality surrounding schools and reduce greenhouse gas emissions.

Land Use Patterns



Automobile-oriented development isolates residences from schools and other destinations. *(Smithsonian Magazine)*

Parents who drive their children to school are reacting, in part, to decades of auto-oriented land use planning that has neglected pedestrians and bicyclists as users of the transportation system. In many areas, auto-oriented development has hindered the creation of walkable communities. These new developments lack sidewalks or bicycle facilities and are located too far from popular destinations to make bicycling or walking practical.

Through the 1960s, many schools were located in the center of communities, and this close proximity to residential areas contributed to high rates of walking and bicycling to school. Beginning in the 1970s, rather than renovating existing schools or building schools within existing residential communities, most new schools were built on the edges of communities where the land costs were lower. Peripheral schools mean fewer kids live close enough to realistically walk or bicycle to school.

In addition, the recent trend in school construction and management has been to build and operate a large school instead of several small schools, according to a report by the Center for Urban and Regional Studies at the University of North Carolina at Chapel Hill.

These patterns have led to numerous school closings and consolidations. Between 1940 and 2003, the number of public school districts decreased from 117,108 to 14,465, and the number of public and private elementary and secondary schools went from over 226,000 to approximately 95,000 in 2003. On the other hand, during this time due to overall population growth, the number of students attending elementary and secondary schools grew from 28 million to 54.5 million, according to the U.S. Department of Education (DOE).

Not surprisingly, the average number of students per elementary and secondary school has increased over five-fold, again according to the U.S. DOE. The result is that modern schools often accommodate many more students than in the past and in effect have become "mega-schools."

Larger schools translate into more students traveling to the same place at the same time—and mostly by automobile. As a result, school-site automobile congestion and accompanying poor air quality surrounding schools have become major concerns in communities not just in Wisconsin, but nationwide. This congestion has made it increasingly difficult for children who do live close to school to walk or bike to school safely.

Zoning ordinances also often separate land by usage type, isolating residential uses from institutional (educational) and commercial land uses. This makes it more difficult to build new schools near areas where children live.

School located outside the community *(Biosdale School District)*

Not only are schools larger and more congested, but fewer schools, located farther away from where students live, combined with larger enrollment populations, translate into school attendance areas that are geographically larger than in the past. These expanded catchment areas require students to travel farther making it difficult, if not impossible, for children to walk or bicycle to school. In fact, over sixty-one percent of parents do not allow their children to walk or bicycle to school because of distance.

Greater distances to school also translate into higher busing costs. In 2005, according to the National Center for Education Statistics, bus transportation was frequently the second largest budget item for school districts after salaries.

With land use practices that discourage children from walking and bicycling to school, it is not surprising that in the last thirty years the proportion of children walking and bicycling to school has dropped dramatically.

Why Safe Routes to School?

National trends and statistics indicate that fewer children are walking and bicycling to school. At the same time, childhood health has declined, more children die in automobile crashes than by any other means, air quality has deteriorated, and land use practices have centered on automobile reliance.

Walking and bicycling to school is important not only in helping to address and perhaps reverse the national trends identified above, but walking and biking to school gives children time for physical activity and a sense of responsibility and independence, allows them to enjoy being outside, and provides them with time to socialize with their parents and friends and to get know their neighborhoods. Parents have often noted that they relish their time walking or biking with their children to school because it gives them a chance to catch-up with their kids without distractions.

The Rolling School Bus provides an alternative to the automobile or school bus *(Bicycle Federation of Wisconsin)*

Safe Routes to School programs are sustained efforts to improve the health and well-being of children by enabling and encouraging them to walk and bicycle to school. The SRTS effort begins by understanding why kids are not walking and bicycling to school safely. Safe Routes to School programs audit conditions around the school and conduct surveys of parents, teachers and students to determine existing attitudes and facility conditions surrounding the school. SRTS programs then identify opportunities to make bicycling and walking to school a safer and more appealing transportation choice, thus encouraging a healthy and active lifestyle from an early age.

Safe Routes to School programs are very much community-driven with planners from Schreiber/Anderson & Associates working in tandem with a local SRTS Task Force and interested community members. To help ensure the development of a comprehensive and sustainable plan, the Task Force is composed of school champions, including the principal, administrators, students, and teachers; community members, local business owners, local bicycle and pedestrian safety advocates, government officials, law enforcement representatives, and public health professionals. Community buy-in is essential for the execution, maintenance and periodic revisions of the Safe Routes to School plan.

The planning effort undertaken by the Task Force and Schreiber/Anderson & Associates Planners entailed collecting and analyzing information, identifying community needs and priorities, and recommending steps to remedy existing problems and accomplish community goals and objectives.

Safe Routes to School (SRTS) refers to a variety of multi-disciplinary programs and facility improvements aimed at promoting walking and bicycling to school. SRTS largely centers around five core areas, called "The Five E's". They are Education, Encouragement, Engineering, Enforcement, and Evaluation, and are described below.

• **Engineering** is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school. Safe Routes to School engineering solutions may include adequate sidewalks or bike-paths that connect homes and schools, improved opportunities to cross streets (such as the presence of adult crossing guards, raised medians, or pedestrian signals), and traffic calming measures (such as reduced speed limits, speed bumps, or stanchions.

• **Enforcement** includes policies that address safety issues such as speeding or illegal turning, but also includes getting community members to work together to promote safe walking, bicycling, and driving.

• **Education** includes identifying and promoting safe routes, teaching students to look both ways at intersections, obey crossing guards, how to handle potentially dangerous situations, and the importance of being visible to drivers. Education initiatives also teach parents to be aware of bicyclists and pedestrians and the importance of practicing safety skills with their children. SRTS

Students gather outside school to celebrate Walking Schools Buses and Safe Routes to School *(Pedestrian and Bicycle Information Center)*

education efforts alert all drivers to the potential presence of walkers and bikers and the need to obey speed limits, especially in school zones. Additionally, the Safe Routes to School plan educates local officials by identifying regulatory changes needed to improve walking and bicycling conditions around schools. This strategy is closely tied to Encouragement strategies.

• **Encouragement** combines the results of the other "E's" to improve knowledge, facilities and enforcement to encourage more students to walk or ride safely to school. Most importantly, encouragement activities build interest and enthusiasm and help ensure the program's continued success. Programs may include "Walk to School Days" or "Mileage Clubs and Contests" with awards to motivate students.

• **Evaluation** involves monitoring outcomes and documenting trends through data collection before and after SRTS implementation to identify methods and practices that work and those that need improvement.

While Safe Routes to School plans largely prioritize improvements in areas where children predictably congregate, such as school zones and major transportation links between the school and residential areas, it is important to remember that children are a part of every community. Adequate facilities are therefore necessary everywhere where people walk or can be expected to walk. Streets that allow children to walk and bicycle to school safely will better accommodate all users and create a more vital pedestrian environment.

City of Marshfield SRTS Planning Process

Marshfield Community

The Marshfield School District covers approximately 166 square miles and serves the residents of Marshfield and the surrounding towns of Cameron, Hewitt, Lincoln, Green Valley, Rock, Richfield, Lynn, Fremont, and McMillan. Marshfield has experienced steady growth for most of the past 40 years. The 2000 Census marked the first time in recent history in which the City's population decreased. However, current estimates indicate that the population is again growing with over 400 new residents since the 2000 census. According to the U.S. Census, as of 2004, the City of Marshfield had an estimated population of 18,644.

In 2006-2007, the student population within the School District of Marshfield was estimated at 4,053. The early childhood/kindergarten through twelfth grade structure includes four public elementary schools within the city limits, one public rural school, one public middle school for grades seven and eight, and one public high school for grades nine through twelve. In addition to these public schools Marshfield is home to Trinity Lutheran School (K-8), Immanuel Lutheran School (PreK-8), Marshfield Christian School (K-8), St. John the Baptist Primary School (K-2), Our Lady of Peace Intermediate School (3-5), Columbus Catholic Middle School (6-8), and Columbus Catholic High School (9-12). This Safe Routes to School Plan includes six elementary schools and two middle schools, all located within the City of Marshfield.

The City of Marshfield is located in both Marathon and Wood Counties. The city contains a combination of state, US, and interstate highways, as well as local roads. Major highways include State Trunk Highways (STH) 13 and 97 and US Highway (USH) 10. While these highways carry significant traffic loads, local roads can also be quite busy, particularly in the downtown area. Major local roads located near school sites include Peach Avenue, McMillan Street, 5th Street, Lincoln Avenue, and Arnold Street.

Conditions for walking and biking are variable. The city has developed a Bicycle and Pedestrian Trail System Map and Bicycle Route map, which documents existing and future bicycle routes communitywide. Conditions around school sites can still be challenging, especially with the prevalence of family vehicles around pick-up and drop-off times, and the proximity of the medical hospitals and clinics to some of the schools.

This report focuses on six elementary schools: Grant, Lincoln, Madison, Washington, St. John the Baptist and Our Lady of Peace and two middle schools: Columbus Catholic and Marshfield Middle School. Enrollment for the participating elementary and middle schools includes 3,591 students. The largest student bodies are found at Grant Elementary School (616) and Marshfield Middle School (572). Lincoln, Madison, and Washington Elementary School house around 350 students, while the parochial schools, Our Lady of Peace Intermediate, St. John the Baptist Primary, and Columbus Catholic Middle School, enroll between 120 and 150 students. Though this report focuses only on these schools, improvements recommended to increase the safety for elementary and middle school-aged students are also likely to have a positive impact on the safety for other student populations and all pedestrians and bicyclists within the community.

Study Process

Formation of the SRTS program for Marshfield was a community-driven effort with planners from Schreiber/Anderson Associates working in tandem with the local SRTS Task Force and interested municipal and community members. Development of the plan entailed collecting and analyzing information, identifying community needs and priorities, and recommending steps to remedy existing problems and accomplish community goals and visions.

The process included Task Force review at key benchmarks in the process. Over a 11-month period, there were four SRTS Task Force working meetings and a community meeting. The plan was prepared using this outline:

- Start Up and Visioning
  - SRTS Plan Start Up
  - Meeting #1 (October 30, 2007)
- Existing Conditions and Current Issues
  - Collect and Review Existing Information
  - Conduct Walking/Biking Audits
  - Administer Surveys
  - Meeting #2 (January 23, 2008)
- Draft and Final Plans
  - Develop Recommendations
  - Meeting #3 (Task Force Review of Grant Applications March 23, 2008)
  - Meeting #4: (if necessary to finalize SRTS plan 2008)
  - Finalize SRTS Plan

The schedule was determined by the availability of municipal and school staff, weather, and authorization by the Wisconsin Department of Transportation. Surveys and the biking and walking

audits were administered early in the process to provide an existing framework and direction for recommendations. The plan document was finalized in August 2008.

Plan Goals, Objectives and Vision

Vision Statement

The City of Marshfield is committed to ensuring that all our students can utilize *physically active transportation*, such as walking and bicycling, for a safe and enjoyable trip to school. This Safe Routes to School Plan aims to address the issues that limit active transportation and seeks to strategically solve these problems by implementing a Safe Routes to School program.

Goals

Goals are general, broad statements that express the overall focus of this Safe Routes to School Plan. Goal statements answer the question, "What do we want to achieve?"

Goals:

1. Provide safe and adequate routes to school and increase the number of bicycle and pedestrian facilities so that more students are able to walk or bike to school safely.
2. Educate parents, students, and community members about safe driving, walking, and biking practices
3. Increase the enforcement of existing traffic controls in and around the school zone.
4. Increase the number of children walking and biking to school and decrease the prevalence of family vehicles at the school site during arrival and dismissal times.
5. Reduce conflicts between pedestrians and motor vehicles along identified routes, crossings, and drop-off points.

Objectives

Objectives are specific, measurable activities that answer the question, "How will I meet my goal?"

Objectives:

1. To identify the primary routes students use, or could use if they existed, to access local schools.
2. To make specific recommendations which will improve pedestrian and bicycle safety access to Marshfield schools.
3. To identify costs, where possible, and potential funding sources for proposed recommendations.
4. To build public awareness about pedestrian and bicycle laws, especially as they apply to school zones.
5. To educate students about Wisconsin bicycle and pedestrian rules and helpful safety pointers.
6. To make walking and biking to school part of a normal routine through education and encouragement activities taught in the classroom and throughout the community.
7. To develop effective off-site loading zone locations at each school, in order to mitigate traffic conflicts and increase the incidence of walking and bicycling.

8. To work cooperatively with local governments, police departments, and traffic authorities to enhance the safety and effectiveness of the pedestrian network.
9. To perform regular maintenance of marked crosswalks with epoxy markings if identified as in-need along identified school routes.

Participating Schools

It is the intention of this plan that all Marshfield schools will be able to use this plan as a guide to the creation of Safe Routes to Schools plans and projects.

2 Present Conditions & Past Studies

This chapter provides a current conditions inventory of existing policies, plans, and legislative controls within the school district and the city. Policies and ordinances are listed to demonstrate district and municipal standards for walking and biking as transportation. The chapter also discusses past studies that may affect recommendations cited elsewhere in this plan.

Present Conditions

School Enrollment Boundaries

The Marshfield School District extends far beyond the City of Marshfield limits and encompasses approximately 166 square miles in both Marathon and Wood Counties.

The Marshfield School District participates in Wisconsin's inter-district public school open enrollment program (school choice) which allows parents to apply for their children to attend school districts other than the one in which they live. If more students apply to attend the nonresident school district than there are spaces, preference is given to students who are already attending that district and to siblings of students who are already attending that district. Parents are responsible for transporting their children to and from school if they live outside the district unless the student receives special education and the student's individualized education program (IEP) requires transportation.
See Appendix A for school district boundaries.

Eco Municipality

The City of Marshfield is committed to becoming a sustainable community through economically and environmentally sustainable practices. In 2006, the City assembled the Sustainable Marshfield Committee to identify mutually beneficial sustainable initiatives in the public and private sectors. Eco-municipality status recognizes Marshfield's commitment to encouraging respect for natural resources, human health and equity, and environmental protection now and for future generations. Safe Routes to School both aligns with and enhances the City's eco-municipality mission.

Bicycle and Recreational Facilities

As with most urban communities developed with a grid pattern of streets and sidewalks, there are many on-street opportunities for bicycle and pedestrian travel throughout the school district. However, due to the heavy amount of traffic in much of the area, bicycles are better accommodated on lighter-traveled roadways, especially where bike lanes exist. See Appendix I for existing and planned bicycle routes in the City of Marshfield.

There are several trail segments in the City of Marshfield, including the UW Arboretum Connector Trail, located adjacent to Washington Elementary School and multiple paved, off-street paths within the city limits. A copy of the area trails map can be downloaded from:
http://ci.marshfield.wi.us/pr/park_ppt/02_07_08_Trails_Map.pdf

Additionally, the City maintains numerous parks and recreational facilities including Benedict Park, Braem Park, Columbia Park, Conner Park, Forest Ridge Park, Grant Park, Griese Park, Hackman Field, Hamus Nature Preserve & Recreation Area, Joe & Bernadine Weber's Nature Park, Marshfield Fairgrounds Park, Northern Hills Park, Steve J. Miller Recreation Area, Strohman Park, Veterans Park,

Wildwood Park and Zoo, and Hefko Pool. A map of recreational facilities can be downloaded from: http://ci.marshfield.wi.us/pr/park_ppt/park_map2.htm

Braem Park features a skatepark for BMX cyclists, rollerbladers, and skateboards (City of Marshfield)

Marshfield recreation programs are housed in the Recreation Department, part of the Marshfield Parks and Recreation Department. The department manages and operates a variety of recreation programs for youth, adults and seniors of all ability levels.

Pedestrian Facilities

Studies show that walkable communities are friendlier and safer places to live. Of particular importance to the Safe Routes to School initiative is the role that sidewalks play in the lives of children within the community. Children must utilize sidewalks to get to all of their destinations, such as neighborhood homes, schools, and parks. A safe facility in good condition encourages kids to stay on the sidewalk and provides a barrier from street traffic. Sidewalks are located throughout the Marshfield community. The greater issues are traffic volume, speed, and pedestrian crossings. These issues are common in an urbanized environment.

Sidewalk Requirements

Sidewalks currently exist throughout most of the community. The City of Marshfield Department of Public Works administers requirements for the installation and maintenance of sidewalks. Chapter 13: Public Works of the Municipal Code addresses provisions for streets and sidewalks.

The Marshfield Municipal Code references Wisconsin State Statutes (§ 66.0907) which stipulate that property owners abutting sidewalks are 100 percent responsible for the cost of construction and/or repair of sidewalks. The city, in turn, covers 100 percent of the cost of construction and/or repair of curb ramps and crosswalks.

Section 13-36 (2): "Temporary closing of streets" of the Municipal Code, directs the board of public works or other contractors to erect barricades and signs around any street or alley unsafe for travel. The municipal code makes no mention of special accommodation or the designation of alternative facilities for bicyclists or pedestrians during road reconstruction or other temporary street closings.

Marshfield Municipal Code Section 18-111(9) prohibits the use of bicycles on city sidewalks, except as provided by the Administrative Code of Traffic and Parking Regulations. Section VIII of the Administrative Code provides said exception and allows use of bicycles on city sidewalks except in the downtown area on Central Avenue, between 6th Street and Cleveland Street.

Sidewalk Snow Removal Enforcement

Throughout the year, sidewalks must be kept free of debris and snow, especially in local neighborhoods where mobility is challenged during the winter months. Sidewalks that abut roadways without a terrace or barrier pose challenges in northern climates as plowed snow easily piles up on

them, particularly if there is no subsequent snow sweeping program. Snow must be removed from the sidewalks in a timely manner and is especially critical near schools. Proper maintenance of pedestrian facilities including sweeping, cleaning, and snow removal must become a top priority to allow children to access schools during winter months.

Snow and ice removal in Marshfield is described in Sec. 13-35 (1): "Sidewalks, removal of snow and ice; duty of street superintendent" of the Municipal Code.

a. Owners of property abutting or containing public sidewalks, curb ramps and outwalks, hereinafter collectively referred to as "sidewalks", shall be responsible to maintain such sidewalks free from snow and ice accumulations at all times. Such owner shall be responsible to remove or have removed all accumulations of snow and ice from the entire paved width and length of such sidewalks, within 48 hours after snow or ice has fallen or accumulated thereon, without notice. In the case of drifting snow or of ice accumulating due to melting and refreezing, such owners shall keep all sidewalks sprinkled with sand or salt, and no accumulation of ice or snow shall be permitted to continue for more than a 48-hour period.
b. If any owner has failed to comply with any provisions of subsection (1)(a) of this section for a 48-hour period, the street superintendent, or his designee, may arrange for prompt removal or treatment of the accumulations of ice or snow, and may repeat removal or treatment procedures as often as necessary to maintain such sidewalks in a safe and usable condition. Any costs and expenses of such removal or treatment shall be charged to the owner.

School Zone Speed Limits—Wisconsin Law

Wisconsin State Law requires drivers to reduce their speed to 15 mph in school zones when children are present and in school crossings, and failure to comply can result in fines. More importantly, crashes involving faster moving vehicles are more likely to result in more severe injuries. At the same time, statistics show that less than half of drivers slow down to the posted school zone speed limit. Most accidents occur between 3:00 – 5:00 pm in warm weather. Children have little concept of danger and do not have fully developed peripheral vision and hearing, therefore, it is up to adults to be responsible drivers. The major types of crashes involving children include:

- Darting out into street at corner or mid-block
- Child hidden by bus and driver does not stop when child crosses
- Vehicle turning left into the path of pedestrians
- Vehicle backing up in roadway, driveway or parking lot (children's short stature)

Crossing Guards & Safety Patrol

The safety of school children traveling to and from school is the responsibility of all concerned parents, community members, school officials, law enforcement officials, and students themselves. The Marshfield School District utilizes student both safety patrols and crossing guards at several intersections within the City.

Student safety patrols not only increase the safety of walkers and bicyclists in the vicinity of the school, they also foster qualities of leadership and good citizenship in patrol members. According to District Policy 455.1, safety patrol members are confined to the intersections immediately adjacent to elementary schools and may also be assigned to bus loading supervision and playground duty at the discretion of the administration. Patrols may be on duty for 20 minutes before school, 15 minutes at noon, and 15 minutes after school.

In addition, the City of Marshfield and Marshfield School District station crossing guards at select

locations throughout the district. Crossing guards are currently posted at intersections that have a particularly high volume of both motorized and student traffic, including St. Joseph Avenue at Upham Street, 17th Street at Felker Avenue, 17th Street at Palmetto Avenue, Adams Avenue at 11st Street, Peach Avenue at 8th Street, Doege Street at Peach Avenue, Peach Avenue at Becker Road, and Upham Street at Walnut Avenue.

Transit Facilities

There are no transit facilities in the City of Marshfield. Radio Cab of Marshfield provides taxi service to area residents.

Rail, Truck Routes, and Roadway Classification

Downtown Marshfield is dissected by railroad tracks, heavy truck routes, highways, and roadways. According to the Marshfield Area Chamber of Commerce & Industry website, 15 motor freight carriers provide overnight freight service to Chicago and Minneapolis/St. Paul. Major arteries include USH 10, STH 13, and STH 97, which are designated as heavy truck routes.

In the past, Marshfield served as a major rail hub, and there are still multiple abandoned rail lines funneling into Marshfield from the west, north and southeast. The Canadian National Railroad traverses through downtown Marshfield along Veterans Parkway. Refer to Appendix H for rail and truck routes in Marshfield.

Traffic Counts

The most recent DOT traffic counts recorded for the Marshfield School District area includes AADT (Annual Average Daily Traffic) data from 2005 and prior. The greatest traffic volumes occur on STH 97 and STH 13 in the center of downtown Marshfield. High traffic volumes can be found near every participating school, increasing the likelihood that students walking or biking to school will encounter a busy street or intersection at some point during their trip. Major streets and traffic volumes by school are provided in the table below.

School	Busiest Street Segment Near School	AADT*
Grant Elementary	W. McMillian St. W. Upham St. N. Oak St.	9,400 7,100 3,600
St. John the Baptist	W. Arnold St. STH 13	9,700 8,300
Madison Elementary	E. Becker Rd. N. Peach Ave.	3,300 9,000
Our Lady /Columbus Middle	N. 5th St.	5,800
Washington Elementary	W. 14th St.	6,200
Lincoln Elementary	E. 8th St.	2,000

*Annual Average Daily Traffic (2005)

Crash Data

Highway and bicycle safety specialists now use the term “crash” instead of “accident” to emphasize that most automobile and bicycle interactions are predictable and preventable occurrences. Bicycle

crashes include both falls and collisions. A bicyclist may fall due to slippery conditions or an unexpected impediment to travel, or a bicyclist might have a collision with a car, bike or pedestrian. These should all be considered "crashes" and in a perfect world, "crash" data would be available for all crashes no matter what the cause or the mode of travel.

Understanding bicycle and pedestrian crash data helps to identify methods for preventing future crashes. Detailing statistics, such as who is typically involved in a crash (children or adults), where crashes occur (specific intersections or streets), and what time of day crashes occur allows bicycle and pedestrian planners and engineers to more accurately implement safety programs and roadway design enhancements.

National Data

Nationally, 773 pedalcyclists and 4,784 pedestrians were killed in 2006, according to the National Highway Traffic Safety Administration. Additionally, 61,000 pedestrians and 44,000 pedalcyclists were injured in traffic crashes in the United States this same year. Pedalcyclists include all types of transportation that is pedaled by the user, including bicycles, tricycles, etc. They accounted for 13 percent of all nonoccupant traffic fatalities in 2006, while pedestrians make up 80 percent of all nonoccupant traffic fatalities. In terms of age, those under age 16 accounted for 14 percent of all pedalcyclists killed and 28 percent of those injured in traffic crashes in 2006. Children under age 16 accounted for 17 percent of the pedestrian fatalities in 2006.

Wisconsin Data

In Wisconsin, 1,042 pedalcyclists were injured and eight pedalcyclists were killed in 2006. With 1.44 pedalcyclist fatalities per million population, Wisconsin was slightly lower than its neighboring states including Illinois (1.95), Iowa (1.68), and Minnesota (1.55). Additionally, fifty-three pedestrians were killed and 1,330 pedestrians were injured in traffic crashes in 2006.

Local Data

Information on bicycle and pedestrian crashes was obtained through the City of Marshfield Police Department for 2003-2008. Crash data includes such items as intersection/place of occurrence and type of vehicle involved (auto/bike/ped). Central Avenue, in particular, is the site of the majority of crashes in Marshfield. The intersection of Central Avenue and Upham Street has seen a disproportionate number of crashes, and in the first six months of 2008, two bicycle or pedestrian crashes occurred at this intersection. The total number of reported/recorded crashes per year is below:

2003 – 6 bicyclists, 4 pedestrians

2004 – 3 bicyclists, 2 pedestrians

2005 – 2 bicyclists, 3 pedestrians

2006 – 1 bicyclist, 1 pedestrian

2007 – 1 bicyclist, 3 pedestrians

January 2008 – June 2008 -- 1 bicyclist, 2 pedestrians

In the past five years, two pedestrians have died in Marshfield as a result of their crash injuries. See Appendix C for crash locations.

School Policies and Past Studies and Plans

Policies

School Wellness Policies

Schools can play an important role in the development process by which students establish their health and nutrition habits. They can positively impact students by providing nutritious meals and snacks through the schools' meal programs, supporting the development of good eating habits, and by promoting increased physical activity. Parents and the public at large also play a significant role so a communitywide effort is encouraged to promote, support, and model healthy behaviors and habits.

The Marshfield School District endorses the healthy lifestyles curriculum for grades K-12. According to its website, the curriculum aims to teach students to:

- Make responsible decisions that promote health for a lifetime,
- Know the implications and benefits of making healthy choices,
- Appreciate physical, emotional, and social aspects which contribute to overall wellness.

For the complete healthy lifestyles curriculum, visit http://www.marshfield.k12.wi.us/newsfile1694_1.pdf

The Marshfield Area Catholic Schools, which includes St. John the Baptist Primary, Our Lady of Peace Intermediate, and Columbus Catholic Middle, has issued a student wellness policy encouraging "all members of the school community to create an environment that supports healthy, life-long eating habits." The wellness policy outlines nutritional guidelines for all food and beverages sold or distributed during school hours and implementation strategies and action steps for realizing the goals of the wellness policy.

Transportation Policies

The Marshfield School District transports students living outside the city limits of Marshfield to their assigned schools. According to the Marshfield Student Transportation Policy, students residing within city limits are not bused to school, unless "the administration assigns the student to a school other than his/her neighborhood elementary school" or "transportation is requested by the Director of Student Services for a handicapped student". The School District Map in Appendix A illustrates the City of Marshfield and school district boundaries.

Hazard Areas

Elementary students living within the City of Marshfield may be bused to their neighborhood school if certain conditions are met. Wisconsin state statues prescribe that school districts bus students who reside in areas where unusual hazards exist. State statutes require school districts to detail the nature of unusual hazards to pupil travel and propose a plan for students to best avoid the hazard(s) if they must walk to school. The Marshfeild School District has designated the area from Adams Avenue west to the city limits and the area north of McMillan and west of Lincoln Avenue as hazardous areas due to a lack of sidewalks and crosswalks and an otherwise harsh walking and biking environments for children. Appendix B documents unusual hazard areas.

Arrival/Dismissal Procedures

Many schools within the district publish specific policies for arrival and dismissal of students by family vehicle or school bus. Local surveys indicate that many parents and teachers are concerned about student safety during arrival and dismissal times as the school zone gets very congested. Because of traffic congestion, heavy traffic volumes, and pedestrian activity, it is important that each school communicate its policies clearly. Specific school policies are summarized below.

Grant Elementary School

Bus loading and unloading occurs in a separate area – in the bus only drive off of Upham Street. Family vehicles can enter the site from either north on Fig Avenue or from the south on Upham Street. Family vehicles circle around the staff parking lot and load and unload students in front of the school in a separate lane. Due to heavy congestion in the family vehicle loading zone, the administration suggested that parents utilize the KC Hall lot, Oak Street, or Walnut Street as additional drop-off and pick-up locations.

Lincoln Elementary School

Parents of Lincoln Elementary School students can drop off and/or pick up their students in the circular drive along S. Felker Ave. adjacent to the school. Bus loading and unloading occurs off of E. 17th Street.

Madison Elementary School

According to Madison Elementary School policy, parents are directed to load and unload their students in the lane nearest to the school's front entrance. Motorists enter from N. Palmetto Avenue, travel in one direction to the school entrance, and exit on E. Doege Street. Students are instructed to go directly to the playground after being dropped off in the morning, so as to not create excess congestion in this area. Buses load and unload in a separate bus-only driveway off of E. Doege Street.

Marshfield Middle School

Parents dropping off and picking up students at Marshfield Middle School do so along S. Palmetto Avenue, E. 6th Street, and E. 7th Street. This school is older and relatively land locked so there is no larger area for family vehicles to congregate. Family vehicles are discouraged from loading or unloading their students behind the school in the staff parking lot unless special circumstances apply. Buses load and unload students in front of the school on S. Palmetto Ave. and stack up nose to rear to discourage students from cutting through the bus lane to access family vehicles.

Washington Elementary School

Parents load and unload their students in the parking lot, 11th Street at the front of the school. The parent loading zone is equipped with signs that read, "No unattended parking" to dissuade parents from parking in the loading/unloading lane. Students are not permitted to be dropped off or picked up in the second, through lane of traffic; that is, cars are not to be double loaded. The Washington Elementary School policy also directs parents that choose to drop off their children in the parent/visitor parking lot further north of the front door to walk their children across the crosswalk to the school door. Citing a lack of sidewalks along Lincoln Avenue, students are asked not to walk to school via Lincoln Avenue. Buses load and unload students in a separate bus-only lane located to the west of the school.

Columbus Catholic Middle & Our Lady of Peace Intermediate Schools

Columbus Catholic Middle School, Our Lady of Peace Intermediate School and Columbus Catholic High School share a campus between 8th Street and 5th Street and Schmidt Avenue and Columbus Avenue. Parents load and unload their students along S. Columbus Avenue and in a loading zone/

parking lot east of Our Lady of Peace Intermediate School located along 5th Street. Traffic flows in one direction north from S. Columbus Avenue and exits on W. 5th St.

St. John the Baptist Primary School
Parents load and unload their children along N. Walnut Avenue, in the same location that buses drop off and pick up students. Additional student pick up and drop off for parents is located along Blodgett Street and parents may also park in the lot along Chestnut/Cleveland. Congestion at this school is compounded by its downtown location.

General school district policy requests that all vehicles traveling within the school zone obey posted speed limits and obey crosswalk regulations (motorists shall yield to pedestrians who are in a crosswalk).

In all cases, family vehicles that are not in compliance with school traffic management plans and rules are subject to parking tickets, as issued by the Marshfield Police Department and the Police/School Liason officer for the school.

Past Studies and Plans

City of Marshfield Comprehensive Plan
In 2007, Schreiber/Anderson Associates completed an update to the 1994 City of Marshfield Comprehensive Plan. The Comprehensive Plan identified community values and set goals, objectives, and policies for future development. In the plan, the City of Marshfield confirmed its commitment to supporting a clean and healthy environment and aim for eco-municipality recognition. The plan specifically heralded Marshfield's strengths, including its world-class medical institutions, quality park system, good schools, livable neighborhoods, historic character, and its reputation for community safety. This Safe Routes to School Plan is in alignment with goals and objectives outlined in the City of Marshfield Comprehensive Plan.

South Central Avenue Plan
The City of Marshfield is in the process of drafting the South Central Avenue Plan. With redundant State Trunk Highways within the City, the Wisconsin Department of Transportation desires to transfer responsibility for South Central Avenue/Roddis Avenue/CTH H from Veterans Parkway to 29th Street to the City of Marshfield. The road will be reclassified from a state trunk highway to a local street. As a condition of the transfer, South Central Avenue/Roddis Avenue will be reconstructed with enhanced pedestrian accommodations. The plan is currently in the approval phases and road reconstruction is scheduled for 2010.

City of Marshfield Downtown Plan
The City of Marshfield Downtown Plan, approved in 2006, delineated recommendations seeking to improve the downtown by building upon the strong existing framework. The boundaries for the downtown plan are as follows: Blodgett Street to the north, Cedar Avenue to the east, 9th Street to the south, and Oak Avenue and Spruce Avenue to the west.

Proposed 9th Street corridor improvements (City of Marshfield Downtown Plan, SAA)

Comprehensive Outdoor Recreation Plan 2006-2010

The City of Marshfield Comprehensive Outdoor Recreation Plan (CORP) aims to both extend the existing solid recreational base and to improve recreational opportunities within the community in order to meet the various needs of visitors and residents in the area. An inclusive park system is important for attaining goals outlined in the City's Comprehensive Plan.

Wisconsin Bicycle Transportation Plan 2020 (1998)

WisDOT encourages planning for bicyclists at the local level, and is responsible for developing long-range, statewide bicycle plans. Guidelines for accommodating travel by bicycles when roadways are reconstructed, or new roads are built, are available and their use is encouraged.

The development of WisDOT's statewide long-range bicycle plan, Wisconsin Bicycle Transportation Plan 2020, involved many people, including an advisory committee. The bicycle planning document is intended to help both communities and individuals in developing bicycle-friendly facilities throughout Wisconsin. The recommendations within the Plan are worth considering in Marshfield as connections to other communities are studied.

Wisconsin Pedestrian Policy Plan 2020 (2002)

The Wisconsin Pedestrian Policy Plan 2020, created by the Wisconsin Department of Transportation (WisDOT), was established to make pedestrian travel a viable, convenient and safe transportation choice throughout Wisconsin. While the Policy Plan primarily aims to minimize the barrier to pedestrian traffic flow from State Trunk Highway expansions and improvements, it also provides guidance to local communities on how to encourage pedestrian travel through the creation of pedestrian plans, increasing enforcement of pedestrian laws, adopting and implementing sidewalk ordinances, and addressing pedestrian issues through public participation.

3 Identifying Safety Issues & Attitudes

This chapter explores attitudes, policies, and barriers that may exist within the community. Survey information, school policies, and route assessments are provided as both a baseline assessment and as a starting point for future deliberation, monitoring, and evaluation.

Surveys

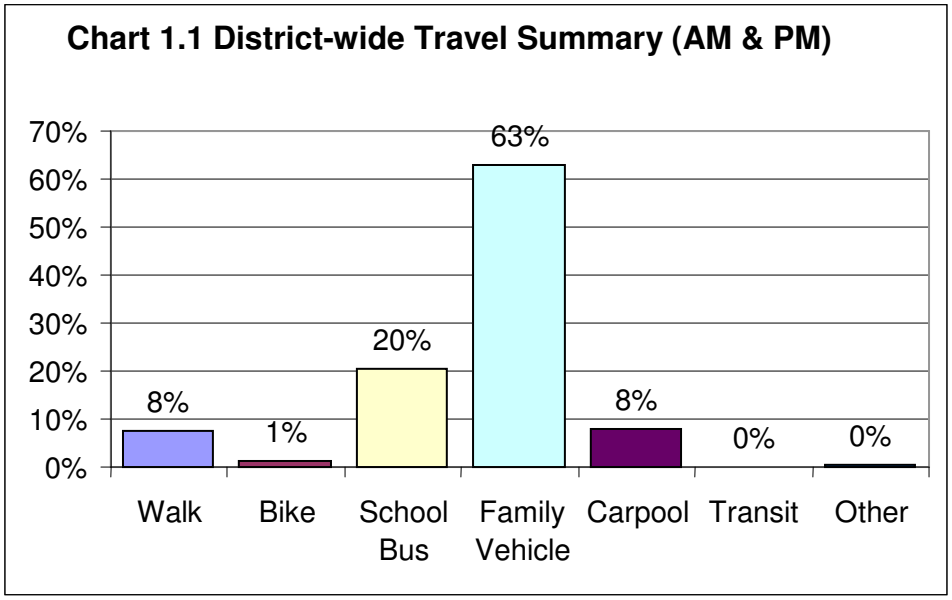
Copies of the student, teacher, and parent surveys used for this analysis can be found in the Appendix. The student and parent survey instruments were developed by the National Center for Safe Routes to School. A subsequent Teacher Survey was also developed by SAA.

Student Tallies were administered by teachers during the school week and the Parent Survey was administered by the Safe Routes to School Task Force, in both English and Spanish. The Teacher Survey regarding curriculum was distributed and collected from teachers at participating schools.

A discussion about each survey and its results are provided below.

Student Surveys

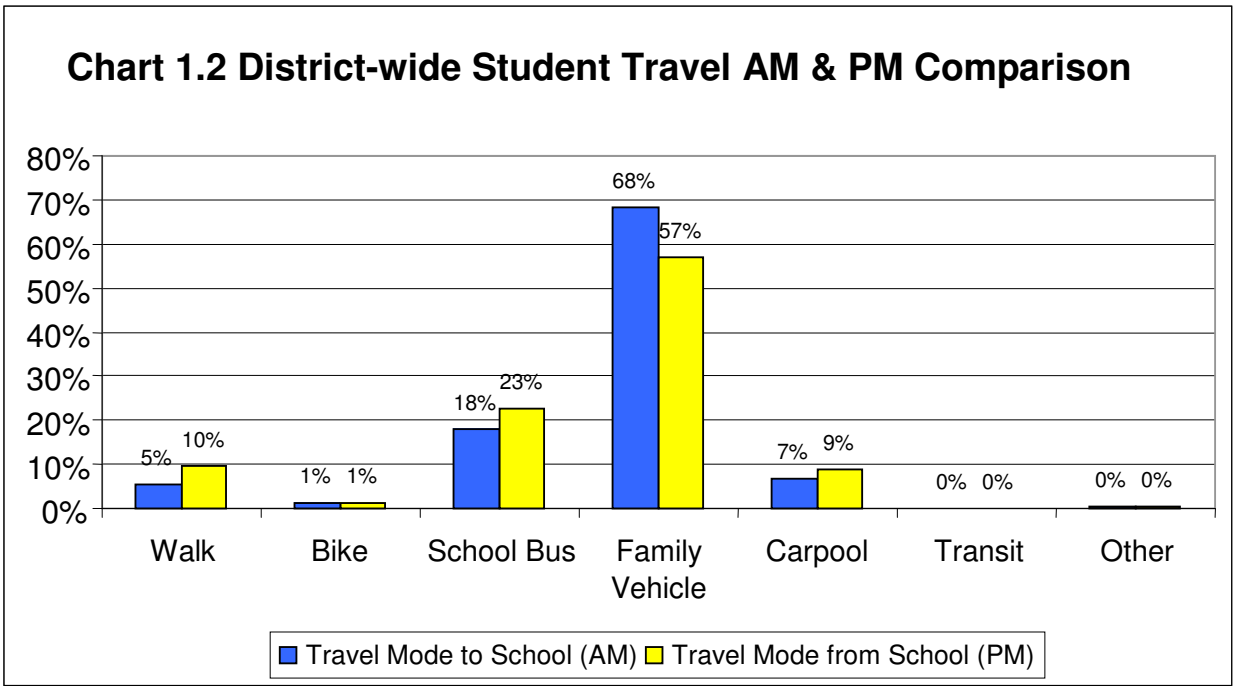
The Student In-Class Travel Tally was developed to help measure how students get to and from school and whether the SRTS Program will affect trips to and from school in the future. Teachers use the tally sheet to record specific information about how students arrive and depart from school each day for one week. The data collected in Marshfield was submitted to the National Center for Safe Routes to School to help track the success of SRTS programs across the country. To follow national trends in Safe Routes to School and access this data visit: http://www.saferoutesinfo.org/resources/tracking-reports.cfm.



Student Tally data were recorded for 99% of the classrooms (159/161) at all eight schools in this plan. There were 3,140 students who participated for an 87% participation rate. In most cases, student surveys were administered the first week of November 2007. Grant Elementary School and

Washington Elementary School completed student surveys in preparation for the SRTS planning grant in the spring of 2007, and this data was included. As illustrated in the previous chart 1.1, almost two in three Marshfield students (63%) travel to and from school in a family vehicle district-wide. The next highest categories were "school bus" with 20% of trips, and "walk" and "carpool" with 8% each. In total, 9% of students in Marshfield walk or bicycle to school.

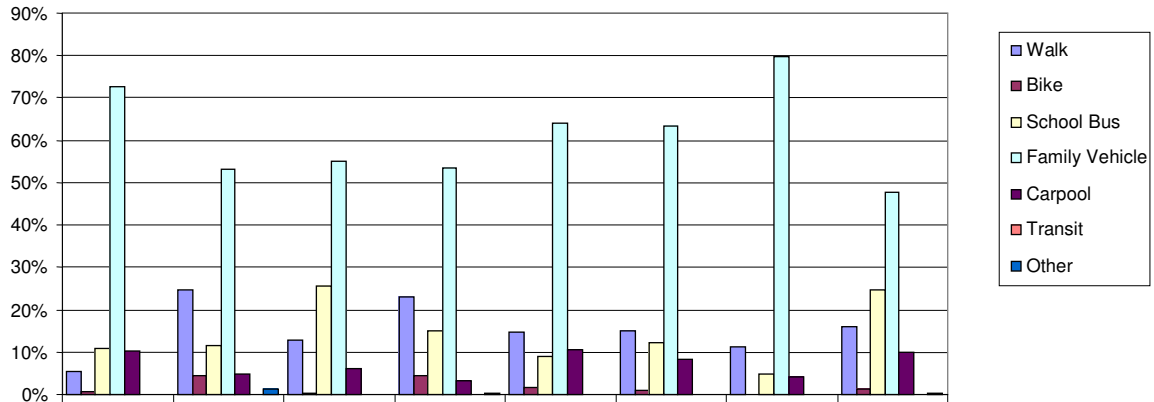
Chart 1.2 below illustrates that some students who arrive by family vehicle depart by another mode. Family vehicle trips fall from 68% in the morning to 57% in the afternoon. With this decrease in this mode of travel comes an increase in other modes. In the afternoon, students walk or take the school bus, in lieu of riding in the family vehicle. Walking trips increase from 5% to 10% and school bus trips increase from 18% to 23%.



For every school, the percentage of students who travel to and from school is highest for "family vehicle". St. John the Baptist Elementary shows the highest percentage of family vehicle trips with almost 80% of students arriving by car; the majority of St. John's students live further away from this school. Washington Elementary also demonstrates higher than average trips by family vehicle (73%). Marshfield Middle School had the lowest percentage of family vehicle trips at almost 50%.

For the Safe Routes to School planning effort, we are particularly interested in seeing how many students walk and bike to school and what may be preventing more students from walking and biking to school. Lincoln and Madison Elementary Schools have the highest bicycling and walking rates. Twenty-five percent of Lincoln students walk to school, while 5% bike. Twenty-three percent of Madison students walk to school, while 5% bike. Grant, Our Lady of Peace, Columbus, St. John, and Marshfield Middle all have a double digit number of walkers. Meanwhile, less than 6% of Washington students walked to school in the first week in November. Less students bike to school than walk to school, with only Lincoln and Madison Elementary Schools showing significant numbers of bicyclists. The following chart breaks out mode choices by school to graphically illustrate the primary methods of transportation to and from each school.

Chart 2.1 Marshfield Schools - All Mode Totals Combined for both Arrival and Dismissal



	Washington Elementary	Lincoln Elementary	Grant Elementary	Madison Elementary	Our Lady of Peace Intermediate	Columbus Middle School	St. John Primary	Marshfield Middle School
Walk	5.59%	24.54%	12.88%	23.12%	14.87%	15.01%	11.30%	16.04%
Bike	0.65%	4.50%	0.22%	4.64%	1.63%	1.11%	0.00%	1.24%
School Bus	10.74%	11.54%	25.69%	14.93%	9.07%	12.24%	4.94%	24.60%
Family Vehicle	72.68%	53.25%	55.21%	53.55%	63.92%	63.27%	79.61%	47.87%
Carpool	10.34%	4.87%	5.98%	3.31%	10.52%	8.37%	4.15%	9.82%
Transit	0.00%	0.00%	0.02%	0.00%	0.00%	0.00%	0.00%	0.00%
Other	0.00%	1.30%	0.01%	0.46%	0.00%	0.00%	0.00%	0.43%

Teacher Surveys

The Teacher Survey was developed to gauge teacher perceptions surrounding biking and walking and to measure the extent to which walking and bicycling skills are or are not included in classroom curricula. Teacher Surveys were administered to all kindergarten through eighth grade teachers through a variety of means. Some schools administered the survey at a staff meeting while others distributed the surveys via email or placed copies in teacher's mailboxes. 105 teachers returned the survey.

Results indicate that many teachers are interested in implementing more bicycle and pedestrian-related lessons within their curricula, but their time is limited. Formalized programs through the Department of Instruction were popular when teachers were asked to identify possible programs they'd be interested in teaching. Kindergarten teachers were most interested in bicycle education or bike training rodeo with a certified bicycle instructor, police officer or firefighter. Other elementary (K-5) school teachers in Marshfield expressed interest in programs promoting healthy eating and increased physical activity, including lesson plans, the Movin' and Munchin' Schools program, and the Green & Healthy Schools program (refer to Chapter 5 of this plan for program descriptions).

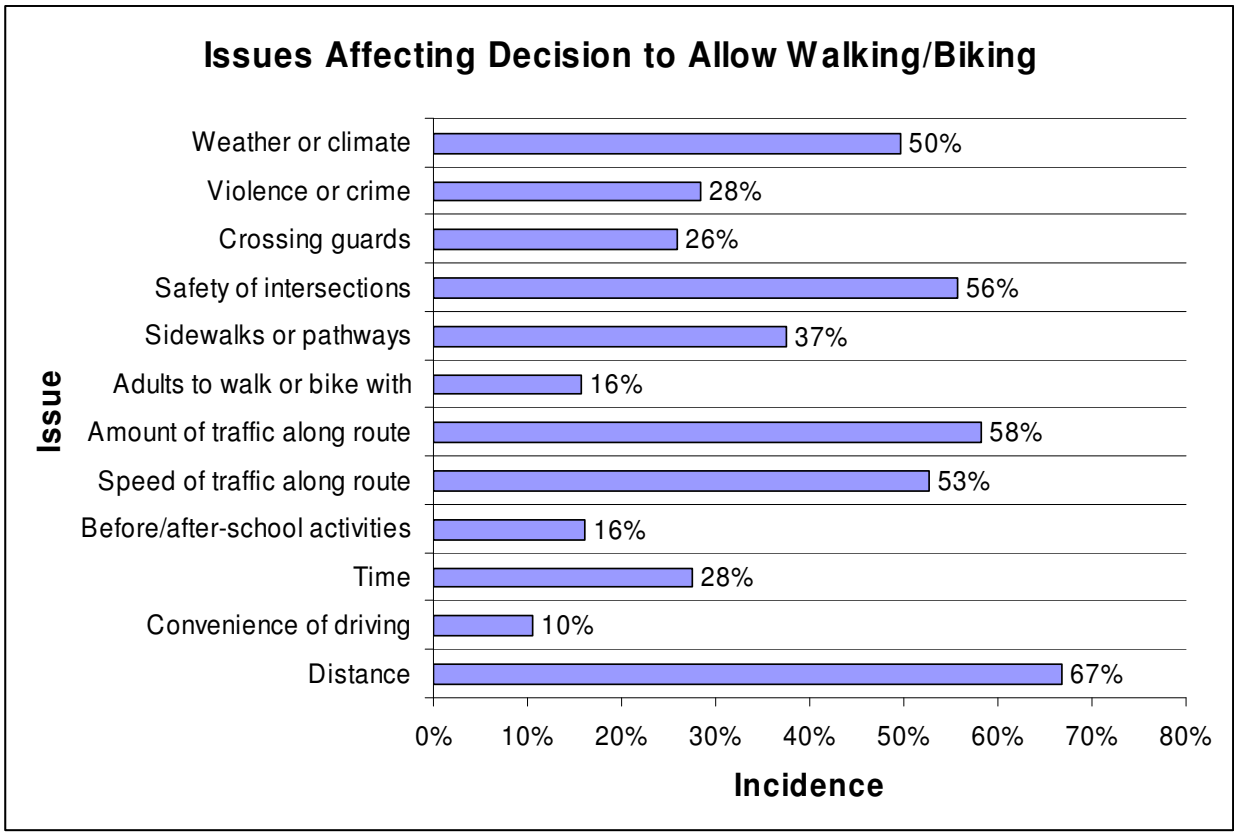
When asked to identify concerns with the neighborhood of the school, many teachers cited inattentive driver behavior, in particular cell phone use while driving, as a primary concern. Arrival and dismissal time traffic congestion and disorder also jeopardize safety, according to teachers. Teachers also witness many acts of inappropriate student behavior including not crossing within crosswalks, riding their bikes inappropriately and without safety gear, and darting between cars or buses to reach their destination.

Parent Surveys

The Parent Survey asks for information about what factors affect whether parents allow their children to walk or bike to school, the presence of key safety-related conditions along routes to school, and related background information. The survey results help determine how to improve opportunities for children to walk or bike to school and measure how parental attitudes change as the local SRTS program evolves.

Parent Surveys were distributed and collected by the Safe Routes to School Marshfield Task Force between October 2007 and January 2008. Parents were asked to take the survey for only one child even if they had more than one child in the participating school.

The surveys revealed that the majority of parents in Marshfield feel walking and bicycling to school is unsafe due to the speed and amount of traffic along the route and the lack of safe of intersections and crossings. In addition, two in three parents responded that they do not allow their children to walk or bicycle to school due to distance. The following chart provides a further breakdown of the reasons parents allow or disallow their children to walk and/or bike to school.



Of the 994 parents who were surveyed, 52% agreed that they would let their child walk or bicycle to school if these issues were changed or improved.

While it is useful to generalize parental perceptions throughout the Marshfield community, it is more useful to examine the conditions and concerns at particular schools and the responses of surveyed parents of children at these schools.

Grant Elementary School (207 responses out of 617 distributed, 33% return rate)
Twenty percent of surveyed parents lived between one and two miles from school and another 54 percent lived more than two miles from Grant Elementary. Fourteen percent of parents said they lived less than a ½ mile away from Grant Elementary. When parents were asked which factors affected their decision for mode choice to and from school, "distance" was cited as the primary factor. Other factors, shown by highest percentage of response, are listed below:

- 75% Distance
- 66% High traffic volume
- 64% Speed of traffic
- 55% Safety of intersections

The majority of parents responded that if sidewalks or pathways and intersection safety were improved, they would allow their kids to walk and bike to school. Additionally, most parents noted that they would allow their children to walk or bicycle to school if additional crossing guards were present or better located, or if there were other adults with whom their children could walk or bicycle.

Lincoln Elementary School (145 responses out of 342, 42% response rate)
The majority of surveyed parents lived within a ½ mile of Lincoln Elementary School. According to the survey results, 71 percent of children have asked to walk or bicycle to school in the last year and most kids think walking and bicycling to school is fun, however 61% of students arrive at school via the family vehicle. When parents were asked which factors affected their decision to allow children to walk and bike to school, "safety of intersections and crossings" was cited as the primary factor. Other factors, shown by highest percentage of response, are listed below:

- 57% Safety of intersections or crossings
- 56% Distance
- 54% Weather
- 46% Amount of traffic

Respondents noted that they would allow their children to walk or bicycle to school if the following conditions improved: speed of traffic along the route to school (54%), adults to walk or bike with (53%), amount of traffic along the route (49%), safety of intersections or crossings (48%), and violence or crime (46%).

Madison Elementary School (104 responses out of 365 distributed, 28% return rate)
Survey results showed 43% of respondents lived within ½ mile of Madison Elementary and 25% of respondents lived more than 2 miles away from school. Seventy perfect of parents of Madison Elementary students drive their children to school in the morning. When parents were asked which factors affected their decision for mode choice to and from school, "safety of intersections and crossings" (61%), "amount of traffic along the route" (60%), "distance" (56%), and "speed of traffic along the route" (55%) were cited as primary factors.

The majority (73%) of parents responded that they would allow their children to walk or bicycle to school if adults were available to walk or bike with their children to school. "Safety of intersections and crossings" and "crossing guards" were also cited as reasons that if improved, may allow parents to allow their children to walk or bicycle to school. Many parents were also concerned with unsafe motorist behavior, particularly among high school aged drivers.

Marshfield Middle School (174 responses out of 600 surveys distributed, 29% return rate)
Most parents at Marshfield Middle School that responded lived more than 2 miles from school (57%). An additional 21% lived between one mile and two miles of school. Thirteen percent of parents lived within a ½ mile of school. More than 73% of students take the bus or family vehicle to and from school. When parents were asked which factors affected their decision to allow students to walk or bicycle to and from school, "distance" was their primary concern. Other factors, shown by highest percentage of response, are listed below:

- 73% Distance
- 58% Weather
- 56% Amount of traffic along the route
- 47% Speed of traffic along the route
- 45% Safety of intersections and crossings

As a follow up question, when asked if these conditions were improved would you let your child walk or bike to/from school, most parents answered "no".

Washington Elementary School (179 responses out of 350 surveys, 51% response rate)
Thirty-one percent of the parents responding to the survey lived between one and two miles of the school and another 53% lived within one mile of Washington Elementary School. Eight percent of students walk or bicycle to school in the morning according to the parent survey, and 17% of students walk or bicycle from school in the afternoon. When parents were asked which factors affected their decision to allow students to walk or bicycle to and from school, sidewalk or pathway inadequacy and traffic concerns along the route were their principle concerns. Significant factors, shown by highest percentage of response, are listed below:

- 63% Sidewalks or pathways
- 62% Amount of traffic along the route
- 57% Safety of intersections and crossings
- 57% Distance
- 56% Speed of traffic along the route

Respondents noted that they would allow their children to walk or bicycle to school if the following conditions improved: sidewalks or pathways (72%), adults to walk and bike with (71%), speed and amount of traffic along route (63% each), safety of intersections and crossings (63%), and distance (50%). In the comments section, parents also expressed particular concern with children crossing Adler Street.

Columbus Catholic Middle School (31 responses out of 135, 23% response rate)
The majority of respondents live more than two miles away from Columbus Catholic Middle School. When parents were asked which factors affected their decision for mode choice to and from school, "distance" was cited as the primary factor. Other factors, shown by highest percentage of response, are listed below:

- 84% Distance
- 55% Safety of intersections
- 51% High traffic volume
- 48% Deficient sidewalks or pathways
- 48% Weather

Despite the fact that 60% of parents lived more than 2 miles from Columbus, 56% of children asked to walk and bicycle to school. The majority of Columbus parents responded that if distance, intersection safety, traffic volume, and sidewalks or pathways were improved, they would allow their kids to walk and bike to school. Additionally, 86 percent of parents that responded to the survey would allow their children to walk or bicycle to school if additional crossing guards were present or better located.

Our Lady of Peace Intermediate School (75 responses out of 162, 46% response rate)
Most parents at Our Lady of Peace Intermediate School that responded live more than 2 miles from school (51%). When parents were asked which factors affected their decision to allow students to walk or bicycle to and from school, "distance" was their primary concern. Other factors, shown by highest percentage of response, are listed below:

- 73% Distance
- 67% Safety of intersections and crossings
- 63% Amount of traffic along the route
- 59% Speed of traffic along the route

Respondents noted that they would allow their children to walk or bicycle to school if the following conditions were improved: safety of intersections or crossings (72%), child's participation in before/after-school activities (64%), adults to walk or bike with (57%), sidewalks and pathways (55%), distance (55%), and violence or crime (52%). In the comment section, parents also expressed concern for backpack weight.

St. John the Baptist Primary School (73 responses out of 142, 51% return rate)
Most parents at St. John the Baptist Primary School that responded lived more than 2 miles from school (61%). Five percent of respondents lived within ½ mile of St. John Primary. When parents were asked which factors affected their decision to allow students to walk or bicycle to and from school, "distance" was the primary contributing factor. Other factors, shown by highest percentage of response, are listed below:

- 86% Distance
- 67% Safety of intersections and crossings
- 64% Amount of traffic along the route
- 60% Speed of traffic along the route

Respondents noted that they would allow their children to walk or bicycle to school if the following conditions improved: crossing guards (72%), adults to walk and bike with (71%), child's participation in before/after-school activities (56%), and sidewalks and pathways (54%).

The information provided by the parent surveys indicates there is great potential for increasing the number of students who can walk or bike to school – as most students live within a reasonable distance for utilizing these transportation modes, if overall safety of the journey can be improved.

School Environment

Walking and Biking Audits

A walking and biking audit was conducted for areas within a ½ mile radius of the eight schools in November 2007. These schools included Grant Elementary, Lincoln Elementary, Madison Elementary, Marshfield Middle, Washington Elementary and Columbus Catholic Middle, Our Lady of Peace Intermediate, and St. John the Baptist Primary. The audit was performed by parents, city staff, community volunteers, and school staff volunteers. The activity was facilitated by Wisconsin Walks, a statewide advocacy organization focused on walking for transportation, health, and recreation.

The audit methodology included the generation of an audit map for volunteers to use for navigating and recording conditions. Participants were first given a presentation about identifying impediments to safe walking and biking, and then they were sent out into the neighborhood surrounding the school to record their observations. All maps were generated using GIS data requested from the

local municipality. Where GIS data was not available from the local community, countywide or regional data was used as available.

When participants returned from their audits, all data was included on one map, and there was a general discussion about primary issues and concerns. Auditors gathered data including sidewalk conditions, crosswalk locations, bike lanes, and other pertinent information particular to that school site. The audit exercise is a primary means of identifying areas where existing facilities are insufficient for safe travel (e.g. no curb cuts at a crosswalk or overgrown brush blocking a sidewalk).

The results of each audit are indicated on a series of audit maps in Appendix D. The primary issues identified for each audit are described below, by school site.

Grant Elementary School

This audit was performed by two parent volunteers and the Wisconsin Walks Audit Coordinator. Site and neighborhood issues related to safe biking and walking in the area include:

1. Parent traffic at pick up and drop off is chaotic and creates additional conflicts for bicyclists and pedestrians. Designated pick-up and drop-off points on school property are unable to handle the volume of traffic. Some parents opt to pick up and drop off their students on N. Walnut Avenue or in the KC Hall parking lot.
2. The lack of sidewalks south of W. Upham Street and adjacent to the school site poses hazards for pedestrians.
3. There is significant traffic on N. Walnut Avenue and W. Upham Street during the morning and afternoon shift changes at the nearby hospital. These shift changes coincide with arrival/dismissal times at the school.

A marked and signed mid-block pedestrian crossing with a pedestrian crossing stanchion on N St Joseph Ave, two blocks west of Grant Elementary School. *(Wisconsin Walks)*

Lincoln Elementary School

This audit was performed by four parent volunteers, a community volunteer, and the Wisconsin Walks Audit Coordinator. Site and neighborhood issues related to safe biking and walking in the area include:

1. Parent traffic at pick-up and drop-off is chaotic and congested.
2. The lack of sidewalks south of E. 17th Street and gaps in the sidewalk network directly adjacent to the school site pose hazards for pedestrians.

An elementary school student walks on a residential street without sidewalks near Lincoln Elementary. *(Wisconsin Walks)*

Madison Elementary School

This audit was performed by one parent volunteer and the Wisconsin Walks Audit Coordinator. Site and neighborhood issues related to safe biking and walking in the area include:

1. Parent traffic at pick-up and drop-off is chaotic and congested. N. Peach Avenue and E. Becker Road, in particular, carry significant traffic volumes during arrival and dismissal times.
2. Parents often disregard pick-up and drop-off procedures when they drop off children in the staff parking lot on N. Palmetto Avenue and E. Doege Street. This forces children to cross the street mid-block from unexpected locations.
3. Speeding is an issue, especially on N. Peach Avenue and E. Becker Road.
4. The jagged intersection of N. Palmetto Avenue and E. Doege Street, coupled with a nearby driveway, is problematic for pedestrians, bicyclists, and drivers.
5. Gaps in the sidewalk network isolate the school from the surrounding neighborhood where children live.

Many streets are elevated above grade and without curb and gutter, so rain and melting snow drain to the adjacent sidewalks. *(Wisconsin Walks)*

Marshfield Middle School

This audit was performed by four parent volunteers, a community volunteer and Wisconsin Walks Audit Coordinator. Site and neighborhood issues related to safe biking and walking in the area include:

1. Parent traffic at pick-up and drop-off is chaotic and congested.
2. Some parents exhibit dangerous or irresponsible driving habits, including parking in crosswalks and failing to yield to pedestrians and bicyclists.

A mini-van parks in the center of the mid-block crosswalk on S. Palmetto Avenue on the west side of Marshfield Middle School. *(Wisconsin Walks)*

Washington Elementary School

This audit was performed by two community members and the Wisconsin Walks Audit Coordinator. Site and neighborhood issues related to safe biking and walking in the area include:

1. Parent traffic at pick-up and drop-off is chaotic and congested.
2. Located at the southwest outskirts of the city, sidewalks are largely absent in the area surrounding Washington Elementary School.
3. During the walking and biking audit, motorists on W. 14th Street/ CTH H were observed traveling 10 to 15 mph faster than the posted speed limit.

Columbus Catholic Middle School & Our Lady of Peace Intermediate School

This audit was performed by four city staff members and the Wisconsin Walks Audit Coordinator. Traffic is generally light in the immediate vicinity of the school, sidewalks are in good condition on at least one side of the street, and the school zone area is well marked. There are numerous site and neighborhood issues affecting safely walking and bicycling to school including:

1. Parent traffic at pick-up and drop-off is chaotic. U-turns, stopping, standing, and parking in inappropriate areas is common.
2. Automobile congestion around the school at student arrival and dismissal times significantly hinders safe pedestrian and bicyclist access.
3. Speeding traffic and high traffic volume on S. Lincoln Avenue and W. 5th Street, particularly in the morning and late afternoon when children are present, is an issue. Wide streets and heavy, speeding traffic make these streets difficult to cross. The intersection of W. 5th Street and S. Schmidt Street is particularly problematic, according to the auditors.

St. John the Baptist Primary School

This audit was performed by two city staff and the Wisconsin Walks Audit Coordinator. St. John the Baptist School is located in the center of a residential neighborhood with a complete sidewalk network. Site and neighborhood issues related to safe biking and walking in the area include:

1. Parent traffic at pick-up and drop-off is chaotic and congested.
2. Located only blocks from both major thoroughfares in Marshfield (STH 13 and STH 97), there is heavy automobile and truck traffic in the vicinity of the school.
3. Vehicular speed on STH 13 and STH 97 may endanger pedestrians and bicyclists.
4. The hill on N. Chestnut Avenue adjacent and east of the school makes bicyclists and pedestrians near the school difficult to see.
5. School zone signage is lacking.

St John the Baptist School *(Wisconsin Walks)*

School Site Assessments

An assessment of the school grounds surrounding and containing each of the participating Marshfield School District schools was performed in December 2007. The analysis included walking around the school site and photographing entrances, bike racks, traffic signage, sidewalks, and other features of the site that may enable or impede walking or biking to the building. See the Site Assessment Maps in Appendix E.

General observations include:

- All schools have at least some sidewalk access, some are surrounded completely with pedestrian access opportunities
- Motorist behavior at arrival and dismissal times causes conflicts between bicyclists/pedestrians and motorists
- "No parking" restrictions are not universally enforced

Site -specific observations for each school are described below.

Grant Elementary School

Located near the northern outskirts of Marshfield, Grant Elementary is bounded by N. Oak Avenue, W. Upham Street, and private property fronting N. Fig Avenue. There is a circular drive located off W. Upham Street providing a lane for bus loading and unloading. Parents dropping off and picking up students access a second circular drive from W. Upham Street or N. Fig Avenue. Traffic moves in one direction in this driveway, and the area within the center of the circle provides parking for staff and visitors. Bike racks are located near the bus loading and unloading zone along W. Upham Street. Sidewalks border the immediate school campus but not in the blocks surrounding the school. There are crosswalks located along W. Upham Street and N. Fig Avenue.

Road flanking Marshfield school *(Wisconsin Walks)*

Lincoln Elementary School

Lincoln Elementary School is located three blocks south and west of STH 13, a major thoroughfare through Marshfield. The school is bounded by Madison Avenue, E. 17th Street, S. Felker Avenue, and E. 15th Street. Sidewalks surround the site on the south and west but are absent on Madison Avenue, E. 15th Street, and in much of the neighborhood immediately adjacent to the school. Crosswalks along E. 17th Street are adequate. The circular driveway along E. 17th Street provides a designated space for buses to load and unload students that is physically separated from the parent loading and unloading zone. Parents drop off and pick up their students mostly along E. 17th Street and S. Felker Avenue. Bicycle racks are located near the main entrance along E. 17th Street. The staff parking lot is located east of the school off of Madison Avenue.

Crossing guard in Marshfield assists bicyclist crossing the street *(Wisconsin Walks)*

Madison Elementary School

Located in the northeast corner of Marshfield, Madison Elementary School is located on the block formed by E. Becker Road, N. Palmetto Avenue, E. Doege Street, and N. Apple Avenue. Adequate sidewalks are found on the streets along the school site, and much of the surrounding neighborhood includes streets with facilities for pedestrians. School safety patrol members are available to assist students on Palmetto Avenue & E. Doege Street, Apple Avenue & E. Doege Street, and Apple Avenue & Becker Road before and after school. A circular driveway along E. Doege Street provides space for bus-only loading and unloading. Parents and visitors enter the school site from the east along N. Palmetto Avenue and travel south past the school entry and exit on E. Doege Street. A second circular driveway splits off this parent/visitor access drive to provide parent and visitor parking. Staff

park in lots located to the north and west of the site. Parking is prohibited during school hours on Palmetto Avenue, Doege Street, and Apple Avenue.

Marshfield Middle School

Marshfield Middle School is surrounded by a dense sidewalk network and is located only a few blocks from Lincoln Elementary School. S. Felker Avenue, E. 8th Street, S. Palmetto Avenue, and E. 4th Street bound Marshfield Middle School site. Crosswalks are located at intersections on both Palmetto Avenue and E. 8th Street. Marshfield Middle School is located just off E. Veterans Parkway/ STH 13, a road with an average annual daily traffic volume of 9700 cars. Buses load and unload students along S. Palmetto Avenue between E. 6th Street and E. 5th Street. Parents also pick up and drop off their children in this location. E. 6th Street, E. 7th Street, and S. Palmetto Avenue from E. 7th Street to E. 6th Street also serve as staging areas for parents' vehicles. Staff can access the school from S. Palmetto Avenue at the north end of the site and park their vehicles east of the school. Bicycle racks are located at the south of the school adjacent to visitor parking and the athletic facilities.

Washington Elementary School

Washington Elementary School is a new school located along the western edge of the City of Marshfield. Sidewalks are located along Schmidt Avenue, and crosswalks are in good condition. Sidewalks are absent from the rest of the school site, including W. 11th Street, W. 14th Street, and S. Lincoln Avenue. Adult crossing guards are stationed at the intersections of 14th Street & Schmidt Avenue and 11th Street & Adams Avenue. The only vehicular entrance into Washington School is off of 11th Street. This is also the exit for the buses and staff members. Buses drop off and pick up students along the west side of the site between the staff parking lot and the school. Parents drop off and pick up students at the north end of the school and exit at Schmidt Avenue. A circular drive breaks from this lane providing access to parent and visitor parking. Bike racks are located along the north side of the school.

Columbus Catholic Middle School & Our Lady of Peace Intermediate School

Columbus Catholic Middle School and Our Lady of Peace Intermediate School share a campus with the parochial high school and church. The complex spans three blocks from W. 8th Street north to W. 5th Street and from S. Schmidt Avenue to S. Columbus Avenue a few blocks west of downtown Marshfield and a few blocks east of the University of Wisconsin Marshfield campus. At the north end of the site, an access drive serves Our Lady of Peace and continues west to the church loading and unloading area. Traffic flows in one direction from east to west. Parent, staff, and visitor parking is located in the lot along W. 5th Avenue at the north end of the site. Parents also drop off and pick up their children in this area. Additional parking is located between Our Lady of Peace Intermediate School and Columbus Catholic Middle School, but most of the parking serving the schools and church is located west of Columbus Catholic Middle School. Bike racks are located west of Columbus Catholic Middle School. Sidewalks serve pedestrians on W. 8th Street, S. Columbus Avenue, and W. 5th Street adjacent to the school. S. Schmidt Avenue and many of the streets surrounding the school do not contain sidewalks.

St. John the Baptist Primary School

St. John the Baptist Primary School is located a few blocks from STH 13/Veterans Parkway. Average Annual Daily Traffic (AADT) was calculated at 12,200 cars in 2005. AADT counts immediately adjacent to St. John the Baptist Primary School demonstrate heavy traffic volume as well. Sidewalks are provided in most of the neighborhood surrounding the school. Crosswalks are in good condition at the four corners of the school site. Buses load and unload along N. Walnut Avenue, along with parent vehicles. Parents also drop off and pick up their children along E. Blodgett Street in the designated parent parking lot. Staff park at the northwest corner of the site, near W. Cleveland

Street and N. Chestnut Avenue. Bicycle parking is located between the staff parking lot and the school, directly opposite the main entrance to the school.

4 Recommendations

This chapter addresses the issues and opportunities observed by school officials, Task Force members, parents, and SAA staff throughout the development of this plan. Previous chapters identified existing policies and ordinances, quantified attitudes toward walking and biking, and compiled other information about existing conditions. This chapter will present possible solutions to alleviate, improve, or diminish existing concerns.

The recommendations in this chapter have been developed around the 5 E's for Safe Routes to School. The 5 E's are 1) Education, 2) Encouragement, 3) Enforcement, 4) Evaluation, and 5) Engineering. A successful SRTS program incorporates components of each of these elements. For a more complete discussion of the 5 E's, please see Chapter Five.

Recommendations are categorized into three sections: 1) Communitywide Recommendations, 2) General Site and Neighborhood Recommendations, and 3) Specific School Site Issues. The communitywide recommendations are more generalized activities and actions that should take place throughout the community respective to the 5 E's. The site and neighborhood recommendations are school-specific concepts and programs to improve the conditions for walking and bicycling at the school site and its immediate vicinity. All of the recommendations should occur simultaneously to enhance their effectiveness.

The chapter concludes with an Action Plan that consolidates the recommendations within a one to three year timeframe. The Action Plan also assigns responsibility for implementation and provides an approximate timeframe for completion. Chapter sections include:

1. Communitywide Recommendations
2. General Site and Neighborhood Recommendations
3. Specific School Site Issues
4. Action Plan

SRTS Recommendations

1. Communitywide Issues
1.1. Bicycle/pedestrian facilities.
1.2. Pedestrian/bicycle education.
1.3. Motorist/automobile operator education.
1.4. Limited enforcement of traffic rules and regulations.
1.5. Perception of stranger danger/Crime.
1.6. Perception of community safety for walking and biking.
1.7. Current conditions for walking and biking throughout the community are not fully known.
1.8. Safety of intersections for non-motorized transportation choices.

Communitywide issues in Marshfield include the lack of sidewalks on many streets, including Lincoln Avenue near Washington Elementary School, and missing segments around the other schools included in this study. Many of the sidewalk gaps are due to the presence of local streets with rural cross-sections within the city. Crossing the street can be difficult throughout Marshfield due to the proximity of the clinics and the traffic they produce, even when crosswalks and crossing guards are

present. Many parents don't consider walking or biking to be a viable form of transportation and there is not much information currently collected to quantify mode choice within the community.

Issue 1.1: Bicycle/pedestrian facilities.

Current city ordinances include a requirement for the installation of sidewalks in new developments. There are currently no requirements to make new infrastructure bicycle friendly. Where sidewalks currently exist in the city, they are sporadic and they may not be striped with a crosswalk at intersections or may not necessarily lead anywhere and end abruptly. Washington Elementary, Lincoln Elementary, and Our Lady of Peace Intermediate School/Columbus Catholic Middle School do not have complete sidewalk networks around the school property.

1.1.1 Complete the sidewalk systems on all school properties.
1.1.2 Create a sidewalk installation plan, focusing on the sidewalk networks within a 2 mile radius of schools first. Integrate the sidewalk system with the city's multi-use path system for greater connectivity. When streets with rural cross-sections are reconstructed, include sidewalk facilities where possible.
1.1.3 Continue to install curbcuts as a matter of practice even where current sidewalk facilities do not exist.
1.1.4 Propose the city establish a sidewalk and crosswalk reconditioning program that requires annual inspection of crosswalks for analysis of paint condition.
1.1.5 Restripe all crosswalks in the immediate vicinity of a school as ladder style crosswalks to maximize visibility.
1.1.6 Use the Complete Streets model in new facility/infrastructure/neighborhood design: Complete Streets are designed and operated to enable safe access for all users. Pedestrians, bicyclists, motorists and bus riders of all ages and abilities are able to safely move along and across a Complete Street.

Issue 1.2: Pedestrian/bicycle education.

There is concern that children do not ride their bicycles correctly and do not obey traffic signs or utilize crosswalk locations. This may be due to parents who may not teach their children to ride or walk on the correct side of the street or who do not discuss the proper use of pedestrian and bicycle facilities at all. There is also little bicycle and pedestrian education occurring within the school district, the burden is placed on the police department via bike rodeos. Many parents and children are also not familiar with bicycle upkeep and maintenance activities. Focus should be on educating parents about the responsibilities of being a pedestrian or cyclist.

Education

Education includes identifying safe routes, teaching students to look both ways at intersections, and how to handle potentially dangerous situations. These strategies are closely tied to Encouragement strategies.

Recommendations

Consider working together with Marshfield High School students, local advocacy groups and recreational equipment retailers such as The Sports Den to form a free maintenance program to help with basic safety issues and maintenance of students' bicycles.

1.2.1 Include bicycle maintenance programs in school curricula via physical or technology education programming.
1.2.2 Disseminate information via parent emails, backpack flyers, websites, or an instructional DVD illustrating the benefits of active transportation modes.
1.2.3 Add sections to current classroom curricula on the benefits of walking or biking to school. Include sections on the environment, health, and safety. Program examples include Moving

and Munchin' and the Green and Healthy School Program. Refer to Chapter 5 for more information.

1.2.4 Contact the Wisconsin Department of Transportation, Marshfield Police Department, and local advocacy groups about bringing more Bicycle Rodeos, Walkable Communities Workshop, or other education programs to Marshfield.

1.2.5 Encourage the creation of an ordinance requiring the use of helmets for children aged fourteen and under. Continue to partner with Security Health Plan to sponsor helmet giveaways and fitting clinics where possible. Use positive reinforcement techniques to encourage helmet use for cyclists.

Issue 1.3: Motorist/automobile operator education.

The biggest danger posed to most bicyclists and pedestrians is automobiles. While Marshfield maintains an efficient system of roadways for motorized vehicles, conflicts emerge when other modes are introduced into the system. When pedestrians cross the street and bicyclists utilize local roadways, they share the transportation network with automobiles. A major concern is the behavior of motorists, especially in school zones or where they encounter crosswalks communitywide. Complaints include motorists who speed or drive dangerously or do not yield right-of-way to pedestrians in crosswalks.

Recommendations

1.3.1 Disseminate crosswalk information to students, parents, teachers, and neighbors. Hold educational seminars on bicycle and pedestrian safety geared towards drivers of automobiles so they know how to react to these users on the roadway.

1.3.2 Include bicycle and pedestrian education as part of Driver Safety Education programs held at Marshfield High School and elsewhere within the community. Include information in Driver Safety Education programs on the Marshfield city ordinance banning the use of cellular telephones while driving.

1.3.3 Invite guest speakers and hold assemblies on safe transportation. Include sections for parents and other drivers about sharing the road with bicyclists and pedestrians.

1.3.4 Consider the use of Keep Kids Alive: Drive 25 campaign community-wide. Refer to Chapter 5 for more information.

1.3.5 Consider the creation of a positive reinforcement campaign that awards bumper stickers, " I am a SRTS driver at Lincoln Elementary", for example, to parents who obey traffic laws and follow the schools' on-site traffic management plans

Enforcement

Enforcement includes policies that address safety issues such as speeding or illegal turning, but also includes getting community members to work together to promote safe walking, bicycling, and driving.

Issue 1.4: Enforcement of traffic rules and regulations.

Many highways converge in Marshfield – Hwy 13, 10, H and 97. With these major thoroughfares, a surge of traffic is dispersed into or drawn from the surrounding streets. In addition, the location of the Marshfield Clinic draws regional traffic into Marshfield on a daily basis. This flow of traffic increases the likelihood of a variety of traffic-related incidents including crashes, speeding, illegal parking, and failure to yield to the right of way. Many of these conditions are compounded during arrival and dismissal times in schools zones where parents are looking for the fastest and easiest way to access and depart the school area. Currently, Marshfield police officers monitor the elementary schools on a rotational basis, at arrival and dismissal times.

Recommendations

1.4.1 Work cooperatively with Marshfield Police Department to continue to enforce all applicable bicycle and pedestrian right-of-ways. This "sting" effort should focus on high-use crosswalks or other crossings throughout the community.

1.4.2 Work with the Marshfield Police Department to report incidents of speeding, parking violations, and crosswalk violations in school zones.

1.4.3 Work with the City of Marshfield to better delineate school zones and crossing locations.

1.4.4 Utilize adult crossing guards where applicable and staff members to control identified pedestrian crossing points.

1.4.5 Consider developing student-based enforcement groups to remind parents of parking rules and regulations.

Issue 1.5: Enforcement of building, sidewalk, and property maintenance laws.

The walking environment can be greatly enhanced through the enforcement of property maintenance laws. Primary among these are snow removal on all public sidewalks within the city. The ordinance for snow removal in the City of Marshfield requires that property owners remove snow within a 48 hour period of the snow event. In addition, code enforcement that leads to abatement of overgrown vegetation, especially at corners, will make a safer environment for pedestrians and motorists alike.

Recommendations

1.5.1 Encourage parents, teachers, and students to report areas where improper sidewalk maintenance impedes walking safety, including lack of snow removal.

1.5.2 Submit regular reports of sidewalk issues, such as uneven surfaces, as well as locations of overgrown brush or other property maintenance standards that impede on the pedestrian right-of-way in the city of Marshfield.

1.5.3 Consider doubling the fines for violation in school zone areas for lack of snow removal.

Issue 1.6: Many residents/parents don't see walking or biking as realistic transportation choices and students may not think to ask about walking or biking to school as a result.

Over the past 30 years America has become much more accustomed to utilizing private automobiles for transportation. This is apparent in a community like Marshfield, where 55% of Lincoln Elementary parents surveyed lived less than 1/2 mile from the school, yet 61% of students arrive at school via the family vehicle. The Madison Elementary Survey revealed that 43% of parents surveyed lived less than 1/2 mile from the school and 70% of them drove their children to school in the morning. The average time it takes a child to walk one mile is approximately 20 minutes. Part of the issue in educating drivers about pedestrian and bicyclist rights is creating a critical mass of walkers and bikers to increase the expectation these users will be encountered during any trip. If residents don't see people walking or biking frequently, or don't believe people walk or bike as part of a transportation trip, they are less likely to look for them while driving. Further, parents who do not walk or bike are less likely to suggest walking or biking trips to their children.

Encouragement

Encouragement combines the results of the other "E's" to improve knowledge, facilities and enforcement to encourage more students to walk or ride safely to school. Most importantly, encouragement activities build interest and enthusiasm. Programs may include "Walk to School Days" or "Mileage Clubs and Contests" with awards to motivate students.

Recommendations

1.6.1 Encourage more people to walk or bike as a regular transportation choice. Participate and market the annual International Walk to School Day in October and ask city staff, community groups, employers, and residents to observe Bike to Work Week each May.

1.6.2 Develop school-based incentive programs, such as Mileage Clubs or walk-a-thons that offer rewards when mileage thresholds are reached and to encourage biking and walking as a daily activity. Formalize the Walking School Bus programs at Madison and Washington Elementary and expand the program to include the other elementary schools.

1.6.3 Inform and educate school staff about the SRTS programs via emails, school assemblies, and staff meetings.

1.6.4 Develop a media campaign to get the SRTS message out to parents and the general public. This may include posters, emails, newsletters, or stories in the local newspaper about the programs used to generate enthusiasm among students.

Issue 1.7: The perception of community safety for walking and biking to school is low.

There are a variety of issues affecting the perceived safety of walking or biking to school. The parent survey, conducted between October 2007 and January 2008, reveals many concerns related to traffic. The highest recorded issues affecting all surveyed parents decisions to allow, or not allow, their child to walk or bike to/from school included:

- Distance (68%)
- Amount of traffic along route (58%)
- Safety of intersection and crossings (56%)
- Speed of traffic along route (53%)
- Weather/Climate (49%)

In addition, many of the comments compiled from the Parent Survey indicated that the lack of sidewalks was of major concern and a reason that parents did not allow their children to walk to school. The lack of direct routes from residences to schools via the sidewalk system is caused by gaps in the system.

Recommendations

1.7.1 Complete the pedestrian network. This includes making sidewalk connections where none exist and ensuring that new developments include pedestrian access to other existing pedestrian facilities.

1.7.2 Enforce speed limits and crosswalk regulations in school zones, and position adult crossing guards at intersections deemed unsafe communitywide.

1.7.3 Restripe all crosswalks adjacent to school properties as ladder crosswalks to increase visibility.

1.7.4 Develop a Walking School Bus program where groups of children walk together. This program is most successful when led by an adult who can ensure safe practices among "passengers". In many cases these programs may also encourage walking or biking because a parent would not be sending their child out alone, but with a group of other students and an adult.

Evaluation

Evaluation involves monitoring outcomes and documenting trends through data collection before and after SRTS activities. Surveys and audits can help provide quantitative support for improvements brought about through SRTS programming.

Issue 1.8: Current conditions for walking and biking throughout the community are not fully known.
There is not a lot of data available within the community to ascertain the current level of bicycle/pedestrian safety. An exhaustive analysis of bikability or pedestrian friendliness has not been performed and is only available anecdotally.

Recommendations

1.8.1 Consider working with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking issues within the community. These groups may also be able to provide key insight and volunteers for implementation strategies.

1.8.2 Submit survey and advocacy results to the National Center for Safe Routes to School so that national databases for survey information can be collected.

Issue 1.9: Motorists drive too fast to make crossing the street safe.
In an effort to increase safety for drivers, many roadways are constructed wider than they need to be to carry the anticipated number of vehicles on the average day. This street widening has resulted in great curb-to-curb distances for pedestrians and bicyclists to negotiate. In addition, many of the streets that carry traffic into town do not have pedestrian or bicycle facilities and as such, motorists speed.

Recommendations

1.9.1 Consider working with Marshfield to develop pedestrian islands, or center island medians, to provide a place of refuge for pedestrians crossing the street.

1.9.2 Identify locations for curb extensions, or bulb-outs, to extend the sidewalk curb line out into the street. This narrowing of the street simultaneously slows traffic and decreases the distance for pedestrians crossing the street. Temporary bulb-outs can also be constructed using traffic cones during arrival/dismissal times in school zones.

1.9.3 Support efforts to adopt a citywide "Complete Streets" policy. This policy ensures that all streets are designed and operated to enable safe access for all users (pedestrians, bicyclists, motorists, bus riders).

2. General Site and Neighborhood Issues

2.1. Neighborhoods surrounding the schools lack consistent sidewalks.
2.2. Crossing the street is difficult near the school sites.
2.3. Monitoring the short and long-term effects of the SRTS at the schools.
2.4. Cooperation and coordination between the city of Marshfield and the School District.
2.5. Arrival/Dismissal traffic at the schools can pose a dangerous situation.
2.6. Community safety.
2.7. More children should be walking or biking to Marshfield schools.

Issue 2.1: The neighborhoods surrounding the schools lack consistent sidewalks.
The sidewalk network surrounding the schools is incomplete, with sidewalks missing on the school properties themselves. The parent survey revealed many parents feel walking is unsafe due to a lack of sidewalks. This can be remedied by creating a sidewalk construction plan which addresses the gaps in the existing system first.

Recommendations

2.1.1 Work with the Marshfield Public Works Department to schedule sidewalk improvements in the Capital Improvements Plan for key areas in the community that would strengthen the pedestrian network.

2.1.2 Work with the Wisconsin Department of Transportation (DOT) to identify cost-sharing programs for development of sidewalks along state highways. The state may reimburse up to 80% of sidewalk installation costs when state highways are redesigned.

2.1.3 Encourage annual or biennial grant applications to the DOT for Transportation Enhancement (TE) or Bicycle and Pedestrian Facilities Program (BPFP) monies that can be used to enhance the multimodal transportation network.

2.1.4 As roads are scheduled for reconstruction, ensure they are improved upon, where possible, to include facilities for bicycles and pedestrians.

Issue 2.2: **Crossing the street is difficult near the school sites. Even where crossing guards and safety patrols monitor activity, the behavior of motorists makes crossing difficult.**

Most of the public elementary schools utilize adult crossing guards in the city of Marshfield in addition to safety patrols. Even with the use of safety patrols and crossing guards, the erratic behavior of drivers makes crossing the street difficult. Further compounding the issue are the parents who ignore the crossing guards when crossing streets with their children. In addition, the lack of high visibility crosswalks adjacent to school property makes crossing difficult in some places.

Engineering

Engineering is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school.

Recommendations

2.2.1 Consider installation of speed devices, such as active driver feedback signs, that flash or display a message to the driver, such as current speed or "slow down".

2.2.2 Use traffic cones during arrival and dismissal times to narrow the street width and signal to drivers that school is in session and children will be present, if warranted.

2.2.3 Consider employing additional crossing guards to help students cross safely. Of the 994 parents who were surveyed about issues affecting their decision to allow their children to walk and bike to school, 55% cited the safety of intersections and crossings as a reason. Further, 52% of those surveyed said they would let their child walk or bike if intersection safety was changed or improved.

2.2.4 Continue practice of annual training and refresher courses for adult crossing guards prior to each new school year to familiarize crossing guards with any changes that may have occurred on the roadways near the school.

2.2.5 Repaint crosswalks in school zones, especially at safety patrol locations on busy streets, with ladder-style crosswalk markings and epoxy paint to increase the visibility and life-span of these markings.

2.2.6 Prohibit parking within 20 feet of crosswalks; add signage to prevent vehicular stopping or standing in crosswalks.

2.2.7 Consider the use of portable "Pedestrian Warning" signs for use by Adult Crossing Guards in crosswalks during school arrival/dismissal hours.

Issue 2.3: Monitoring the short and long-term effects of the SRTS at the schools, i.e. how will we know if the SRTS program is having an effect?

Throughout the planning process there have been a number of tools used, such as surveys and audits, that illustrate the condition of current facilities and current attitudes. However, it is not fully understood how these tools will be used to create an effective program or to record results of implementation strategies.

Recommendations

2.3.1 Continue to perform the Student Tally and Parent Survey at least annually. The current information collected has established a baseline for comparison to future years. Monitor the results of the surveys to help determine program effectiveness. Forward the survey results to the National Center for Safe Routes to School.

2.3.2 Continue to maintain an active SRTS Task Force to oversee and evaluate the program. It is likely that not all of the programs utilized will meet with expected results. The Task Force should consistently update the SRTS plan and implementation approaches to better serve the needs of parents and students.

Issue 2.4: Cooperation and coordination between the city of Marshfield and the School District

The engineering recommendations in this document require significant coordination with the local governmental unit. Ordinance changes, review of new development proposals, and installation of transportation infrastructure are all government functions.

Recommendations

2.4.1 The school district should remain active in city discussions about future growth and transportation planning. Send representatives to the local meetings of the Plan Commission or other committees where capital improvements are discussed.

2.4.2 Meet with local officials or get on the agenda of a regular meeting of the local electorate to discuss this SRTS plan and the courses of action proposed that require significant intergovernmental cooperation.

2.4.3 Advocate for increased bicycle and pedestrian facilities, especially in school zones and immediately surrounding the school site.

2.4.4 Use the SRTS plan as a gauge of walkability/bikability standards communitywide and refer to the plan where appropriate in other city planning efforts.

Issue 2.5: Arrival and dismissal times at Marshfield Schools are hazardous for a variety of transportation users.

In many communities arrival/dismissal time is very hectic. There are family vehicles, buses, pedestrians, and bicyclists all using the same transportation network. Though most schools in Marshfield have designated areas for automobile pick-up/drop-off, some parents don't observe the suggested rules and often double and triple load. The location of where parents let children exit or enter their vehicle is also an issue because children become pedestrians in travel lanes or may dart between vehicles. Pedestrians and bicyclists also occupy the same sidewalk areas which can cause conflicts. In addition, many parents are impatient and do not adequately slow down or drive safely within the school zone boundaries. Further, many parents arrive far in advance of dismissal time

Cars queue outside a Marshfield Elementary School (*SAA*)

to wait for their children and most idle their cars while waiting. This causes a significant increase in air pollution directly at the school site.

Recommendations

2.5.1 Continue to develop, review and implement on-site management plans that include designated drop-off/pick-up locations (zones), adult monitors, and student safety patrols for schools that do not currently have such plans. Evaluate existing on-site management plans annually for functionality.

2.5.2 Encourage parents who want to escort their children to the building to park their cars in a parking lot and not in the loading/unloading areas or in the queue for cars waiting to load/unload.

2.5.3 Develop a safe walk/bike zone within a block or two of the schools and actively discourage parents or caregivers from driving into the zone for ten minutes before and after arrival/dismissal times. This zone can be introduced on a monthly basis to ease transition.

2.5.4 Stagger student dismissal times letting walkers and bikers leave first, then school bus riders, then passengers of private vehicles.

2.5.5 Develop a "friendly notes" program to issue "tickets" to vehicles not obeying rules. They may include a "no idling" message, or convey information like "no parking" or "bus lane". Conversely, issue "tickets" to vehicles obeying the rules that can be cashed in by the student for a prize drawing or some other reward.

2.5.6 Institute a district-wide "No Idling" campaign to educate students, parents, and neighbors on the consequences of idling engines.

2.5.7 Involve the parents who repeatedly ignore efforts to improve the operation and safety situation on school grounds. Allow them to assess current conditions and brainstorm solutions.

2.5.8 Instruct children who ride their bikes to school to dismount their bikes and walk them to a bike rack when on school property. Riding on busy sidewalks can cause user conflicts and injuries.

Issue 2.6: Community Safety: many parents won't let their children walk or bike to school because they don't feel it's safe for children to walk or bike alone.

The Parent Survey revealed 29% of responding parents were concerned about violence or crime as a factor in transportation choice. Perceptions of safety, real or not, can be a limiting factor in many communities. Safe Routes to School Plans and Programs do NOT advocate for children walking to school alone but rather with an adult or with a group.

Recommendations

2.6.1 Promote the Safe Routes to School map generated as part of the planning process. See the Appendix for Safe Routes to School maps.

2.6.2 Start a Safe Passage or "Eyes on the Street" Program to increase the number of adults keeping watch on student activity surrounding the schools.

2.6.3 Continue to work with interested parents and volunteers to promote the Walking or Biking School Bus and expand the program to all schools. This program provides adult supervision for groups of children who walk or bike to school together. Often, they gather at a set meeting point or "bus stop" in local neighborhoods. This program can also be used in conjunction with satellite parking locations to lessen the amount of traffic around school grounds.

Issue 2.7: More children should be walking or biking to Marshfield Schools.

The Student Tally showed that during the fall of 2007, for all schools surveyed, less than 8% of children walked and less than 1% biked.

Recommendations

2.7.1 Develop encouragement programs that make walking and biking to school more fun. These include Mileage Clubs that reward walking or biking to school with prizes and awards.

2.7.2 Host a walking or biking parade to the elementary school – to kick off a walking or biking school bus program and increase the visibility of walkers and bikers within the community.

2.7.3 Incorporate walking and biking in regular classroom activities. Ideas include "Walking and Biking Across America" exercises that allow students to accumulate miles for walking and biking to school and use them to plot courses to cities across America.

2.7.4 Consider allowing students who depart school by walking or biking to leave before those who get picked up by family vehicle.

3. Specific School Site Issues

3.1. Grant Elementary
3.2. Lincoln Elementary
3.3. Madison Elementary
3.4. Marshfield Middle School
3.5. Our Lady of Peace Intermediate/Columbus Catholic Middle School
3.6. St. John the Baptist Primary
3.7. Washington Elementary

Issue 3.1: Grant Elementary School

Problem addressed	Recommendation(s)
Congestion in parking lots during arrival/dismissal times can be dangerous	Reinforce and evaluate the on-site traffic management plan on an annual basis and use parent monitors in addition to staff for enforcement; reward parents/kids who are using the plan correctly
Traffic does not yield to pedestrians in crosswalks	Add or upgrade all crosswalks to ladder type style.
General Congestion	Institute walking school bus program(s) for children who live within a ½ mile radius; institute punch card programs for children to encourage walking and biking to school and/or increased physical activity.
Motorist speed in school zones	Install solar powered flashing speed signs

Issue 3.2: Lincoln Elementary School

Problem addressed	Recommendation(s)
Sidewalk gaps	Construct sidewalks on the following sections/segments: South side of E. 17th from S. Palmetto St. to Pecan Parkway
Intersection safety	Consider the use of adult crossing guards, if warranted, at E. 14th St. and S. Peach, E. 17th St. and S. Peach and E. 8th and S. Felker Sts
Congestion in parking lots during arrival/dismissal times can be dangerous	Reinforce and evaluate the on-site traffic management plan on an annual basis and use positive reinforcement to reward students and parents who follow the plan correctly
Traffic does not yield to pedestrians in crosswalks	Add or upgrade all crosswalks to ladder type style.

Issue 3.3: Madison Elementary School

Problem addressed	Recommendation(s)
Sidewalk gaps	Construct sidewalks on the following sections/segments: N. Palmetto St. from E. Becker St. to E. Grant St.;
Congestion in parking lots during arrival/dismissal times can be dangerous	Reinforce and evaluate the on-site traffic management plan on an annual basis and use positive reinforcement to reward students and parents who follow the plan correctly
General Congestion	Consider the use of the gravel parking lot located in the northwest portion of the school grounds for parents to park and walk their children to the door
High School driver congestion and safety concerns	Work with HS students via service groups like the Rotary club, Boy and Girl Scouts and the Marshfield Youth Committee to create PSAs to educate student drivers about safety and bicycle and pedestrian laws; examine pattern of streets around HS and Madison to determine if left turn lanes at some intersections would be appropriate or if restrictions of turning movements would ease congestion; consider the realignment of N. Palmetto north of E. Becker to align with N. Palmetto south of E. Becker Road and consider the use of a roundabout at this intersection. Consider use of metering signal to release traffic from the high school parking lot at a more controlled rate.
Use of skateboards	Provide skateboard parking for students
Traffic does not yield to pedestrians in crosswalks	Add or upgrade all crosswalks to ladder type style.

Issue 3.4: Marshfield Middle School

Problem addressed	Recommendation(s)
Family vehicles that drop off students exhibit dangerous driving habits and add to the congestion	Encourage parents to drop off students at a remote drop-off site; examine area to determine if a remote drop-off parking lot can be used for students being transported from out of town
General congestion	Stagger release times so that walkers and bikers can leave first,

	followed by students taking the bus, then students being picked up by family vehicles; determine if there is enough width to create a bus only lane or curb cut out in front of the school on S. Palmetto Ave.
Few students walk or bike to school	Host a bike parking raffle in the fall to encourage students to ride. Encourage walking by instituting a frequent walker punchcard program. Encourage staff to bike or walk to work occasionally to model to the students.
Traffic does not yield to pedestrians in crosswalks	Add or upgrade all crosswalks to ladder type style.

Issue 3.5: Our Lady of Peace Intermediate/Columbus Catholic Middle School

Problem addressed	Recommendation(s)
Sidewalk gaps	Construct sidewalks on the following sections/segments: S. State St. from W. Adler St. to W. 5th St.; S. Lincoln Ave. from bike trail to W. Arlington St.; W. 6th St. and W. 7th St. from S. Schmidt Ave. to S. Lincoln Ave.; when Lincoln Avenue is reconstructed, sidewalks should be added on both sides of the street wherever possible
Lack of signage	School zone signage should be added to S. Columbus Ave. and W. 8th St. near the schools
Few students walk or bike to school	With students located community wide, it may not be possible for students to walk/bike to school. Therefore to increase physical activity levels or let them participate in city-wide walk to school events, consider a remote parking location to be used for any walk to school events or days, where students could gather and be walked en-masse to school by parents or staff.
Intersection safety	If warranted, consider the use of an adult crossing guard at the intersections of S. Schmidt Ave. and W. Adler Ave., Adams and W. Adler and S. Schmidt Ave. and W. 5th St. In the morning, traffic is traveling into town from the west on W. Adler so at a minimum, consider an AM crossing guard at these locations
Traffic does not yield to pedestrians in crosswalks	Add or upgrade all crosswalks to ladder type style.

Issue 3.6: St. John the Baptist Primary School

Problem addressed	Recommendation(s)
Parking lot congestion is dangerous	Reinforce and evaluate the on-site traffic management plan on an annual basis and use positive reinforcement to reward students and parents who follow the plan correctly
Speed and Volume of traffic around school	Use Flashing school zone signs on N. Chestnut – this street is of special concern due to the topography and the blind hill as you travel past the school.
Lack of school zone signage	Add school zone signage to W. Blodgett St., W. Cleveland St., N. Walnut Ave. and N. Chestnut St. on the blocks that surround the school
Few students walk or bike to	Encourage walking by instituting a frequent walker punch card

school	program. Encourage staff to bike or walk to work occasionally to model to the students. Establish a Walking Wednesday or other such program to encourage students and their parents to walk to school – even if only partway from a remote site.

Issue 3.7: Washington Elementary School

Problem addressed	Recommendation(s)
Sidewalk gaps	Construct sidewalks on the following sections/segments: S. Lincoln Ave. from existing segments north of W. 8th St. to W. 14th St. to start, when Lincoln Street is reconstructed in 2009, sidewalks should be added on both sides of the street wherever feasible – at a minimum the shoulder should be improved; north side of W. 14th St. from S. Lincoln Ave. to S. Adams Ave.
Intersection Safety	When Lincoln Avenue is reconstructed in 2009, a crossing guard will be needed at the intersection of Lincoln Avenue and 11th Street. Install a solar-powered flashing stop sign at the intersection of 11th/Schmidt.
Parking lot congestion can be dangerous	Reinforce and evaluate the on-site traffic management plan on an annual basis and function and encourage parents to follow the plan. Use positive enforcement and rewards for students and parents who use the plan correctly.
Few students walk or bike to school	Encourage walking by instituting a frequent walker punch card program. Encourage staff to bike or walk to work occasionally to model to the students. Establish a Walking Wednesday or other such program to encourage students and their parents to walk to school – even if only partway from a remote site.

4. Action Plan

The following action plan is based on a 2-3 year forecast of reasonably attainable goals. The strategies within this Action Plan also prioritize important components of the SRTS program because they lay the foundation for activities within each strategy area. Strategy areas include recommendations developed around the 5 E's for Safe Routes to School. The 5 E's are 1) Education; 2) Encouragement; 3) Enforcement; 4) Evaluation; and, 5) Engineering. A successful SRTS program will incorporate components of each of these approaches.

The following table discusses strategies, assigns responsibility for implementation, and recommends a timeframe for completion. A column for potential funding sources has also been included to help allocate resources if grants or other funding is available for implementation. Lastly, the table cites the recommendation number from the previous two sections: 1. Communitywide Issues and 2. Site and Neighborhood Issues.

Groups assigned to implement this SRTS Plan include the Marshfield School District (authority for school site improvements), the city of Marshfield (engineering solutions such as sidewalk and sign installation), local police departments, and volunteers from within the community (not specifically identified). See Table 4: Action Plan.

Action Plan		Project Area (School)									
Strategy Type	Action	Grant Elementary	Lincoln Elementary	Madison Elementary	Marshfield Middle	Washington Elementary	Our Lady of Peace/Columbis	St. John the Baptist	When	Who	Funding Source
Education includes identifying safe routes, teaching students to look both ways at intersections, and how to handle potentially dangerous situations. This strategy is closely tied to Encouragement strategies.	Continue to work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to Marshfield	✓	✓	✓	✓	✓	✓	✓	2008-09	City of Marshfield	Volunteer, None Req.
	Disseminate information illustrating the benefits of active transportation modes. Consider adding lessons in classroom curricula.	✓	✓	✓	✓	✓	✓	✓	Ongoing	City of Marshfield; MSD; Private School Admin.	SRTS
	Work with local groups to supply bikes, helmets and programming on bicycling safety.	✓	✓	✓	✓	✓	✓	✓	2008-09	City of Marshfield	Volunteer, None Req.
	Include bicycle and pedestrian lessons as part of local driver education programs.	✓	✓	✓	✓	✓	✓	✓	2009-10	MSD; Private School Admin.	None Req.
	Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase ridership and enhance skills.	✓	✓	✓	✓	✓	✓	✓	2009-10	MSD; Private School Admin.; City of Marshfield	SRTS
Encouragement combines the results of the other "E's" to improve knowledge, facilities and enforcement to encourage more students to walk or bike safely to school. Most importantly, encouragement activities build interest and enthusiasm. Programs may include "Walk to School Days" or "Mileage Clubs and Contests" with awards to motivate students.	Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	✓	✓	✓	✓	✓	✓	✓	2008-09	MSD; Private School Admin.; City of Marshfield	SRTS, Volunteer
	Develop a Walking School Bus program at each school using community and parent volunteers.	✓	✓	✓	✓	✓	✓	✓	2008-09	MSD; Private School Admin.	SRTS, Volunteer
	Encourage coordination with any existing Neighborhood Watch programs to provide assistance to children who experience trouble when walking or biking.	✓	✓	✓	✓	✓	✓	✓	2009-10	City of Marshfield	Grants, Volunteer
	Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards".	✓	✓	✓	✓	✓	✓	✓	2008-09	MSD; Private School Admin.	SRTS, Volunteer
	Locate bicycle racks to areas where they can be easily seen and accessed from sidewalks and roadways. Ensure access to both sides of the facility, and sufficient capacity.	✓	✓	✓	✓	✓	✓	✓	Ongoing	MSD; Private School Admin.	SRTS, Volunteer
	Continue to distribute detailed pick-up/drop-off materials and traffic regulations to parents the first week of each semester.	✓	✓	✓	✓	✓	✓	✓	2008-09	MSD; Private School Admin.	General Fund
	Work with local media to disseminate information about SRTS successes at schools. Create a PSA.	✓	✓	✓	✓	✓	✓	✓	2009-10	City of Marshfield	None Req.
	Consider driver feedback signs to inform motorists of their rate of speed within school zones.	✓	✓					✓	2010	City of Marshfield; Marshfield Police Dept.	SRTS
Enforcement includes policies that address safety issues such as speeding or illegal turning, but also includes encouraging community members to work together to promote safe walking, bicycling, and driving.	Work cooperatively with local police to enforce bicycle and pedestrian rights-of-way. Consider a "sting" effort at high-use crosswalks.	✓	✓	✓	✓	✓	✓	✓	Periodic	City of Marshfield; Marshfield Police Dept.	None Req.
	Enforce sidewalk and property maintenance laws to increase safety and capabilities for walking and biking.	✓	✓	✓	✓	✓	✓	✓	Ongoing	City of Marshfield	None Req.
	Report instances of inappropriate motorist behavior, illegal parking, and loose animals to police regularly.	✓	✓	✓	✓	✓	✓	✓	Ongoing	Citizens; MSD; Private School Admin.	None Req.

Action Plan		Project Area (School)									
Strategy Type	Action	Grant Elementary	Lincoln Elementary	Madison Elementary	Marshfield Middle	Washington Elementary	Our Lady of Peace/Columbus	St. John the Baptist	When	Who	Funding Source
Engineering is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school.*	Upgrade every crosswalk within a 1/2 radius of a school to a ladder type style.	✓	✓	✓	✓	✓	✓	✓	Ongoing	City of Marshfield	SRTS, WisDOT TE
	Identify and sign each school zone and perform regular maintenance on crosswalks within these zones.	✓	✓	✓	✓	✓	✓	✓	Ongoing	City of Marshfield	SRTS, WisDOT TE
	Install sidewalks where gaps exist within 1/2 mile of each school	✓	✓	✓	✓	✓	✓	✓	Ongoing	City of Marshfield	SRTS, WisDOT TE
	Consider the use of off-site loading/unloading/parking areas for family vehicles to mitigate congestion at the school site.	✓		✓	✓				2009	City of Marshfield	SRTS, General Fund
	Local planners should include accommodations for biking and walking in new developments (esp. to the local school site).	✓	✓	✓	✓	✓	✓	✓	Immediate	City of Marshfield	None Req.
Evaluation involves monitoring outcomes and documenting trends through data collection before and after SRTS activities. Surveys and audits can help provide quantitative support for improvements achieved through SRTS programming.	Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking. Confer periodically to determine SRTS programming impact.	✓	✓	✓	✓	✓	✓	✓	2009	City of Marshfield	None Req.
	Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	✓	✓	✓	✓	✓	✓	✓	2008	City of Marshfield	Grants, General Fund
	Submit School Tally results to the National Center for Safe Routes to School at least annually.	✓	✓	✓	✓	✓	✓	✓	Ongoing	City of Marshfield	SRTS, Volunteer

Ongoing: initialize immediately or continue to operate **Periodic**: every two years **Immediate:** action should occur as soon as possible

None Req.: funding is not necessarily required to implement this action, or is already in place to implement

Volunteer: volunteers can help fill a funding gap through donations, special events, or time used to assist in implementation

SRTS: Safe Routes to School funding provided through the Department of Transportation (2005-2009), subject to federal reauthorization after 2009.

WisDOT SMIP/TE: Department of Transportation, Transportation Enhancement (TE) and Statewide Multimodal Improvement Program (SMIP)

Grants: grants through advocacy agencies in health field (Robert Wood Johnson Foundation, etc.) or transportation (Bikes Belong, etc.), or community empowerment

5 Best Practices and Implementation Resources

There are many active Safe Routes to School (SRTS) programs across the country and around the world today. The people behind these successful programs are very willing to share the tools and ideas they have developed. Chapter 5 is a resource for your local SRTS program to build understanding and enthusiasm for SRTS at your school or within the community.

This chapter offers a review of the 5 E's approach to SRTS planning and an extensive toolbox detailing program suggestions and ideas. Additionally, a list of web resources is provided to help your community tap into the vast resources available on the internet that can elevate your SRTS program to the next level.

Best practice: bicycling and walking to school (SAA)

The 5 E's Reviewed

Safe Routes to School (SRTS) refers to a variety of multi-disciplinary programs and facility improvements aimed at promoting walking and bicycling to school. SRTS largely centers around five core areas, called "The Five E's". They include Education, Encouragement, Engineering, Enforcement, and Evaluation and are described below.

Engineering is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or facilities. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school. Safe Routes to School engineering solutions may include adequate sidewalks or bike paths that connect homes and schools, improved opportunities to cross streets (such as the presence of raised medians or pedestrian signals), and traffic calming measures (such as reduced speed limits, speed bumps, or stanchions).

Enforcement includes policies that address safety issues such as speeding or illegal turning, but also includes getting community members to work together to promote safe walking, bicycling, and driving.

Unsafe driving behaviors in school zones can be observed each school day at arrival and dismissal times. These behaviors discourage parents from allowing their children to bike or walk to school and

also pose a threat to the school's staff and students as they make their way from private cars or buses to the school building and back again. While developing this Safe Routes to School Plan, SAA visited with many of the 50+ principals involved in this planning process. The majority of the principals reported dangerous behavior by parent drivers as one of their chief concerns for school safety. Crossing guards interviewed by SAA for this planning project also reported dangerous motorist behavior as one of their main concerns.

Enforcement programs can help calm traffic in the neighborhoods around schools and at the school site. When considering an enforcement program, first make a list of unsafe behaviors currently occurring near the school and on the school campus. Violating school drop-off and pick-up procedures has a multiplying effect on unsafe behaviors. Parents who are trying to follow instructions provided by the school get extremely frustrated when another person violates the rules and slows the process down. Their frustration can lead to additional aggressive and unsafe driving.

Community safety is not the sole responsibility of the local police department. Community members can and should play an important role in making both the neighborhood and school safer places. The community enforcement approaches listed below are staffed by local volunteers. In addition to community enforcement efforts it will be necessary to involve the local police department. There are many things a local police department can do to encourage safe driving besides issuing speeding tickets.

Education includes identifying and advertising safe routes and teaching students to look both ways at intersections, to obey crossing guards, how to handle potentially dangerous situations, and the importance of being visible to drivers. Education initiatives also teach parents to be aware of bicyclists and pedestrians and the importance of practicing safety skills with their children. SRTS education efforts alert all drivers to the potential presence of walkers and bikers and the need to slow down, especially in school zones. Additionally, the Safe Routes to School plan educates local officials by identifying any regulatory changes necessary for improve walking and bicycling conditions around schools. This strategy is closely tied to Encouragement strategies.

Encouragement combines the results of the other "E's" to improve safety issues, facilities, and enforcement, to encourage more students to walk or ride safely to school. More importantly, encouragement activities build interest and enthusiasm and help ensure the program's continued success. Programs may include "Walk to School Days" or "Mileage Clubs and Contests," with awards to motivate students.

Evaluation involves monitoring outcomes and documenting trends through data collection before and after SRTS programming is initiated to identify methods and practices that work and those that need improvement.

Best practice: striping dedicated bicycle lane (PPS)

SRTS Tool Box

Engineering Tool Box

1) Signage and Pavement Marking: Use signage and pavement markings consistently to convey the same message throughout the community. Signage in School Zones should follow the same conventions as elsewhere in the community and convey a clear message. For example, if the intention of a NO

PARKING sign is that no vehicle is to be stopped, then the sign should reflect that (NO STANDING ANY TIME), otherwise drivers may interpret the sign to mean they can temporarily wait in the location.

2) Install Bicycle Lanes: Bike lanes are 3 to 5 feet wide lanes located next to the curb or between the parking lane and travel lanes on a street. They are defined by a 4 inch white line and help communicate to bikers and drivers how a road functions.
3) Build Bike Paths: Bike paths are generally 10 foot wide multi-use trails for both bikers and pedestrians. They typically have their own right-of-way and can be built on abandoned rail lines, utility corridors or along riverfronts.
4) Complete the Sidewalk Network: A complete sidewalk network is one of the most important tools for SRTS programs. Sidewalks provide a safe place for students to walk and a complete network makes safe routes from home to school possible.
5) Install, Enhance, or Repair Crosswalks: Crosswalks define the area of the street where automobile drivers can expect to see pedestrians. In the State of Wisconsin, a driver is required to yield to a pedestrian in a crosswalk. For crosswalks adjacent to school grounds, it is suggested that a "ladder crosswalk" be considered to increase visibility.
6) Install Bump Outs: Bump outs are curb extensions usually located at intersections that reduce the crossing distance on streets.
7) Install New or Improved Street Lighting: The school day can start before dawn in Wisconsin during the winter months and end around dusk. Adequate street lighting is an important tool for walking safety.
8) Install New or Improved Signage (school zones, speed limits, crosswalks, etc.): A surprising number of schools, both public and private, do not have School Zone signs on all streets surrounding the school. These signs remind drivers of the increased likelihood of children being present and allow for the enforcement of reduced speed zones.
9) Install Bicycle Parking Near School Entrances: The location of the bike racks on the school grounds can encourage the use of bikes as transportation. Locating them near the main entrance where bikes can be seen from inside the building discourages theft and thus, makes parents more likely to allow their child to ride to school.

Best practice: bicycle parking conveniently located *(PBI & SAA)*

10) Install Traffic Calming Measures (curb extensions, speed tables, traffic circles, raised crosswalks, narrowing lanes, etc): Traffic calming measures have become more popular in recent years and the engineering behind them has also improved. Studies have shown that well designed traffic calming measures can reduce speeds considerably.

11) Restrict Turning Movements: Particular restrictions, such as only allowing right turns out of or into school properties, more commonly called "right-in, right-out" access, can help alleviate congestion and queuing in some locations.

Education Tool Box

1) The Wisconsin Department of Transportation has a wide selection of educational materials available from DVDs and brochures to coloring books on transportation safety. These materials are provided for free or at a minimal cost. The DOT encourages assistance with the distribution of these materials at PTO meetings, School Board meetings, and other gatherings.
2) Bicycle Rodeos or training courses can be used to teach on-bike skills. Local community service organizations such as the Lions Club or Jaycees are often looking for opportunities to make use of their volunteers and are happy to help organize and run a Bike Rodeo. Course information can be found on the web or by calling the Wisconsin Bicycle Federation or contacting Larry Corsi with the Wisconsin Department of Transportation at 608-267-3154 or e-mail larry.corsi@dot.state.wi.us.
3) Movin' and Munchin' is a new wellness initiative sponsored by the Wisconsin Department of Public Instruction and cosponsored by WEA Trust. The program aims to encourage healthy eating habits and increased physical activity among students and their families. Individuals earn "Movin' and Munchin' Miles" for healthy nutrition choices and various forms of physical activity, such as walking or biking. All participating schools are considered for awards up to $500 to use towards improving their physical education and nutrition programs. If the district has a WEA Trust health plan and at least 50% of school staff also participates in Movin' and Munchin', the WEA Trust will match any awards given by DPI. More information, including a detailed description of the program, can be found at http://www.movinandmunchin.com. Contact Jon Hisgen of DPI at (608) 267-9234 or e-mail jon.hisgen@dpi.state.wi.us with any further questions.
4) Teach personal safety skills to students and parents (never walk alone etc.). Local police departments are usually willing to come to elementary schools and talk with the students about safety skills.
5) The Wisconsin Bicycle Federation and Wisconsin Walks are two statewide advocacy organizations that advocate for better walking and biking conditions in WI communities. Their professional staff is willing to help with educational programs for students and are a useful resource on biking and walking safety.
6) Bring the FHWA Pedestrian Roadshow to local communities. The FHWA developed this four hour workshop to increase pedestrian safety in communities through local awareness and local problem solving.
7) Identify local and knowledgeable advocates to give SRTS presentations throughout the community to build awareness and support for your SRTS program (Rotary, Lions Club, PTO, Plan Commission, etc.)

Best practice: teaching bicycle safety workshop *(SAA)*

8) The League of American Bicyclists has developed a Bike Education program which includes curricula for adults and children taught by certified instructors. Programs include Road I, Road II, Commuting, Motorist Education, Kids I, and Kids II. The latter two include instruction for parents and children to improve on-bike skills for riders of all ages. The Motorist Education program includes a 3-hour session that can be taught in driver's education curriculum. It includes roadway positioning for cyclists, traffic and hand signals, principles of right-of-way, and left and right turn conflicts. Working with a local League Certified Instructor to present as many of the classes as possible will increase overall community traffic safety by improving driver and biker skills.

Enforcement Tool Box

Community Efforts

1) Safety Patrols (or Cadets) – Safety patrols are comprised of specially trained students, usually 5th graders and older, who are assigned tasks such as escorting students to buses and assisting students across streets. They are not legally allowed to stop traffic; however, they can and do help other children spot appropriate gaps in traffic so they can cross. They also teach and model safe behaviors on the sidewalk and crossing the street.
2) Adult School Crossing Guards – The local police department usually trains and certifies the crossing guards in a community. They are legally allowed to stop traffic or traffic violators. They are best deployed at busy intersections or mid-block crossings along popular school routes.
3) Neighborhood Speed Watch Programs – These programs use a speed trailer to indicate current speeds to drivers as they pass by the trailer. In addition to the trailer, a neighborhood may use yard signs or stickers to encourage drivers to slow down.
4) Active Speed Monitors (or Driver Feedback Signs (DFS)) – These are signs that are permanently mounted near schools to make drivers aware of the current speed. They flash when a motorist is exceeding the posted speed limit.
5) Pace Cars – A pace car program uses volunteers who take a pledge to follow speed limits, stop at stop bars, yellow lights and other traffic control devices. The pace cars slow traffic down by modeling good behavior.

Best practice: safety patrol (*SAA*)

Best practice: speed trailer (*SAA*)

Police Department Efforts

1) Portable Speed Trailers - Many police departments own small portable speed trailers that provide instant feedback to motorists regarding their current speed. The trailers have proven

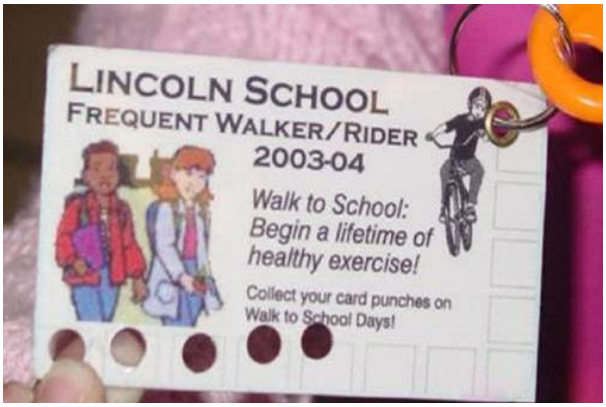
effective at reducing speeds at least on a temporary basis. Use of the trailers in school zones during the school year may remind drivers to slow down.

2) Progressive Ticketing: This is an educational effort that leads to enforcement if a driver receives multiple warnings. The first step is a community awareness campaign, followed by warning tickets, followed by actual traffic citations.
3) Speed Enforcement in School Zones: Strict enforcement of speed laws in school zones can improve the safety for children walking and bicycling to school as well as drivers in the area. A community may even want to consider increased fines for drivers who violate the posted speed limit in school zones.

The National Center for Safe Routes to School web site has much more in depth information regarding enforcement tools at http://www.saferoutesinfo.org/guide/enforcement/index.cfm

Encouragement Tool Box

1) Walking School Bus: The walking school bus is a volunteer based program where a parent or other trusted adult volunteers to walk a set route, picking up school children along the way and walking them to the school grounds. Another adult will pick up the children at the school grounds and walk them home. This type of program is also known as a School Pool or a Bike Train.
2) International Walk to School Day: Occurring each October, this event can be used to kick off a new SRTS program or as a highlight of the year for an existing program. The International Walk to School Day creates many media opportunities and can be useful for a community to use as a springboard for its own Walk to School Day.
3) Park-And-Walk Programs: Park and walk programs allow students who live too far away to walk the entire way to school a chance to participate in and receive the benefits of walking to school. By providing a remote parking lot within a mile of the school grounds, parents and children can leave the car and walk to school.
4) Walking Wednesdays: Walking Wednesdays program participants meet with school staff at a public location such as a coffee house near the school and at a pre-determined time, the students and the staff walk together to school one day a week.
5) Safe Passage or Neighborhood Watch Program: This program is organized by the National Crime Prevention Council and is intended to help communities reduce crime and can be a great asset to a SRTS program.
6) Stagger Dismissal Times: Staggering dismissal times for walkers/bikers, bus riders, and family vehicle riders can be an effective solution to separate transportation modes. By adjusting dismissal time by 5 minutes, schools with limited space to separate transportation modes can alleviate some of the safety and congestion issues common around dismissal time.
7) Trip Counters: These systems utilize a radio frequency identification tag (often affixed to helmets) that sends a signal to a solar-powered device. In Boulder, Colorado, one elementary school increased bicycle trips from 10,000 to 20,000 trips per year in part because participants could trade accumulated bicycle trips for prizes. The Freiker program (FREquent – bIKER) registers tags, beeps, and wirelessly uploads data to the Freiker website



Best practice: frequent rider cards encourage active transportation (*PBI)*

so kids can see how close they are to earning a prize. The system can also be used by walkers.

8) Adult Crossing Guard Recognition Week: Each school year, this special week allows local schools and communities an opportunity to formally recognize the value and efforts of school crossing guards. School crossing guards are formally recognized differently across the State of Wisconsin, but universally appreciated among them are "Thank You" cards designed and delivered by school children.
9) Frequent Rider Miles: The Frequent Rider Miles contest was originally conceived by GO GERONIMO, an alternative transportation program in the San Geronimo Valley in Marin County, California, and adapted by the Marin SRTS program of the Marin County Bicycle Coalition (See Resources). Children are issued tally cards to win points for walking, biking, carpooling and busing. Every time they walk or bike to school they earn two points. Every time they carpool or take the bus they earn one point. When they earn twenty points, students turn in their card for a small prize and receive another card. At the end of the contest, a raffle is held using all of the completed tally cards for major prizes. Contact local businesses and ask them to donate prizes for the raffle.
10) Greening of the Trees: In the "Way to Go" contest (British Columbia), each child arrives at school and colors a leaf. The color of the leaf is determined by the child's travel mode. Walking and biking students color leaves green. Those who arrive by bus and carpool get a different shade of green leaf. If a child traveled by car part of the way, but walked at least a block, the leaf is half yellow or brown and half green. Students who arrive by car (but not in a carpool) get a brown leaf. The leaves are then mounted on a tree, and the more the children walk or bike to school, the greener the tree becomes. A prize is given to the class with the greenest tree.
11) Walk and Bike Across America: Another "Way to Go" Initiative, this contest allows students to gain a broader perspective on the freedom provided by walking and biking. Students keep track of the distance that they walk and bike to school by calculating how far they live from school and multiplying that by the number of one-way biking and walking trips. If children are dropped off at staging areas near school they calculate the distance they travel from there. Similar counts are made from home to the bus stop. Each week at a designated time, the students add up the distance that the whole class traveled during that week and plot it on a map. Then they "travel" to a destination chosen by the class within those miles. Students become aware that they can travel great distances on foot or by bike. As the class continues to accumulate miles, they can research new destinations around the country. At the end of a designated time, the class that has traveled the farthest gets a special reward, such as a movie or pizza party. In a variation on this contest, carpools and bus passengers can be included by adding bonus miles for every child who uses those modes. Note that students using motorized transportation can travel farther than those going on their own power. To include the actual miles would defeat the purpose of the exercise, so only add one mile to the class total for every child who carpools or rides the bus to school.

Best practice: engaging community (*PBI)*

12) Art Contest: Art contests provide children the opportunity to develop safety slogans and art projects while learning about better safety practices. Their artwork can then be used as signs or banners as part of a community wide safety campaign. Students in Hertfordshire, England (United Kingdom), saw their own artwork transformed into "gateway" signs to alert drivers entering roads around schools.
13) Essay Contests: Essay and creative writing contests give students an opportunity to address how transportation affects their community and the environment. Middle school students at the Lagunitas School in Marin County, California, met with school instructors to develop an essay that examined two different scenarios: 1) What would the world be like in 20 years if everyone drove as much as Americans? and 2) Contemplate a world where everyone rode bikes, walked, or used transit. The outcome "Nightmares and Sweet Dreams" was a thought-provoking essay on the choices the students face in their future. The essay was published in a number of different newsletters.
14) Treasure Hunt: Organize a Treasure Hunt by creating a list of objects, safety signs, and special landmarks and ask the children to locate them on their walk to school. Those who find all the items get a prize.
15) Board Game: Hawthorne School in British Columbia created a classroom game board. Every time the majority of the class walked or biked to school, they stamped a square on the board. When the whole board was completed, the class qualified for a prize.
16) Walk-a-Thon: A Walk-a-Thon is a way to promote walking and raise funds at the same time. Children solicit pledges for every mile they walk (or bike) to and from school. At the end of the period, the student who raises the most money wins a prize.
17) The Marin County Safe Routes to School Coalition has many resources on its website including complete guides to popular encouragement activities such as the Golden Sneaker Award and School Pool. These can be found at: http://www.saferoutestoschools.org/forms.html

Evaluation Tips[1]

Rather than providing a tool box for evaluation, this section provides tips on how and when to evaluate the SRTS program. This information was provided by the National Center for Safe Routes to School. The National Center is collecting data from around the country on SRTS programs in an effort to gauge the success of SRTS. For the best results, it is useful if all evaluations are performed in a similar manner for ease of data compilation and comparison between communities.

Local Safe Routes to School (SRTS) programs often have many components, just one of which is monitoring the progress and effects of the program. If time and resources are limited, collecting data before and after the program is initiated can provide information to help guide program planning, understand the progress and identify future actions.

Using the SRTS student travel tally and parent survey developed by National Center for Safe Routes to School enables programs to use online tools to enter data, generate reports and summarize results.

[1] This information was provided by the National Center for Safe Routes to School. For more information see http://www.saferoutesinfo.org/guide/evaluation/index.cfm

It is best to evaluate a SRTS program both before starting the program and after the program is in place. Another good time to evaluate results is after major (or many minor) engineering changes have been constructed.

Before initiating SRTS:

1) Use a student travel tally and parent survey to identify current student walking and bicycling rates and parent attitudes regarding children walking or bicycling to school. These tools are available from the National Center.
2) Compile the information. Baseline information from the survey instruments can be entered via Web-based tools to summarize information and create basic reports.
3) Ask the school principal to describe the primary walking and bicycling routes, any safety concerns, any known pedestrian or bicyclist crashes in recent past, and any rules relating to walking/bicycling to school.
4) Assess the primary walking and bicycling routes. Walk the routes that students take or would take when walking or bicycling to school, looking for any safety concerns and potential barriers.

Use the results from the above evaluation to design a SRTS Program Plan. The information can be used to develop strategies and goals. It is best to correct unsafe conditions before conducting encouragement activities.

After SRTS:

5) Collect the student travel tally and parent survey information again after the activities have taken place. Enter the data using the Web-based tools, and if so desired, use these tools to generate reports that compare findings. If engineering improvements were made, reassess the walking and bicycling routes affected with the audit checklist.
6) Compare results collected before and after the program to identify changes. Did walking and bicycling increase? Did parents' attitudes change? Did safety improvements occur? Did parents recognize these improvements?

Who Evaluates?

One person cannot do all of the evaluation. The group responsible for planning and conducting the Safe Routes to School (SRTS) program will also most likely be responsible for evaluation. The following stakeholders can all play important roles:

- Implementers: Those involved in running the SRTS program.
- Partners: Those who support the program with resources, such as finances or time.
- Participants: Those served or affected by the program, including students, parents/caregivers or neighbors.
- Decision-makers: Those in a position to do or make a decision about the program.
- Professional evaluators: Those whose assistance is required if a complex research design or data analysis is planned.
- SRTS program leader: The person who oversees the evaluation process and convenes the stakeholder meetings.

Sharing Information

Because each stage of evaluation provides important information that can strengthen or improve a program, the results need to be utilized as soon as possible at each stage. Before beginning a Safe Routes to School program, evaluation helps define the program objectives and activities so the findings can be shared with those who can get the program started. During the program, evaluation identifies what is or is not working while the program is being conducted. These results should be shared with those who can make mid-way changes to improve the program. Evaluation after the completion of the formal SRTS program highlights the changes since the program began. These results need to be shared with those that can fund the program again or make other decisions about whether to expand or change the program.

Arrival and Dismissal Plans

An Arrival and Dismissal Plan is a very important aspect of improving safety for students who bike and walk to school. A well written plan can make the entire campus safer for every mode of travel, and as such, every school should have an Arrival and Dismissal Plan. This plan contains details on how each mode of transportation will be accommodated safely at the school each morning for arrival and every afternoon for dismissal. The plan needs to be shared with parents and students repeatedly throughout the school year, and enforced.

Plans should be unique to each school but they commonly include the following information:

1) Designated Drop-off and Pick-up Locations for Private Vehicles: Drop-off and pick-up locations can be designated using pavement or curb markings, positioning adult or child safety monitors at these points, or blocking off or signing locations where access is not desired. Consider developing several designated pick-up/drop-off locations where parents stay in queue until a "spot" is available (children may not race to a vehicle that is not parked in a designated "spot"). Encourage parents that want to escort their children to the building to park in a parking lot or other designated site, rather than in the queue or a travel lane.
2) Designated Bus Lanes and Day Care Van Lanes: These are dedicated drop-off and pick-up areas for school buses. An adult should monitor behavior and help children load the buses safely and efficiently. It is best to keep the bus/van traffic as separate as possible from the private car drop-off areas.
3) Designated Area for Children to Gather in the Morning: It is best to provide one area, often at a specific playground, for the children to gather before the first bell, at which time they are allowed in the school. Some larger schools designate different doors for different grades to use when entering the school. This is important as parents will often drop their children off 15 minutes or even 30 minutes ahead of the first bell. Having a designated gathering space allows for easier monitoring of the school children while they wait for the first bell.

Best practice: orderly dismissal (*SAA*)

4) Designated Area for Siblings to Meet Up After School: For families with multiple children in one school, it helps to have the siblings meet up in one location before they head out for home.

5) Map of Arrival and Dismissal Procedures: The map of the campus should include driveways, parking lots, bike parking and sidewalks leading to the school and on the school grounds, playground locations, and a building plan with all the doors noted. The map should be easy to read and inform the user where the private cars are to drop-off and pick-up students, where the buses will be parked, and where day care vans should unload and load. Areas for children to gather before first bell should be illustrated, as well as the best approach for students walking and biking to school. Written instructions with further details on the arrival and dismissal procedures may be included on the back side of the map. The map and instructions will need to be distributed several times a year and should be posted on the individual school and school district website for easy access.

Improving the safety and efficiency of arrival and dismissal

1) Staggered Release: Some schools allow children who biked or walked to school to leave 5 minutes early. This encourages biking and walking and provides them a head start before the auto/bus traffic increases in volume.
2) Designated Doors for Differing Modes of Travel: It may be helpful to consider directing children to different doors depending on if they are planning to walk or bike, be picked up by private cars, or board buses.
3) Student Valets: Designate older students as valets who escort children from a private vehicle to the building entrance in the morning and vice versa in the afternoon.
4) Controlled Pick-up: The school distributes signs (placards) with children's last names to be displayed in car window at pick-up time. A teacher or monitor will read the last name and that child may load into the vehicle. Usually, names are called out in groups of four, with four cars parked to load children, and four cars in queue for loading. This can help reduce the dangerous practice of children racing to their parents' cars between parked or moving cars.
5) Friendly Notes: These "tickets" can be issued by school staff or by student valets to vehicles not obeying rules. They may include a "no idling message", or convey other information like "no parking" or "bus lane". In Utah, parents developed a Parent Parking Patrol (PPP) to monitor specific school areas. When they observe traffic violations, volunteers approach offenders in a non-confrontational manner and provide safety-related materials and a warning note. Some volunteers also record license plates so that habitual offenders can be reported to local police. Many schools are more comfortable issuing appreciative tickets to motorists who follow the rules. This positive reinforcement encourages continued safe driving practices around the school. In addition, consider the use of "positive ticketing" where parents are rewarded for following the traffic management plans and are issued a positive ticket. These tickets can then be redeemed by students for prizes.
6) Involve Parents: Parents who repeatedly ignore efforts to improve the operation and safety situation on school grounds may be "sold" on the idea if they actually see the problem for themselves. Involving parents in assessing safety on the school grounds, collecting data, and brainstorming solutions allows them to see for themselves the potential consequences of not following the rules.

SRTS Resources

As previously mentioned, a successful SRTS plan is built on a multi-faceted approach to the problem of children's decreased physical activity levels and increased level of auto traffic on school campuses. In addition to the information contained in this chapter, resources to address each of the 5 E's can be found on the Internet. This section provides web addresses for some of the better known websites. Using a web search engine to look for issues specific to your community will likely result in additional resources.

The National Center for Safe Routes to School provides a very complete website with information and resources on all aspects of a Safe Routes to School.
http://www.saferoutesinfo.org/index.cfm

International Walk to School maintains an excellent website that shares SRTS information from around the world and organizes the International Walk to School Day each fall.
http://www.iwalktoschool.org/index.htm

The Wisconsin DOT's Safe Routes to School website contains information on the state grant program, and helpful information on planning and SRTS programs in general.
http://www.dot.wisconsin.gov/localgov/aid/saferoutes.htm

Wisconsin Walks is Wisconsin's state-wide pedestrian advocacy organization. Their website contains general information on how to make your community more walkable as well as information specific to SRTS.
http://www.wisconsinwalks.org/index.htm

The Bicycle Federation of Wisconsin is Wisconsin's state-wide bicycle advocacy group. They provide information on safe bike riding techniques, ideas for how to improve your community for biking and a specific page on SRTS.
http://www.bfw.org/SRTS/index.php

The Federal Highway Administration (FHWA) maintains a very useful SRTS website containing information such as a broad overview of the program, frequently asked question (FAQ), and funding information.
http://safety.fhwa.dot.gov/saferoutes/

The Safe Routes to School Partnership provides links and contacts to businesses and organizations in each state that support SRTS and can help individuals building a SRTS program.
http://www.saferoutespartnership.org/

Marin County, CA was the first county in the nation to develop a successful SRTS program. The results of their efforts, including helpful "How-to" guides, are available for download at:
http://www.saferoutestoschools.org/

There is much more information on SRTS on the web than can be listed here. Each state has an SRTS web site. Example plans from cities around the country and the world can be found as well as many encouragement and education program ideas.

Funding Sources

SRTS funding can be utilized from a variety of sources. There are many public grants available as well as private sector funding.

Public Funding

The table below outlines several public funding sources for consideration.

Grant Source/Name	Brief Description	Local Match*	Contact Information
Wisconsin Safe Routes to School Program			
Infrastructure Grant	Will fund improvements to public infrastructure that will improve conditions for biking or walking to school within 2 miles of an elementary or middle school	0%	SRTS WisDOT Coordinator srts@dot.state.wi.us
Non Infrastructure Grant	Will provide funding for programs to encourage biking or walking to school. Will also fund enforcement or evaluation efforts.	0%	
Planning Grant	Funds SRTS planning efforts for an individual school or a community of schools.	0%	
Wisconsin Bureau of Transportation Safety			
Bicycle Safety Rodeo	One-time funding to assist a community with the initiation of an annual Bike Rodeo to teach safe bike riding skills to elementary students.	0%	WisDOT Bureau of Transportation Safety larry.corsi@dot.state.wi.us
Pedestrian Road Show/Walking Workshop	Funds a half-day workshop to a community to initiate pedestrian safety improvements.	0%	
Teaching Safe Bicycling	Annual free "train the trainers" seminar focused on teachers, YMCA and recreation staff so they may in turn teach young students safe riding techniques.	N/A	
Wisconsin Pedestrian and Bicycle Law Enforcement Training Course	A two-day course for law enforcement officers focused on managing traffic for bicycle and pedestrian safety.	Varies	
Wisconsin Department of Transportation			
Local Transportation Enhancements	Funds bicycle and pedestrian facility improvements that address commuting and transportation needs.	20%	WisDOT john.duffe@dot.state.wi.us
Bicycle and Pedestrian Facilities Program (BPFP)	Funds projects that construct or plan for bicycle or bicycle/pedestrian facilities.	20%	WisDOT john.duffe@dot.state.wi.us
Congestion Mitigation Air Quality Improvements	Funds projects that reduce congestion and improve air quality including bicycle and pedestrian facilities. Funding is limited to certain counties in Wisconsin.	20%	
Wisconsin Department of Natural Resources			
Recreational Trails Grant	Funding to build trails for motorized and non-motorized traffic.	50%	Depends on location Debra.Martinelli@Wisconsin.gov
Stewardship	Funding for "nature based" recreational facilities including hiking and biking trails.	50%	

Grant Source/Name	Brief Description	Local Match*	Contact Information
Wisconsin Department of Public Instruction			
Movin' and Munchin' Schools	A wellness initiative sponsored by the Wisconsin Department of Public Instruction and cosponsored by WEA Trust. The program aims to encourage healthy eating habits and increased physical activity among students and their families. Individuals earn "Movin' and Munchin' Miles" for healthy nutrition choices and various forms of physical activity, such as walking or biking. All participating schools will be considered for awards up to $500 to use towards improving their physical education and nutrition programs. And if your district has a WEA Trust health plan and at least 50% of your staff also participates in Movin' and Munchin', the WEA Trust will match any awards given by DPI.	N/A	(608) 267-9234 www.movinandmunchin.com
Green and Healthy Schools Program	A DPI program that addresses many of the same issues as SRTS including improved air quality and increase physical activities among students. Small grants are available to schools showing commitment to the same goals.	N/A	
Robert Wood Johnson Foundation			
RWJF Grants	One of the largest foundations in the country, the Robert Wood Johnson Foundation offers grants that address public health issues such as childhood obesity and asthma.	N/A	www.rwjf.org

*Local Match is the percentage of the total application amount that must be paid, or matched, by the applicant community

Private Sector Funding[2]

Often, local Safe Routes to School (SRTS) programs can solicit funding from non-governmental resources within their own communities. The multiple benefits of SRTS programs, including the safety, health, environment and community impacts, often align with the interests of the local community.

The following is a list of potential private funding sources from the Safe Routes to School Toolkit, published by National Highway Traffic Safety Administration:

Corporations and businesses

Contact local corporations and businesses to ask if they will support your program with cash, prizes, and/or donations such as printing services. It is beneficial 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."

Foundations

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

Individuals

Statistically, 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 outreaching to the larger community.

Events

Many programs have raised funds by holding special events. Use the SRTS theme to attract funding. Hold a walkathon or a bicycling event. You also can choose more traditional fundraising efforts, such as bake sales, concerts, talent shows, etc.

Parent teacher associations (PTAs) and school districts

Many PTAs have funds to distribute to school programs and often schools have safety funding. Contact your local PTA and the School District to see if there is a procedure for applying for a grant.

[2] From the National Center for Safe Routes to School website- http://www.saferoutesinfo.org/legislation_funding/private.cfm

Appendix A:

School District Boundary Map

Appendix B:

Hazard Area Map

Appendix C:

Bicycle/Pedestrian Crash Locations

Appendix D:

Biking and Walking Audit Maps

Appendix E:

School Site Assessments

Appendix F:

Site/Neighborhood Improvement Plans

Appendix G:

Safe Routes to School Plans

Appendix H:

Truck Route and Railroad Map

Appendix I:

Bicycle Routes Map

Appendix J:

Survey Instruments

SURVEY ABOUT WALKING AND BIKING TO SCHOOL
- FOR PARENTS -

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 10 - 15 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

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

These first few questions gather some general and background information.
Remember, all information will be confidential, and no identifying information will be released.

1. **What is the grade of the child who brought home this survey? (K – 8)** _____ grade

2. **Is the child who brought home this survey male or female?** ☐ MALE ☐ FEMALE

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

4. **What is your ZIP Code?** *(please provide ZIP +4 if known)* _____ ZIP code
   (note: many utility bills will show your ZIP +4)

5. **How far does your child live from school?** *(choose one)*

   ☐ a. less than 1/4 mile
   ☐ b. 1/4 mile up to 1/2 mile
   ☐ c. 1/2 mile up to 1 mile
   ☐ d. 1 mile up to 2 miles
   ☐ e. More than 2 miles
   ☐ f. Don't know

6. **On most days, how does your child arrive at school and leave for home after school?** *(circle one choice per column)*

Arrive at school	Leave for home
a. Walk	a. Walk
b. Bike	b. Bike
c. School Bus	c. School Bus
d. Family vehicle (only with children from your family)	d. Family vehicle (only with children from your family)
e. Carpool (riding with children from other families)	e. Carpool (riding with children from other families)
f. Transit (city bus, subway, etc.)	f. Transit (city bus, subway, etc.)
g. Other (skateboard, scooter, inline skates, etc.)	g. Other (skateboard, scooter, inline skates, etc.)

7. How long does it normally take your child to get to/from school? *(check one choice per column)*

Travel time to school	Travel time from school
☐ a. Less than 5 minutes	☐ a. Less than 5 minutes
☐ b. 5 - 10 minutes	☐ b. 5 - 10 minutes
☐ c. 11 - 20 minutes	☐ c. 11 - 20 minutes
☐ d. More than 20 minutes	☐ d. More than 20 minutes
☐ e. Don't know / Not sure	☐ e. Don't know / Not sure

8. Has your child asked you for permission to walk or bike to/from school in the last year? *(check one box)* ☐ YES ☐ NO

9. At what grade would you allow your child to walk or bike without an adult to/from school? *(select a grade between K-8)*

Grade (K-8) _____ (or ☐ I would not feel comfortable at any grade)

10. Which of the following issues affected your decision to allow, *or not allow*, your child to walk or bike to/from school? *(check all that apply)*	**11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?** *(circle one per line)* (☐ My child already walks or bikes to/from school)		
☐ **Distance**	YES	NO	Not Sure
☐ **Convenience of driving**	YES	NO	Not Sure
☐ **Time**	YES	NO	Not Sure
☐ **Child's participation in before/after-school activities**	YES	NO	Not Sure
☐ **Speed of traffic along route**	YES	NO	Not Sure
☐ **Amount of traffic along route**	YES	NO	Not Sure
☐ **Adults to walk or bike with**	YES	NO	Not Sure
☐ **Sidewalks or pathways**	YES	NO	Not Sure
☐ **Safety of intersections and crossings**	YES	NO	Not Sure
☐ **Crossing guards**	YES	NO	Not Sure
☐ **Violence or crime**	YES	NO	Not Sure
☐ **Weather or climate**	YES	NO	Not Sure
☐ **Other** _____	YES	NO	Not Sure
☐ **Other** _____	YES	NO	Not Sure

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school? *(check one box)*

Strongly Encourage	Encourage	Neither	Discourage	Strongly Discourage
☐	☐	☐	☐	☐

(Questions 13 and 14) Please answer these two questions based on your feelings (or what your child has told you) about your child walking or biking to/from school *whether or not your child actually walks or bikes to/from school*.

13. How much FUN is walking or biking to/from school for your child? *(check one box)*

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

14. How HEALTHY is walking or biking to/from school for your child? *(check one box)*

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

15. (a) How many full years of regular school have you completed? _____ years
(grade school through graduate school)

(b) Your spouse/partner's education? *(if applicable)* _____ years

16. Please provide any additional comments below (use the back of this page, if needed):

_____

_____

_____

_____

Thank you for participating in this survey!

Interested in Learning More?

If you are interested in discussing the conditions related to walking or biking to your child's school, please provide your contact information below (*Your name will not be associated with the results of this survey!*):

Name: _____

Email: _____

Address: _____

_____

Phone: _____

Safe Routes to School
Student Arrival and Departure Tally Sheet

School Name: _____ Grade: _____ # of students enrolled in class _____

Teacher: _____ Monday's Date: _____

School's Zip Code _____ (used to identify weather conditions)

Teachers, here are simple instructions for using this form:

- Please conduct these counts **each of the five days of the assigned week.**
- Before asking your students to raise their hands to indicate the *one answer* that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question "**How did you arrive at school today?**"
- Read each answer and record the number of students that raised their hands for each.
- Follow the same procedure for the question "**How do you plan to leave for home after school?**"
- 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 class each day			**Step 2**. Ask students "**How did you arrive at school today?**" and "**How do you plan to leave for home after school?**" (*record number of hands for each answer*)							
	Weather S= sunny R= rainy C= cloudy Sn= snow	**Number of Students** (in class when count made)	**Walk**	**Bike**	**School Bus**	**Family Vehicle** (only with children from your family)	**Carpool** (riding with children from other families)	**Transit** (city bus, subway, etc.)	**Other** (skate-board, scooter, inline skates, etc.)	
Mon AM										
Mon PM										
Tues AM										
Tues PM										
Wed AM										
Wed PM										
Thur AM										
Thur PM										
Fri AM										
Fri PM										

Comments *(Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally)*:

_____

_____

Thank you for helping gather this information!

SURVEY ABOUT WALKING AND BIKING SKILLS INCLUDED IN CLASSROOM CURRICULA
– FOR TEACHERS –

Dear Teacher,

Congratulations on your school's selection as a *Safe Routes to School (SRTS)* planning grantee! *Safe Routes to School* is a nationally-funded program which addresses concerns regarding a lack of physical activity among today's children and dangerous traffic conditions surrounding schools. Your school is one of fifty-eight chosen to receive planning assistance in the first year of Wisconsin's *Safe Routes to School* initiative.

Safe Routes to School seeks to increase the number of children walking and biking to school and promote safer walking and biking conditions. In addition to engineering improvements, encouragement efforts, and safety and traffic enforcement, **education** is critical. Children as well as parents need to learn about biking and walking safety near traffic and the benefits of walking and biking to school.

To facilitate the planning process, we ask that you fill out the following brief survey to determine the extent to which safe walking and biking skills are incorporated into the current classroom curriculum.

Please complete the survey at your earliest convenience and return it to your school principal.

Thank you for participating in this survey!

Date:

School Name / District:

Community:

Teacher Name:

Grade Level:

Subject(s) Taught (if applicable):

1. **Do you incorporate bicycle and pedestrian safety education in your classroom curriculum?**

   - ❑ YES
   - ❑ NO
   - ❑ Don't Know

2. **Please mark if you incorporate these safety education objectives into your classroom curriculum. Where you mark "yes", at what grade levels do you incorporate them and what do you call the curricula?**

No	*Yes*	*If yes, what grade?*	*If yes, what do you call the curricula?*	*Safety Education Objectives*
				Multimodal Orientation
❑	❑			How walking and biking promote good personal and environmental health
❑	❑			How automobile emissions may negatively impact the earth's environment (air, water)
				Walking Skills
❑	❑			Safe places to cross a street
❑	❑			Safely crossing a street at an intersection when there's not a traffic signal
❑	❑			Wearing brightly colored/reflective clothing to increase visibility
❑	❑			How a student would prevent or respond to advances of strangers
				Biking Skills
❑	❑			Importance of properly sized bike and rider visibility
❑	❑			Importance of properly wearing a proper fitting helmet
❑	❑			Bicycle rules of the road - how to respond to certain traffic signs, signals, and situations, and how to react to certain road conditions
❑	❑			Cycling techniques on the road: (1) entering a roadway safely, (2) scanning, (3) signaling in traffic, (4) merging, changing lanes, yielding, and turning, and (5) obeying traffic signs

3. **Do these education messages also go home to parents?**

4. **If these resources were made locally available, which of the following resources would you be interested in incorporating into your curriculum?**

- ❑ Bicycle education, taught by a certified bicycle instructor

- ❑ Bicycle education, taught by a local Firefighter or Police Officer

- ❑ Bicycle-training rodeo: A one-time event that teaches safe bicycling operation, skill, and judgment to elementary and middle school children and their parents.

- ❑ Teaching Safe Bicycling: A one-day course that teaches attendees how and why children are different from adults when it comes to bicycling and what the most common child bicycle crashes are.

- ❑ Green & Healthy Schools Program: A web-based program that encourages teachers, staff, students and parents to work together to use the school, its grounds, and the whole community as learning tools to teach, promote and apply healthy, safe and environmentally sound practices.

- ❑ Movin' and Munchin' Schools: A program that promotes healthy eating and increased physical activity among students and their families.

- ❑ Lesson Plans that Integrate Walking/Biking Into Classroom Subjects: Safety education can be integrated into traditional classroom subjects to meet education standards. Examples include:
    - Math: Calculating average walking speeds or distances.
    - Science: Walking outdoors to collect samples and observe nature; learning about climate change, pollution, and how walking and bicycling can play a protective role.
    - Reading: Reading about nature or walking.
    - Language arts: Writing about walking or what is seen on the route to school.
    - Art: Designing posters to encourage walking.
    - Geography: Tracking students' walking and bicycling mileage and plotting it on a map; learning about places that the school or class "visits" as they gather miles; drawing a map of the route to school.
    - Health: Learning about the cardiovascular system; calculating heart rate; using pedometers to count steps.

5. **What are some unsafe attitudes or behaviors of pedestrians, bicyclists, and drivers/motorists that a SRTS Plan should address at your school?**

Thank you for helping gather this information!

Please return this survey to your school principal.