Safe Routes to School Plan 2008 - 2013

Sun Prairie Area School District

City of Sun Prairie | Dane County, WI

Three to Five Year Implementation Guide

August 2008

Schreiber | Anderson Associates, Inc.

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Participating Schools

CH Bird Elementary
Eastside Elementary
Horizon Elementary
Northside Elementary
Patrick Marsh Middle School
Prairie View Middle School
Royal Oaks Elementary
Westside Elementary

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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 Sun Prairie 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 Sun Prairie SRTS Task Force was made up of representatives from the schools, school district, and city, as well as business owners, 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 Sun Prairie. The City and surrounding area have some on-street bicycle accommodations; in addition, many of the streets are wide enough to operate a bicycle alongside automotive traffic. For pedestrians, there are limited sidewalks located throughout the city, more in some neighborhoods than others. There is a school district wellness policy that requires nutrition education, physical activity, and school-based activities. In addition, the 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 Three.

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 the Bicycle Federation of Wisconsin. 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 the safety of intersections within the community. The perception of walking and biking is also quite 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 the City of Sun Prairie. Groups assigned to implement portions of the plan include the City of Sun Prairie, the Sun Prairie School District and volunteer groups.

Generally speaking, this plan recommends starting at the school site and then branching out into the community. For example, start with 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 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 migrated through Canada to New York City in 1997, spurred by high pedestrian crash rates in some Bronx neighborhoods. 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 leading to the country's schools and took steps to remedy these hazards. Today, the child pedestrian crash rate has dropped by 80% in Denmark since 1970.

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 took off 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 have been 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 $9 million for program years 2005 through 2009. The SAFETEA-LU legislation requires each state to have a Safe Routes to School Coordinator. Renee Callaway with the Wisconsin Department of Transportation oversees Wisconsin's SRTS efforts and serves as a central contact for the state.

Schreiber/Anderson Associates (SAA), in partnership with the Wisconsin Department of Transportation and local task forces, has been charged with developing Safe Routes to School plans for fifteen Wisconsin communities totaling 58 schools in 2007.

In the fall of 2007, Sun Prairie and SAA teamed up to complete this SRTS Plan. The City of Sun Prairie is located just northeast of Madison. It is the fastest growing community in Dane County and has been for the past few decades. With a population of 20,369 (2000 census) it has 6 elementary

schools, 2 middle schools and a high school, along with several private schools. The city population is expected to double in size by 2020 to approximately 40,000 people.

Divided by STH 151 and STH 19, Sun Prairie faces many traffic safety issues. The city has concentrated its resources in the past 10 years on building asphalt trails and filling sidewalk gaps. This attempt to increase Sun Prairie's accommodations for bicyclists and pedestrians continues with the adoption of this SRTS plan.

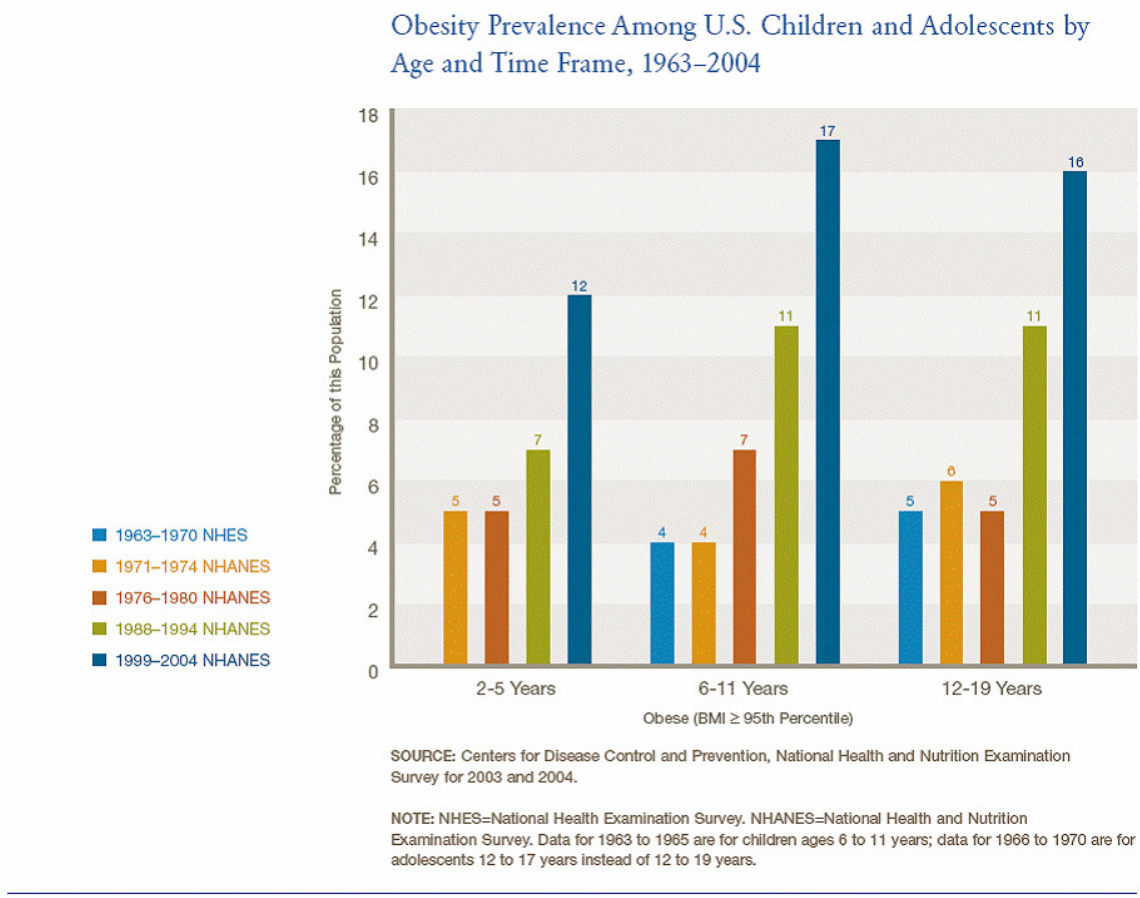
National Trends

Safe Routes to School programming is gaining traction across the country largely as a result of 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. [1]

Fig. 1: Obesity Prevalence



[1] U.S. Centers for Disease Control and Prevention: Overweight and Obesity. Available: http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm Accessed: April 17, 2008.

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 other 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.

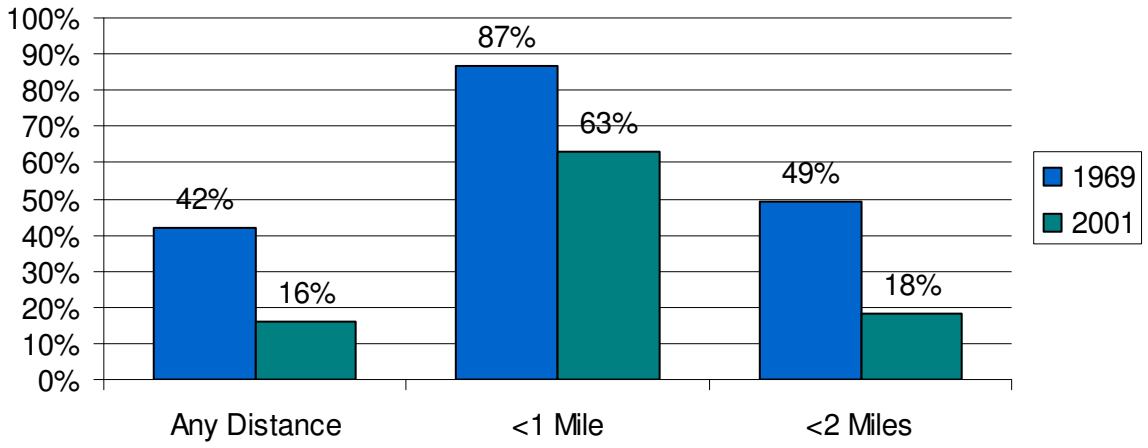
Behaviors ingrained during childhood often translate into lifelong habits. In fact, obese children are twice as likely to become obese adults. Obese adults, in turn, are at a greater risk for premature death and chronic diseases than their healthy weight counterparts. Therefore, it is important to combat 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.[2] These statistics become even more grim as children get older. As age increases, physical activity participation 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.[3]

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



Part of the solution to reverse these trends includes increasing the amount of time children spend exercising. A nationwide study published in March 2008 by the U.S. Center for Disease Control validated the positive residual effects of increased physical activities among children. Researchers

[2] U.S. Centers for Disease Control and Prevention: Child and Adolescent Health. Available: http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5233a1.htm Accessed: April 17, 2008.

[3] U.S. Centers for Disease Control and Prevention: Then and Now – Barriers and Solutions. Available: http://www.cdc.gov/nccdphp/dnpa/kidswalk/then_and_now.htm Accessed: April 17, 2008.

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 help reverse the detrimental childhood health trends of the last thirty years.

Safety

Concurrent with rising childhood health concerns and decreased walking and biking trips to school, the National Highway Traffic Safety Administration (NHTSA) determined in 2002 that motor vehicle crashes are the leading cause of death for children two years of age and for people of every age from four to 34 years old. Not all of these crashes were automobile on automobile crashes, some included bicyclists or pedestrians struck by automobiles. In 2003 alone, 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. 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 step in providing guidance in safety education and enforcement. A menu 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[4]. 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[5]. The survey revealed the most commonly reported barrier was distance to school (62%), followed by traffic-related concerns (30%), and weather (19%).

Environment

The effects of increased automobile traffic go beyond safety concerns – there are also environmental health considerations. 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 that warms the planet. In 2003, the transportation sector accounted for about 27% of total U.S. GHG emissions[6].

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

A school bus idles in a parking lot. *(Streetsblog.org)*

[4] 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.
[5] 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.
[6] U.S. Environmental Protection Agency: Greenhouse Gas Emission from U.S. Transportation Section: 1990-2003. Available: http://www.epa.gov/oms/climate/420r06003summary.htm. Accessed: April 22, 2008.

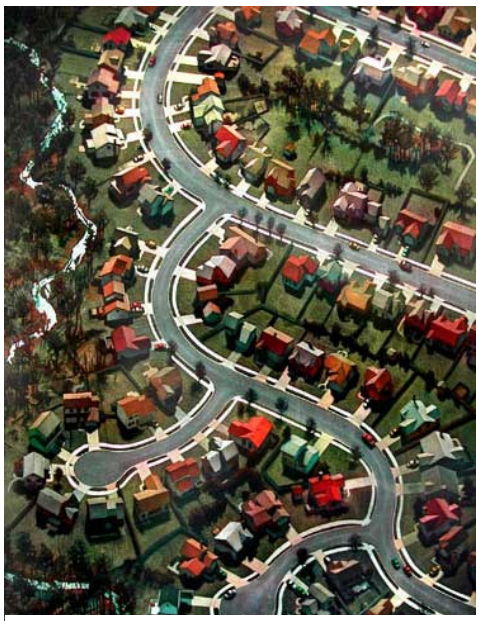
closely mirrors the expected growth in transportation GHG emissions and bodes poorly for future environmental integrity.

Children are particularly vulnerable to air pollution because they breathe faster than adults and inhale more air per pound of body weight (up to 50% more). Exposure to fine particulates, from fossil fuel combustion, is associated with increased frequency of childhood illnesses including asthma. Stand outside almost any elementary school at arrival and dismissal times and you are likely to witness parents and caregivers converging in their vehicles around the school, many parked with their engines running and increasing the amount of fine particulates within the school zone.

The US Environmental Protection Agency's "Clean School Bus USA" program identified idling school buses as contributing to air pollution outside and inside of schools. Automobile emissions can enter school buildings through air intakes, doors, and open windows[7]. Instructing bus drivers to shut off their buses also saves money. A typical school bus engine burns approximately half a gallon of fuel per hour. School districts that eliminate unnecessary idling can also save significant dollars in fuel costs each year, but a greater benefit to reducing vehicle emissions in the school zone is increased school attendance. Asthma is most common chronic illness in children and the cause of most school absences. It is also the third leading cause of hospitalization among children under the age of 15.

Reducing the frequency of motor vehicle trips 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 individuals can improve the air quality surrounding schools and reduce greenhouse gas emissions, which may contribute to global warming.

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 may be located too far away to make bicycling or walking practical.

Traditionally, 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. School siting policies may also dictate a certain acreage minimum that precludes many inner-community locations. Peripheral school siting means fewer kids live close enough to these facilities to make walking or biking to school practical.

[7] U.S. Environmental Protection Agency: National Idle-Reduction Campaign. Available: http://www.epa.gov/otaq/schoolbus/antiidling.htm. Accessed: April 22, 2008.

School consolidation that closes small centrally-located schools in lieu of one newer and larger facility has also meant that these small walkable schools are abandoned in neighborhoods where they were ideally situated for walking and biking. The effects of consolidation are measurable. 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. During this same period, 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)[8].

These statistics indicate that school consolidation has done what it set out to do, increase the number of students attending each school, while decreasing the inventory of schools. Theoretically, this makes for increased efficiencies in many areas, but it also necessitated increased expenditures in transportation. It also concentrates the flow of traffic to one location, and conflicts have emerged.

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.

Not only are schools larger and more congested, they also draw students from attendance areas that are geographically larger than in the past. These expanded enrollment areas make it more difficult for students who want to bike or walk to school to do so safely or conveniently.

With land use practices that dissuade children from walking and bicycling to school, it is unsurprising that in the last thirty years the proportion of children walking and bicycling to school has dropped dramatically.

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

Why Safe Routes to School?

Fewer children walk and bicycle to school today than ever before. At the same time, childhood health has declined, automobile crashes involving children have increased, air quality has deteriorated, and schools have been built farther away from where children live. Many school officials, health advocates, and transportation professions feel that increasing walking and biking to

[8] U.S. Department of Education Digest of Education Statistics: Number of public school districts and public and private elementary and secondary schools: Selected years, 1869-70 to 2002-03. Available: http://nces.ed.gov/programs/digest/d04/tables/dt04_085.asp. Accessed: April 22, 2008.

school can positively contribute to the well-being of children and reverse recent trends.

Walking and bicycling to school is important not only in helping to address and perhaps reverse national trends, 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 bond 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 (SRTS) 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. Safe Routes to School programs audit conditions around the school and conduct surveys of parents, teachers and students to determine existing attitudes and facilities 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 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. An effective SRTS program will include strategies from each of the Five E's described below:

• **Education** includes identifying and promoting safe routes, teaching students to safely cross the street, 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 regulatory changes needed to improve walking and bicycling conditions around schools. This strategy is closely tied to Encouragement strategies.

• **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.

• **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).

• **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 programming to identify successful methods and practices and to measure overall effectiveness.

While Safe Routes to School plans largely prioritize improvements in areas where children predictably congregate, particularly 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 people are expected to walk. Streets that allow children to walk and bicycle to school safely will better accommodate all users and create a more vital transportation network.

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

Local Trends

This report provides information on existing conditions and recommendations for improvements for all public elementary schools and both middle schools in Sun Prairie.

TABLE 1 Demographics of Participating Schools	C.H. Bird	Eastside	Horizon	Northside	Royal Oaks	Westside	Patrick Marsh	Prairie View
School Population	455	560	443	519	486	442	622	644
Grades of Students	K- 5	K- 5	K- 5	K- 5	K- 5	K- 5	6-8	6-8
Dist. Eligibility for Busing	1 mile	1 mile	1 mile	1 mile	1 mile	1 mile	2 miles	2 miles
% of Students Living w/in 2 miles of School	75%	64%	72%	70%	95%	95%	64%	73%
No. of Students not Eligible for Busing	276	127	280	236	122	336	222	175
No. of Students Hazard Bussed	5	23	41	58	266	0	160	306
No. of Students who Bike to school	30	50	25	25	30	25	50	50
% Students Eligible for Reduced Lunch	24%	15%	16%	18%	9%	47%	24%	22%

* Estimated by principals; numbers of students who walked were not available.

Royal Oaks Elementary, Horizon Elementary and Prairie View Middle Schools are all located less than one city block south of STH 19. Many students at Royal Oaks and Prairie View are bused due to the hazard STH 19 poses along their route to school. The numbers of students needing hazard busing at Horizon will grow as the neighborhoods north of STH 19 are developed.

Schools located in relatively pedestrian friendly neighborhoods include C.H. Bird, Eastside, Northside and Westside. Many students live within walking distance of these schools and their route to school does not involve crossing busy streets. These schools will benefit from increased encouragement and education programs.

Sun Prairie is building an elementary school (Creekside) in the new neighborhood on the far south side. This school will have high numbers of bused students for several years until the neighborhoods immediately surrounding the school are built. As planned, the neighborhood should be very walkable, and should provide many students a safe route to school.

The City of Sun Prairie SRTS Planning Process

Study Process

The SRTS program in Sun Prairie is very much community-driven with planners from Schreiber/Anderson Associates working in tandem with the local SRTS Task Force and interested community members. To help secure the development of a comprehensive and sustainable plan, the Task Force is composed of school champions, including principals, administrators, community members, 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 entailed collecting and analyzing information, identifying community needs and priorities, and recommending steps to remedy existing problems and accomplish community goals and visions.

Vision Statement

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

Goals

- To provide safe and adequate routes to schools so that more students are able to walk or bike to school safely
- To achieve higher levels of walking and bicycling among students and improve safety conditions as they relate to bicycling and walking for students in Sun Prairie

Objectives

- Engineering Objective: Focus infrastructure improvement on the primary routes students use, or could use if they existed, to access local schools
- Enforcement Objective: Increase the public's awareness of and compliance with traffic laws especially in school zones

- Education Objectives: Provide opportunities for students and parents to learn safe walking and biking skills. Provide information to Sun Prairie residents about the health, economic, and environmental benefits of active transportation.
- Encouragement Objective: Increase the numbers of encouragement programs offered to students and parents to increase the numbers of students using active transportation to make the trip to and from school.
- Evaluation Objective: Using the survey tools developed during the SRTS planning process continue to track the numbers of students biking and walking to school, in addition, continue to survey parents attitudes about biking and walking to school.

2 Present Conditions & Past Studies

This chapter provides a current conditions inventory of school sites, surrounding neighborhoods, and the school district as a whole. Assessments include policies and observed behaviors in and around school sites. The chapter also discusses past studies that may affect recommendations cited elsewhere in this plan.

Present Conditions

School Enrollment Boundaries

The Sun Prairie School District includes students from five municipalities: the City of Sun Prairie, and Towns of Marshall, Burke, Bristol, and York. Approximately 5,000 students attend the high school, two middle schools, six elementary schools, and three parochial schools. The District is currently constructing a seventh elementary school, Creekside Elementary. See Appendix A for Sun Prairie School District enrollment boundaries.

Bicycle Facilities

The City of Sun Prairie updated and distributed a comprehensive Bicycle Routes Map detailing on- and off-street bicycle facilities, bicycle shops, public parks and restrooms, and recommended bicycle routes in March 2008. Sun Prairie is located 10 miles from downtown Madison, which offers countless bicycling opportunities. A signed on-road bike route links the two municipalities.

On-road facilities such as dedicated bicycle lanes, side paths, as well as some multi-use paths do exist within the school district but do not create a complete network. Despite the incomplete network, most city streets in Sun Prairie are bike friendly due to low traffic volumes and low speeds.

The City of Sun Prairie requires all bicycles to be registered (Section 10.32.070) and offers free bicycle licenses, which are available at the Police Department. The Sun Prairie Code of Ordinances outlines proper bicycling behavior. Section 10.32.020 “Manner of operation restricted” prohibits bicyclists from riding with their feet removed from the pedals or hands removed from the handlebars. Bicyclists are also prohibited from performing “tricks or fancy riding in any street in the city” or from carrying passengers, unless a seat is provided for the second person.

The Code of Ordinances also directs bicycles to use the crosswalk when walking a bicycle through an intersection (Section 10.32.060 A4). Otherwise cyclists may ride on sidewalk facilities throughout the City, except the downtown commercial areas, such as the 100 through 300 blocks of East Main Street, the 100 block of West Main Street, and the 100 block of Market Street. Bicyclists on the sidewalk shall yield the right-of-way to any pedestrian, per Section 10.32.060 G2.

Pedestrian Facilities

Studies show that walkable communities are friendlier and safer places to live. Of particular importance is the role that sidewalks play in the lives of the community’s children. 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 haven from street traffic.

The City of Sun Prairie has had several different sidewalk policies over the years as it has grown

from a small farming community to a large suburb. The differing public policies resulted in some neighborhoods that are well served by sidewalks and others that lack sidewalks entirely. In the Fall of 2007, the School District conducted walking audits for each school. The results revealed several missing key sidewalk segments and faded crosswalks within one or two blocks of some schools. It was apparent to the participants that Sun Prairie did not have a pro-sidewalk policy in place during the creation of most of the older developments.

The current City of Sun Prairie sidewalk ordinances call for sidewalks on both sides of the street in all new developments, both residential and commercial.

Sidewalk Replacement/Placement Policy

The City of Sun Prairie has been aggressively pursuing the installation of missing sidewalk segments in neighborhoods with sidewalks and the provision of sidewalks in neighborhoods that lack sidewalks all together.

Sidewalk Snow Removal Enforcement

Throughout the year, sidewalks must be kept free of debris and snow, especially in residential neighborhoods where mobility is challenged during the winter months. Sidewalks that abut roadways without the benefit of a terrace pose challenges in northern climates as plowed snow easily piles up directly on the sidewalk, particularly if there is no subsequent snow sweeping program. Snow must be removed from the sidewalks in a timely manner, this 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 the City of Sun Prairie is described in Sec. 12.32.010 "Removal from sidewalks" in the Code of Ordinances. The ordinance requires removal of snow and ice within 24 hours after a snow event. See specifics below:

> **Sec. 12.32.010 Removal from sidewalks.**
>
> A. The owner, occupant, or person in charge of any parcel or lot which fronts upon or adjoins any sidewalk shall keep such sidewalk clear of all snow and ice. In the event of snow accumulating on such sidewalk due to natural means and/or by any other means such sidewalk shall be cleared of all accumulated snow and/or ice within twenty-four (24) hours from the time the snow ceases to accumulate on such sidewalk. Sidewalks are to be kept clear of snow and ice to a minimum of four feet in width. In the event that ice has formed on any sidewalk in such a manner that it cannot be removed, the owner, occupant, or person in charge of the parcel or lot which fronts upon or adjoins such sidewalk shall keep the sidewalk sprinkled with sand and/or salt to permit safe travel by pedestrians.

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 failure to comply can result in fines or injury to children. Statistics show that less than half of drivers slow down in school zones. Most crashes occur between 3:00 – 5:00 pm in warm weather.

Bicycle and pedestrian crashes affect all age groups, but the highest injury and fatality rates (per population) are associated with children. 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. While children are more likely to play a part in traffic crashes involving pedestrians, children have fewer capabilities than adults because of their developmental immaturity and lack of experience. Compared to adults, children tend to exhibit the following characteristics (FHWA and NHTSA, 1996):

- One-third less peripheral vision
- Less accuracy in judging speed and distance
- Difficulty localizing the direction of sounds
- Overconfidence
- Inability to read or comprehend warning signs and traffic signals
- Unpredictable or impulsive actions
- Lack of familiarity with traffic patterns and expectations
- Trust that others will protect them
- Inability to understand complex situations

Therefore, it is up to adults to be responsible drivers, particularly when children may be present.

Transit Facilities

The City of Sun Prairie offers no public transit in the traditional sense. However, Corner Service provides shared rides from specific street intersections to both middle schools and the high school in the morning and from these locations in the afternoon. Additionally, the City of Sun Prairie has a taxi service that parents may call upon to transport their children to school.

Many daycare providers in Sun Prairie provide van rides from the schools to day care facilities for late afternoon supervision of children. Both daycare van and taxi zones have been incorporated into the arrival/dismissal plan for many Sun Prairie schools.

Rail and Truck Routes

Sun Prairie has developed on both the north and south side of STH 151 over the years. There are several under and overpasses that cross the highway and connect the city. Accesss ramps at each STH 151 interchange present challenges to pedestrian and bicycle traffic.

Sun Prairie is dissected by railroad tracks, truck routes, and roadways. In the next section, school district-defined hazard areas are described for the determination of busing. The Union Pacific Railroad is the only railroad right-of-way in the District; it crosses STH 151 (E. Main St.) north of Grove Street.

Sun Prairie prohibits heavy traffic from certain streets within the City and funnels these vehicles to designated “heavy traffic routes.” The absolute heavy traffic prohibition from these streets does not extend to vehicles that are “obtaining orders for supplies or moving or delivering supplies or commodities to or from any place of business or residence.” According to the Sun Prairie Code of Ordinances, “heavy traffic” refers to vehicles not operating

completely on pneumatic tires (such as semi-trucks) and vehicles having a gross weight of more than 15,000 pounds.

Truck routes and heavy traffic areas are described in the Sun Prairie code of ordinances, Sec. 10.12.040 “Heavy traffic routes.” Specific heavy traffic routes outlined in this ordinance are described below.

1. Bird Street in its entirety (except for North Bird Street between Main Street and Windsor Street (Highway 19) between the hours of 9:00 p.m. and 6:00 a.m., when heavy traffic shall be prohibited);
2. Bristol Street in its entirety (unless otherwise designated by the county board);
3. Broadway Drive from Highway 19 to Bond Street;
4. Columbus Street in its entirety;
5. Clarmar Drive;
6. Communication Drive;
7. East and West Main Street in its entirety;
8. Linnerud Drive in its entirety, except between South Bird Street and Clarmar Drive;
9. Market Street and Church Street in their entirety;
10. Park Street;
11. U.S. Highway 151;
12. State Trunk Highway 19;
13. Wilburn Road in its entirety;
14. Business Park Drive in its entirety;
15. Commerce Drive in its entirety;
16. Corporate Center Drive in its entirety;
17. Progress Way in its entirety;
18. County Trunk Highway N. south of Main Street (within the city limits);
19. Reiner Road (within the city limits);
20. County Trunk Highway C (within the city limits);
21. Marshview Drive in its entirety;
22. Craftsman Way in its entirety;
23. McCoy Road (within the city limits);
24. O'Keeffe Avenue--Main Street to Linnerud Drive;
25. Capital Drive in its entirety;
26. Terra Court in its entirety.

Traffic Counts and Crash Data

Traffic Counts

Traffic counts recorded for the area encompassing the Sun Prairie Area School District include AADT (Annual Average Daily Traffic) data from 2000 to 2006. As illustrated in Figure 1, there are generally lower traffic volumes within the District than in many other Dane County communities. However, STH 151 accommodates one of the largest annual average daily traffic volumes in the County (44,000). Figure 2 displays the AADT volume for the City of Sun Prairie. Within the City of Sun Prairie, Patrick Marsh Middle School, Northside Elementary, C.H. Bird Elementary, and Westside Elementary are located just off STH 151, and STH 151 even divides the attendance area of both Northside and Westside Elementary Schools. Most of the eight schools studied in this plan are located along STH 151 or STH 19, some of the most heavily trafficked roads in the City.

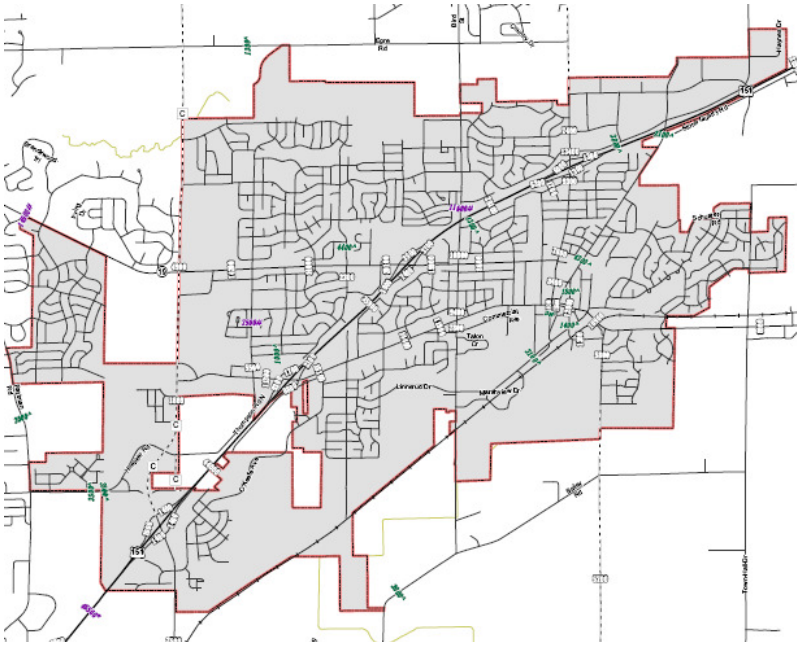


Figure 1: Annual Average Daily Traffic in the City of Sun Prairie (*WisDOT*)

The road that many parents and teachers report as a concern due to traffic volumes and speeds is STH 19. There is a side path for almost the entire length of STH 19 through the city but the access ramps from STH 151 and the intersections along this road continue to make it a barrier to walking and biking.

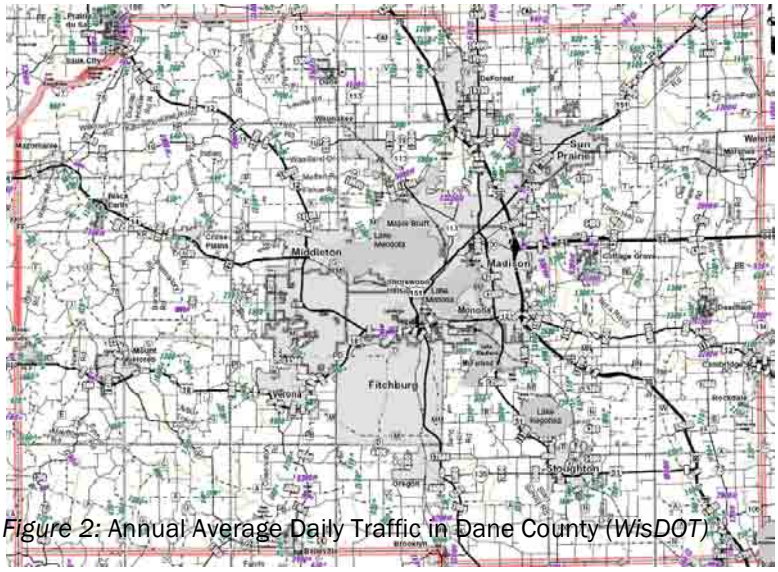


Figure 2: Annual Average Daily Traffic in Dane County (*WisDOT*)

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. Pedalcycles 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
Bicycle and pedestrian crashes with motorized vehicles recorded by the Sun Prairie Police Department indicate two bicyclist and three pedestrian crashes between 2004 and 2006. Two of the five (40%) crashes occurred at the intersection of O'Keeffe and W. Main St. in Sun Prairie.

Bicycle and pedestrian crash data from 2006 to 2008 indicate significantly more crashes—12 crashes involving a motor vehicle and a bicycle, six involving a motor vehicle and a pedestrian, and one crash involving a bicycle, pedestrian and motor vehicle. Fifty-eight percent of the 2006-2008 crashes involving bicyclists and pedestrians occurred along Main Street and eight of the 19 crashes from 2006 to 2008 occurred within a few blocks of Westside Elementary School. Appendix B graphically highlights pedestrian/bicyclist and motorized vehicle crashes from 2004-2006 and 2006-2008.

School Policies and Plans

School Wellness Policies

There are a number of school policies that have an affect on the condition and behaviors of children within the District. A sampling of policies is provided below.

Transportation

The transportation policy for the District describes guidelines and requirements for busing. There are no standards for walking or biking to school, but the District has compiled a series of "Walk Area" maps outlining walking boundaries at each of the six public elementary schools. The School District does not bus school children who live within the "Walk Area" boundaries. The Sun Prairie Area School District is committed to busing students that live outside the walk area. Children outside the Walking Area boundaries are allowed to walk to school if they desire. Refer to Appendix B for Sun Prairie Walk Areas.

Wellness

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 health behaviors and habits.

The Sun Prairie Area School District has adopted a wellness policy under federal requirements. It includes policies for physical activity and nutrition education. Specifically, the District requires all K-12 students to attend physical education class with at least half the class time devoted to moderate to vigorous physical activity. In Kindergarten through fifth grades, students attend physical education class for 90 minutes. The physical education requirement diminishes in 6th to 8th grade to five classes in two weeks and decreases further in the 9th to 12th grade range. Health education is also concentrated among younger K-5 students. Students receive health education in every grade level from 1st through 5th and in grades 6, 8, and 10.

The Wellness Policy also sets forth objectives for school nutrition programs, cafeteria environment, and school culture regarding food options. Unlike other districts, candy and other food items of minimal nutritional value are only sold at public events held outside of school hours. The Wellness Policy also directs teachers to refrain from using food as a learning or behavior incentive.

Busing Policies

The Sun Prairie Area School District is committed to providing transportation for all students who reside within the district boundaries, in accordance with Wisconsin laws and regulations and District Policy EE. Correspondingly, the District offers busing to elementary students (K-5) who live more than one (1.0) mile from school, middle school students who live more than two (2.0) miles from school, and high school students who live more than two and a half (2.5) miles from school. The busing guidelines extend to both public and private school attendees. Students with special needs, as defined in Chapter 115.787(2) of Wisconsin Statutes, are provided transportation regardless of where they live within the district. The Sun Prairie Area School District may assign students to a school other than the school in

their regular attendance area, and if this is the case, the District provides transportation to the newly assigned school.

The attendance boundaries of Horizon, Westside, Royal Oaks, and C.H. Bird Elementary Schools are small enough that absent of any unusual hazards or school reassignments, students should be able to walk to school. See the following section discussing the District's policy pertaining to hazardous busing.

To ensure the competence of those providing transportation services, the District requires a written busing contract with the School Board. Operators of buses within the District are subject to drug testing.

The Sun Prairie Area School District Business Services Manager, in conjunction with bus contractors, develops school bus routes prior to the start of each school year. These routes must comply with all guidelines contained in District Policy EE, Transportation Services, as well as with any applicable contract provisions.

The District provides guidelines for bus conduct, as well as for student surveillance. The latter includes the allowance of equipment for videotaping the interior of the buses while transporting students.

Hazard Boundaries and Plans

Students who live within two miles of school may still qualify for busing. Where unusual hazards exist, the District files an "Unusual Hazard Transportation Plan" to provide busing to students who live outside the busing perimeter. State statues prescribe that school districts 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.

Per state statues, copies of the "Unusual Hazard Transportation Plan" are filed with the Dane County Sheriff. The sheriff reviews the plan and may make suggestions for revisions deemed appropriate.

The Sun Prairie School District "Unusual Hazard Transportation Plan" has been approved by the Dane County Sheriff's Department. The Sun Prairie Area School District uses the following criteria to determine hazard areas: a) width of the shoulder of the road, b) traffic count on the road, c) lack of sidewalks, d) posted speed limit, e) lack of crossing guards, f) age of students who have to traverse the hazard area.

The plan identifies several areas where the busing of elementary school pupils is necessitated within the two mile radius. These include:

- Windsor Street (STH 19) west from Broadway Drive to a point two miles from the nearest school (grades K-8);
- North Bristol Street from Tower Drive to Klubertanz Drive (grades K-8);
- The south side of West Main Street from Clarmar Drive to North Thompson Road (grades 6-8);
- Windsor Street from Communications Drive to Davison Street (grades K-5);
- On the south side of STH 19 east from CTH N (southbound), and on the north side of STH 19 east from Musket Ridge Drive, to a point two miles from the nearest school (K-5);
- On the south side of STH 19 from the eastern most point of the bike path, and on the north side of STH 19 east from Musket Ridge Drive, to a point two miles from the nearest school (grades 6-8);

- The east side of CTH N south from STH 19 and the city limits (grades K-5);
- CTH N north and south from the city limits to a point two miles from the nearest school;
- Bird Street north and south from the city limits to a point two miles from the nearest school;
- CTH C north and south from STH 19 to a point two miles from the nearest school;
- S. Thompson Road from the city limits to a point two miles from the nearest school;
- Town Hall Road north and south from the city limits to a point two miles from the nearest school;
- Wilburn Road north from the city limits to appoint two miles from the nearest school.

Student Arrival/Dismissal Procedures

Each school in the Sun Prairie Area School District distributes a map and guidelines to parents at the beginning of each school year identifying the appropriate arrival and dismissal procedures. The arrival/dismissal procedure addresses issues regarding safe access to the school in the morning and safe departure in the afternoon and attempts to minimize conflicts between different transportation modes.

The Arrival and Dismissal Procedures should include a map of the campus depicting driveways, parking lots, bike parking, sidewalks leading to the school and on the school grounds, playground locations, and the building footprint with all the doors noted. First and foremost, the map should be easy to read and provide relevant information that will allow users to access the school grounds safely. In terms of automobile traffic, the maps should inform the user where the private cars are to drop off and pick up students, where the buses will be parked, and where daycare vans should wait. Areas for children to gather before the first bell should be indicated, 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 web for easy access.

Principals of the schools report that the arrival/dismissal times are often the most hectic times of day. Adults picking up and dropping off students need constant reminders of the procedures and often do not follow them if they feel they cause inconvenience.

Past Studies

Regional Transportation Plan 2030 Madison Metropolitan Area & Dane County

The regional transportation system plan is intended to provide a vision for transportation system development in the region for 20 or more years into the future. To ensure underlying assumptions of the regional transportation plan remain relevant, federal rules mandate that regional transportation plans for air quality attainment areas like Dane County be updated every five years. It is a multimodal plan of recommended transportation actions designed to address existing and anticipated transportation problems and needs. The plan consists of four principal elements:

- public transit,
- systems and demand management,

- bicycle and pedestrian facilities, and
- arterial streets and highways.

All future needs for transit, street and highway, and other transportation improvements considered in the regional transportation planning process are derived from the future growth proposed in the regional land use plan. Land use and transportation planning are largely interdependent.

Many of the recommendations in the Regional Transportation Plan 2030 Madison Metropolitan Area & Dane County center on enhancing conditions for bicyclists and pedestrians. Among the key features of the plan are:

- Provide mode choice options (transit, bicycle, pedestrian, and arterial street)
- Develop a continuous, interconnected bicycle way network providing reasonably direct, enjoyable, and safe routes between neighborhoods and communities throughout the region."
- Develop a continuous, interconnected pedestrian facility network providing reasonable direct and safe routes within and between neighborhoods to destination points in all directions.
- Provide pedestrian and bicycle accommodations along and across all streets as part of new construction and reconstruction

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. This 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 Union Grove 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 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 and barriers to biking and walking that may exist within the community. Survey information, school site assessments, and neighborhood evaluations 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 Appendix H. The student tally and parent survey instruments were developed by the National Center for Safe Routes to School. A subsequent Teacher Survey was also developed and administered by SAA.

Student tallies were administered by teachers during the school week and the parent survey was administered online via SurveyMonkey.com – in both English and Spanish. The Teacher survey regarding curriculum was distributed to participating schools and administered in a variety of ways. A discussion about each survey and its results is provided below.

Student Tally

The Student In-Class Travel Tally was developed to help determine how students get to and from school and whether the SRTS Program will affect trips to and from school in the future and to provide a baseline to use in future evaluation of SRTS programs. Teachers use the tally sheet to record specific information about how children arrive and depart from school each day for one week. The data collected in Sun Prairie was submitted to the National Center for Safe Routes to School to help track the success of SRTS programs across the country.

Student Tally data was recorded for 3,455 students in fall 2007. As illustrated in Chart 3.1, more students travel to and from school in a family vehicle (41%) than by any other means. Travel modal choice did not vary much throughout the week, perhaps because the weather was relatively invariable. There was a tornado watch on Thursday afternoon during the survey time period, but it didn't seem to affect modal choice.

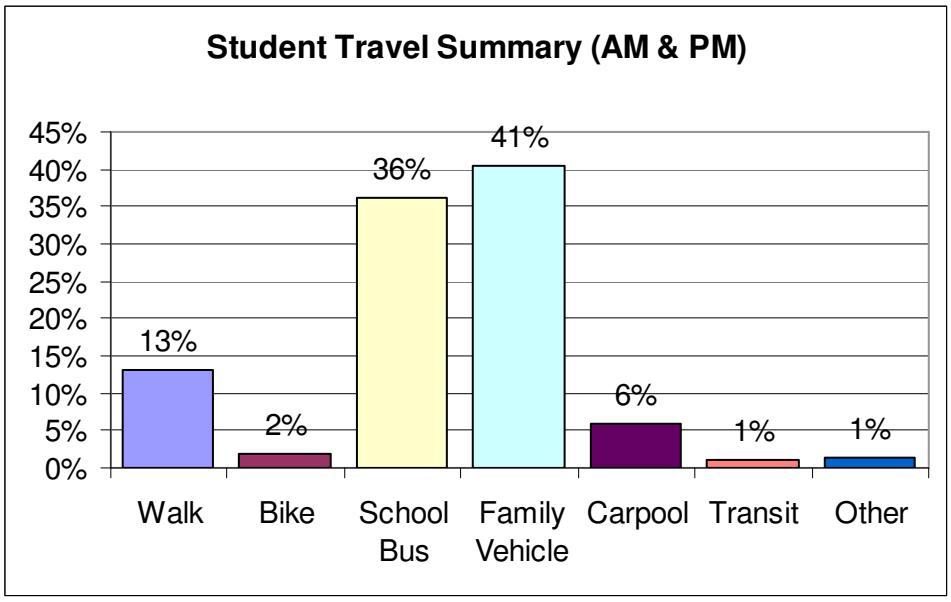
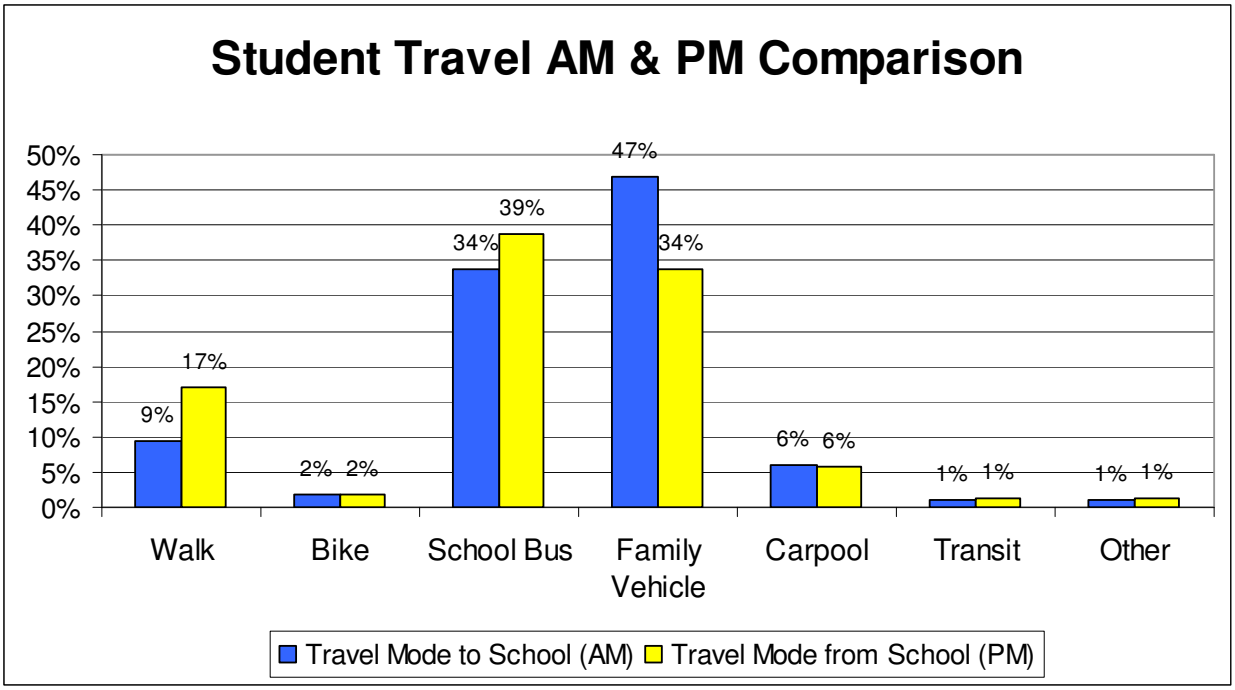


Chart 3.2 indicates that some students that arrive by family vehicle often walk or take the bus home. A higher percentage of students are driven to school in a family vehicle in the morning than driven from school in the afternoon. Correspondingly, busing and walking are more popular transportation choices in the afternoon than in the morning. Bicycling, carpooling and transit statistics remain static between the morning and afternoon.



Parent Surveys

The Parent Survey asks parents to identify factors that affect whether parents allow their children to walk or bike to school, key safety-related conditions along routes to school, and related background information. The survey results will help determine how to improve opportunities for children to walk or bike to school and measure parental attitude changes as the Sun Prairie SRTS program matures.

Parent Surveys were administered via SurveyMonkey – an online survey tool which leads users through a series of questions and tabulates the results. Parents were asked to take the survey for only one child even if they had more than one child in the participating school.

There were 580 parent surveys completed between October and December 2007. The data reveal that most respondents to the survey have children in kindergarten through third grade. While 57% of parents noted that their child has asked them to walk or bicycle to school in the last year, 27% of parents state that they would never feel comfortable allowing their child to walk or bicycle to school at any age without adult accompaniment. Roughly 56% of parents feel third through sixth grade is an appropriate point to allow children to walk or bike to school without accompaniment.

The highest recorded issues affecting parent's decisions to allow, or not allow, their child to walk or bike to/from school include:

- Amount of traffic along route (65%)
- Safety of intersection and crossings (62%)

- Speed of traffic along route (61%)
- Distance (52%)
- Weather or climate (45%)
- Sidewalks and pathways (41%)

When asked if they would allow their child to walk to bike to school if any of these conditions were changed or improved the majority replied "yes," particularly if sidewalks and pathways to school were improved. The only factors that would be unaffected by "change" or "improvement" was "convenience of driving" and "child's participation in before/after-school activities." This indicates some parents drive because they feel it is the most convenient option, regardless of conditions surrounding the school.

Finally, eighty percent of parents felt that their child's school neither encourages nor discourages walking and bicycling to school.

Teacher Surveys

The Teacher Survey was developed to gauge teacher concerns about biking and walking, to measure the extent to which walking and bicycling skills are or are not included in classroom curricula, and to determine teacher attitudes about walking and biking. 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.

There were 175 Teacher Surveys completed between October and December 2007. The data reveal that by and large teachers do not currently incorporate bicycle and pedestrian safety in their curriculum or how walking and biking promote personal health and the environment (70%). When these messages are included in the classroom curriculum, they almost never go home to parents. While currently not included in the curriculum, many teachers welcomed the Movin' and Munchin' Schools program (58%) and lesson plans revolving around bicycling and walking (47%).

While the physical conditions around each of the eight Sun Prairie schools covered in this plan are different, teachers identified many of the same impediments to students walking and bicycling to school safely and frequently. Many cited inattentive and aggressive and distracted drivers, a lack of awareness for bicyclists and pedestrians, and motorist rejection of posted signs, rules of the road, and school pick-up and drop-off procedures. Pedestrians and bicyclists were also faulted for not obeying the rules of the road and disregarding safe practices, like wearing a helmet and walking on the sidewalk.

Audits

Walking and Biking Audits

Walking and biking audits were conducted for all eight Sun Prairie Schools in late October and early November 2007. During the audit, volunteers walked streets, sidewalks, and trails within a ½ mile radius of each school and documented barriers to biking and walking to school. The activity was facilitated by Wisconsin Walks, a non-profit advocacy organization that specializes in helping communities become more accommodating to walking as a mode of transportation.

The methodology included the generation of an audit map for volunteers to use for navigation and recording conditions. Participants were first given a presentation about defining impediments to

safe walking and biking, and then were sent out into the community immediately surrounding the school to record their observations. All maps were generated using GIS data provided by the City of Sun Prairie.

Upon their return, audit participants' data was compiled onto one map. Then the facilitator led a general discussion about primary issues and concerns regarding the safety of students walking and biking to school. Examples of information collected include poorly maintained sidewalks, road widths, crosswalk locations, bike lanes, and other pertinent information. One of the primary functions of the audit data was to identify cases where sidewalks (if existing) were insufficient for use by children with varying abilities. 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).

The results of the audits are indicated on Audit Maps created for each school in Appendix D. Primary issues identified included:

1. Lack of sidewalks in many neighborhoods;
2. Poor connections between school and surrounding neighborhoods;
3. STH 19 divides three schools from their attendance areas;
4. Crossings can still be difficult even with crossing guard;
5. Inattentive driving in the school zone during arrival and dismissal times.

Primary solutions that emerged from the group discussion following the audit include:

1. Designate "safe routes" and build bike lanes, sidewalks and paths and other pedestrian improvements along these key routes;
2. Education and Community Involvement (including 7th and 8th graders leading Walking School Buses);
3. Calm traffic on STH 19 at Thompson Road.

Site Assessments

School Site Assessments

An assessment of the Sun Prairie schools involved with this study took place during the fall of 2007. The analysis included walking around each school site and photographing entrances, bike racks, traffic signage, sidewalks, and other features of the site that may enable or impede walking or biking around the building.

Major observations that apply generally to Sun Prairie Schools include:

- The schools have good arrival/dismissal plans in place, the key is communication of the plans and enforcement of the rules;
- Bike racks are available at most schools, but their location is an afterthought rather than a strategic decision to encourage use;
- Private car traffic is a major safety concern on all campuses;
- School Zone signs and painted crosswalks are lacking in the immediate area of many of the schools;
- The surrounding neighborhoods lack reliable sidewalks (for travel along entire block segments).

Feature	Description
School Name	Royal Oaks Elementary School
Address	2215 Pennsylvania Avenue Sun Prairie, WI 53590 608-835-7200
School Hours	8:10 AM to 3:00 PM
Student Enrollment	464
Primary Road Access	School Entrance-Two lane undivided roadway, posted speed 25 mph, sidewalks on school side of road only. North Thompson Road-Four lane undivided roadway, posted 25 miles per hour, sidewalks on both sides.
Pedestrian and Bicycle Access to the School	Sidewalk provided on Pennsylvania Avenue (school side only) and on Thompson both sides. Remainder of neighborhood has no sidewalks.
Automobile Access to the School	Access provided off of Thompson Road on the west side of the school.
Bus Access	Bus entrance is off of Pennsylvania Avenue at the main entrance to the school (north side of building).
Guarded School Crossings	North Thompson and Pennsylvania, two crossing guards provided at arrival and dismissal times.
Other Facilities	None
Reduced Speed Zones	25 mile per hour school zone on Pennsylvania and Thompson.

Feature	Description
School Name	Prairie View Middle School
Address	400 North Thompson Road, Sun Prairie, WI 53590 608-834-7800
School Hours	7:50 AM to 2:48 PM
Student Enrollment	664
Primary Road Access	School Entrance-North Thompson Road is a four lane non-divided roadway with sidewalks on both sides. Posted 25 mph.
Pedestrian and Bicycle Access to the School	Sidewalk is provided on both sides of North Thompson Road and there is a multi-use paved path that runs from the school southwest to Blue Heron Blvd.
Automobile Access to the School	Access provided off of North Thompson Road on the east side of the school.
Bus Access	Access provided off of North Thompson Road on the east side of the school.
Guarded School Crossings	Thompson and Pennsylvania, two crossing guards provided at arrival and dismissal times.
Other Facilities	None
Reduced Speed Zones	25 mile per hour school zone on Pennsylvania and Thompson.

Feature	Description
School Name	Westside Elementary School
Address	1320 Buena Vista Drive, Sun Prairie, WI 53590 (608) 834-7500
School Hours	8:10 AM to 3:00 PM
Student Enrollment	427
Primary Road Access	School Entrance-Emerald Blvd is a two lane non-divided roadway with sidewalks on both sides. Posted 25 mph.
Pedestrian and Bicycle Access to the School	The sidewalk network is complete around the school, but the neighborhood has many sidewalk gaps.
Automobile Access to the School	Access provided off of Buena Vista Drive on the south side of the school.
Bus Access	A separate bus access is provided off of Garnet Drive on the west side of the school.
Guarded School Crossings	Main Street and Ruby Lane and Main Street and Walker Way
Other Facilities	Main Street and Walker Way is a signalized intersection. Paved paths run to the school from Emerald Blvd.
Reduced Speed Zones	25 mile per hour school zone on Buena Vista Drive.

Feature	Description
School Name	Eastside Elementary School
Address	661 Elizabeth Lane, Sun Prairie, WI 53590 (608) 834-7400
School Hours	8:10 AM to 3:00 PM
Student Enrollment	576
Primary Road Access	School Entrance-Elizabeth Lane is a two lane non-divided roadway with a segment of sidewalk on the school side only. Posted 25 mph.
Pedestrian and Bicycle Access to the School	The sidewalk network has gaps around the school property on both Elizabeth Lane and Scheuerell Lane. Woodview Drive and Clara Street have no sidewalks.
Automobile Access to the School	Access provided off of Scheuerell Lane on the south side of the school, a second driveway has recently been added to ease congestion.
Bus Access	A separate bus access is provided off of Elizabeth Lane on the west side of the school.
Guarded School Crossings	One guard is located at Columbus Street and Cliff Street.
Other Facilities	A paved path connects Elizabeth Lane and Gerald Avenue at mid-block.
Reduced Speed Zones	25 mile per hour school zone on Elizabeth Lane and Scheuerell Lane.

Feature	Description
School Name	Northside Elementary School
Address	230 West Klubertanz Drive, Sun Prairie, WI 53590 (608) 834-7100
School Hours	8:10 AM to 3:00 PM
Student Enrollment	504
Primary Road Access	School Entrance-Provided off of North Street, a two lane residential street with parking- posted 25 mph
Pedestrian and Bicycle Access to the School	Sidewalk is provided on the school side of North Street and only on the school side of Klubertanz Robert and Maynard Drives.
Automobile Access to the School	Access provided into the main driveway of the school off of North Street.
Bus Access	Buses enter the school grounds using the same driveway as private cars off of Columbus Street.
Guarded School Crossings	North Street and MacArthur and MacArthur and Bristol Street.
Other Facilities	A multi-use trail enters the school grounds from the south at the corner of Robert Drive and Birkenbine Drive. The trail connects to the playground.
Reduced Speed Zones	Along North Street, Summit and Klubertanz Drive.

Feature	Description
School Name	Patrick Marsh Middle School
Address	1351 Columbus Street, Sun Prairie, WI 53590 (608)-834-7600
School Hours	7:50 AM and 2:48 PM
Student Enrollment	664
Primary Road Access	School Entrance-Provided off of Columbus Street, a two lane residential street with parking- posted 35 mph
Pedestrian and Bicycle Access to the School	Sidewalk is provided on both sides of Columbus Street.
Automobile Access to the School	Access provided off of Columbus Street on the west side of the school.
Bus Access	Buses enter the school grounds using the same driveway as private cars off of Columbus Street.
Guarded School Crossings	None.
Other Facilities	Two multi-use trails comes from Columbus Street to the main entrance of the school, one is located south of the main drive, the second is located about 400' north of the main drive.
Reduced Speed Zones	None.

Feature	Description
School Name	Horizon Elementary School
Address	625 North Heatherstone Ridge, Sun Prairie, WI 608-834-7900
School Hours	8:10 AM to 3:00 PM
Student Enrollment	506
Primary Road Access	School Entrance-Provided off of Heatherstone Ridge, a two lane residential street with parking-posted 25 mph
Pedestrian and Bicycle Access to the School	Sidewalk is provided on the school side only of Edmonton Drive and Heatherstone Drive. A multi-use trail runs along STH 19 and connects to the school grounds.
Automobile Access to the School	Access provided off of Thompson Road on the west side of the school.
Bus Access	A separate bus entrance is provided off of Edmonton Drive.
Guarded School Crossings	Heatherstone Ridge and Edmonton
Other Facilities	A multi-use trail runs along STH 19 and connects to the school grounds.
Reduced Speed Zones	25 mile per hour school zone on N. Heatherstone Drive and Edmonton Drive.

Feature	Description
School Name	CH Bird Elementary School
Address	1100 N. Bird Street, Sun Prairie, WI 53590 (608) 834-7300
School Hours	8:10 AM to 3:00 PM
Student Enrollment	456
Primary Road Access	Main School Entrance-North Bird Street. Posted 25 mph. Secondary Entrance - St. Albert Drive. Posted 25 mph.
Pedestrian and Bicycle Access to the School	Sidewalks are provided on both sides of North Bird Street, St. Albert Drive. School Street (west of school) provides sidewalk on school side only. Schuman Street (located on the south boundary of the school) has sidewalk only on the south (non-school) side.
Carpool Access to the School	Access provided off of North Bird Street on the east side of the school.
Bus Access	Access provided off of St. Albert Drive on the north side of the school.
Guarded School Crossings	St. Albert Drive and Bird Street
Other Facilities	There are pedestrian and bike access points to the school yard via short asphalt paths from Schuman Street, St. Albert Drive and School Street.
Reduced Speed Zones	25 mile per hour school zone on N. Bird Street and St. Albert Drive.

4 Recommendations

This chapter was developed to address 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 will incorporate components of each of these approaches.

Recommendations are subcategorized 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 growing the SRTS program in Sun Prairie. 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.

The chapter concludes with an Action Plan that consolidates those actions that should be implemented within a one to three year timeframe. The Action Plan also assigns responsibility for implementation and cites an approximate timeframe for completion.

SRTS Recommendations

1. Communitywide Issues
1.1. Lack of bicycle/pedestrian education.
1.2. Lack of driver education.
1.3. Lack of sidewalks in many neighborhoods.
1.4. Excessive traffic volumes and speed make conditions unsafe for bikers and walkers.
1.5. Walking and biking not seen as a "real" transportation choice.
1.6. Sexual offenders living in Sun Prairie make it unsafe to walk or bike to school.
1.7. Three schools are located near STH 19 which carries high volumes and speeding cars.
1.8. Motorists drive too fast to make crossing the street safe.

Communitywide issues in Sun Prairie include the lack of sidewalks in many places, including many neighborhoods that surround the schools. There are also poor non-motorized connections between the school and surrounding neighborhoods. Crossing the street is difficult throughout Sun Prairie, even when an adult crossing guard is present. Many parents don't consider walking or biking to be a viable form of transportation and there is little information collected currently to quantify mode choice within the community. Consistent uses of pavement markings and street signage as well as traffic enforcement have also been identified as issues during the planning process.

Issue 1.1: Lack of bicycle/pedestrian education.

There is some concern that children do not ride their bicycles correctly, and do not obey traffic signs or utilize crosswalk locations. This is an area of education that does not receive enough attention at home or in the schools. Many parents and children are also not familiar with bicycle upkeep and maintenance activities.

Recommendations

1.1.1 Consider working together with Sun Prairie High School students, local bicycling clubs, and recreational equipment retailers to form a free maintenance program to help with basic maintenance of students' bicycles.

1.1.2 Include bicycle maintenance programs in school curricula in physical or technology education programming.

1.1.3 Disseminate information via backpack flyer, websites, or an instructional DVD illustrating the benefits of active transportation modes.

1.1.4 Add sections to current classroom curricula on the benefits of walking or biking to school. Include sections on the environment, health, and safety.

1.1.5 Contact the Wisconsin Department of Transportation, Dane County Sheriff's Department, and local advocacy groups about brining a Bicycle Rodeo, Walkable Community Workshop, or other education programs to Sun Prairie.

Education

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.

Issue 1.2: Lack of driver education.

The biggest danger posed to most bicyclists and pedestrians is automobiles. While Sun Prairie maintains an efficient system of roadways for motorized vehicles, conflicts emerge when other modes are introduced into the system. When pedestrians cross 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 and neighborhoods surrounding the schools.

Recommendations

1.2.1 Disseminate crosswalk information to 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 travelers on the roadway. The Wisconsin DOT Office of Transportation Safety has free brochures and other education material dealing with pedestrian and bicycle safety. http://www.dot.wisconsin.gov/safety/motorist/

1.2.2 Include bicycle and pedestrian education as part of Driver Safety Education programs held at Sun Prairie High School and elsewhere within the community.

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

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 1.3: Lack of sidewalks in many neighborhoods

Lack of sidewalks is a concern for many residents of Sun Prairie. The City sidewalk policy has changed over the years as new subdivisions were built. The fact that some subdivisions have complete networks of sidewalks, while some have no sidewalks at all and still others only have sidewalks on major streets is the legacy of this changing policy.

Recommendations

1.3.1 Continue current city policy of requiring sidewalks in all new developments within the City of Sun Prairie.

1.3.2 Focus on installing new sidewalks in areas within a ½ mile radius of a school.

1.3.3 Encourage the City to install curb cuts as a matter of practice on all street improvements or redevelopment projects, even where current sidewalk facilities do not exist.
1.3.4 Focus the sidewalk and crosswalk reconditioning program that requires annual inspection of crosswalks for analysis of paint condition on neighborhoods with schools, then move on to other parts of the City.
1.3.5 Work with the City of Sun Prairie to develop a Complete Streets Policy that will insure that future new street development in the city and reconstruction of existing streets takes all modes of transportation into consideration during the design phase, walking, biking, driving and transit.

Issue 1.4: Excessive traffic volumes and speeding make conditions unsafe for bikers and walkers.
Traffic is a big concern. Surveys showed that speed and volumes of traffic concerned the parents of Sun Prairie students a great deal. In addition to speed and volume, the issue of safety of intersections and crossings was raised by parents in the surveys and meetings. There are several community efforts that can be employed to slow traffic.

Recommendations

1.4.1 Educate parents and other community members about the dangers of speeding and the increased chances of fatalities as speeds increase.
1.4.2 Consider the use of a portable speed trailer in school zones, especially at the beginning of each school year.
1.4.3 The Pace Car program has worked successfully in other communities. Drivers sign a pledge to share the road safely with bikers and pedestrians and in return get a window sticker designating them as "Sun Prairie Pace Cars.
1.4.4 Increase traffic law enforcement. Reckless driving, speeding and other dangerous driving behaviors reduces the quality of life in a community, traffic law enforcement is an effective means of improving driver behavior.
1.4.5 Increase the number of crossing guards provided, work with the police department to better train and equip the guards.
1.4.6 Encourage walking or biking for trips under 2 miles in length.

Issue 1.5: Many residents 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 overall has become much more accustomed to utilizing a private automobile for regular transportation. This is apparent in a community like Sun Prairie, where 40% of parents surveyed lived less than 1/2-mile from their school, yet nearly 50% of students arrive to school via family vehicle. 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 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, non-walkers and non-bikers are less likely to suggest walking or biking trips to their children.

Recommendations

1.5.1 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 consider asking community groups,

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.

employers, and residents to observe Bike to Work Week each May.

1.5.2 Develop school-based incentive programs, such as Mileage Clubs that offer rewards when mileage thresholds are reached, to encourage biking and walking as a daily activity.

1.5.3 Encourage school staff to park three or four blocks away from school and walk in. This provides a good role model for children and increases the pedestrians on the streets and thus, pedestrian awareness by drivers.

1.5.4 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 1.6: 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 and December 2007, reveal many concerns related to traffic. The highest recorded issues affecting parent's decisions to allow, or not allow, their child to walk or bike to/from school included:

- Amount of traffic along route (65%
- Speed of Traffic along route (60%)
- Safety of intersection and crossings (61%)
- Distance (64%)
- Violence or crime (30%)

Recommendations

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

1.6.2 Continue to enforce speed limits and crosswalk regulations in school zones, and position adult crossing guards at intersections deemed unsafe communitywide.

1.6.3 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.

1.6.4 Consider designating a "remote drop-off location" where parents can park their cars for a short 2 to 4 block walk to school each morning with their child.

Issue 1.7: Sexual offenders living in Sun Prairie make it unsafe to walk or bike to school.

The State of Wisconsin Sexual Offender Registration website makes it possible for one to enter a zip code or street address and see all the registered sexual offenders in the specified neighborhood. At the time this report was developed there were 66 names on the Sexual Offender Registry list with Sun Prairie zip codes. There were also 33 "alias", that is the same person listed with several different names.

Recommendations

1.7.1 Develop a Walking School Bus program where groups of children walk together with an adult volunteer.

1.7.2 Encourage activities and programs that help people get to know their neighbors such as block parties, traveling dinner parties and Neighborhood Watch programs.

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.

1.7.3 Teach children personal safety techniques.

Issue 1.8: Three schools in Sun Prairie are located near STH 19 which carries high traffic volumes and speeding cars.

State Trunk Highway 19 (STH 19) passes within 2 blocks of two elementary schools and one middle school in Sun Prairie. Many parents mentioned this highway and the intersection at Thompson Drive as a particular concern. This intersection has a traffic light with a pedestrian signal and ladder crosswalks. A crossing guard was once assigned to this intersection but was removed due to dangerous behaviors by drivers. Many people have suggested a pedestrian overpass at this location. While the intersection is dangerous, a pedestrian overpass is not a viable solution due to lack of right- of-way, costs and human behavior. Overpasses are seldom used if it is easier to cross at road level; the traffic volumes on STH 19 do not warrant the use of this extreme measure. The problems at this intersection are best dealt with by enforcement of the traffic laws. Timing the lights to give pedestrians more time to cross should be considered and the City should make an extra effort to maintain the ladder crosswalks in good condition for maximum visibility.

STH 19/CTH C (North Grand Avenue) was also mentioned as a concern for middle school children traveling to and from Prairie View Middle School and Wyndom Way subdivision. The bike/pedestrian path that ends at Grand Avenue and picks up again at the east edge of the Wyndom Way subdivision should be completed as soon as possible. When it is completed, improvements to the intersection with CTH C to better accommodate pedestrians will have to be addressed. Consider the use of "count-down" pedestrian signals, these show a "walk" symbol, and then count down to the "don't walk" symbol. Another tool to consider would be the use of Lead Pedestrian Signal. This is a signal timing design where the lights are timed so the pedestrian signal gives the "walk" sign a few seconds ahead of the green light. This allows the pedestrian to enter the intersection and be a better position to see and be seen by drivers entering the intersection. The lead pedestrian signal could also be considered for the intersection of Thompson Road and STH 19.

Recommendations

1.8.1 Increase traffic law enforcement along STH 19 at arrival and dismissal times.
1.8.2 Use a speed or warning indicator to encourage slower speeds.
1.8.3 Place a crossing guard at the Thompson and STH 19 intersection along with increased traffic law enforcement.
1.8.4 Institute a city-wide effort to calm traffic along STH 19 and its intersections, including the access ramps at USH 151.
1.8.5 Encourage and enhance pedestrian button access and use through relocation and public awareness.

Issue 1.9: Motorists drive too fast to make crossing the street safe. Often, children must run across the street to avoid oncoming traffic.

In an effort to increase safety for drivers many roadways are developed wider than they need to be to carry the anticipated number of vehicles on an average day. This street widening has resulted in greater distances curb-to-curb for pedestrians and bicyclists to negotiate. Compound great distance with a high rate of speed, and some intersections that do not contain pedestrian signals are very difficult to cross.

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

1.9.1 Consider working within the City 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 pick-up/drop-off times in school zones.

1.9.3 Support efforts to adopt a statewide "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. Individual School Recommendations and Neighborhood Recommendations

A table of specific recommendations has been provided below for each of the eight schools in this plan. The recommendations all relate to at least one of the 5 E's. See the code in the first column for the appropriate "E". Maps in Appendix E and F graphically depict many of the recommendations listed below.

CH Bird Elementary School

No.	Type	Campus Problem Addressed	Campus Recommendation
1	E-1	There is very little room for people approaching the school on foot or on bike from the Bird Street side.	Redesign the parking lots and driveways to minimum widths, this will slow traffic and provide more room for sidewalks.
2	E-3	Congestion in parking lots makes the situation dangerous for students during arrival and dismissal.	Encourage parents to drop their children on the south side of School Street and allow them to walk to school on the existing walking paths on school property.

No.	Type	Neighborhood Problem Addressed	Neighborhood Recommendation
1	E-1	Neighborhood lacks sidewalks.	Focus on adding sidewalks to Schumann Street and Pine Street.
2	E-1	Traffic does not yield to pedestrians crossing the street.	Add or upgrade crosswalks to ladder type crosswalks on all streets associated with the school block.

Please note for all tables:
E-1 Engineering Recommendation
E-2 Enforcement Recommendation
E-3 Encouragement Recommendation
E-4 Evaluation Recommendation
E-5 Education Recommendation

Eastside Elementary School

No.	Type	Campus Problem Addressed	Campus Recommendation
1	E-3 E-5	Parents and other drivers do not follow the arrival/dismissal procedures.	Continue to communicate a/d procedures to the parents and caregivers. Consider parent monitors and "reminder tickets".
2	E-1	Students riding their bikes to school use the driveway to access the bike racks located to the right of the main door.	Install a bike path from the sidewalk on Scheuerell Lane along the east side of the parking lot to the bike parking area.

No.	Type	Neighborhood Problem Addressed	Neighborhood Recommendation
1	E-1	Students walk in the street as they approach the school from the east and the southeast due to lack of sidewalks.	Finish the sidewalk from its eastern end on Scheuerell Lane to Woodview Drive.
2	E-1	See above.	Install sidewalks along the west side of Woodview Drive from N. Musket Ridge to Thomas Drive.
3	E-1	See above.	Install sidewalks along the south side of Musket Ridge Drive from Thomas Drive to Woodview Drive.
4	E-1	See above.	Install path in greenway or sidewalks throughout the remainder of the neighborhood when Woodview Drive and Musket Ridge are completed. Paint crosswalks to connect the new sidewalks.
5	E-1	See above.	Construct a 10" wide pedestrian trail in greenway or install sidewalks on Walmar.
6	E-1 E-3	See above.	Install a bike/pedestrian path through the greenway or sidewalks located south and north of the school grounds. Encourage students to use the new path with a bike parking raffle and other encouragement programs, see Chapter 5.
7	E-1 E-2	Traffic along Columbus Street does not slow down for students and other pedestrians crossing the street.	Upgrade the crosswalks to ladder-types. Increase traffic law enforcement during arrival and dismissal times.

Horizon Elementary School

No.	Type	Campus Problem Addressed	Campus Recommendation
1	E-2	Parents and other drivers do not follow the arrival/dismissal procedures.	Continue to communicate a/d procedures to the parents and caregivers. Consider parent monitors.

No.	Type	Neighborhood Problem Addressed	Neighborhood Recommendation
1	E-1	Students are not allowed to walk to school due to lack a complete network of sidewalks in the neighborhood.	Work with the City to focus on completing the network of sidewalks. Priority should be given to sidewalks on through streets in the Wyndom Hills Subdivision within a 1/2 mile radius of the school. Once this network is complete continue to install sidewalks throughout the rest of the neighborhood to the south.
2	E-1	Students are bused the short distance from the neighborhood to the north of STH 19.	While elementary school children are too young to cross STH 19 even with pedestrian improvements to the intersection of Westmount Drive and STH 19, improvements may encourage parents to organize a walking school bus. The intersection may not warrant a traffic signal at this time, but the City should revisit this intersection often as the area between Portage Road and CTH C continues to develop. In addition to a traffic signal, ladder crosswalks and other pedestrian improvements should be considered.
3	E-5 E-2	Speeding along Heatherstone Drive discourages parents from allowing their children to walk to school.	Work with SCO to educate parent drivers as to the dangers of speed. Increased enforcement of traffic laws before school and after dismissal time.

Northside Elementary School

No.	Type	Campus Problem Addressed	Campus Recommendation
1	E-1	During dismissal, cars can stack up out into North Street and across the crosswalk being used by students and the crossing guard.	Turn drop-off and pick-up traffic around so they enter from the south driveway. Encourage parents to pull as far forward as possible toward the north driveway's end.
2	E-3	Congestion in the front of the school caused by private cars picking up students	Encourage parents to drop-off or pick-up their children at the north end of Birkenbine Drive. This would reduce congestion and allow the students some exercise.
3	E-3 E-5	Parents and other drivers do not follow the arrival/dismissal procedures.	Continue to communicate a/d procedures to the parents and caregivers. Consider parent monitors and "reminder tickets".

No.	Type	Neighborhood Problem Addressed	Neighborhood Recommendation
1	E-1	Children coming to school from the Klubertanz Drive east of North Street and west of Bristol Street need to get to the crossing guard located at MacArthur and North.	Install sidewalk on the east side of North Street from Klubertanz Drive to MacArthur Street.
2	E-1	Standard crosswalks with two 6 inch strips of white paint do not garner drivers' attention as well as the ladder crosswalk.	Upgrade the crosswalk at Bristol Street and MacArthur Street and North Street and MacArthur to a ladder type.
3	E-1	Many children use the MacArthur/Bristol Street crossing guard to continue east but there are no sidewalks on MacArthur Street.	Add sidewalks to the north side of MacArthur Street from Bristol Street to Davis Street.
4	E-1	The Bristol Street and Goodland crosswalk is in a school zone and needs to be more visible.	Upgrade the crosswalk at Bristol Street and Goodland Street (south leg) to a ladder type.
5	E-1	Many children come from south of Windsor Street. Currently they take a longer route to get to North Street. This segment and those listed below will shorten the walk by providing sidewalk leading to the on-campus walking path.	Add sidewalks along the Westside of Birkenbine Drive from Robert Drive to Luther Drive.
6	E-1	See above.	Add sidewalks along the south side of Luther Drive from Birkenbine Drive to Union Street.
7	E-1	See #5.	Add sidewalks along the west side of Union Street from Luther Drive to Windsor Street.

8	E-1	See #5.	Add crosswalks after at each intersection as sidewalk segments are completed.
9	E-1	Many children walk along Summit Street sidewalks and the crosswalks are not well marked at Maynard Drive.	Upgrade the crosswalks at Summit Avenue and Maynard Drive to ladder types (north and south legs).
10	E-1	Students and parents are unaware of the cut-through path off of Birkenbine Drive.	Obtain an easement to secure the cut-through. Sign and maintain the pedestrian cut-through path between Birkenbine Drive and North Street. Build sidewalks along Elm Street to the beginning of the cut-through trail.
11	E-1	Many Northside students live west of Bird Street and currently cross at Summit Street sidewalks. This is a problem because the STH 151 overpass is located just north of the crosswalk and the visibility here is limited.	Install sidewalks on the south side of Lincoln Drive from Bird Street to Union Street. Install a ladder crosswalk and pedestrian signs at the intersection of Bird and Lincoln. After these improvements are in place encourage school children bound for Northside to use the Lincoln crosswalk at Bird Street and the sidewalk along Lincoln to approach the school.

Patrick Marsh Middle School			
No.	**Type**	**Campus Problem Addressed**	**Campus Recommendation**
1	E-1	Current paved biking and walking path crosses busy driveways and does not bring the school children to the location where they are supposed to gather in the morning.	Continue biking and walking path that exists south of the main drive, to the north and connect to bike parking and playground area on the east side of the school.
2	E-5 E-2	Parents and other drivers do not follow the arrival/dismissal procedures.	Continue to communicate a/d procedures to the parents and caregivers. Consider parent monitors and "reminder tickets".

No.	Type	Neighborhood Problem Addressed	Neighborhood Recommendation
1	E-1	School children living in the subdivisions south of Schuster Road must be driven out of the subdivisions to Columbus Street to enter the school driveway off of Columbus Street.	Install a 10' wide biking/ walking path through the Patrick Marsh conservancy lands to connect the school to the neighborhood. Install bike racks on school grounds to store the additional bikes.
2	E-1	School children living in the subdivisions southeast of the school, surrounding Eastside must be driven to school due to lack of sidewalks through the neighborhoods.	Install a 10' wide biking/walking path in the greenway or Sidewalk along Woodview Drive. (From Patrick Marsh School to Chase Boulevard).
3	E-1	Missing crosswalks in streets around the school.	Add ladder crosswalks at Stone Quarry and Columbus Street (east leg). Add ladder crosswalk at Columbus and Wilburn (east leg).
4	E-1	Minimal crosswalks near the school do not offer the assistance to pedestrians and drivers that a more visible ladder crosswalk can.	Install a ladder crosswalk at Columbus and Columbus Court. Install ladder crosswalks at Columbus Street and Klubertanz Drive.
5	E-3	Students are not interested in biking and walking and would rather be driven to school.	Host a bike parking raffle in the fall to encourage students to ride. Encourage walking by instituting a frequent walker card program for the fall semester. Encourage staff to park off-site and walk. See Chapter 5 for more Encouragement ideas.
6	E-4	It is difficult to tell if the SRTS program is working and more students are using active transportation.	Re-survey the parents, students, and teachers in the late fall of 2009 after the trail has been in-place for a month or so.
7	E-1	Lack of biking facilities in the area of the school for staff and student transportation.	Partner with the City where possible to implement the City of Sun Prairie Bike Trail Plan.

Prairie View Middle School

Type	Campus Problem Addressed	Campus Recommendation
E-1	Private cars coming to school to drop off students exhibit dangerous driving habits and add to the congestion at the intersection of Thompson Drive and Pennsylvania Ave.	Install a student drop-off and pick-up driveway and lane on the south side of Montana, between the street and the staff parking area. Traffic would move in a counter clockwise direction.
E-3	Middle school students do not think it is cool to use active transportation to get to school.	Encouragement programs that provide small prizes work well to motivate students to try biking or walking to school. See Chapter 5 for innovative ideas.

Type	Neighborhood Problem Addressed	Neighborhood Recommendation
E-1	Gap in sidepath along Windsor Road forces bikers and walkers on to STH 19.	Install sidepath (biking and walking path) to fill the gap located just west of the intersection of Thompson Drive/STH19. Fill the gap on the west side of Thompson Drive from Wyoming Avenue to Blue Astor
E-2	Students coming from Wyndom Hills do not have a sidewalk or path to use west of N. Grand Avenue.	Complete the bike/pedestrian path on the south side of Windsor Street between N. Grand Avenue and the eastern edge of the Wyndom Hills subdivision.
E-1 E-2 E-5	Access ramps on to USH 151 are designed to be easy on and easy off for automobiles, these intersections pose a dangers to students walking to PVMS	When the ramps are reconstructed, bike/ped traffic safety should be a consideration in the design. Full stops on the stop bars should be enforced by the police department. Students should be trained to take extra precautions at the ramps and catch the driver's eye before stepping off the curb.
E-1	There are no sidewalks along Main Street to the USH 151 intersection.	Install sidewalks or multi-use path along the south side of Main Street to connect to the pedestrian facilities east of USH 151.
E-1	Students coming from the south side of Wyndom Way have to go north all the way to STH 19.	The City was planning on completing Main Street out to Rattman Road in 2009. This may be delayed, but when the construction does take place accommodating bikers and walkers along this road will be critical.

Royal Oaks Elementary School

No.	Type	Campus Problem Addressed	Campus Recommendation
1A	E-1	Congestion from private cars during morning drop-off tends to stack cars out into Thompson Drive. Pennsylvania/Thompson intersection is extremely congested and dangerous for bikers and walkers.	Radical Recommendation: Move the private car drop-off/pick-up area to where the buses currently load and move the buses to the private car area. Continue with the current traffic flow as it exists for the buses, but use a right turn only lane out on to Pennsylvania Ave.
1B	E-1	See 1A.	Less Radical Solution: Turn the traffic flow around in the current parent drop-off area so they enter from Pennsylvania Avenue and exit onto Thompson Drive. Ask parents to use Walmar Drive if approaching the school from STH 19.
2	E-1	Bike parking locations brings children across several driveways.	Relocate bike rack to either the northeast corner of the building or build a paved trail from the east side of the school to the play area on the south side and locate the rack there.
3	E-3 E-5	Parents and other drivers do not follow the arrival/dismissal procedures.	Continue to communicate a/d procedures to the parents and caregivers. Consider parent monitors and "reminder tickets".
4	E-5	Lack of sidewalks discourage parents from allowing children to bike or walk to school.	When the City completes the greenway path or installs sidewalks, pave a trail from the end of the trail to the playground area and bike racks.

No.	Type	Neighborhood Problem Addressed	Neighborhood Recommendation
1	E-1 E-5	The intersection of Thompson and Pennsylvania is extremely congested and dangerous for bikers and walkers despite the presence of two crossing guards. Identify bike lane and enhance pavement markings.	Install a tabletop speed bump to calm traffic. Upgrade the crosswalks to ladder types. Ask the City to do a traffic study to see if a traffic light is warranted. Change arrival/dismissal procedures at the schools to remove traffic from this intersection. Most of the traffic is parents transporting children; include reminders to drive slow and attentively in backpack mailers.

2	E-1	Lack of sidewalks in the neighborhood discourages parents for allowing their children to use active transportation.	Install sidewalks on Walmer Drive for the entire length from Windsor to Wyoming Avenue. Priority should be the block the school is located on. Complete sidewalks along Pennsylvania from Walmer Avenue to Broadway Drive. Install proper crosswalks as the sidewalk network is completed.
3	E-1	See Number 2.	Install a 10' wide pedestrian/bike trail in the City of Sun Prairie owned greenway from Wyoming Ave to the school yard.
4	E-1	Windsor Street (STH 19) is a safety concern for parents of children living on the north side of the highway.	See discussion on STH 19 in Section 1 of Chapter 4.

Westside Elementary School

No.	Type	Campus Problem Addressed	Campus Recommendation
1	E-2	Parents and other drivers do not follow the arrival/dismissal procedures.	Continue to communicate a/d procedures to the parents and caregivers. Consider parent monitors.

No.	Type	Neighborhood Problem Addressed	Neighborhood Recommendation
1	E-1	No sidewalks exist east or west of the school along Buena Vista Drive.	Fill the gap along sides of Buena Vista Drive from Ruby Lane to Davison Lane and from North Walker Way to Rickel Road.
2	E-1	Crosswalks are incomplete or not very visible around the school.	Install ladder type crosswalks at each intersection touching on the school block.
3	E-2	Traffic safety concerns at West Main Street.	Work with the police department to increase enforcement during arrival and dismissal times along Main Street between Rickel Road and Ruby Lane.
4	E-1 E-3	Congestion in the school parking lot during arrival and dismissal times.	Work with the City to remove the "no parking, standing or parking" signs along Coral Drive and Emerald Terrace. The school can then encourage parents to drop-off or pick-up students on the east side of Emerald Terrace or the south side of Coral Drive.
5	E-1	Students living in the multi-family housing north and east of the school are walking to school on the streets because there are large gaps in the sidewalk network in this neighborhood.	Concentrate on filling the gaps in the sidewalk network along Coral Drive, Amber Trail, Pearl Lane and Severson Drive.

3. Action Plan

The following action plan is based on a 2-3 year forecast of reasonably attainable goals. Important input in developing these Safe Routes to School was gained from working with the Task Force members and public input. See Appendix G for recommended Safe Routes to School and Appendix F for locations of specific recommendations. This Action Plan contains ideas for all schools related to the five E's. A funding source and responsible party is also noted.

Strategy Type	Strategy Detail	Timeframes	Responsible Party	Funding Source
Education	Grow the existing Bicycle Rodeo/Safety program and free/reduced helmet program.	Annual event	Lions Club, School District and City	Grants and Local Funding
	Create an anti-idling patrol.	School Year 08-09	All Schools	School District
	Implement a "Walk and Roll" incentive program.	School Year 08-09	All Elementary Schools	2009 SRTS Grant
Encouragement	Create a walking school bus program.	School Year 09-10	All Elementary Schools with help from PTOs	Volunteer Driven
	Create a community volunteer bicycle maintenance program for student's bicycles.	Summer 09	Local Bike Shop and Volunteer High School Students	Volunteer Driven
	Inventory School Zone signs and install where missing	Summer 2009	City of Sun Prairie	Local Funding
	Implement staggered dismissal times with bikers and walkers leaving first	School Year 08-09	All Elementary Schools	N/A
Enforcement	Increase police presence along STH 19 during travel school times	School Year 08-09	Sun Prairie Police Department	Local Funding
	Increase police presence along Main Street during school travel times	School Year 08-09	Sun Prairie Police Department	Local Funding

Strategy Type	Strategy Detail	Timeframes	Responsible Party	Funding Source
	Increase staff and parent presence at problem areas during arrival and dismissal times	School Year 08-09	All Schools	Sun Prairie School District
Evaluation	Administer the parents, teacher and student tally surveys to monitor program progress	Annually	Sun Prairie School District	School District
	Install or upgrade existing crosswalks to the ladder style prioritizing intersections within a ½ mile of a school	2010	City of Sun Prairie	Local Funding
	Fill sidewalk gaps and install new sidewalk in areas missing sidewalks prioritizing neighborhoods within ½ mile of a school	Ongoing	City of Sun Prairie	Local Funding
	Install walking paths as recommended on Campus Improvements Maps	Ongoing	Sun Prairie School District	School District Funding
	Continue to plan and install a multi purpose path to connect Patrick Marsh School to the neighborhoods to the southeast	2009-2011	City of Sun Prairie	Local Funding and Grants

5 Best Practices and Implementation Programs

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 to school (PBI)

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.

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 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 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.

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 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.

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 children 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 the 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 received from 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 better and 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.

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

Education Tool Box

1) The Wisconsin Department of Transportation has a wide selection of educational materials 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 participate 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.

Best practice: teaching bicycle safety workshop (SAA)

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 our communities. They have professional staff 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.)
8) The League of American Bicyclists has developed a Bike Ed 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.

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 sometimes called 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 organization 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 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.

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

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 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: This one week each school year 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.
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. 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 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

Engineering Tool Box

1) Signing and Pavement Marking: Use signing and pavement markings consistently to convey the same message throughout the community. Signage in School Zones should follow the same conventions 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 walkers. They typically have their own right-of-way and can be built on abandoned rail lines, on utility corridors or along riverfronts.

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

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 starts before dawn in parts of Wisconsin during the winter months and ends 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.
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.

Enforcement Tool Box

Community Efforts

Best practice: safety patrol (SAA)

1) Safety Patrols (or Cadets) – Safety patrols are comprised of specially trained students, usually 5th grade and above, 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 for a community. They are also legally allowed to stop traffic or traffic violators. They are best deployed at busy intersections 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 their 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.

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 at the beginning of 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 an increase in fines for drivers who violate the posted school zone speed limit.

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

Best practice: speed trailer (SAA)

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

[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

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.

It is best to evaluate a SRTS program both before starting the program and after the program is in motion. 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 main 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 main walking and bicycling routes. Walk the main routes that students take or would take when walking or bicycling to school, looking for any safety concerns and potential barriers.

Use 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:

1) Collect the student travel tally and parent survey information again after the activities have taken place. Enter the data using the Web-based tools. These tools can generate reports that compare findings. If engineering improvements were made, reassess the walking and bicycling routes affected with the audit checklist.
2) 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 the evaluating. 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 decide something 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 the Safe Routes to School program, evaluation helps inform 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 queue or a travel lane.

Best practice: orderly dismissal (*SAA)*

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.

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 web 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 expecting 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.
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 to 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 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, helpful information on planning and SRTS programs.
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/

WalkBoston is a non-profit advocacy organization dedicated to improving walking conditions throughout Massachusetts. The organization's website provides useful Safe Routes to School curricula, classroom activities, lesson plans, and walking and biking safety training toolkits.
http://www.walkboston.org/work/safe_routes.htm#

There is much more information on SRTS on the web than can be listed here. Each state in the country 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 come 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 your consideration.

Grant Source/Name	Brief Description	Local Match *	Contact Information
Wisconsin Safe Routes to School Program			
Infrastructure Grant	Will fund improvements to public infrastructure within 2 miles of an elementary or middle school that will improve conditions for biking or walking to 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	Funding to bring 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%	
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 in State debra.martinelli@wisconsin.gov
Stewardship	Funding for "nature based" recreational facilities including hiking and biking trails.	50%	

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 http://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	http://www.rwjf.org/applications/index.jsp
*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.

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

The following is a list of potential private funding sources taken 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's good to ask your parent leaders where they work; they often can help you get a "foot in the door." When contacting a company, ask for information about their "community giving programs."

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 method for applying for a grant.

Appendix A:

School District Boundary Map

Appendix B:

Pedestrian and Bicycle Crash Locations

Appendix C:

Walking Area Boundary Map

Appendix D:

Biking and Walking Audit Maps

Appendix E:

Site Assessments

Appendix F:

Campus Recommendation Maps

Appendix G:

Recommended Safe Routes to School Maps

Appendix H:

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.