Safe Routes to School Plan 2008 - 2013

City of Onalaska

La Crosse County, Wisconsin

Three to Five Year Implementation Guide

July 2008

Schreiber | Anderson Associates, Inc.

Project Number 2280.06

Acknowledgements

Task Force Members

Deena Murphy, Assistant Planner, City of Onalaska, Task Force Leader
Larry Dalton, Director of Finance and Safety Coordinator, School District of Onalaska
Curt Rees, Northern Hills Elementary Principal
Roger Fruit, Onalaska Middle School Principal
Virginia Gates Loehr, Safe Routes to School Coordinator, LaCrosse County Health Department
Linda Lee, Nutrition Manager – La Crosse County Health Department; Co-chair, Coulee Region Childhood Obesity Coalition
Doug Hauser, parent, OMS and Onalaska Safe Bicycling Association member
Captain Mark Moan, Public Safety Liaison for the Onalaska Police Department
Matt Feuerhelm, Assistant City Engineer, City of Onalaska
Mary Hallstead, Parent and PTO member, Northern Hills Elementary
Diane Hinrichs Kelbel, Parent, Onalaska Middle School; Member; Coulee Region Childhood Obesity Coalition
Kim Gargaro, Parent and PTO President, Northern Hills Elementary
Julie Diermeier, Parent, Onalaska Middle School
Jason Gilman, Land Use and Development Director, City of Onalaska

Participating Schools

Northern Hills Elementary School
Onalaska Middle School

Consultant

Sarah Gaskell, ASLA
Schreiber/Anderson Associates, Inc.
717 John Nolen Drive
Madison WI 53713
608.255.0800
www.saa-madison.com

Table of Contents

Appendices

Executive Summary

Introduction

Safe Routes to School (SRTS) programming is gaining popularity across the country largely as a result of its intended effect on national trends in health, safety, the environment, and land use. Originating in Denmark in the 1970s, Safe Routes to School programming was developed to curb climbing pedestrian crash rates. The program extended to the United States in 1997 when the Bronx neighborhood in New York City received local funds to implement a SRTS program to reduce the number of child crashes and fatalities near schools. One year later, the National Highway Traffic Safety Administration (NHTSA) funded two pilot projects, and by 2005 Congress had allocated $612 million among all fifty states. The City of Onalaska 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 Onalaska Task Force was comprised of representatives from the schools, school district, and city, as well as parents, interested citizens and others. This committee met at key benchmarks during the process to oversee preparation of the plan and provide direction for policy development. Generation of this plan included review of present policies and conditions (Chapter 2), a biking and walking audit as well as student, parent, and teacher surveys (Chapter 3), and a comprehensive listing of recommendations and an action plan (Chapter 4). Additional resources and program ideas are provided in Chapter 5.

Existing Conditions

All of the schools included in this plan are located in the City of Onalaska. The City and surrounding area do not contain dedicated on-street bicycle accommodations; however, many of the streets are wide enough to operate a bicycle alongside automotive traffic. The City is expanding it s bicycle infrastructure to include dedicated bike lanes, installation of additional multi-purpose lanes and in the near future, added multi-use trails. For pedestrians, there are sidewalks located throughout the city, however the network is not complete. 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 3.

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

Site and Communitywide Recommendations

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

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

Implementation

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

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

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

1 Introduction

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

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

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

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

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

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

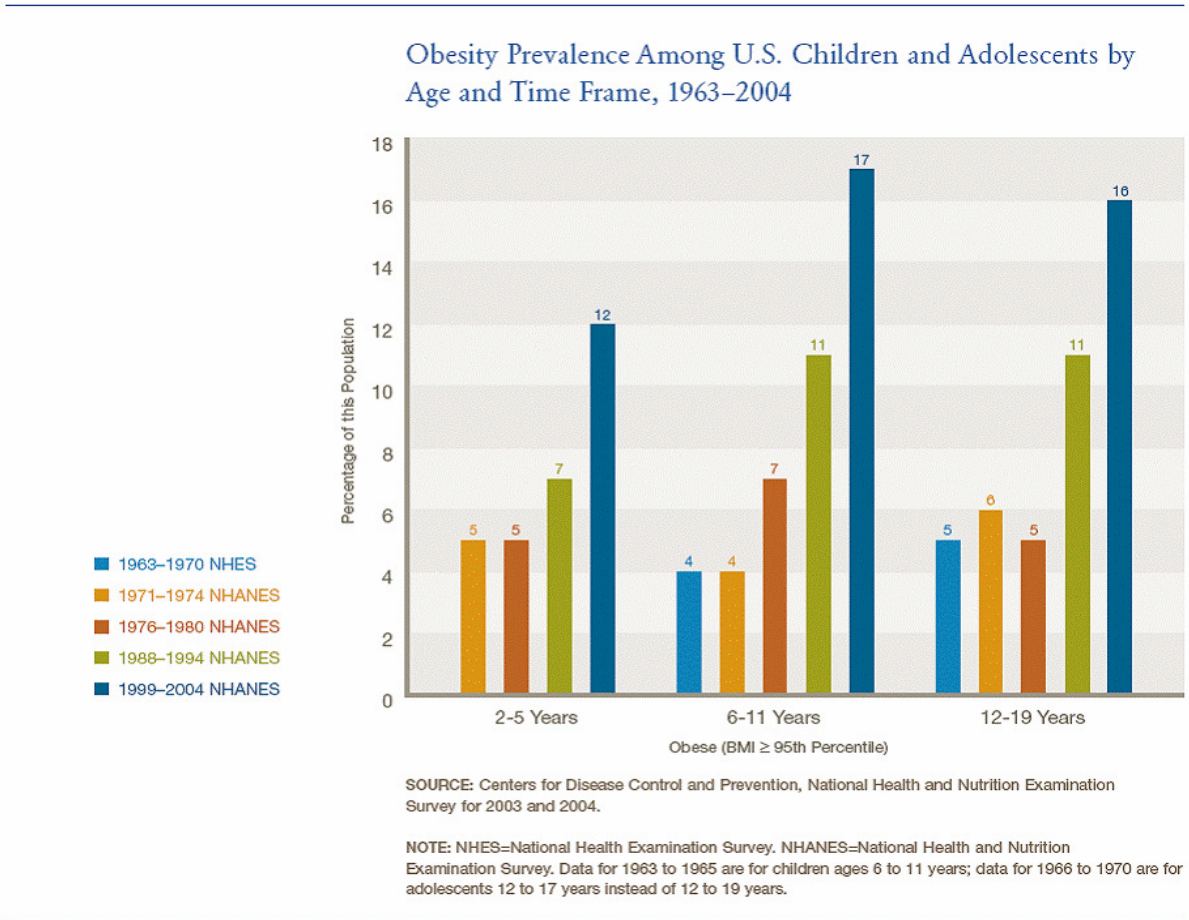
National Trends

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

Health

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

Fig. 1: Obesity Prevalence



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

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

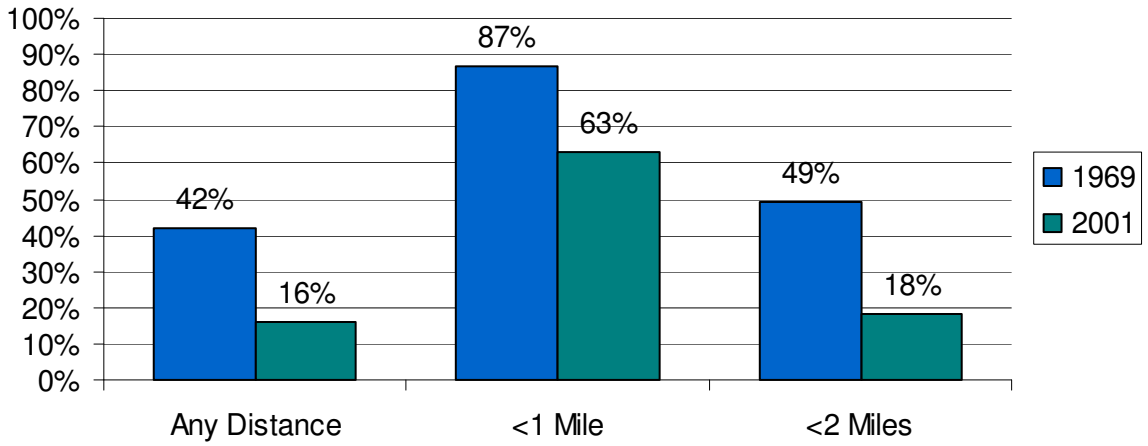
combat obesity among young people before it becomes chronic and leads to a life of poor health.

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

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

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

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



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

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

Safety

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

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

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

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

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

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

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

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

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

Environment

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

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

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

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

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

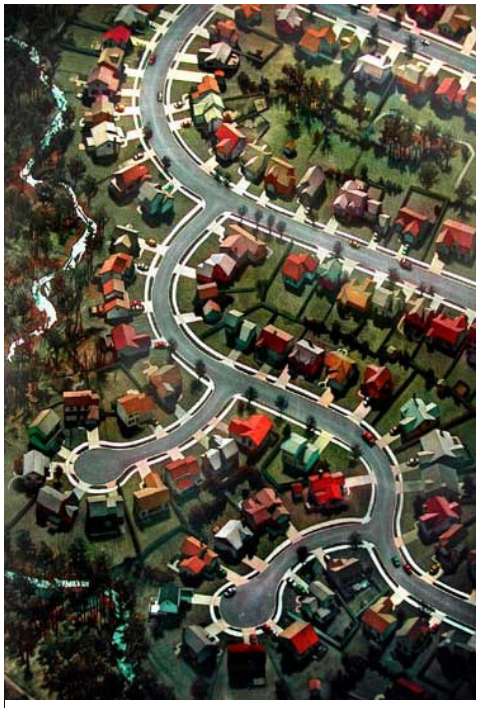
[1] USDOT National Highway Traffic Safety Administration: Safe routes to School Overview. Available: http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/overview.html#back2. Accessed April 22, 2008.
[2] U.S. Centers for Disease Control and Prevention: Barriers to Children Walking to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

and dismissal time one is likely to witness parents and caregivers converging in their vehicles around the school.

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

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

Land Use Patterns



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

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

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

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

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

Not surprisingly, the average number of students per elementary and secondary school has increased over five-fold, again according to the U.S. DOE. The result is that modern schools often

accommodate many more students than in the past and in effect have become “mega-schools.”

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

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

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

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

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

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

Why Safe Routes to School?

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

Walking and bicycling to school is important not only in helping to address and perhaps reverse the national trends identified above, but walking and biking to school gives children time for physical activity and a sense of responsibility and independence, allows them to enjoy being outside, and provides them with time to socialize with their parents and friends and to get know their neighborhoods. Parents have often noted that they relish their time walking or biking with their

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

children to school because it gives them a chance to catch-up with their kids without distractions.

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

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

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

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

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

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

• **Education** includes identifying and promoting safe routes, teaching students to look both ways at intersections, obey crossing guards, how to handle potentially dangerous situations, and the

importance of being visible to drivers. Education initiatives also teach parents to be aware of bicyclists and pedestrians and the importance of practicing safety skills with their children. SRTS education efforts alert all drivers to the potential presence of walkers and bikers and the need to obey speed limits, especially in school zones. Additionally, the Safe Routes to School plan educates local officials by identifying regulatory changes needed to improve walking and bicycling conditions around schools. This strategy is closely tied to Encouragement strategies.

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

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

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

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

City of Onalaska SRTS Planning Process

Onalaska Community

With a population of 16,427 (2007 estimate) the City covers approximately 12.5 square miles with 93 miles of streets and 21 parks. Onalaska is built on a ridge overlooking Lake Onalaska and the Black River, the Mississippi River and the Minnesota bluffs three miles away.

There are several highways located in the city and Interstate 90 bisects the city as well. Conditions for walking and biking are mixed, with sporadic sidewalks throughout the city for pedestrian travel, and a segment of the both the Great River State Trail and the La Crosse River State Trail are located in Onalaska.

This report focuses on all the following public schools in the Onalaska School District: Northern Hills Elementary and Onalaska Middle School. Improvements recommended to increase the safety for elementary and middle school-aged students are also likely to have a positive impact on safety for all Onalaska students who walk or bike to school.

Enrollment for the Onalaska School District was 1,154 students for the 2006-07 school year. There is a variance in how far each student lived from the school they attended. However, due to sample size, these numbers may not be statistically significant.

Study Process

The SRTS program in Onalaska was 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, community members, government officials, and law enforcement representatives. Community buy-in is essential for the execution, maintenance and periodic revisions of the Safe Routes to School Plan. This will be an ongoing effort.

Development of the plan 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.

The process included Task Force review at key benchmarks in the process. Over a 10-month period, there were four SRTS Task Force working meetings and a community meeting. The plan was prepared using this outline:

- Start Up and Visioning
    - SRTS Plan Start Up
    - Meeting #1 (held September 20, 2007)
- Existing Conditions and Current Issues
    - Collect and Review Existing Information
    - Conduct Walking/Biking Audits
    - Administer Surveys
    - Meeting #2 (Community Meeting held December 07, 2008)
- Draft and Final Plans
    - Develop Recommendations
    - Meeting #3 (review draft recommendations held February 7, 2008)
    - Meeting #4: (review draft SRTS plan)
    - Meeting #5: (finalize plan, if necessary)
    - Finalize SRTS Plan

The schedule was determined by the availability of municipal and school staff, weather, and authorization by the Wisconsin Department of Transportation. Surveys and the biking and walking audits were administered early in the process to provide a framework and direction for recommendations. The plan was finalized in August 2008.

Vision Statement and Goals and Objectives for the Onalaska SRTS Plan

Vision Statement

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

Goals:

Examine and institute city policies regarding bicycle and pedestrian friendly subdivision design, and new development design; examine new housing patterns within the city to determine future school siting and consider physically active transportation routes for those locations

Objectives:

1. Use best practices in design for new neighborhoods
2. Consider the design of bicycle/pedestrian facilities early in the planning process
3. Examine the most current standards for walkability/bikability in neighborhood/residential design

Examine the relationship between the health of students and school attendance and achievement – students who walk or bike to school are less likely to be tardy and are more alert and ready to participate in academic activities

Objectives

1. Encourage walking/biking of students so they are less dependant on parents for ride to school
2. Educate students about bicycle/pedestrian safety
3. Empower children to make decisions in terms of safety and how to get to school on their bike or by foot
4. Consider the "overprogramming" of students in terms of afterschool activities and how it affects their health and ability to use active transportation modes
5. Promote community awareness of effects of walking/biking in terms of getting children to after school sports/practices/activities
    a. For example, swim lessons at the Y start very soon after school dismissal making it hard for kids to get there unless by automobile

Determine the reasons that more children do not take the bus if cycling and walking are not options

Objectives

1. Survey parents to determine reasons for travel modes
2. Examine bus routes for timetable and duration of ride for students

Decrease the number of students who are driven to and from school which will in turn, increase the safety conditions for those students who walk or bike to school

Objectives

1. Ask parents why they drive their kids to school – survey
2. Consider the creation of a safe drop-off point for students that is a short distance from the school – in order to mitigate congestion
3. Institute infrastructure improvements recommended in the plan

4. Implement educational efforts – increase in health, decrease in environmental affects
5. Routinely evaluate current conditions and any improvements

Decrease traffic congestion around Northern Hills Elementary and Onalaska Middle School
Objectives

1. See above

Increase levels of parent education regarding the benefits of walking/biking to school for their children
Objectives

1. Emails to parents – information can be provided as an attachment; parents can read it at their leisure
2. Open house forums
3. Educate the student who can in turn, educate their parents (example: the stop smoking campaign)
4. Early education of children – it then becomes the norm for them to bike/walk to middle or high school
5. Classroom competitions that encourage bicycling and walking to school

Increase the levels of community wide awareness of the conditions around the schools in the plan – ie. Congestion, pollution, safety concerns, safe driving etc.
Objectives

1. Implement education and encouragement activities
2. Utilize community-wide initiatives and activities

Increase education levels regarding the SRTS program and plan among Onalaska School District Teachers
Objectives

1. Education of teachers – newsletters, emails throughout the planning process
2. Regularly provide updates regarding the plan and its outcome
3. Include STRS logo in emails/outreach
4. Use of County SRTS coordinator – presentation to school-wide assemblies and staff meetings
5. Encouragement - Walking Wednesdays and class competitions

Envision long-term results of the SRTS plan and incorporate the plan into other community wide planning efforts such as neighborhood plans, comprehensive plans etc.
Objectives

1. Reference the plan where appropriate in other city planning efforts
2. Use SRTS plan as a gauge of walkability/bicycling of other plans

Improve the health of the children of Onalaska
Objectives

1. Education about the benefits of biking/walking
2. Reduce the number of vehicles around the school
3. Institute a "No Idling" campaign for both private and public vehicles
4. Encourage parents to drop-off/pick-up students farther from school

General objectives:

- Education – classroom presentations and programs, bicycle rodeo, pedestrian safety course for elementary aged children
- Encouragement – armbands and flashing light distribution, school newsletter articles, possible purchase of pedestrian standards
- Engineering – mapping of arterial routes; crosswalks, signage and intersection improvements
- Enforcement – increased enforcement of traffic laws around school zones by the Onalaska Police Department
- Evaluation – annual survey distribution to gauge success
- Identify the primary routes students use, or could use if they existed, to access local schools
- Make specific recommendations which will improve pedestrian and bicycle safety access to Onalaska schools
- Identify costs, where possible, and potential funding sources for proposed recommendations
- Build public awareness for pedestrian and bicycle laws, especially as they apply to school zones
- Educate students about Wisconsin bicycle and pedestrian rules and helpful safety pointers

Participating Schools

While only Northern Hills Elementary and Onalaska Middle Schools were included in this planning effort, it is the intention of this plan that all Onalaska schools will be able to use this plan as a guide to creation Safe Routes to Schools plans and projects.

2 Chapter 2: Present Conditions & Past Studies

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

Present Conditions

School Enrollment Boundaries

The Onalaska School District covers approximately 14square miles in and around the City of Onalaska. The School District is located in LaCrosse County.

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

Bicycle and Recreational Facilities

As with most urban communities developed with a grid pattern of streets and sidewalks, there are several on-street opportunities for bicycle travel throughout the school district. However, due to the heavy amount of traffic in the downtown area and along the waterways, bicycles are better accommodated on lighter-traveled roadways.

There are two trail segments that pass through the City of Onalaska: the Great River State Trail and the La Crosse River State Trail.

The Great River State trail is a 24-mile trail that travels through prairies and backwaters of the upper Mississippi River valley. Built on an abandoned Chicago-Northwestern railroad line, the trail has a finely crushed limestone surface suitable for walking and bicycling for much of the year and snowmobiling, cross-country skiing and snowshoeing in winter.

The La Crosse River State Trail was developed from the abandoned Chicago and Northwestern Railroad between Sparta and La Crosse. Prairie remnants, farmlands, trout streams, hardwood forests and wetlands are found along the trail. Packed limestone screenings provide a smooth riding surface. The bridges have planked floors and railings in place for riders' safety. A newer bridge (1998) at Medary crosses an active rail line running parallel to the trail and connects the La Crosse River State Trail to the Great River State Trail.

The Onalaska Recreation Department offers a multitude of programming options. There are approximately 300 acres of parkland and 3 miles of recreation trail under the jurisdiction of the department. The Parks Maintenance Division maintains 27 city parks, city sports and athletic facilities, including softball and baseball fields, football fields, soccer fields, outdoor ice rinks, tennis courts, basketball courts, and volleyball courts. Area youth participate in baseball, football, soccer, and other organized team sports. Individual activities include fishing, dance instruction, babysitting instruction, swimming instruction, geo-caching and several summer camp opportunities.

Pedestrian Facilities

Studies show that walkable communities are friendlier and safer places to live. Of particular importance to the Safe Routes to School initiative is the role that sidewalks play in the lives of 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 barrier from street traffic.

The sidewalk system in Onalaska is fairly complete but there are critical gaps that may impede the ability of students to safely walk to school. Other issues include traffic volume, speed, and pedestrian crossings. These issues are common in an urbanized environment.

Sidewalk Requirements

Sidewalks are located sporadically throughout the community. The City of Onalaska Public Works Department has charge of the requirements for the installation and maintenance of sidewalks. Currently, subdividers are required to construct sidewalks on one (1) side of all frontage streets and both sides of all arterials and collector streets with in the subdivision. The Plan Commission may require the construction of sidewalks on local streets. Further, wider than standard sidewalks (5') may be required in the vicinity of schools (Section 13-7-6).

For construction purposes, when a sidewalk is in the process of construction or reconstruction a temporary sidewalk must be built around the obstructed sidewalk. This ensures pedestrians have safe transportation access without having to cross a street.

Sidewalk Snow Removal Enforcement

Throughout the year, sidewalks must be kept free of debris and snow, especially in local neighborhoods where mobility is challenged during the winter months. Sidewalks that abut roadways without a terrace or barrier pose challenges in northern climates as plowed snow easily piles up and them, particularly if there is no subsequent snow sweeping program. Snow must be removed from the sidewalks in a timely manner and is especially critical near schools. Proper maintenance of pedestrian facilities including sweeping, cleaning, and snow removal must become a top priority to allow children to access schools during winter months.

Snow and ice removal in Onalaska is described in **Sec. 6-5-8** Snow and Ice Removal.
The owner, occupant or person in charge of any parcel or lot which fronts upon or abuts any sidewalk shall keep said sidewalk clear of all snow and ice. In the event of snow accumulating on said sidewalk due to natural means and/or by any other means, said sidewalks shall be cleared of all accumulated snow and/or ice within twenty-four hours (24) from the time the snow ceases to accumulate on said sidewalk. Sidewalks are to be kept clear of snow and ice to the width of the sidewalk. 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 said sidewalk shall keep the sidewalk sprinkled with material to accelerate melting or prevent slipping. In case snow shall continue to fall for some time, then and in that

case, it shall be removed immediately after it shall cease to fall. The owner, agent, occupant or person in charge of a corner lot shall also clear, sand or salt, as set forth herein, to the curb, that portion of the sidewalk commonly referred to the as the corner crosswalk. A corner lot is defined as a lot abutting upon two (2) or more streets.

Attention should be given to snow deposition on school grounds. At a minimum, all sidewalks and bike rack/storage areas should be cleared for safe winter walking and biking. In addition, snow piles should not be so large as to impede sight lines of pedestrians, cyclists and drivers.

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. Most accidents occur between 3:00 – 5:00 pm in warm weather. Children have little concept of danger and do not fully developed peripheral vision and hearing, so it is up to adults to be responsible drivers. The major types of accidents involving children include:

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

Transit Facilities

A shuttle service that operates in the area is currently the one public transit option in Onalaska. A fixed-route transit option is currently being proposed that would serve commuters in the La Crosse and Onalaska area. The proposed bi-directional route would bisect Main Street, a densely populated area, and connect to the commercial nodes around the City.

Rail, Truck Routes, and Roadway Classification

Onalaska is dissected by highways and roadways. The Burlington Northern railroad runs north/south through the city along the waterway. The major highways are St Hwy 53, Cty Hwy 35 and 16 and Interstate 90. Truck routes are located on Map F. Heavy traffic operates throughout the city along arterial roadways.

Traffic Counts

The most recent DOT traffic counts recorded for the area encompassing participating schools in the Onalaska School District includes AADT (Annual Average Daily Traffic) data from 2005 and prior. Significant traffic volumes can be found near both participating schools, increasing the likelihood that students walking or biking to school will encounter a busy street or intersection at some point during their trip. Major streets and traffic volumes by school are shown in the table below.

School	Busiest Intersections Near School	AADT*
Northern Hills Elementary	Quincy Street and East Avenue North	2,300**
Northern Hills Elementary	Johnson Street and East Avenue North	2,200**
Onalaska Middle School	Quincy Street and 8th Avenue North	2,100**
Onalaska Middle School	Quincy Street and Sand Lake Road	3,800

*Annual Average Daily Traffic (2005)
**Annual Average Daily Traffic (prior to 2005)

Crash Data

Highway and bicycle safety specialists now use the term "crash" instead of "accident" to emphasize that most automobile and bicycle interactions are predictable and preventable occurrences. Bicycle crashes include both falls and collisions. A bicyclist may fall due to slippery conditions or an unexpected impediment to travel, or a bicyclist might have a collision with a car, bike or pedestrian. These should all be considered "crashes" and in a perfect world, "crash" data would be available for all crashes no matter what the cause or the mode of travel.

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

National Data

Nationally, 773 pedalcyclists and 4,784 pedestrians were killed in 2006, according to the National Highway Traffic Safety Administration. Additionally, 61,000 pedestrians and 44,000 pedalcyclists were injured in traffic crashes in the United States the same year. Pedalcyclists include all types of transportation that are pedaled by the user, including bicycles, tricycles, etc. They accounted for 13 percent of all non-occupant traffic fatalities in 2006, while pedestrians made up 80 percent of all non-occupant 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

Local data was unavailable at the time of plan completion. For further information, please contact the Onalaska Police Department at (608) 781-9550.

School Policies and Plans

Policies

School Wellness Policies

The Student Nutrition, Wellness and Physical Activity (2690) Policy of the School District of Onalaska states that " the School District of Onalaska supports healthy practices by promoting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District recognizes the following components as essential to the implementation of positive nutrition and wellness practices". It has developed a number of policies related to promoting proper dietary habits and physical activity and health education as well.

Transportation Policies

According to the policies of the Onalaska School District School Board:

- "Students, public or private, (K 12) residing within the boundaries of the School District of Onalaska, will receive bus transportation if they live two miles and beyond from the district school or approved private schools of attendance. Distances over established routes will be measured from residence driveway to school entry driveway."
- "Kindergarten bus transportation will be based on measured distance within the elementary boundaries associated with each residence. Northern Hills and Irving Pertzsch area kindergartners residing under that two mile limit will be transported to Eagle Bluff from their area school."

The Onalaska School District and Elementary Boundary Map can be found in Appendix A.

Hazard Areas

State statutes dictate that school districts with unusual hazards that may prevent pupils from walking to and from their school must develop a Hazard Plan. This plan should indicate the nature of the unusual hazards by map and explanation and propose transportation plan if necessary. Copies of the plan are to be filed with the county sheriff, who will investigate the site and plan and make determinations as to whether unusual hazards exist which cannot be corrected by local government. The findings are to be reported in writing to the state superintendent and the relevant school board.

Specific Onalaska Hazard boundaries:

1. State Road 35 north of Troy Street and everything west, and everything north of Rider's Club Rd. (pupils attending Onalaska High School, Onalaska Middle, Northern Hills Elementary, and Eagle Bluff Elementary)
2. Oak Avenue South from Oak Forest Drive to Enterprise Avenue, and everything west of that using Oak Forest Drive as the north limit (pupils attending Onalaska High School, Onalaska Middle and Eagle Bluff Elementary)
3. Everything south of Interstate 90 that is between Oak Avenue South and State Road 157 / 53 (pupils attending Onalaska High School, Onalaska Middle and Eagle Bluff Elementary)
4. Everything east of State Road 157 / 53, and east of State Road 16 (pupils attending Onalaska High School, Onalaska Middle, Irving Pertzsch Elementary, and Eagle Bluff Elementary)

Pick-up/Drop-off Procedures

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

Northern Hills Elementary

Buses drop off students on the Spruce Street side of the school in the bus only loading zone. The family vehicle loading zone is on the both sides of East Avenue North, which encourages students to cross mid block from the west side of the street. There is no parking area for parents to utilize while waiting for their children as the existing parking lot is for staff only and not to be used for pick-up and drop-off. Students who ride their bikes must walk them

Northern Hills Elementary crosswalk

on school property and park them in bike racks, located on the opposite (north) side of the building.

Onalaska Middle School
Buses pick up and drop off students in the bus only zone off of Quincy Street. The family vehicle loading zone is located in the parking lot where staff also parks. Cars are often double and triple loaded and the lot is very congested at arrival/dismissal times. Bikers are required to dismount their bikes and walk them on school property and the bike racks are located on the west side of the school building.


Onalaska Middle School

Plans

City of Onalaska Comprehensive Plan 2025

The City's comprehensive plan was completed in 2005 and consists of two volumes: the Comprehensive Plan 2025 and the Existing Conditions Report. Goals of the comprehensive plan that are relevant to the SRTS planning process include:

- Expand our transportation system to meet the needs of all residents, including improving our transit options for people who do not drive
- Establish safe pedestrian and bicycle circulation routes throughout the City and connect the routes with the regional systems
- Keep our community safe, particularly for children

In addition, this Safe Routes to School Plan and the Transportation Element of the Comprehensive Plan reflect the same goals and objectives for non-motorized transportation accommodations.

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 Onalaska as connections to other communities are studied.

Wisconsin Pedestrian Policy Plan 2020 (2002)

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

3 Chapter 3: Identifying Safety Issues & Attitudes

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

Surveys

Copies of the student, teacher and parent surveys used for this analysis can be found in Appendix H. The student 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 Surveys

The Student In-Class Travel Tally was developed to help measure how students get to and from school and whether the SRTS Program will affect trips to and from school in the future. Teachers can 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 Onalaska 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 all classrooms within both schools. There were 857 students who participated for a close to 100% participation rate. Data was collected during the month of October 2007 for all schools. The following information is broken down by school for a more complete analysis.

Northern Hills Elementary

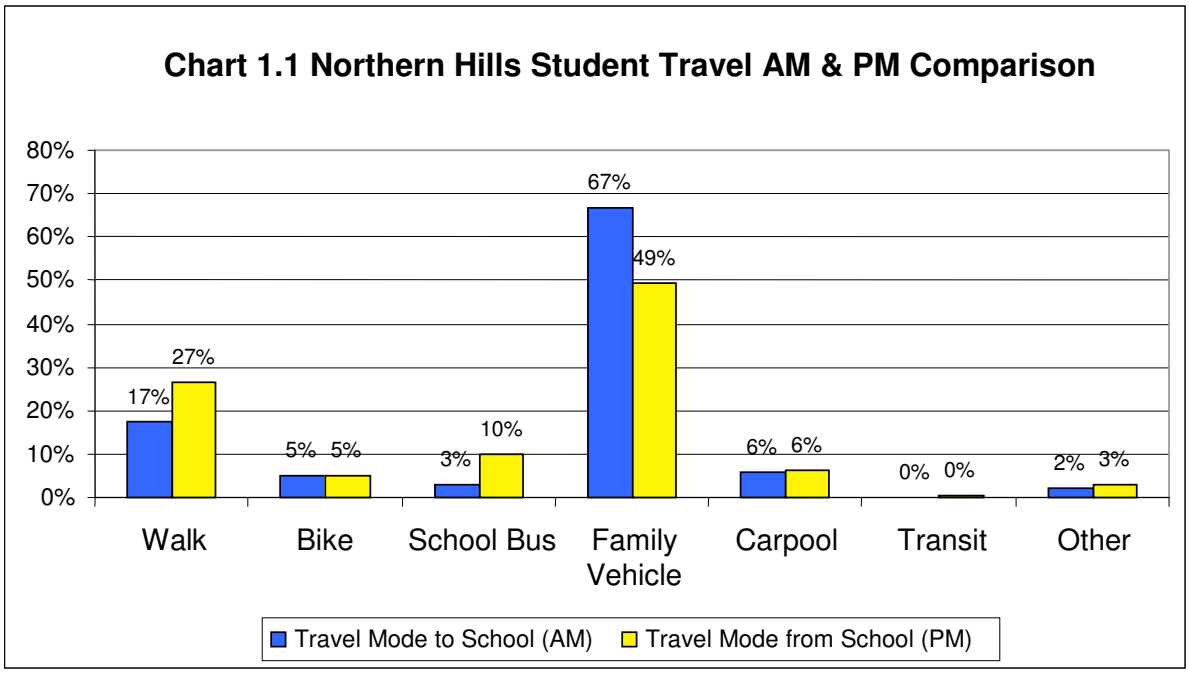


Chart 1.1 indicates that more two-thirds of students arrived by family vehicle and more than half departed by the same mode. The decrease in this mode type was balanced by the increase in children who walked home from school.

Onalaska Middle School

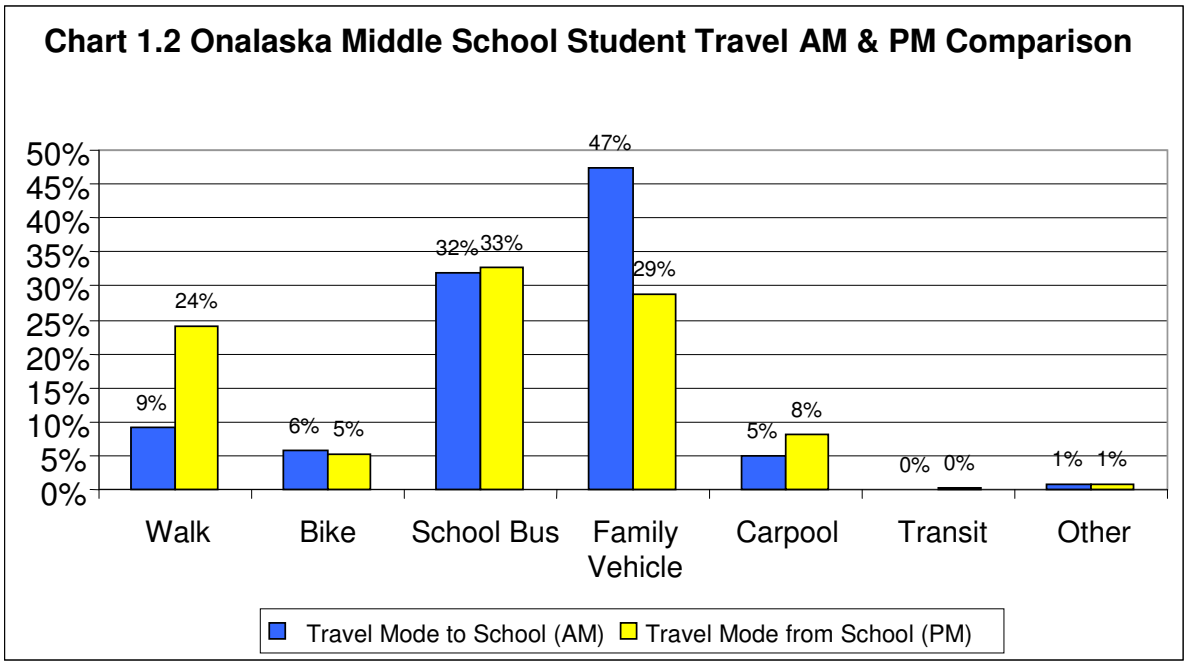
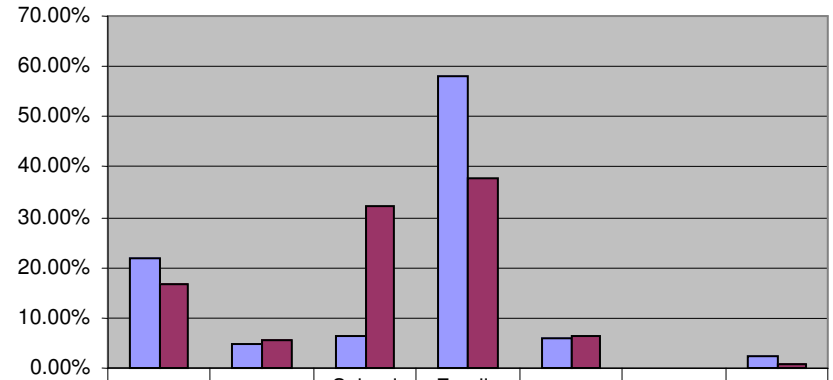


Chart 1.2 indicates that slightly less than half of students arrive by family vehicle and slightly less than one-third depart by the same mode. The decrease in this mode type was balanced by the increase in children who walked home from school. Far more students take the bus at the middle school level than at the elementary level. This is most likely due to busing boundaries.

The following chart breaks out mode choices and schools to illustrate the primary methods of transportation to and from each school. For each school, the percentage of students who traveled to and from school was highest for "family vehicle"; OMS students used the bus more often than students at the elementary school.

For Safe Routes to School, we are particularly interested in seeing how many students walk and bike to or from school. Northern Hills Elementary had the highest percentage of students walking to or from school at 22%. The highest percentage of bicycle trips occurred at OMS Elementary with approximately 5% of trips. See Chart 2.1.

Chart 2.1 Participating Onalaska Schools - All Mode Total



	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Northern Hills Elementary	22.02%	4.91%	6.44%	58.15%	5.86%	0.11%	2.51%
OMS	16.71%	5.46%	32.39%	37.98%	6.51%	0.13%	0.82%

Parent Surveys

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

Parent Surveys were administered over a number of months 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. The surveys were tabulated by SurveyMonkey and SAA. Results are illustrated below.

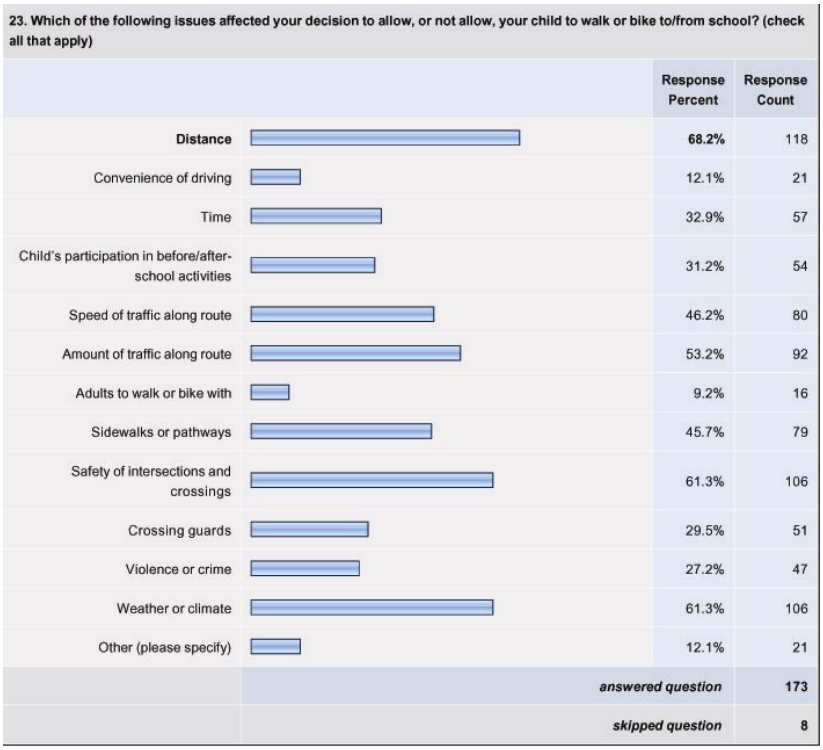
Northern Hills Elementary (54 responses)
Survey results showed 77% of parents surveyed lived less than 1 mile from school. The highest percentage recorded for preferred transportation method to school was 55% for family vehicle followed by walking (28%) For dismissal trips the highest percentage, 49%, was by family vehicle (36% walking). When parents were asked which factors affected their decision for mode choice to and from school "Safety of Intersections", "Amount of traffic along route", "Weather or climate" and "Speed of traffic along route" all rated highly.

23. 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)

	Response Percent	Response Count
Distance	42.6%	23
Convenience of driving	11.1%	6
Time	31.5%	17
Child's participation in before/after-school activities	13.0%	7
Speed of traffic along route	48.1%	26
Amount of traffic along route	50.0%	27
Adults to walk or bike with	18.5%	10
Sidewalks or pathways	40.7%	22
Safety of intersections and crossings	**66.7%**	36
Crossing guards	25.9%	14
Violence or crime	31.5%	17
Weather or climate	50.0%	27
Other (please specify)	16.7%	9
	answered question	**54**
	skipped question	**3**

Onalaska Middle School (178 responses)
Survey results showed 42% of students lived less than one mile from school. The highest percentages recorded for preferred method to school were 41% by family vehicle and school bus (33%). For dismissal trips the highest percentage, 37%, was by school bus (walking 26%). Within the last year 62% of parents were asked by their child if they could walk or bike to school. When parents were asked which factors affected their decision for mode choice to and from school the "Distance", "Safety of intersections and crossings" and "Weather and climate" were cited as the primary factors.

As a follow up question, when asked "if these conditions were improved would you let your child walk or bike to/from school", "Yes" was the highest recorded response for all factors.



23. 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)

	Response Percent	Response Count
Distance	**68.2%**	118
Convenience of driving	12.1%	21
Time	32.9%	57
Child's participation in before/after-school activities	31.2%	54
Speed of traffic along route	46.2%	80
Amount of traffic along route	53.2%	92
Adults to walk or bike with	9.2%	16
Sidewalks or pathways	45.7%	79
Safety of intersections and crossings	61.3%	106
Crossing guards	29.5%	51
Violence or crime	27.2%	47
Weather or climate	61.3%	106
Other (please specify)	12.1%	21
answered question		**173**
skipped question		**8**

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

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. Schools administered the survey at a staff meeting or distributed the surveys via email, or placed copies in teacher's mailboxes.

General Findings

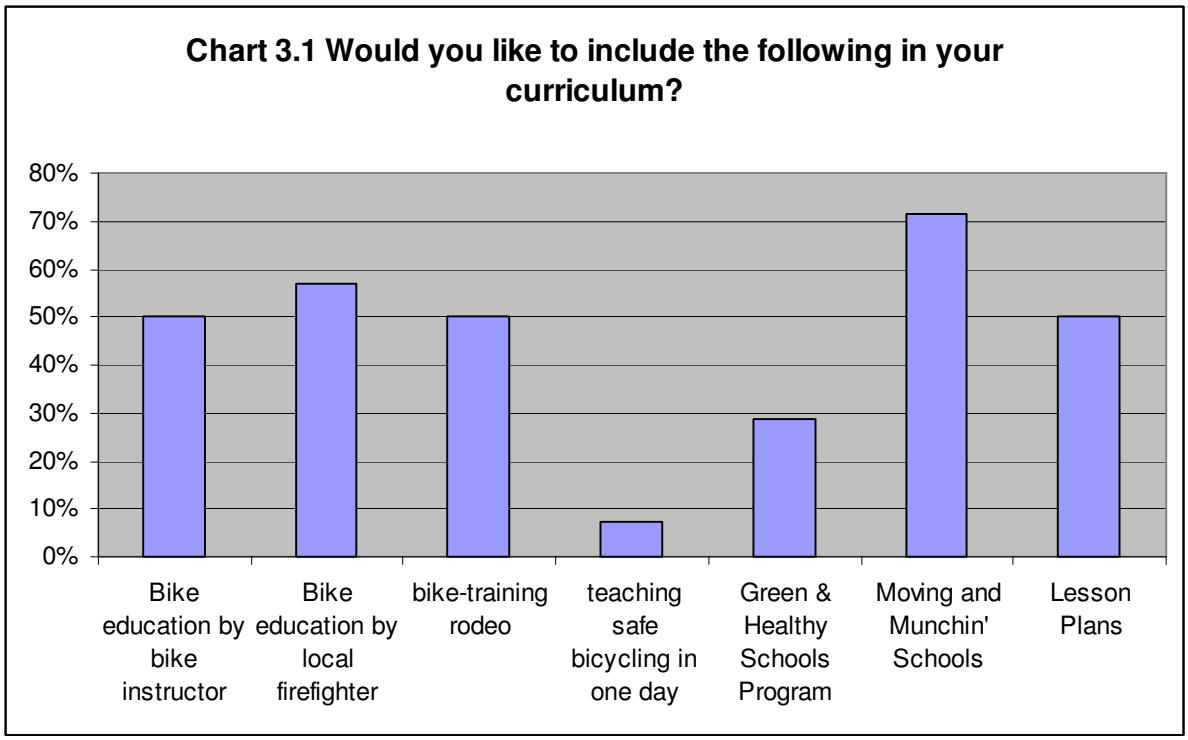
Many teachers would be interested in implementing more bicycle and pedestrian-related lessons within their curricula, but their time is limited. Formalized programs through the Department of Instruction were popular when teachers were asked to identify possible programs they'd be interested in utilizing.

Regarding neighborhood concerns, many teachers cited inappropriate driver behavior as primary, along with high traffic volume. Teachers also witnessed many acts of inappropriate student behavior including not crossing within crosswalks, riding their bikes inappropriately and without safety gear, and darting between cars to reach their destination.

Northern Hills Elementary

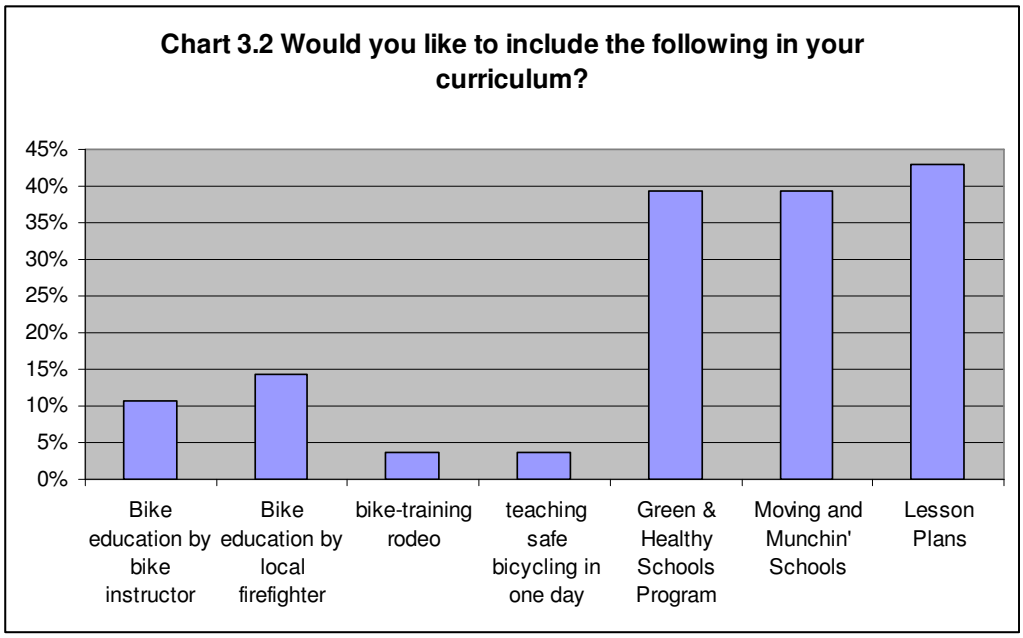
There were 15 returned surveys from Northern Hills Elementary School. Chart 3.1 illustrates percentages of response to the question, "Would you like to include the following in your curriculum"? The data indicates most teachers (71%) would be interested in initiating the "Moving and Munchin' Schools" program. A prior question on the survey asked how many

teachers already incorporated walking or biking education in their curricula with the highest response (79%) recorded for "how walking and biking promote health". Issues that concerned teachers included lack of helmet usage, parents using the staff parking lot for picking up or dropping off their students, drivers who speed in the school zone and do not yield to pedestrians in the crosswalk and students who don't utilize the crosswalks.



Onalaska Middle School

There were 28 returned surveys from Onalaska Middle School. Chart 3.2 illustrates percentages of response to the question, "Would you like to include the following in your curriculum"? These data show most teachers (43%) would be interested in lesson plans regarding bike and pedestrian safety issues. A prior question on the survey asked how many teachers already incorporated walking or biking education in their curricula with the highest response (36%) recorded for "how cars affect environment". See Chart 3.2 below.



In the open-ended portion of the survey, many teachers noted the unsafe behaviors of student cyclists and parents who are dropping off their children at school. When asked to identify impediments to safely walking and bicycling to school, many teachers said students dart in front of cars, don't know (or ignore) the rules of the road, and don't wear helmets.

School Environment

Walking and Biking Audits

A walking and biking audit was conducted for areas within a ½ mile radius of Northern Hills and Onalaska Middle Schools in October 2007. The audit was performed by parents, school staff and task force volunteers and was facilitated by a representative from Wisconsin Walks. The methodology included the generation of an audit map for volunteers to use for navigation and recording conditions. Participants were first given a presentation on impediments to safe walking and biking, and then were sent out into the community by quadrant to record their observations. All maps were generated using GIS data requested from the local municipality. Where GIS data was not available from the local community, countywide or regional data was used as available.

When participants returned from their audits, all data was included into one map per school and there was a general discussion about primary issues and concerns. Examples of information collected include sidewalk conditions, 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, overgrown brush makes sidewalks impassable).

The results of the combined audit are indicated on two audit maps numbered B-1 and B-2. The primary issues identified for each audit are described below by school.

<u>Northern Hills Elementary</u>

This audit was performed by fourteen volunteers. Site and neighborhood issues related to safe biking and walking in the area included:

1. Many drivers do not stop completely at stop signs.
2. Drivers do not yield to pedestrians in the crosswalks.
3. Pick up and drop off is a congested time – as parents can utilize both sides of East Ave. North.
4. Lack of sidewalks on Troy Street on school property – many students exit out of the back of the building at dismissal time and head north.
5. Staff parking lot is used for arrival/dismissal despite signage prohibiting this.

<u>Onalaska Middle School</u>

This combined audit was performed by fourteen volunteers. Site and neighborhood issues related to safe biking and walking in the area included:

1. Lack of sidewalks – no sidewalk on the north and east side of the school property, nor on 6th Avenue.
2. Parking lot is congested at arrival/dismissal time due to combined usage of lot for parking and loading/unloading of passengers.
3. Desire lines indicate that students are cutting behind the tennis courts to access the path through the park that heads north towards the elementary school; students also cut alongside the woods and the practice field to head north.

School Site Assessments

An assessment of the school grounds surrounding and containing each of the participating Onalaska School District schools was performed in November 2007. The analysis included walking around the school site and photographing entrances, bike racks, traffic signage,

sidewalks, and other features of the site that may enable or impede walking or biking to the building. Please see the Site Assessment Maps located in Appendix C.

General observations include:

- There is a distinct lack of sidewalks around each school and in the surrounding neighborhoods.
- Traffic volume, speed, and lack of yielding right-of-way are issues throughout the community for pedestrians attempting to cross the street.

Site -specific observations for each school include:

Northern Hills Elementary

Located at the corner of Spruce Street and East Avenue North, Northern Hills Elementary functions as a neighborhood school. There is a sidewalk on the both the north and south sides of Spruce Street on the block that the school is on as well as on the east side of East Avenue North. There are no sidewalks on the west side of East Avenue North or on Troy Street adjacent to the school. There are crosswalks adjacent to school property that allow students to cross over Spruce Street and East Avenue North. Bike racks are located in the rear of the school and bus loading/unloading occurs on Spruce Street in front of the school. The parent drop-off/pick-up area is on both sides of East Avenue North.

Onalaska Middle School

Located at the corner of Quincy Street and 8th Avenue North, the middle school houses students in grades 6-8. There are sidewalks on both sides of Quincy and on the east side of 8th Avenue North. There are no sidewalks on Spruce Street East, adjacent to the school property or on the west side of 8th Avenue North. Buses load and unload on the Quincy Street side of the school in a bus only driveway. The parent loading zone is in the parking lot with a one-way entrance and exit. Multiple crosswalks are located adjacent to school property where sidewalks are present. The bike racks are located to the west of the school; this is also the location where snow is stored in the winter which makes the racks unusable for winter riders.

4 Recommendations

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

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

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.

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

1. Communitywide Recommendations
2. Site and Neighborhood Recommendations
3. Action Plan

SRTS Recommendations

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

Communitywide issues in Onalaska include the lack of sidewalks in many places, including Highways 35 and 57. There are also poor, non-motorized connections between the school and surrounding neighborhoods. Crossing the street is difficult throughout Onalaska, 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 not much information currently collected to quantify mode choice within the community.

Issue 1.1: Bicycle/pedestrian facilities.

Current city ordinances include a requirement for the installation of sidewalks in new developments. There are currently no requirements to make new infrastructure bicycle friendly. Where sidewalks currently exist they are sporadic and do not always contain curb cuts or ramps for accessibility by special needs populations, they may not be striped with a crosswalk at intersections, and they may not necessarily lead anywhere or may end abruptly. Both Onalaska Middle School and Northern Hills Elementary do not have a complete sidewalk network around the school property.

1.1.1 Complete the sidewalk systems on all school properties.
1.1.2 Encourage the city to create a sidewalk installation plan, focusing on the sidewalk networks within a 2 mile radius of schools first.
1.1.3 Encourage the city to install curbcuts as a matter of practice on all street improvements or redevelopment projects, even where current sidewalk facilities do not exist.
1.1.4 Propose the city establish a sidewalk and crosswalk reconditioning program that requires annual inspection of crosswalks for analysis of paint condition.
1.1.5 Restripe all crosswalks in the immediate vicinity of a school as ladder crosswalks.
1.1.6 Use the Complete the Streets model in new facility/infrastructure/neighborhood design: Complete streets are designed and operated to enable safe access for all users. Pedestrians, bicyclists, motorists and bus riders of all ages and abilities are able to safely move along and across a complete street.

Issue 1.2: Pedestrian/bicycle education.

There is concern that children do not ride their bicycles correctly, and do not obey traffic signs or utilize crosswalk locations. This may be due to parents who may not teach their children to ride or walk on the correct sides of the street or who do not discuss the proper use of pedestrian and bicycle facilities at all. There is also little bicycle and pedestrian education occurring within the school district. Many parents and children are also not familiar with bicycle upkeep and maintenance activities.

Recommendations

1.2.1 Consider working together with Onalaska High School students, Onalaska Safe Bicycling Association, and recreational equipment retailers such as Blue Heron Bicycle Works to form a free maintenance program to help with basic maintenance of students' bicycles.
1.2.2 Include bicycle maintenance and safety programs in school curricula via physical or technology education programming.
1.2.3 Disseminate information via parent emails, backpack flyers, websites, or an instructional DVD illustrating the benefits of active transportation modes.
1.2.4 Add sections to current classroom curricula on the benefits of walking or biking to school. Include sections on the environment, health, and safety. Program examples include Moving and Munchin' and the Green and Healthy School Program.
1.2.5 Contact the Wisconsin Department of Transportation, Onalaska Police Department, and local advocacy groups about bringing a Bicycle Rodeo, Walkable Communities Workshop, or other education program to Onalaska.

Education

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

Issue 1.3: Motorist/automobile operator education.

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

Recommendations

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

1.3.2 Include bicycle and pedestrian education as part of Driver Safety Education programs within the community.

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

1.3.4 Consider the use of Keep Kids Alive: Drive 25 campaign community wide.

Enforcement

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

Issue 1.4: Enforcement of traffic rules and regulations.

The majority of Onalaska is located between two highways, STH 35 and USH 53. With these major thoroughfares comes a surge of traffic dispersed into or drawn from the surrounding streets. This flow of traffic increases the likelihood of a variety of traffic-related incidents including crashes, speeding, illegal parking, and failure to yield to the right of way. Many of these conditions are compounded during arrival and dismissal times in schools zones where parents are looking for the fastest and easiest way to access and depart the school area.

Recommendations

1.4.1 Work cooperatively with the Onalaska Police Department to periodically enforce all applicable bicycle and pedestrian right-of-ways. This “sting” effort should focus on high-use crosswalks or other crossings throughout the community. In addition, regulatory signage around the schools should be enforced as well.

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

1.4.3 Work with the City of Onalaska to better identify school zones and crossing locations.

1.4.4 Continue to utilize adult crossing guards and staff members to control identified pedestrian crossing points.

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

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

The walking environment can be greatly enhanced through the enforcement of property maintenance laws. Primary among these are snow removal on all public sidewalks within the city. The ordinance for snow removal in the City of Onalaska requires that property owners remove snow within a 24 hour period of the snow event. Code enforcement that leads to abatement of overgrown vegetation, especially at corners, will make a safer environment for pedestrians and motorists alike.

Recommendations

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

1.5.2 Encourage schools to keep bike racks clear of snow piles – some children will ride as soon as the streets are clear.

1.5.3 Ensure that snow piles at school do not interfere with visibility of sidewalks and crosswalks for pedestrians and bicyclists.

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

Issue 1.6: 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 has become much more accustomed to utilizing private automobiles for transportation. This is apparent in a community like Onalaska, where 84% of Northern Hills Elementary parents surveyed lived less than 1 mile from the school, yet 58% of students arrive to school via the family vehicle. The Middle School Survey revealed that 42% of parents surveyed lived less than 1 mile from the school and 41% of them drove their children to school in the morning. The average time it takes a child to walk one mile is approximately 20 minutes. Part of the issue in educating drivers about pedestrian and bicyclist rights is creating a critical mass of walkers and bikers to increase the expectation these users will be encountered during any trip. If residents don't see people walking or biking frequently, or don't believe people walk or bike as part of a transportation trip, they are less likely to look for them while driving. Further, parents who do not walk or bike are less likely to suggest walking or biking trips to their children.

Encouragement

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

Recommendations

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

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

1.6.3 Inform and educate school staff about the SRTS programs via emails, use of assemblies and staff meetings. Invite the LaCrosse County SRTS coordinator to participate.

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

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

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

- Safety of intersection and crossings (64%)
- Distance (62%)
- Amount of traffic along route (53%)
- Speed of traffic along route (47%)
- Sidewalks or pathways (46%)

Recommendations

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

1.7.2 Enforce speed limits and crosswalk regulations in school zones, and position adult crossing guards at intersections deemed unsafe communitywide. Consider doubling the fines for violations in school zones.

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

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

Issue 1.8: Current conditions for walking and biking throughout the community are not fully known.

There is not a lot of data available within the community to ascertain the current level of bicycle/pedestrian safety. As is standard in many communities, traditional measures such as crash data are not generally recorded by mode, only location. Similarly, an exhaustive analysis of bikability or pedestrian friendliness has not been performed and is only available anecdotally.

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.

Recommendations

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

1.8.2 Encourage local law enforcement entities to include a data entry field for "mode of travel" to better differentiate the type of crash they are recording.

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

Issue 1.9: Motorists drive too fast to make crossing the street safe.

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

Recommendations

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

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

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

2. Site and Neighborhood Issues

2.1. Neighborhoods surrounding the schools lack consistent sidewalks.
2.2. Crossing the street is difficult near the school sites.
2.3. Monitoring the short and long-term effects of the SRTS at Northern Hills Elementary and OMS.
2.4. Many local improvements require cooperation with the city of Onalaska.
2.5. Arrival/Dismissal traffic at the schools poses a dangerous situation.
2.6. Community safety.
2.7. Not enough children currently walk or bike to school.

Issue 2.1: The neighborhoods surrounding the schools lack consistent sidewalks.

Northern Hills Elementary and Onalaska Middle School exist near the northern municipal boundary of the city. The sidewalk network surrounding the schools is incomplete, with sidewalks missing on the school properties themselves. The parent survey revealed many parents feel walking is unsafe due to a lack of sidewalks, especially along the west side of East Avenue North and on the north side of Quincy Street.

Recommendations

2.1.1 Work with the Onalaska Plan Commission to schedule sidewalk developments in the Capital Improvements Plan for key areas in the community that would strengthen the pedestrian network. These may include:

#	Improvement	School	Segment
2.1.2.a	sidewalk	Both	West side of East Avenue North, from Spruce St to existing segment north of Stephen Place
2.1.2.b	sidewalk	Both	Troy Street, from 6th Ave. to CTY 35
2.1.2.c	sidewalk	Both	Quincy Street from East Ave N to CTY 35
2.1.2.d	sidewalk	Both	Spruce St East from Oak Ave N to 8th Ave N.
2.1.2.e	sidewalk	OMS	West side of 8th Ave N from Redwood St to Quincy St.
2.1.2.f	sidewalk	OMS	John Street from 6th Ave to Oak Ave N.
2.1.2.g	Sidewalk	OMS	Oak Ave N. from existing segment to Locust St.
2.1.2.g	Multi-use path	OMS	From parking lot to 6th Ave behind tennis courts
2.1.2.h	Multi-use path	OMS	From back of school along hillside to Spruce St. E.

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

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

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

There are crossing guards stations at three intersections near the school sites. These include the intersections of Troy Street and East Ave. N, Spruce St and East Ave N., and the midblock crossing on Quincy Street in front of the middle school. Even with crossing guards in place, the erratic behavior of drivers makes crossing the street difficult. Further compounding the issue is a lack of marked crosswalks adjacent to school property such as at Spruce Street and Spruce Street East and Robert and Rachel Places.

Recommendations

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

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

2.2.3 Provide crossing guards assistance on a periodic basis to help enforce speed limits and observation of crossing guard stop paddles. The assistance could be a member of the Onalaska Police Department, or a parent volunteer to help record license numbers of people who disobey the crossing guard. Often, crossing guards cannot simultaneously control traffic and record information regarding disrespectful drivers.

2.2.4 Ensure all adult crossing guards are trained annually and refresher courses are available prior to each new school year to familiarize crossing guards with any changes that may have occurred on the roadways near the school.

2.2.5 Repaint crosswalks in school zones, especially at crossing guard locations on busy streets, with ladder-style crosswalk markings that increase the visibility of these markings.

2.2.6 Prohibit parking within 20 feet of crosswalks; add signage to prevent vehicular stopping or standing in crosswalks at any time, year round.

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.

Issue 2.3: How will we know if the SRTS program is having an effect?

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

Recommendations

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

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

Issue 2.4: Many of the improvements that are in this plan will require considerable coordination with the City of Onalaska.

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

Recommendations

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

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

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

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

Issue 2.5: Arrival and dismissal times at Onalaska Middle School and Northern Hills Elementary are hazardous for a variety of transportation users.

In many communities arrival/dismissal time is very hectic. There are family vehicles, buses, pedestrians, and bicyclists all using the same transportation network. Though Onalaska Middle School has a designated lane for automobile pick-up/drop-off separate from the general parking lot, some parents don't observe the lane assignment and the lane is often double and triple loaded. The location of where parents let children exit or enter their vehicle is also an issue because children become pedestrians in travel lanes or may dart between vehicles. Pedestrians and bicyclists also occupy the same sidewalk areas which can cause conflicts. In addition, many parents stop in the crosswalks to let their children out of the vehicle. This is especially dangerous for those students who choose to utilize the crosswalks appropriately.


Onalaska Middle School

Recommendations

2.5.1 Develop on-site management plans that include designated drop-off/pick-up locations (zones), adult monitors, and student safety patrols.

2.5.2 Encourage parents who want to escort their children to the building to park their cars on a nearby street and walk with their child, and not in the loading/unloading areas or in the queue for cars waiting to load/unload.

2.5.3 Develop a safe walk/bike zone within a block or two of the schools and actively discourage parents or caregivers from driving into the zone for ten minutes before arrival/dismissal times.

2.5.4 Stagger student dismissal times letting walkers and bikers leave first, then school bus riders, then passengers of private vehicles.
2.5.5 Develop a "friendly notes" program to issue "tickets" to vehicles not obeying rules. They may include a "no idling" message, or convey information like "no parking" or "bus lane". Conversely, issue "tickets" to vehicles obeying the rules that can be cashed in by the student for a prize drawing or some other reward.
2.5.6 Involve parents who repeatedly ignore efforts to improve the operation and safety situation on school grounds. Allow them to assess current conditions and brainstorm solutions.
2.5.7 Instruct children who ride their bikes to school to dismount their bikes and walk them to a bike rack when on school property and enforce the existing rules. Riding on busy sidewalks can cause user conflicts and injuries.

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

The Parent Survey revealed 28% of responding parents were concerned about violence or crime as a factor in transportation choice. Perceptions of safety, real or not, can be a limiting factor in many communities.

Recommendations

2.6.1 Promote the Safe Routes to School Map generated as part of the planning process. See Appendix E.
2.6.2 Start a Safe Passage or "Eyes on the Street" Program to increase the number of adults keeping watch on student activity surrounding the schools.
2.6.3 Work with interested parents and volunteers to develop a Walking or Biking School Bus. This program provides adult supervision for groups of children who walk or bike to school together. Often, they gather at a set meeting point or "bus stop" in local neighborhoods. This program can also be used in conjunction with satellite parking locations to lessen the amount of traffic around school grounds.

Issue 2.7: More children should be walking or biking to Northern Hills Elementary and OMS.

The Student Tally showed that during the fall of 2007, 17% of students walked to school and 5% biked. At the Middle School, only 9% of students surveyed walked to school and 6% biked.

Recommendations

2.7.1 Develop encouragement programs that make walking and biking to school fun. These include Mileage Clubs that reward walking or biking to school with prizes and awards.
2.7.2 Host a walking or biking parade to the elementary school – to kick off a walking or biking school bus program.
2.7.3 Incorporate walking and biking in regular classroom activities. Ideas include "Walking and Biking Across America" exercises that allow students to accumulate miles for walking and biking to school and use them to plot courses to cities across America.
2.7.4 Consider allowing students who depart school by walking or biking to leave before those who get picked up by family vehicle.

3. Action Plan

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

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

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

Action Plan		Project Area (School)				
Strategy Type	Action	Norhtern Hills Elem.	OMS	When	Who	Funding Source
Engineering is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school.*	Upgrade every crosswalk within a 1/2 radius of a school to a ladder type style.	✓	✓	Ongoing	City of Onalaska	SRTS, WisDOT TE
	Identify and sign each school zone and perform regular maintenance on crosswalks within these zones.	✓	✓	Ongoing	City of Onalaska	SRTS, WisDOT TE
	Install sidewalks where gaps exist within 1/2 mile of each school	✓	✓	Ongoing	City of Onalaska	SRTS, WisDOT TE
	Construct an multi-use trail behind the tennis courts and along the playing fields north of the school to connect to adjoining neighborhoods and existing paths.		✓	2009	City of Onalaska	SRTS, General Fund
	Local planners should include accommodation for biking and walking in new developments (esp. to the school site).	✓	✓	Immediate	City of Onalaska	None Req.
Evaluation involves monitoring outcomes and documenting trends through data collection before and after SRTS activities. Surveys and audits can help provide quantitative support for improvements achieved through SRTS programming.	Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking. Confer periodically to determine SRTS programming impact.	✓	✓	2009	City of Onalaska	None Req.
	Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	✓	✓	2008	City of Onalaska	Grants, General Fund
	Submit School Tally results to the National Center for Safe Routes to School at least annually.	✓	✓	Ongoing	City of Onalaska	SRTS, Volunteer

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

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

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

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

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

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

5 Best Practices and Implementation Resources

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

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

Best practice: bicycling and walking to school (SAA)

The 5 E's Reviewed

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

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

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

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

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

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

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

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

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

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

Best practice: striping dedicated bicycle lane (PPS)

SRTS Tool Box

Engineering Tool Box

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

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

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

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

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

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

Education Tool Box

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

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

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

Enforcement Tool Box

Community Efforts

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

Best practice: safety patrol (*SAA*)

Best practice: speed trailer (*SAA*)

Police Department Efforts

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

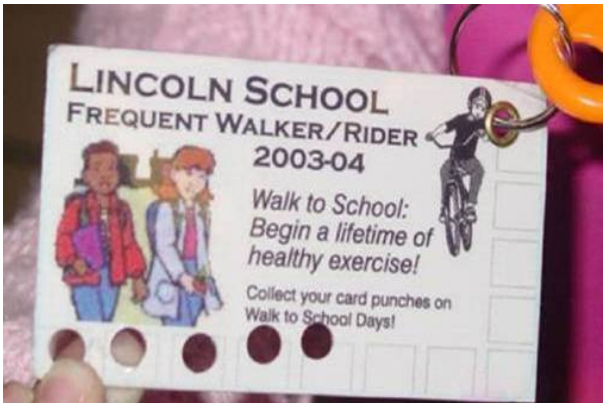
effective at reducing speeds at least on a temporary basis. Use of the trailers in school zones during the school year may remind drivers to slow down.

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

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

Encouragement Tool Box

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



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

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

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

Best practice: engaging community (*PBI)*

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

Evaluation Tips[1]

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

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

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

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

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

Before initiating SRTS:

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

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

After SRTS:

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

Who Evaluates?

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

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

Sharing Information

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

Arrival and Dismissal Plans

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

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

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

Best practice: orderly dismissal (*SAA*)

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

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

Improving the safety and efficiency of arrival and dismissal

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

SRTS Resources

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

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

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

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

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

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

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

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

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

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

Funding Sources

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

Public Funding

The table below outlines several public funding sources for consideration.

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

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

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

Private Sector Funding[2]

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

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

Corporations and businesses

Contact local corporations and businesses to ask if they will support your program with cash, prizes, and/or donations such as printing services. It is beneficial to ask your parent leaders where they work; they often can help you get a "foot in the door." When contacting a company, ask for information about their "community giving programs."

Foundations

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

Individuals

Statistically, individuals give more money than corporations and foundations combined. You can begin a local fund drive by working within your existing network of team leaders, and outreaching to the larger community.

Events

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

Parent teacher associations (PTAs) and school districts

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

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

Appendix A:

School District Boundary Map

Appendix B:

Biking and Walking Audit Maps

Appendix C:

School Site Assessments

Appendix D:

Site/Neighborhood Improvement Plans

Appendix E:

Safe Routes to School Plans

Appendix F:

Truck Route and Railroad Map

Appendix G:

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.

Safe Routes to School Parent Survey

1. What school district does your child attend?

		Response Percent	Response Count
Appleton		0.0%	0
Ashland		0.0%	0
Elk Mound		0.0%	0
Kenosha		0.0%	0
Marshfield		0.0%	0
Mercer		0.0%	0
Onalaska		**100.0%**	57
Oregon		0.0%	0
Rib Lake		0.0%	0
River Falls		0.0%	0
Sturgeon Bay		0.0%	0
Sun Prairie		0.0%	0
Union Grove		0.0%	0
Waterford		0.0%	0
West Allis		0.0%	0
	answered question		**57**
	skipped question		**0**

2. Which school does your child attend?			
		Response Percent	Response Count
Franklin Elementary		0.0%	0
Lincoln Elementary		0.0%	0
Richmond Elementary		0.0%	0
	answered question		**0**
	skipped question		**57**

3. Which school does your child attend?			
		Response Percent	Response Count
Elk Mound Elementary		0.0%	0
Elk Mound Middle School		0.0%	0
	answered question		**0**
	skipped question		**57**

4. Which school does your child attend?			
		Response Percent	Response Count
Roosevelt Elementary		0.0%	0
Vernon Elementary		0.0%	0
Jeffrey Elementary		0.0%	0
Somers Elementary		0.0%	0
Harvey Elementary		0.0%	0
Jefferson Elementary		0.0%	0
	answered question		**0**
	skipped question		**57**

5. Which school does your child attend?			
		Response Percent	Response Count
Washington Elementary		0.0%	0
Lincoln Elementary		0.0%	0
Madison Elementary		0.0%	0
Marshfield Middle School		0.0%	0
St. John the Baptist Primary		0.0%	0
Our Lady of Peace Intermediate School		0.0%	0
Columbus Catholic Middle School		0.0%	0
	answered question		**0**
	skipped question		**57**

6. Which school does your child attend?			
		Response Percent	Response Count
Northern Hills Elementary		**100.0%**	57
Onalaska Middle School		0.0%	0
	answered question		**57**
	skipped question		**0**

7. Which school does your child attend?			
		Response Percent	Response Count
Netherwood Knoll		0.0%	0
Prairie View		0.0%	0
	answered question		**0**
	skipped question		**57**

8. Which school does your child attend?			
		Response Percent	Response Count
Rib Lake Elementary School		0.0%	0
Rib Lake Middle School		0.0%	0
	answered question		**0**
	skipped question		**57**

9. Which school does your child attend?			
		Response Percent	Response Count
Greenwood		0.0%	0
Meyer Middle School		0.0%	0
River Falls Public Montessori		0.0%	0
Rocky Branch		0.0%	0
St. Bridget's		0.0%	0
Westside		0.0%	0
	answered question		**0**
	skipped question		**57**

10. Which school does your child attend?			
		Response Percent	Response Count
Sawyer School		0.0%	0
TJ Walker Middle School		0.0%	0
Sunrise School		0.0%	0
St John Bosco Parochial School		0.0%	0
	answered question		**0**
	skipped question		**57**

11. Which school does your child attend?			
		Response Percent	Response Count
CH Bird School		0.0%	0
Eastside		0.0%	0
Horizon		0.0%	0
Northside		0.0%	0
Royal Oaks		0.0%	0
Westside		0.0%	0
Patrick Marsh		0.0%	0
Prairie View		0.0%	0
	answered question		**0**
	skipped question		**57**

12. Which school does your child attend?			
		Response Percent	Response Count
Trailside Elementary		0.0%	0
Evergreen Elementary		0.0%	0
Woodfield Elementary		0.0%	0
Fox River Middle School		0.0%	0
St Peter’s Lutheran Elementary		0.0%	0
St. Thomas Aquinas Elementary		0.0%	0
	answered question		**0**
	skipped question		**57**

13. Which school does your child attend?

	Response Percent	Response Count
Frank Lloyd Wright Middle School	0.0%	0
West Milwaukee Middle School	0.0%	0
Irving Elementary School	0.0%	0
Jefferson Elementary School	0.0%	0
Lincoln Elementary School	0.0%	0
Mitchell Elementary School	0.0%	0
	answered question	**0**
	skipped question	**57**

14. What is the grade of your child?

	Response Percent	Response Count
K	3.6%	2
1	5.5%	3
2	20.0%	11
3	**29.1%**	16
4	20.0%	11
5	20.0%	11
6	1.8%	1
7	0.0%	0
8	0.0%	0
	answered question	**55**
	skipped question	**2**

15. Is the child male or female?

	Response Percent	Response Count
MALE	44.4%	24
FEMALE	**55.6%**	30
	answered question	**54**
	skipped question	**3**

16. How many children do you have in Kindergarten through 8th grade?

	Response Percent	Response Count
1	25.9%	14
2	**55.6%**	30
3	14.8%	8
4	3.7%	2
5	0.0%	0
6	0.0%	0
7	0.0%	0
8	0.0%	0
	answered question	**54**
	skipped question	**3**

17. What is your ZIP Code? (Please provide ZIP+4 if known. Note: Many utility bills will show your ZIP+4.)

	Response Percent	Response Count
ZIP/Postal Code:	**100.0%**	51
	answered question	**51**
	skipped question	**6**

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

	Response Percent	Response Count
less than 1/4 mile	**29.6%**	16
1/4 mile up to 1/2 mile	24.1%	13
1/2 mile up to 1 mile	24.1%	13
1 mile up to 2 miles	16.7%	9
More than 2 miles	3.7%	2
Don’t know	1.9%	1
	answered question	**54**
	skipped question	**3**

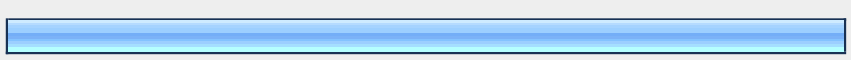
19. On most days, how does your child arrive at school and leave for home after school? (mark one choice per row)

	Walk	Bike	School Bus	Family vehicle (only with children from your family)	Carpool (riding with children from other families)	Transit (city bus, etc.)	Other (skateboard, scooter, inline skates, etc.)	Response Count
Arrive at school	27.8% (15)	1.9% (1)	3.7% (2)	**57.4% (31)**	7.4% (4)	0.0% (0)	1.9% (1)	54
Leave for home	35.8% (19)	1.9% (1)	7.5% (4)	**49.1% (26)**	3.8% (2)	0.0% (0)	1.9% (1)	53
							answered question	**54**
							skipped question	**3**

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

	Less than 5 minutes	5 - 10 minutes	11 - 20 minutes	More than 20 minutes	Don't know / Not sure	Response Count
Travel time to school	**53.7% (29)**	38.9% (21)	1.9% (1)	5.6% (3)	0.0% (0)	54
Travel time from school	**47.1% (24)**	39.2% (20)	9.8% (5)	3.9% (2)	0.0% (0)	51
					answered question	**54**
					skipped question	**3**

21. Has your child asked you for permission to walk or bike to/from school in the last year? (check one box)

		Response Percent	Response Count
YES		**92.6%**	50
NO		7.4%	4
		answered question	**54**
		skipped question	**3**

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

	Response Percent	Response Count
Kindergarten	0.0%	0
Grade 1	5.6%	3
Grade 2	9.3%	5
Grade 3	16.7%	9
Grade 4	**27.8%**	15
Grade 5	16.7%	9
Grade 6	14.8%	8
Grade 7	3.7%	2
Grade 8	0.0%	0
I would not feel comfortable at any grade	5.6%	3
	answered question	**54**
	skipped question	**3**

23. 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)

	Response Percent	Response Count
Distance	42.6%	23
Convenience of driving	11.1%	6
Time	31.5%	17
Child's participation in before/after-school activities	13.0%	7
Speed of traffic along route	48.1%	26
Amount of traffic along route	50.0%	27
Adults to walk or bike with	18.5%	10
Sidewalks or pathways	40.7%	22
Safety of intersections and crossings	**66.7%**	36
Crossing guards	25.9%	14
Violence or crime	31.5%	17
Weather or climate	50.0%	27
Other (please specify)	16.7%	9
	answered question	**54**
	skipped question	**3**

24. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (check one per line)

	YES	NO	Not Sure	Response Count
Distance	**66.7% (24)**	8.3% (3)	25.0% (9)	36
Convenience of driving	**45.7% (16)**	20.0% (7)	34.3% (12)	35
Time	**51.4% (19)**	18.9% (7)	29.7% (11)	37
Child’s participation in before/after-school activities	**56.8% (21)**	16.2% (6)	27.0% (10)	37
Speed of traffic along route	**82.2% (37)**	6.7% (3)	11.1% (5)	45
Amount of traffic along route	**79.5% (35)**	6.8% (3)	13.6% (6)	44
Adults to walk or bike with	**72.2% (26)**	8.3% (3)	19.4% (7)	36
Sidewalks or pathways	**72.5% (29)**	10.0% (4)	17.5% (7)	40
Safety of intersections and crossings	**89.1% (41)**	4.3% (2)	6.5% (3)	46
Crossing guards	**83.3% (35)**	7.1% (3)	9.5% (4)	42
Violence or crime	**68.3% (28)**	12.2% (5)	19.5% (8)	41
Weather or climate	**70.7% (29)**	14.6% (6)	14.6% (6)	41
			answered question	**51**
			skipped question	**6**

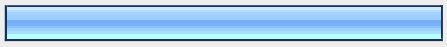
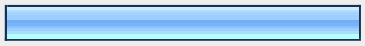
25. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school? (check one box)

	Response Percent	Response Count
Strongly Encourage	3.8%	2
Encourage	42.3%	22
Neither	**53.8%**	28
Discourage	0.0%	0
Strongly Discourage	0.0%	0
	answered question	**52**
	skipped question	**5**

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

	Response Percent	Response Count
Very Fun	20.4%	11
Fun	**42.6%**	23
Neutral	29.6%	16
Boring	1.9%	1
Very Boring	5.6%	3
	answered question	**54**
	skipped question	**3**

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

		Response Percent	Response Count
Very Healthy		**48.1%**	26
Healthy		38.9%	21
Neutral		13.0%	7
Unhealthy		0.0%	0
Very Unhealthy		0.0%	0
	answered question		**54**
	skipped question		**3**

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

		Response Count
		51
	answered question	**51**
	skipped question	**6**

29. How many full years of regular school has your spouse/partner completed? (if applicable)

		Response Count
		48
	answered question	**48**
	skipped question	**9**

30. Please provide any additional comments below.		
		Response Count
		21
	answered question	**21**
	skipped question	**36**

31. 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.)			
		Response Percent	Response Count
Name:		**100.0%**	14
Email:		**100.0%**	14
Address:		**100.0%**	14
City/Town:		**100.0%**	14
State/Province:		**100.0%**	14
ZIP/Postal Code:		**100.0%**	14
Phone:		92.9%	13
	answered question		**14**
	skipped question		**43**

Safe Routes to School Parent Survey

1. What school district does your child attend?

		Response Percent	Response Count
Appleton		0.0%	0
Ashland		0.0%	0
Elk Mound		0.0%	0
Kenosha		0.0%	0
Marshfield		0.0%	0
Mercer		0.0%	0
Onalaska		**100.0%**	181
Oregon		0.0%	0
Rib Lake		0.0%	0
River Falls		0.0%	0
Sturgeon Bay		0.0%	0
Sun Prairie		0.0%	0
Union Grove		0.0%	0
Waterford		0.0%	0
West Allis		0.0%	0
	answered question		**181**
	skipped question		**0**

2. Which school does your child attend?			
		Response Percent	Response Count
Franklin Elementary		0.0%	0
Lincoln Elementary		0.0%	0
Richmond Elementary		0.0%	0
	answered question		**0**
	skipped question		**181**

3. Which school does your child attend?			
		Response Percent	Response Count
Elk Mound Elementary		0.0%	0
Elk Mound Middle School		0.0%	0
	answered question		**0**
	skipped question		**181**

4. Which school does your child attend?			
		Response Percent	Response Count
Roosevelt Elementary		0.0%	0
Vernon Elementary		0.0%	0
Jeffrey Elementary		0.0%	0
Somers Elementary		0.0%	0
Harvey Elementary		0.0%	0
Jefferson Elementary		0.0%	0
	answered question		**0**
	skipped question		**181**

5. Which school does your child attend?			
		Response Percent	**Response Count**
Washington Elementary		0.0%	0
Lincoln Elementary		0.0%	0
Madison Elementary		0.0%	0
Marshfield Middle School		0.0%	0
St. John the Baptist Primary		0.0%	0
Our Lady of Peace Intermediate School		0.0%	0
Columbus Catholic Middle School		0.0%	0
	answered question		**0**
	skipped question		**181**

6. Which school does your child attend?			
		Response Percent	**Response Count**
Northern Hills Elementary		0.0%	0
Onalaska Middle School		**100.0%**	181
	answered question		**181**
	skipped question		**0**

7. Which school does your child attend?			
		Response Percent	**Response Count**
Netherwood Knoll		0.0%	0
Prairie View		0.0%	0
	answered question		**0**
	skipped question		**181**

8. Which school does your child attend?			
		Response Percent	Response Count
Rib Lake Elementary School		0.0%	0
Rib Lake Middle School		0.0%	0
	answered question		**0**
	skipped question		**181**

9. Which school does your child attend?			
		Response Percent	Response Count
Greenwood		0.0%	0
Meyer Middle School		0.0%	0
River Falls Public Montessori		0.0%	0
Rocky Branch		0.0%	0
St. Bridget's		0.0%	0
Westside		0.0%	0
	answered question		**0**
	skipped question		**181**

10. Which school does your child attend?			
		Response Percent	Response Count
Sawyer School		0.0%	0
TJ Walker Middle School		0.0%	0
Sunrise School		0.0%	0
St John Bosco Parochial School		0.0%	0
	answered question		**0**
	skipped question		**181**

11. Which school does your child attend?			
		Response Percent	Response Count
CH Bird School		0.0%	0
Eastside		0.0%	0
Horizon		0.0%	0
Northside		0.0%	0
Royal Oaks		0.0%	0
Westside		0.0%	0
Patrick Marsh		0.0%	0
Prairie View		0.0%	0
	answered question		**0**
	skipped question		**181**

12. Which school does your child attend?			
		Response Percent	Response Count
Trailside Elementary		0.0%	0
Evergreen Elementary		0.0%	0
Woodfield Elementary		0.0%	0
Fox River Middle School		0.0%	0
St Peter’s Lutheran Elementary		0.0%	0
St. Thomas Aquinas Elementary		0.0%	0
	answered question		**0**
	skipped question		**181**

13. Which school does your child attend?			
		Response Percent	**Response Count**
Frank Lloyd Wright Middle School		0.0%	0
West Milwaukee Middle School		0.0%	0
Irving Elementary School		0.0%	0
Jefferson Elementary School		0.0%	0
Lincoln Elementary School		0.0%	0
Mitchell Elementary School		0.0%	0
	answered question		**0**
	skipped question		**181**

14. What is the grade of your child?			
		Response Percent	**Response Count**
K		0.0%	0
1		0.0%	0
2		0.0%	0
3		0.0%	0
4		0.0%	0
5		0.0%	0
6		**34.8%**	62
7		33.1%	59
8		32.0%	57
	answered question		**178**
	skipped question		**3**

15. Is the child male or female?			
		Response Percent	Response Count
MALE		46.1%	82
FEMALE		**53.9%**	96
	answered question		**178**
	skipped question		**3**

16. How many children do you have in Kindergarten through 8th grade?			
		Response Percent	Response Count
1		**45.7%**	80
2		39.4%	69
3		14.3%	25
4		0.6%	1
5		0.0%	0
6		0.0%	0
7		0.0%	0
8		0.0%	0
	answered question		**175**
	skipped question		**6**

17. What is your ZIP Code? (Please provide ZIP+4 if known. Note: Many utility bills will show your ZIP+4.)			
		Response Percent	Response Count
ZIP/Postal Code:		**100.0%**	178
	answered question		**178**
	skipped question		**3**

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

	Response Percent	Response Count
less than 1/4 mile	13.7%	24
1/4 mile up to 1/2 mile	10.3%	18
1/2 mile up to 1 mile	17.7%	31
1 mile up to 2 miles	27.4%	48
More than 2 miles	**29.7%**	52
Don’t know	1.1%	2
	answered question	**175**
	skipped question	**6**

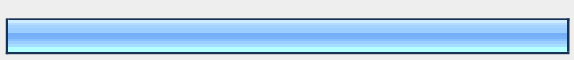
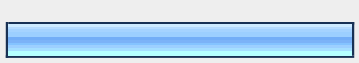
19. On most days, how does your child arrive at school and leave for home after school? (mark one choice per row)

	Walk	Bike	School Bus	Family vehicle (only with children from your family)	Carpool (riding with children from other families)	Transit (city bus, etc.)	Other (skateboard, scooter, inline skates, etc.)	Response Count
Arrive at school	12.5% (22)	6.3% (11)	33.5% (59)	**40.9% (72)**	6.3% (11)	0.6% (1)	0.0% (0)	176
Leave for home	26.2% (45)	7.0% (12)	**37.2% (64)**	23.3% (40)	5.8% (10)	0.6% (1)	0.0% (0)	172
							answered question	**176**
							skipped question	**5**

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

	Less than 5 minutes	5 - 10 minutes	11 - 20 minutes	More than 20 minutes	Don't know / Not sure	Response Count
Travel time to school	29.7% (52)	**32.0% (56)**	21.7% (38)	13.7% (24)	2.9% (5)	175
Travel time from school	19.8% (32)	**31.5% (51)**	30.2% (49)	15.4% (25)	3.1% (5)	162
					answered question	**175**
					skipped question	**6**

21. Has your child asked you for permission to walk or bike to/from school in the last year? (check one box)

		Response Percent	Response Count
YES		**61.9%**	109
NO		38.1%	67
		answered question	**176**
		skipped question	**5**

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

	Response Percent	Response Count
Kindergarten	0.6%	1
Grade 1	2.9%	5
Grade 2	2.3%	4
Grade 3	12.0%	21
Grade 4	19.4%	34
Grade 5	14.9%	26
Grade 6	**23.4%**	41
Grade 7	8.0%	14
Grade 8	2.9%	5
I would not feel comfortable at any grade	13.7%	24
	answered question	**175**
	skipped question	**6**

23. 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)

	Response Percent	Response Count
Distance	**68.2%**	118
Convenience of driving	12.1%	21
Time	32.9%	57
Child’s participation in before/after-school activities	31.2%	54
Speed of traffic along route	46.2%	80
Amount of traffic along route	53.2%	92
Adults to walk or bike with	9.2%	16
Sidewalks or pathways	45.7%	79
Safety of intersections and crossings	61.3%	106
Crossing guards	29.5%	51
Violence or crime	27.2%	47
Weather or climate	61.3%	106
Other (please specify)	12.1%	21
	answered question	**173**
	skipped question	**8**

24. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (check one per line)

	YES	NO	Not Sure	Response Count
Distance	**77.5% (107)**	15.9% (22)	6.5% (9)	138
Convenience of driving	**45.2% (56)**	33.9% (42)	21.0% (26)	124
Time	**67.5% (85)**	22.2% (28)	10.3% (13)	126
Child's participation in before/after-school activities	**57.9% (73)**	25.4% (32)	16.7% (21)	126
Speed of traffic along route	**73.8% (104)**	14.9% (21)	11.3% (16)	141
Amount of traffic along route	**76.4% (107)**	15.0% (21)	8.6% (12)	140
Adults to walk or bike with	**57.5% (73)**	23.6% (30)	18.9% (24)	127
Sidewalks or pathways	**78.1% (107)**	13.9% (19)	8.0% (11)	137
Safety of intersections and crossings	**84.0% (121)**	10.4% (15)	5.6% (8)	144
Crossing guards	**72.6% (98)**	17.8% (24)	9.6% (13)	135
Violence or crime	**65.9% (83)**	21.4% (27)	12.7% (16)	126
Weather or climate	**70.3% (97)**	18.1% (25)	11.6% (16)	138
			answered question	**163**
			skipped question	**18**

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

	Response Percent	Response Count
Strongly Encourage	2.4%	4
Encourage	19.8%	33
Neither	**73.7%**	123
Discourage	3.0%	5
Strongly Discourage	1.2%	2
	answered question	**167**
	skipped question	**14**

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

	Response Percent	Response Count
Very Fun	6.5%	11
Fun	32.9%	56
Neutral	**45.3%**	77
Boring	11.2%	19
Very Boring	4.1%	7
	answered question	**170**
	skipped question	**11**

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

	Response Percent	Response Count
Very Healthy	33.7%	57
Healthy	**55.6%**	94
Neutral	10.1%	17
Unhealthy	0.0%	0
Very Unhealthy	0.6%	1
answered question		**169**
skipped question		**12**

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

	Response Count
	170
answered question	**170**
skipped question	**11**

29. How many full years of regular school has your spouse/partner completed? (if applicable)

	Response Count
	153
answered question	**153**
skipped question	**28**

30. Please provide any additional comments below.		
		Response Count
		48
	answered question	**48**
	skipped question	**133**

31. 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.)			
		Response Percent	Response Count
Name:		88.9%	16
Email:		**100.0%**	18
Address:		88.9%	16
City/Town:		94.4%	17
State/Province:		**100.0%**	18
ZIP/Postal Code:		94.4%	17
Phone:		61.1%	11
	answered question		**18**
	skipped question		**163**