



School District of Holmen Safe Routes To School Plan

Village of Holmen | La Crosse County, Wisconsin
Facility and Programming Implementation Guide

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Acknowledgements

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Executive Summary

Introduction

Safe Routes to School (SRTS) programming is gaining traction across the country largely as a result of 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 reached the United States in 1997 when The Bronx, NY 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 School District of Holmen, with support from the village of Holmen, was awarded a planning grant from the Wisconsin Department of Transportation (WisDOT) in 2008 to prepare this plan.

Nationally, there are more parents driving their children to school today than ever before, and this increases the amount of traffic congestion and air pollution around school sites. 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).

Fewer children walk and bicycle to school. 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 Holmen SRTS Task Force was comprised of representatives from participating schools as well as parents, engineers, health officials, 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

The School District of Holmen includes portions of six municipalities including the village of Holmen, and portions of the towns of Farmington, Hamilton, Holland, Onalaska, and the village of Onalaska. The total population within the district is estimated at over 16,000 people. All schools in the district are located within the village of Holmen.

Located near the northwestern edge of La Crosse County, the village of Holmen contains a combination of US, state, and county highways, as well as local roads. The primary highway is USH 53, located south and west of village limits. The primary highway obstacle in Holmen is Holmen Drive (CTH HD), which carries high-speed traffic through the center of the community. It also separates some neighborhoods from district schools since all schools are located east of this highway.

Facilities for walking and biking are located sporadically throughout Holmen. Off-road trails include the Holland Bike Trail, Halfway Creek Bike Trail, and Great River Trail. There is a lack of sidewalk facilities around some school sites, and some wide intersections can be difficult for student bicyclists and pedestrians to negotiate. There are very few on-street bicycle facilities throughout the community which requires bicyclists to use a combination of roads or off-street trails to complete most trips.

This report focuses on four schools located on separate campuses: Evergreen Elementary, Holmen Middle School, Sand Lake Elementary, and Viking Elementary. Evergreen and Viking elementary schools are included in this report because of difficult crossings and sidewalk gaps on nearby streets. Holmen Middle School is located adjacent to Holmen Drive (CTH HD) which poses a significant transportation barrier for walking and biking. Likewise, Sand Lake Elementary is located adjacent to Sand Lake Road (CTH SN) and high speed travel along this roadway makes it difficult to cross the street. Though this report focuses only on these schools, improvements recommended to increase the mobility and safety for children is also likely to have a positive impact on safety for other student and resident populations.

The Holmen community hosts events that promote safe bicycle and pedestrian transportation. For example, the Coulee Region Childhood Obesity Coalition hosts a Walk to School Day challenge each year to encourage children to walk and bicycle to school. Walking and biking is also prominent in the village of Holmen's Comprehensive Plan (2004) which recommends requiring sidewalks on both sides of residential streets and developing safe commuter bike routes and lanes which connect residential areas to businesses, schools, and commercial areas.

Several surveys were administered as part of the planning process to determine attitudes for walking and bicycling, and to determine the numbers of students who walk or bicycle on a daily basis. Surveys include a student tally, parent survey, and a teacher survey.

Student travel tallies indicated that most students (66%) traveled to and from school via school bus. The next highest categories were "family vehicle" with 23%, "walk" with 5% and "bike" with 4%. These data show utilization of a range of transportation across the district, but transportation by school bus or family vehicle were the predominant modes.

Parent and teacher surveys each recorded attitudes about walking and biking to school, and cited observed behaviors of students. The primary issue affecting mode choice for parents was speed and traffic volume along the transportation route. The distance between place of residence and the school their child attends was also a concern. Surveys of teachers revealed a number of observations about existing behaviors in school zones. These include inappropriate walking and bicycling behaviors like darting out into the street, walking or biking on the incorrect side of the road, and the fact there are no adult crossing guards in the district. Observed driver behaviors include inattentive driving, speeding, and dropping off children in unsafe areas.

To supplement attitudinal data, a walking and biking audit was conducted for areas within a 1/2 mile radius of each participating school in October 2008. Primary physical issues identified included incomplete sidewalk networks, dangerous crossings (especially Holmen Drive), and lack of off-street connections to remove pedestrians from high-speed roadways. Two significant observations included good use of existing bicycle racks in all schools (meaning kids were biking), and an exceptional trail network around Viking Elementary.

Site and Communitywide Recommendations

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

Communitywide issues included the lack of bicycle, pedestrian, and driver education as well as limited enforcement within the school zone. The amount of traffic and safety of crossings has also been identified especially since the School District of Holmen does not employ adult crossing guards. Recommendations include increasing the amount of educational programming available, including continuing events like Walk to School Day, and regularly communicating with local police departments about motorist behaviors, such as speeding, which make it difficult to cross some streets. Evaluating the feasibility of developing an adult crossing guard program is also recommended.

In terms of school site and neighborhood issues, completing the sidewalk network throughout the community would increase mobility for pedestrians. Most schools would also benefit from distributing preferred arrival and dismissal procedures. Utilizing regular walking school buses, or group walks to school, as well as developing additional encouragement programs to get students excited about walking or biking to school is also recommended. Two significant recommendations include determining the warrant for traffic signals at the intersection of Holmen Drive / Sunset Drive, and developing an off-road trail to connect neighborhoods north of Sand Lake Elementary to the school site.

Funding

Potential funding sources for implementation strategies are listed in the action plan, and elaborated 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 projects. 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.

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Introduction

Safe Routes to School (SRTS) began as a European phenomenon thirty years ago and migrated through Canada to New York City in 1997, spurred by high pedestrian crash rates in some Bronx neighborhoods. In the 1970s, Denmark had Europe's highest child pedestrian crash rate. Implementing the first Safe Routes to School program, planners in Denmark identified specific road dangers leading to the country's schools and took steps to remedy these hazards. Today, the child pedestrian crash rate has dropped by 80% in Denmark since 1970.

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

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

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

Schreiber Anderson Associates (SAA), in partnership with the Wisconsin Department of Transportation and local task forces, has been charged with developing Safe Routes to School plans for nine Wisconsin communities totaling twenty-two schools in 2008.

Figure 1-1



School zone in Marin County, CA (MCBC)

National Trends

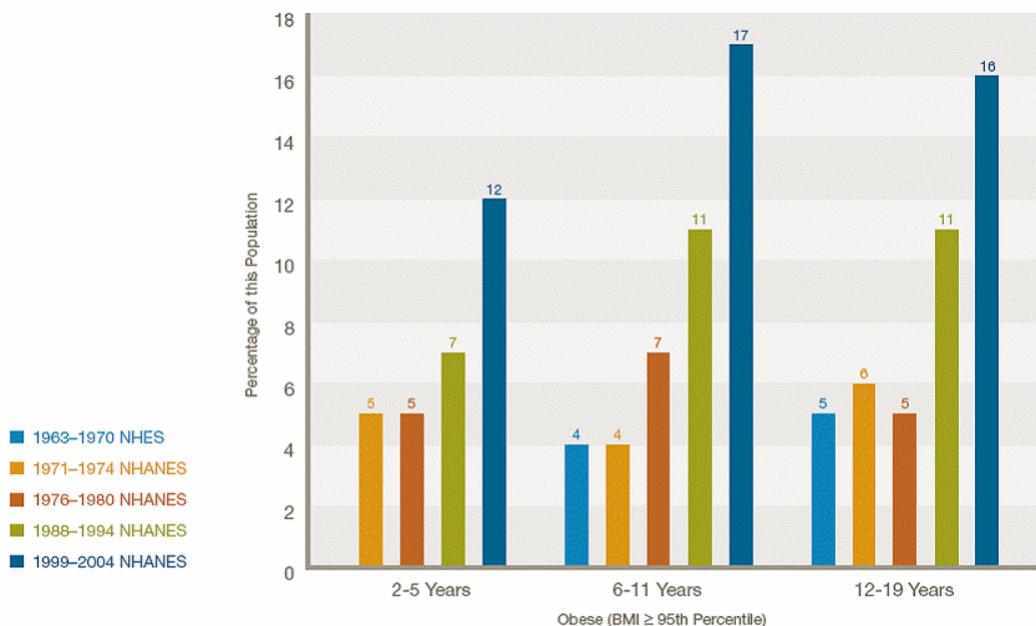
Safe Routes to School programming is gaining traction across the country largely as a result of national trends in health, safety, the environment, and land use.

Health

In less than a generation, the percentage of children age six to nineteen that are considered severely overweight has tripled, according to the National Health and Nutritional Examination Survey (NHANES). Likewise, even among the youngest children, ages 2 to 6, the rate of severely overweight children has doubled in the last thirty years.¹

Chart 1: Obesity Prevalence

Obesity Prevalence Among U.S. Children and Adolescents by Age and Time Frame, 1963–2004



SOURCE: Centers for Disease Control and Prevention, National Health and Nutrition Examination Survey for 2003 and 2004.

NOTE: NHES=National Health Examination Survey. NHANES=National Health and Nutrition Examination Survey. Data for 1963 to 1965 are for children ages 6 to 11 years; data for 1966 to 1970 are for adolescents 12 to 17 years instead of 12 to 19 years.

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

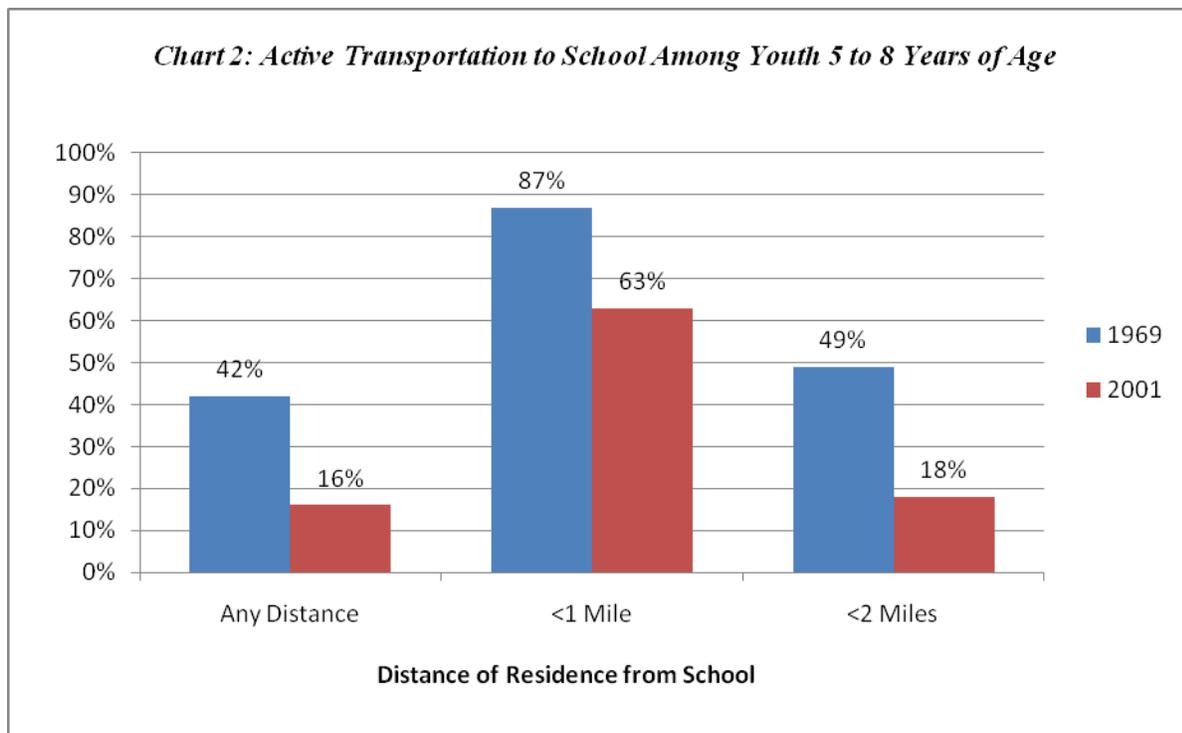
¹ U.S. Centers for Disease Control and Prevention: Overweight and Obesity. Available: <http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm> Accessed: April 17, 2008.

Behaviors ingrained during childhood often translate into lifelong habits. In fact, obese children are twice as likely to become obese adults. Obese adults, in turn, are at a greater risk for premature death and chronic diseases than their healthy weight counterparts. Therefore, it is important to combat obesity among young people before it becomes chronic and leads to a life of poor health.

Contributing to the obesity epidemic, recent studies have demonstrated that most kids are not getting the exercise they need. Among 9 to 13 year-olds, 61.5% do not engage in organized physical activity during non-school hours; 22.6% do not participate in any free-time physical activity at all.² These statistics become even more grim as children get older. As age increases, physical activity participation drastically declines.

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

Even when the distance to school remained constant, fewer kids were walking and biking to school. In 1969, 87 percent of children 5 to 18 years of age who lived within one mile of school walked or bicycled to school. By 2001, only 63 percent of children who lived within one mile of school walked or bicycled to school.³



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

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

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

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

Safety

Concurrent with rising childhood health concerns and decreased walking and biking trips to school, the National Highway Traffic Safety Administration (NHTSA) determined in 2002 that motor vehicle crashes are the leading cause of death for children two years of age and for people of every age from four to 34 years old. Not all of these crashes were “automobile on automobile” crashes, some included bicyclists or pedestrians struck by automobiles. In 2003 alone, 4,749 pedestrians were reported to have been killed in motor vehicle crashes in the United States. These deaths accounted for 11 percent of the 42,643 motor vehicle deaths nationwide that year. Pedestrian crashes are most prevalent during morning and afternoon peak periods, when traffic levels are highest, and coincidentally, when children are out of school.

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.

Figure 1-2



A student prepares to walk her bicycle across a street in Madison, WI (SAA)

- Assume that if they can see a car, its driver must be able to see them.
- May be impatient and impulsive.
- Concentrate on only one thing at a time. This is likely not to be traffic.
- Have a limited sense of danger.

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

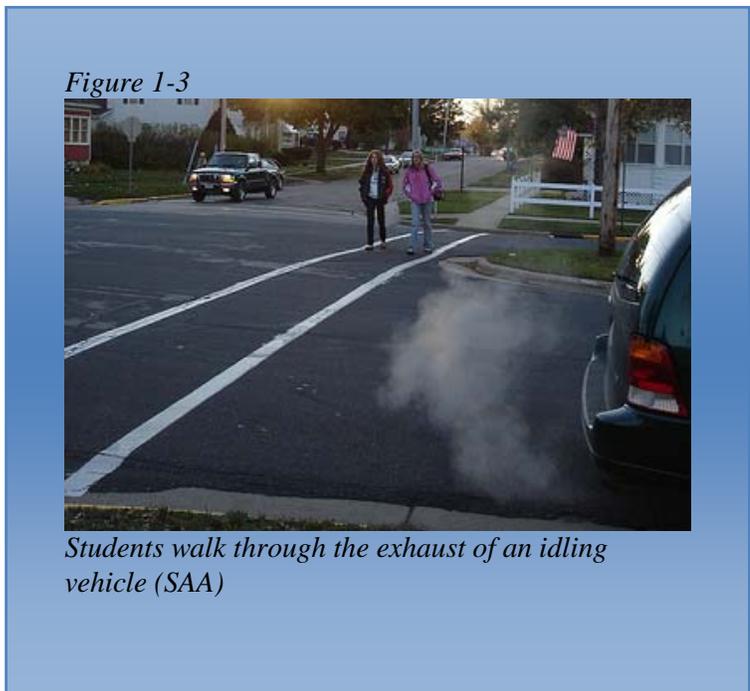
Wearing proper safety equipment, such as helmets, also affects the severity of crashes children experience. While wearing a helmet may not impact the frequency of crashes, numerous studies have found that use of approved bicycle helmets significantly reduces the risk of fatal injury, serious head and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

Even with increased attention given to childhood obesity and decreased physical activity, Americans are driving more than ever before. According to the NHTSA, over the past twenty years, the number of miles Americans travel on highways has nearly doubled. This includes increased automobile trips to school. In fact, as part of the Marin County, California SRTS pilot program the county's congestion management agency determined parents driving their children to school accounted for 20-25% of all morning rush-hour traffic⁴. 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 survey⁵. The survey revealed the most commonly reported barrier was distance to school (62%), followed by traffic-related concerns (30%), and weather (19%).

Environment

The affects of increased automobile traffic go beyond safety concerns – there are also environmental health



⁴ USDOT National Highway Traffic Safety Administration: Safe routes to School Overview. Available: <http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/overview.html#back2>. Accessed April 22, 2008.

⁵ U.S. Centers for Disease Control and Prevention: Barriers to Children Walking to or from School – United States, 2004. Available: <http://www.cdc.gov/MMWR/preview/mmwrhtml/mm5438a2.htm>. Accessed: April 22, 2008.

considerations. The Environmental Protection Agency (EPA) reports that transportation is the fastest-growing source of greenhouse gas (GHG) emissions in the United States. Greenhouse gases are components of the atmosphere that contribute to the greenhouse effect that warms the planet. In 2003, the transportation sector accounted for about 27% of total U.S. GHG emissions⁶. 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.

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

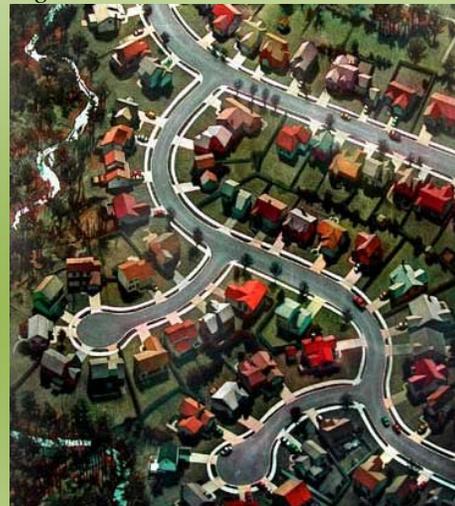
The US Environmental Protection Agency's "Clean School Bus USA" program identified idling school buses as contributing to air pollution outside and inside of schools. Automobile emissions can enter school buildings through air intakes, doors, and open windows⁷. Instructing bus drivers to shut off their buses also saves money. A typical school bus engine burns approximately half a gallon of fuel per hour. School districts that eliminate unnecessary idling can also save significant dollars in fuel costs each year, but a greater benefit to reducing vehicle emissions in the school zone is increased school attendance. Asthma is the most common chronic illness in children and the cause of most school absences. It is also the third leading cause of hospitalization among children under the age of 15.

Reducing the frequency of motor vehicle trips to school and increasing the number of students walking, bicycling, or using other active modes of transportation not only improves childhood physical health, but is a relatively simple way individuals can improve the air quality surrounding schools and reduce greenhouse gas emissions, which may contribute to global warming.

Land Use Patterns

Parents who drive their children to school are reacting, in part, to decades of auto-oriented land use planning that has neglected pedestrians

Figure 1-4



Automobile-oriented development isolates homes from school and other destinations (Smithsonian Magazine)

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

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

and bicyclists as users of the transportation system. In many areas, auto-oriented development has hindered the creation of walkable communities. These new developments lack sidewalks or bicycle facilities and may be located too far away to make bicycling or walking practical.

Traditionally, schools were located in the center of communities, and this close proximity to residential areas contributed to high rates of walking and bicycling to school. Beginning in the 1970s, rather than renovating existing schools or building schools within existing residential communities, most new schools were built on the edges of communities where the land costs were lower. School siting policies may also dictate a certain acreage minimum that precludes many inner-community locations. Peripheral school siting means fewer kids live close enough to these facilities to make walking or biking to school practical.

School consolidation that closes small centrally-located schools in lieu of one newer and larger facility has also meant that these small walkable schools are abandoned in neighborhoods where they were ideally situated for walking and biking.

Figure 1-5



When schools are constructed in undeveloped areas it reduces the number of students located within walking distance (SAA)

The effects of consolidation are measurable. Between 1940 and 2003, the number of public school districts decreased from 117,108 to 14,465, and the number of public and private elementary and secondary schools went from over 226,000 to approximately 95,000 in 2003. During this same period, the number of students attending elementary and secondary schools grew from 28 million to 54.5 million according to the U.S. Department of Education (DOE)⁸.

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

Larger schools translate into more students traveling to the same place at the same time—and mostly by automobile. As a result, school-site automobile congestion and accompanying poor air

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

quality surrounding schools have become major concerns in communities not just in Wisconsin, but nationwide. This congestion has made it increasingly difficult for children who do live close to school to walk or bike to school safely.

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

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

Why Safe Routes to School?

Fewer children walk and bicycle to school today than ever before. At the same time, childhood health has declined, automobile crashes involving children have increased, air quality has deteriorated, and schools have been built farther away from where children live. Many school officials, health advocates, and transportation professionals feel that increasing walking and biking to school can positively contribute to the well-being of children and reverse recent trends.

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

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

Figure 1-6



Parents and students walk together during a Walk to School Day encouragement activity (Waterford, WI)

active lifestyle from an early age.

Safe Routes to School refers to a variety of multi-disciplinary programs and facility improvements aimed at promoting walking and bicycling to school. SRTS largely centers around five core areas, called “The Five E’s”. They include Education, Encouragement, Engineering, Enforcement, and Evaluation. An effective SRTS program will include strategies from each of the Five E’s described below:

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

- **Encouragement** combines the results of the other “E’s” to improve 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

Figure 1-7

SAFE ROUTES TO SCHOOL
STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: _____ Zip Code: _____
Teacher: _____ Grade (K-12): _____
Monday's Date: [] / [] / [] # of students enrolled in class: []

Teachers, here are simple instructions for using this form:

- Please conduct these counts on any two days from Tuesday, Wednesday, or Thursday of the assigned week. Only two days worth of counts are needed, but counting all 3 provides better data.
- Please do not conduct these counts on Mondays or Fridays.
- 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.
- Place just one character or number in each box.
- Follow the same procedure for the question: "How do you plan to leave for home after school?"
- 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 (is it sunny or rainy or snow or ice or wind)	Number of Students in class when count made	Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (only with children from other families)	Transit (city bus, subway, etc.)	Other (skateboard, roller skates, etc.)
SAMPLE	S	27	4	2	11	7	3	0	0
Tues AM									
Tues PM									
Wed AM									
Wed PM									
Thur AM									
Thur PM									

Comments (if there are questions to counts or any unusual travel conditions to/from the school on the days of the tally):

Thank you for helping gather this information!

Surveys, like the Student Arrival and Departure Tally Sheet through the National Center for Safe Routes to School, should be used to evaluate the effectiveness of programming throughout an SRTS program.

before and after SRTS programming to identify successful methods and practices and to measure overall effectiveness.

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

School District of Holmen Planning Process

Holmen Community

The School District of Holmen includes portions of six municipalities including the village of Holmen, and portions of the towns of Farmington, Hamilton, Holland, Onalaska, and the village of Onalaska. The total population within the district is estimated at over 16,000 people. All schools in the district are located within the village of Holmen.

Located near the northwestern edge of La Crosse County, the village of Holmen contains a combination of US, state, and county highways, as well as local roads. The primary highway is USH 53, located south and west of village limits. The primary highway obstacle in Holmen is Holmen Drive (CTH HD), which carries high-speed traffic through the center of the community. It also separates some neighborhoods from district schools since all schools are located east of this highway.

Facilities for walking and biking are located sporadically throughout Holmen. Off-road trails include the Holland Bike Trail, Halfway Creek Bike Trail, and Great River Trail. There is a lack of sidewalk facilities around some school sites, and some wide intersections can be difficult for student bicyclists and pedestrians to negotiate. There are very few on-street bicycle facilities throughout the community which requires bicyclists to use a combination of roads or off-street trails to complete most trips.

The Wisconsin Department of Administration projects the population of Holmen to be 8,027 people by 2010. By 2030, the projected population is anticipated to be 11,322 people (a 41% increase from 2010). With the village's expanding population, it is particularly important to grow multi-modal transportation options as the community expands. It is easier and more cost effective to build the infrastructure for a good bicycle and pedestrian environment in conjunction with development projects, rather than retrofitting bicycle and pedestrian improvements after construction of new neighborhoods and commercial areas. Enhancing the bicycle and pedestrian network can also save money in the long-term if development of new or expanded roadways is deemed unnecessary due to mode shift.

This report focuses on four schools located on separate campuses: Evergreen Elementary, Holmen Middle School, Sand Lake Elementary, and Viking Elementary. Evergreen and Viking elementary schools are included in this report because of difficult crossings and sidewalk gaps on nearby streets. Holmen Middle School is located adjacent to Holmen Drive (CTH HD) which poses a significant transportation barrier for walking and biking. Likewise, Sand Lake Elementary is located adjacent to Sand Lake Road (CTH SN) and high speed travel along this roadway makes

it difficult to cross the street. Though this report focuses only on these schools, improvements recommended to increase the mobility and safety for children is also likely to have a positive impact on safety for other student and resident populations.

Enrollment for the four participating schools totaled 3,596 students for the 2008-09 school year. Almost half of these students live more than two miles away from the school they attended, an additional 27% live within one mile of their school. It is this 27% that this plan is focused on, though SRTS funding is available for physical improvements within two miles of a school site.

Study Process

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

The Holmen Task Force was comprised of a diverse group of stakeholders including parents, school administrators, teachers, and village personnel. Prior to plan development, the Task Force completed several tasks including surveying parents and auditing one school site. The group also implemented a “Walk to School Challenge” with assistance from the Coulee Region Childhood Obesity Coalition in 2007, 2008, and 2009 (annual event).

Plan development included Task Force review at key benchmarks in the process. Starting in fall 2008, there were five SRTS Task Force working meetings. The plan was prepared using this outline:

- Start Up and Visioning
 - SRTS Plan Start Up
 - Meeting #1 (September 2008)
- Existing Conditions and Current Issues
 - Collect and Review Existing Information
 - Conduct Walking/Biking Audits
 - Administer Surveys
 - Develop Recommendations
 - Meeting #2 (public information meeting, January 2009)
- Draft and Final Plans
 - Meeting #3 (finalize recommendations, April 2009)
 - Meeting #4 (review draft SRTS plan, September 2009)
 - Finalize SRTS Plan
 - Meeting #5 (October 2009)

The schedule was determined by the availability of municipal and school staff, 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.

Plan Objectives and Policy Statements

The Holmen SRTS Task Force developed the following objectives and policy statements based on the 5 E's of Safe Routes to School. This plan seeks to implement these key objectives in all five strategy areas.

Encouragement: The Task Force recognizes the need to promote walking and biking as a viable mode of transportation. Activities that encourage the entire community to walk or bike will be developed and promoted. Activities will focus on ensuring walking and biking become routine transportation options.

Education: Members of the SRTS Task Force will continue to educate the community through presentations at PTG meetings, back to school nights, and school board meetings. To increase the education opportunities for cyclists and pedestrians, additional tools such as school newsletters, website publications, the District TV channel, and press releases will also be utilized.

Enforcement: Law enforcement will increase patrolling around schools during arrival and dismissal times to deter hazardous behaviors. This may include establishing an adult crossing guard program to help students safely cross busy streets.

Engineering: Sidewalk and crosswalk facilities will continue to be developed and evaluated throughout the community. When complete networks have been established, the Task Force and local law enforcement will develop walking and biking routes which will be mapped and promoted through a brochure provided by the District.

Evaluation: The SRTS Task Force will continue to distribute National Center for Safe Routes to School surveys to determine program impact and to identify additional concerns and obstacles within the community. The Task Force will also continue to evaluate and update this plan to ensure relevancy and to prioritize facility and programming improvements.

2

Present Conditions & Past Studies

This chapter provides a current conditions inventory of existing policies, plans, and legislative controls within the school district. 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 School District of Holmen is made up of six municipalities with a total population of over 16,000. The municipalities include: the village of Holmen and town of Holland, and parts of the towns of Farmington, Hamilton, Onalaska, and city of Onalaska. See Map A-1. All schools that service the District in 2008-09 are located within the village of Holmen (est. population 7,899).

The District boundaries include approximately 56,590 acres, or approximately 88.5 square miles and has 3,596 students enrolled in pre-kindergarten/EEN through twelfth grade. There are four elementary schools in the District, one middle school, one high school, a Family Learning Center, and a four-year-old preschool program. The fourth elementary school (Prairie View Elementary) opened for the 2009-10 school year and is not included in this plan. This plan includes analysis and recommendations for the following four schools: Viking Elementary, Sand Lake Elementary, Evergreen Elementary, and Holmen Middle School.

Bicycle and Recreational Facilities

Bicycle accommodations in Holmen are primarily limited to off-street facilities. However, many roads have paved shoulders that allow for on-street bicycle transportation. From north to south there is an off-street bike trail that goes by several names. From the northwest, the Holland Bike Trail is connected via Main Street to the Halfway Creek Bike Trail which follows Halfway Creek through the village and connects with the Great River Trail in the southwest corner of village.

Holmen is fortunate to have connections to the Great River Trail, which is managed by the Wisconsin Department of Natural Resources as part of its extensive state trail system. The 24-mile Great River Trail runs along the Mississippi River between Onalaska and Trempealeau. The trail offers year round recreation opportunities.

The Great River Trail links with the La Crosse River State Trail in Onalaska. The La Crosse River State Trail connects to the Sparta-Elroy trail, offering another 76 miles of biking trails. Holmen is situated in an ideal location for access to regional bicycle trails.

Pedestrian Facilities

Studies show that walkable communities are friendlier and safer places to live. Of particular importance is the role that sidewalks play in the lives of the community's children. Children must utilize sidewalks to get to all of their destinations, such as neighborhood homes, schools and parks. A safe facility in good condition encourages kids to stay on the sidewalk and provides a barrier from street traffic.

Sidewalks are located sporadically throughout the village of Holmen however poor connections to some school sites still exist. A major impediment to pedestrian travel is Holmen Drive (CTH HD)

which bisects the village. All schools covered in this report are located east of Holmen Drive (CTH HD), a 5-lane undivided highway (with center left turn lane) making this busy roadway an obstacle for any student residing west of Holmen Drive (CTH HD). Even though there are sidewalks on both sides of CTH HD between Empire St and CTH MH, there are only two signal controlled intersections, all others a stop controlled. There are currently no adult crossing guards in the District.

The *2004 Village of Holmen Comprehensive Plan* identified a lack of pedestrian friendliness and sidewalks that end abruptly in older neighborhoods as an issue. Suggested improvements included adding sidewalks on both sides of the street along Sunset Drive and Amy Drive and improving connections to all schools and the Holmen Area Aquatic Center.

Sidewalk Development Policy

Chapter 90 “Land Divisions” section 90-10: “Required Improvements” in the village of Holmen code of ordinances requires subdividers of land to construct a sidewalk on one side of all frontage streets and both sides of all other streets within the subdivision. Sidewalks are required to be installed within five years after the final plat is approved. The sidewalks must be constructed when the principal building on the parcel is built, but not to exceed five years after the final plat is approved.

Wider-than-standard sidewalks may be required by the Village Board in the vicinity of schools, commercial areas, and other places of public assemblage, and the Plan Commission may require the construction of sidewalks in locations other than those required by code if such walks are necessary for safe and adequate pedestrian circulation.

Snow Removal Requirements

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 planter strip or barrier pose challenges in northern climates as plowed snow easily piles up on them, particularly if there is no subsequent snow sweeping program. Snow must be removed from the sidewalks in a timely manner and is especially critical near schools. Proper maintenance of pedestrian facilities including sweeping, cleaning, and snow removal must become a top priority to allow children to access schools during winter months.

Snow and ice removal in the village of Holmen is described in section 159-18 “Snow and ice removal” in the code of ordinances. The ordinance requires removal of snow and ice within 48 hours after a snow event. Failure to remove snow or ice within the allotted period of time authorizes the Village of Holmen Public Works Department or their designee to remove snow or ice and charge the property owner.

School Zone Speed Limits—Wisconsin Law

Wisconsin law requires drivers to reduce their speed to 15 mph or the posted school zone speed and maintain this speed until the end of the school zone when children are going to and from school or are present. Technically, a school zone is enforceable any time children are present, not just during regular school hours. Too often, drivers do not observe posted limits.

Unfortunately, other rules and regulations put in place to increase pedestrian safety are also not uniformly observed. A Safe Community Coalition survey in Madison and Dane County, WI in

2005 showed that less than 2 percent of drivers were yielding the right-of-way to pedestrians at crosswalks.

Disobeying posted speed limits and ignoring crosswalk regulations can add to unsafe conditions for all transportation users. It should be noted that vehicles traveling at lower rates of speed are better able to stop and the rate of speed has a dramatic effect on the severity of injury sustained in a crash event. For example, a pedestrian hit at 20 mph has a 95 percent chance of survival. Compare this to a crash at even 30 mph and the chance of pedestrian fatality increases to 45 percent. Even small increments of speed reduction can have a dramatic effect on safety.

Transit Facilities

In some communities, public transit services are utilized to transport children to school. The School District of Holmen does not utilize this form of public transportation for journey to school. The village of Holmen has access to the Onalaska/Holmen Shared Ride Taxi service and the La Crosse County mini-bus program which serves adults, students, as well as seniors and disabled persons. However, bus service for District students is provided through the District on a contract basis.

Rail and Truck Routes

Transportation for heavy vehicles, including trains, is an important consideration when developing non-motorized transportation routes since these vehicles can pose hazards to pedestrians and bicyclists. In the next chapter, school district-defined hazard areas are described for the determination of school busing routes.

Holmen is served by the Burlington Northern/Santa Fe Railroad, which runs north and south along the shore of the Mississippi River just west of the village proper; however, no rail spurs are located within the village.

Holmen has not specified heavy traffic or truck routes within its code of ordinances. However, there is a significant amount of truck traffic on USH 53, STH 35, Holmen Drive (CTH HD), and some heavy vehicle traffic on several county highways including CTH MH, CTH OT, and CTH D.

Traffic Counts and Crash Data

National Crash Data

Nationally, 698 pedalcyclists and 4,654 pedestrians were killed in 2007, according to the National Highway Traffic Safety Administration. Additionally, 70,000 pedestrians and 43,000 pedalcyclists were injured in traffic crashes in the United States this same year. Pedalcyclists include all types of transportation that is pedaled by the user, including bicycles, tricycles, etc. They accounted for 13 percent of all nonoccupant traffic fatalities in 2007, while pedestrians made up 85 percent of all nonoccupant traffic fatalities. In terms of age, children under 16 years of age accounted for 15 percent of all pedalcyclists killed in 2007. Children under age 13 accounted for 5 percent of the pedestrian fatalities in 2007.

Wisconsin Crash Data

In Wisconsin, 1,122 pedalcyclists were injured and 10 pedalcyclists were killed in 2007. With 1.79 pedalcyclist fatalities per million population. Wisconsin's rate was slightly higher than that of Illinois (1.44) and significantly higher than that of Minnesota (0.78). Additionally, in Wisconsin, 1,351 pedestrians were injured and 52 pedestrians were killed in traffic crashes in 2007.

Local Crash Data and Traffic Counts

From 2005-2007 there were no recorded crashes involving youth bicyclists or pedestrians near District schools. However, this report does not reflect the numerous close calls that have occurred and it is possible the absence of crash events may simply be a result of the low number of children walking and bicycling to school during this period.

Traffic counts near school locations show a variety of average annual daily traffic numbers (AADT). The highest AADT was recorded near Viking Elementary at Holmen Drive (CTH HD) and the Halfway Creek Bridge where 13,100 trips were recorded in 2005. The lowest traffic count was also recorded for Viking Elementary near 2nd Ave E. and Roberts St. where 1,000 trips were recorded in 2005. See Table 2-1 below for a complete listing.

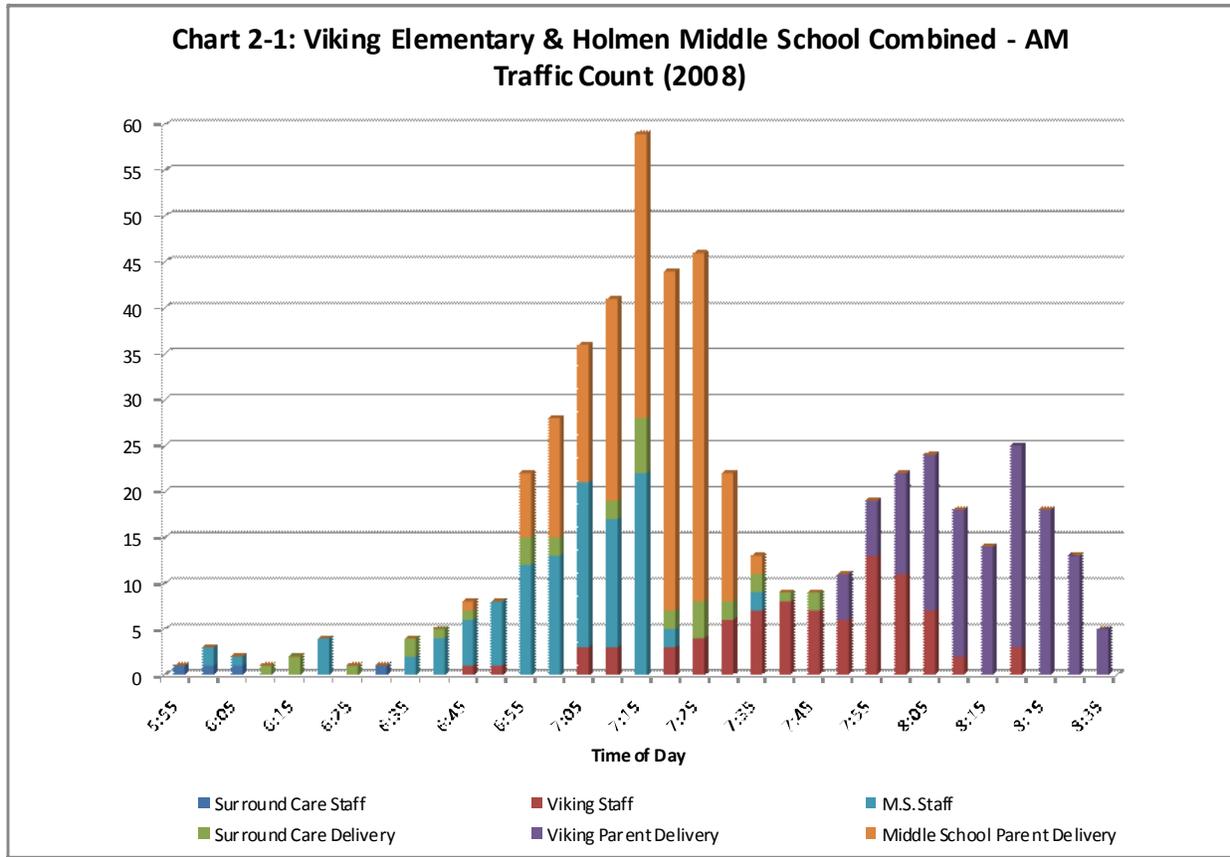
Table 2-1 Traffic Counts near School District of Holmen Schools (*2000, **2005, *2008)**

Location	School	AADT
2 nd Ave E. and Roberts St.	Viking Elementary	1,000**
Holmen Drive @ Halfway Creek Bridge	Holmen Middle School	13,100**
Holmen Drive @ Sunset Drive	Holmen Middle School	7,500*
Long Coulee Rd.	Evergreen Elementary	2,600*
State Street E. of 3 rd Ave.	Viking Elementary	4,600*
Sand Lake Rd. north of CTH OT	Sand Lake Elementary	6,800*
Sunset Drive @ Park Ln.	Holmen Middle School	3,100***

School Site Counts

Special morning traffic counts were performed at two of the subject schools in 2008. These include Viking Elementary School and Holmen Middle School. The purpose of the counts was to evaluate peak traffic flows at an elementary school and a middle school for blending options at the new Prairie View school site.

Counts were performed at primary entry points and parking lots between 1/28 – 2/1/08. Both staff and parent vehicles were included in the counts. The results show that the staggered school start times provide a window that prevents overlap of peak traffic flow and could potentially reduce congestion at the school site if staggered start times are maintained. See Chart 2-1.



Policies, Programs & Plans

There are a number of school policies and plans that have an affect on the physical condition and behaviors of children within the District. A sampling of policies and plans related to Safe Routes to School programming is provided below.

Policies

Transportation

The District’s “Student Transportation Services” policy (#751) establishes policies for students in need of transportation to and from school. Due to hazardous transportation areas, bus transportation is provided to students living outside 0.2 miles of an elementary school and 0.5 miles of the middle school. There are a series of policies related to bus stop locations, pick-up and drop-off times, and route assignment. Major roadways present barriers to walking and biking, but the District would consider modifying the transportation policy if sidewalks and additional facilities were installed to enhance the safety of children who choose to walk or bike to school.

Hazardous Transportation Areas

Unique characteristics to each community generate unusual transportation areas and, as a result, state laws do not dictate specific conditions to define these areas. The Wisconsin Department of Instruction suggests the following criteria for determining a hazard situation.

- Age of pupils
- Lack of sidewalks
- Lack of crossing guards
- Lack of local law enforcement
- Railroad crossings
- Width of shoulder of road/highway
- Traffic counts
- Temporary hazards such as construction projects or street repairs
- Other conditions identified by local units of government

Wellness

Schools can play an important role in establishing student health and nutrition habits. Positive impacts to students may include provision of nutritious meals and snacks through the schools' meal programs, supporting the development of good eating habits, and promoting increased physical activity. Parents and the public at large also play a significant role so a communitywide education effort is encouraged to promote, support, and model healthy behaviors and habits.

In 2006, the School District of Holmen implemented a wellness policy (#341.33) to promote wellness, good nutrition, and regular physical activity as a part of the total learning environment. The District identified the following four components as essential to the implementation of positive nutrition and wellness practices.

1. Wellness & Nutrition Education: Provide a learning environment for developing and practicing lifelong wellness choices and behaviors.
2. Nutrition Standards: Support and promote proper dietary habits contributing to students' health status and academic performance. Holmen's Student Universal Nutrition Program's (SUN) philosophy is: *A healthy, well-nourished child is better prepared to learn.*
3. Physical Activity: Encourage students to engage in physical activity that promotes life-long activities.
4. Other School-based Activities: The District is committed to improving academic performance for all students by providing school environments that promote and protect children's health, well-being, and ability to learn. This would be accomplished by integrating nutrition and physical activity education in the classroom.

Health Education

The School District of Holmen includes nutrition and health education in kindergarten through high school. Instructional staff integrates nutritional and health-related themes into daily lessons when appropriate. The benefits of living a healthy lifestyle should be emphasized. These themes may include, but are not limited to:

- Knowledge of food pyramid, serving sizes, nutrients, and calories
- Healthy choices for meals, snacks, and diets
- Diet and disease
- Learning to make positive decisions that address the affective domain (self-esteem, stress, feelings)
- Sources and variety of foods including junk food

- Commercialism, consumer choices, and food label information

School Facility Planning

The “School Facility Planning” policy (#920) identifies requirements for placement and construction of facilities. These include locating elementary schools within a reasonable walking distance of neighborhoods and avoiding major arterial streets or highways where practicable. Specific guidelines are listed below.

Size and Location of Schools and School Sites - School sites should be located as near as is practical to the center of the attendance area the schools are expected to serve. It is also desirable for school sites to be located in such a way as to facilitate joint use of the sites and adjacent parks and playgrounds by both the schools and parks. The minimum desirable size for an elementary school site is ten acres plus one additional acre for each 100 students to be enrolled and for a middle or high school site, 20 acres plus one acre for each 100 students to be enrolled.

Elementary Schools

1. An elementary school should be large enough to accommodate all of the students who live within a reasonable walking distance for primary children. Under ordinary circumstances, this distance will not exceed one mile. An elementary school should also be large enough to accommodate a complete program of auxiliary as well as basic services provided to all students. In addition to the regular classroom teachers, full-time principals, librarians, and specialized services including, but not limited to, those generally provided in reading, art, music, guidance, health, food service, and physical education should be affordable.
2. Elementary school sites should not be located to major arterial streets or highways. Insofar as possible, sites should be located in neighborhoods or potential neighborhoods which are not divided by major arterial streets or highways.

Secondary Schools

1. No optimum sizes have been determined for secondary schools. Adequacy of site as well as accessibility to students and patrons are determinants which will be given consideration. However, schools should be large enough to permit the effective and economical provision of a complete program of required and elective subjects, co-curricular activities, and specialized services.
2. If possible, middle and high school sites should not be located adjacent to major arterial streets or highways. However, such sites should be located to permit ready access by automobile from major arterial highways.

Programs

Walk To School Challenge

The Coulee Region Childhood Obesity Coalition hosts a Walk to School Challenge each year to encourage children to walk and bicycle to school. The Coalition provides resources, volunteers, and support in the planning efforts for this event. A local bike shop donates prizes, provides bike maintenance, and hosts bicycling events during this challenge.

The Coalition also holds “Turn Off the TV Week” challenges to engage families in physical activity. Starting in 2009, SRTS along with Gundersen Lutheran Safe Kids, and the Coulee Region Childhood Obesity Coalition will offer activities throughout the month of October. Included are Walk to School Week Challenges, and month long promotions.

Plans

Village of Holmen Comprehensive Plan (1997, update 2004)

The village of Holmen experienced a 92 percent growth rate between 1990 and 2000, the highest in La Crosse County. Based on this growth and concerns that unplanned or uncoordinated growth could gradually erode the region's quality of life, the village prepared a comprehensive plan in 2004. The plan includes multiple recommendations related to walking and bicycling. These recommendations include:

1. Continue to require sidewalks on both sides of residential streets.
2. Secure easements for walking and biking trails to link new housing and park developments.
3. Consider developing safe commuter bike routes and lanes which connect residential areas to businesses, schools, and commercial areas.
4. Reduce single-occupancy vehicle usage by encouraging ride-sharing and increased bicycle/pedestrian trips.

Village of Holmen Outdoor Recreation Plan 2004-2010 (2004)

This plan was developed to present a comprehensive strategy for the village of Holmen that would serve as a guide to its citizens and officials in the development of facilities to accommodate existing and future park and recreational needs. Existing park acreage in Holmen includes neighborhood parks and playgrounds, community parks, and village-wide parks totaling 73.64 acres. The village also operates the Holmen Aquatic Center adjacent to Deer Wood Park. As new development occurs in the village, developers are required to dedicate parkland within the development or contribute a fee in lieu of parks, which goes to the general village park fund, to purchase parkland through the community as needed.

La Crosse County Comprehensive Plan (2008)

The La Crosse County Comprehensive Plan provides a regional framework for growth and development. It seeks to enhance intergovernmental cooperation while enhancing public spaces, preserving natural and agricultural resources, and ensuring compatibility of land uses. The plan contains recommendations for enhancement of the pedestrian and bicycle network throughout the county.

2030 La Crosse and La Crescent Metropolitan Area Transportation Plan (2005)

The La Crosse area has an extensive system of both on-road bicycle and off-road multipurpose facilities. On-road bicycle routes include both intracity and intercity routes, with intercity (between cities) routes achieving state and national significance. On-road intracity (within a city) routes tend to align with minor arterial streets in order to take advantage of signalization and connectivity. Greater directness could be achieved by following major arterials; however, those alignments are more heavily trafficked and pose a greater danger to bicyclists.

Pedestrian travel is accommodated through a system of walkways that include highway shoulders, paths or trails, and sidewalks. Highway shoulders are often paved, but may also be composed of gravel or aggregate. Because shoulders are shared by pedestrians, bicyclists, and motorists, pedestrians must take extra care and should walk on the side of the road that faces traffic. (Bicyclists, on the other hand, travel *with* traffic.) Paths include walkways through parking lots and

multipurpose paths for shared-use with bicyclists, in-line skaters, and others. Multipurpose paths, which have been addressed under “Bicycle & Multipurpose Facilities,” often provide less direct connections and generally serve more recreational purposes than do sidewalks.

- The cities and villages (incorporated areas) have relatively complete systems within and near their cores (central business districts); however they are often in disrepair.
- The cities and villages have gaps in the sidewalk system or lack sidewalks entirely in their fringe areas. This is due mainly to the incorporated areas annexing unincorporated areas that were not under development requirements to provide sidewalks.

Wisconsin State Trails Network Plan (2001)

The Wisconsin State Trails Network Plan, completed in 2001 and approved by the Natural Resources Board, provides a long-term, big-picture vision for establishing a comprehensive trail network for the state. Holmen is located within the West Central Region. Plans for this region focus on the Great River State Trail, located immediately west and south of Holmen.

The link with the South Central Region would occur at De Soto on the Vernon/ Crawford county line. The proposed trail would run north using rail line, highway right-of-way, and the existing 22-mile-long Great River Trail between Onalaska and Trempealeau. State Highway 35 from Grant County to Prescott is identified in the *Wisconsin Bicycle Transportation Plan 2020* as a priority bicycle corridor. Wider paved shoulders are being added as highway reconstruction occurs. Currently, DOT and DNR are cooperating on a 3.9-mile-long separated extension from Marshland (current terminus of the Great River Trail) along State Highway 35 to Winona, MN. Perrot, Merrick, Kinnickinnic, and Willow River state parks are in or near the corridor.

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

The *Wisconsin Bicycle Transportation Plan 2020* states that “the most frequent, comfortable, and practical trips for bicyclists—those under five miles—produce the greatest environmental benefits since [auto] trips under five miles in length are the least fuel efficient and produce the highest emissions per mile.” Multipurpose trails and the availability of sidewalks offer people alternative transportation routes that can reduce automobile use and provide alternatives to solo driving.

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 barriers to pedestrian traffic flow from State Trunk Highway expansions and improvements, it provides guidance to local communities on how to encourage pedestrian travel through the creation of pedestrian plans, increasing enforcement of pedestrian laws, adopting and implementing sidewalk ordinances, and addressing pedestrian issues through public participation.

3 Identifying Safety Issues & Attitudes

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

Surveys

Communities tailor a combination of engineering, education, encouragement and enforcement strategies to address the specific needs of their schools. Evaluation is also an important component of any SRTS program. Evaluation is used to determine if program actions are having an effect and to assure that resources are directed toward efforts that show the greatest likelihood of success. Timely evaluation also allows for:

- **Making sure that the underlying problem is identified so that proper strategies to address the problem are chosen.** Sometimes a SRTS program begins without a good understanding of the underlying issues resulting in a less successful program.
- **Setting reasonable expectations about what the program can do.** By knowing the starting point, SRTS programs can set specific and reasonable objectives.
- **Identifying changes that will improve the program.** Part of evaluation is monitoring what happens throughout the life of a project so that mid-course corrections can be made, if needed, to improve chances of success.
- **Determining if the program is having the desired results.** This is a primary purpose of any evaluation and can be used to inform funding sources, the media, and the public to help build support for SRTS.

There are benefits that extend beyond an individual program. Data collected and shared by local programs can influence future funding at the local, state and national level. Today's SRTS exists in part because of the evaluations of earlier programs.

Copies of the student, teacher and parent survey instruments used for this analysis can be found in Appendix B. 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.

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

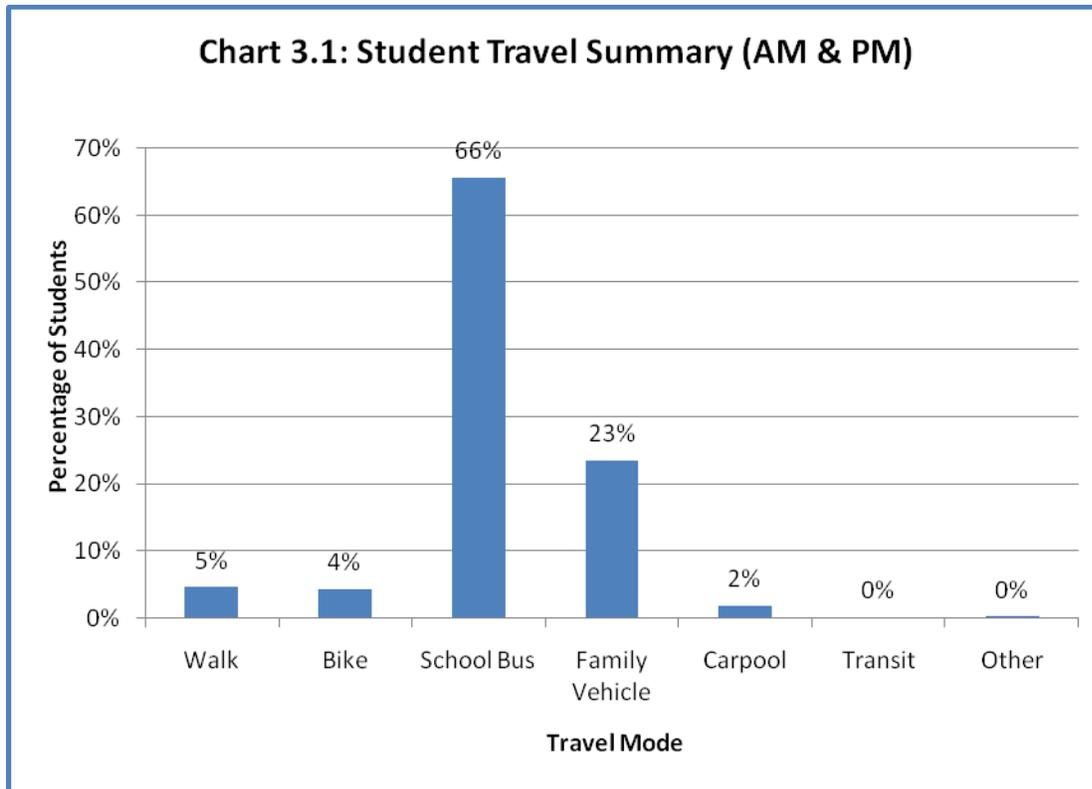
Student Tally

The Student In-Class Travel Tally was developed to help measure how students get to school and whether the SRTS Program affects trips to and from school in the future. Teachers use the tally sheet to record the travel mode children utilize to arrive and depart from school on select days during one week. The data collected in Holmen were entered using the SRTS DataTools – Online Data Entry and Analysis System provided through the National Center for Safe Routes to School. The Center uses these data to help track the success of SRTS programs across the country.

District-wide, Student Tally data were recorded for 79% of classrooms (102/129) within all four schools (Evergreen, Sand Lake, Viking, and Holmen MS). This accounts for approximately 1,885 students. Data were collected during one week in fall 2008.

As shown in Chart 3.1, about two-thirds of the students (66%) traveled to and from school via school bus. The next highest categories were “family vehicle” with 23%, “walk” with 5% and “bike” with 4%. These data show utilization of a range of transportation across the district, but transportation by school bus or family vehicle were the predominant modes.

Using these data one may infer that about 170 children were walking or biking to school each day. One of the primary goals of the SRTS program is to create mode shift to walking and biking by reducing transportation by bus or automobile. In Holmen, that means capturing a percentage of the approximately 90% of students who arrived and departed school grounds via school bus or family vehicle.



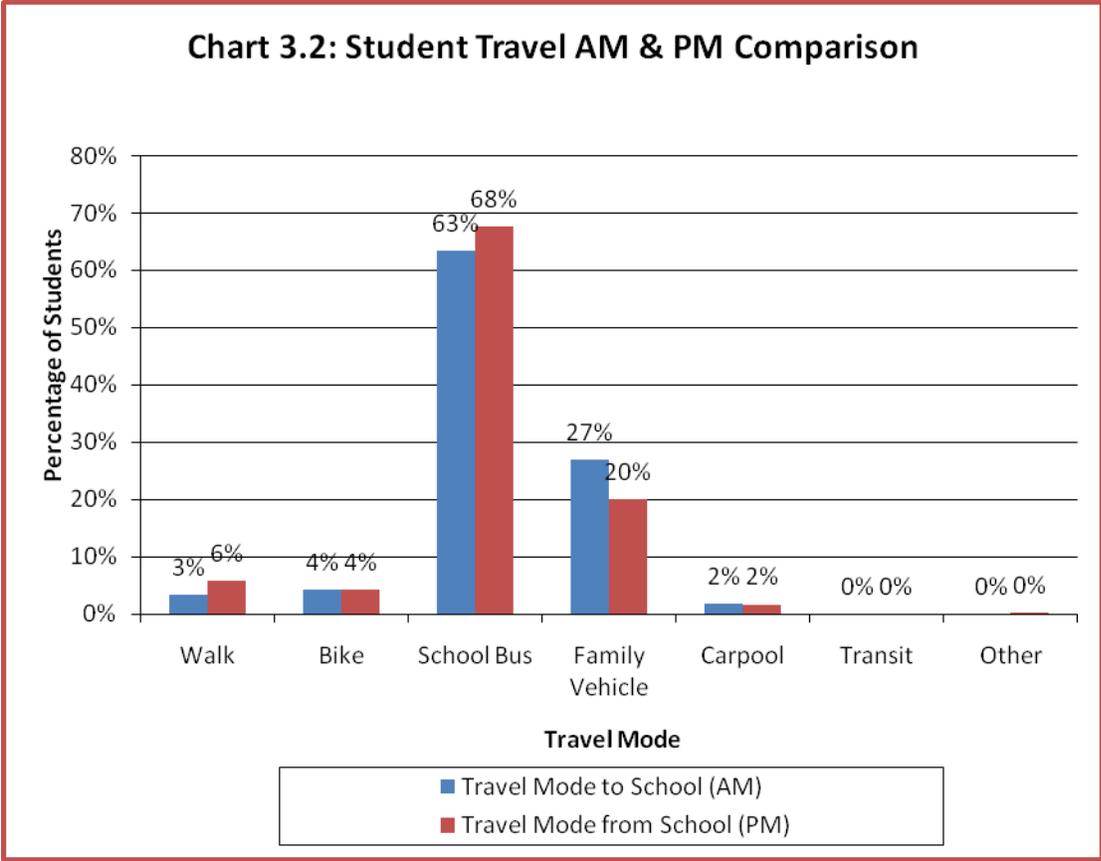
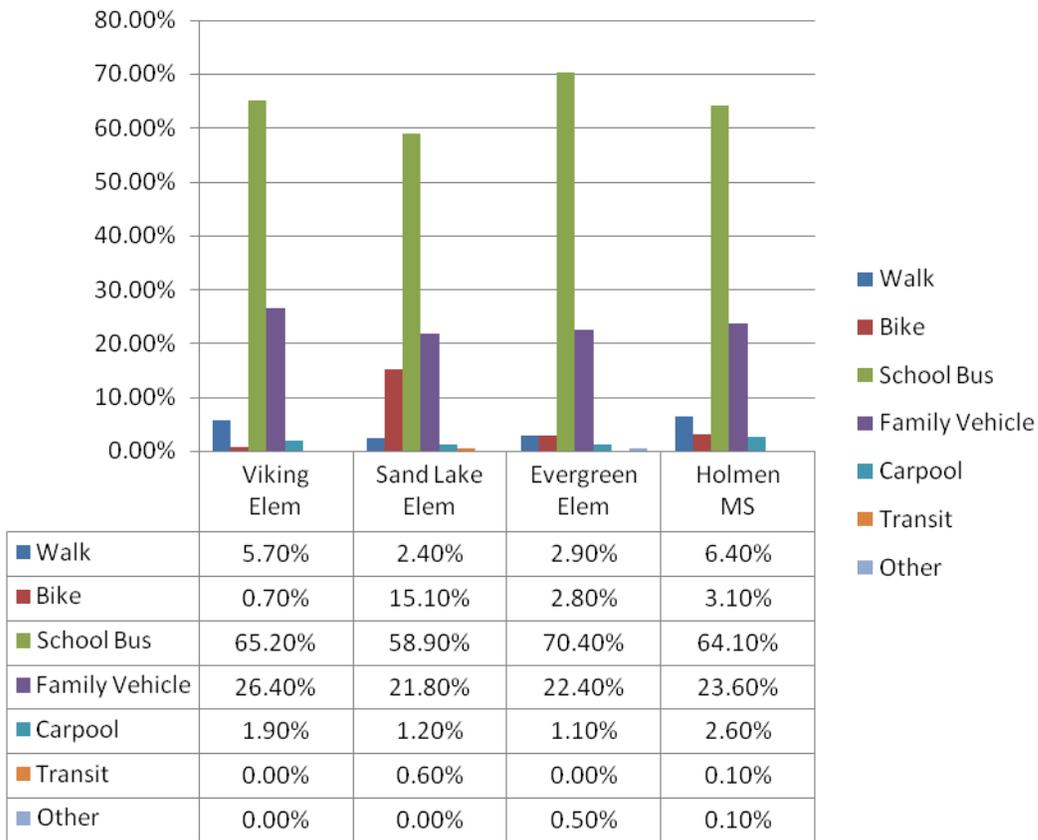


Chart 3.2 indicates that many students who arrived by family vehicle departed by another mode. Family vehicle trips fell from 27% in the morning to 20% in the afternoon. There was a related increase in other mode shares with increases observed in “school bus” and “walk” for trips from school (PM). It’s worth noting that walking showed an increase from morning to afternoon with an increase from 3% to 6% of trips. This equates to about 113 students walking home after school throughout the Holmen community. Further, the jump in walking from morning to afternoon demonstrates that more children are capable of walking from home to school but use other modes.

The following chart breaks out mode choices by school name to show the primary methods of transportation to and from each school in the fall of 2008. Chart 3.3 indicates the primary transportation mode utilized at each school is “school bus”, and by a wide margin. All schools showed around or over 60% of trips to and from school by school bus. Similarly, “family vehicle” was the second most common transportation mode for each school. Family vehicle trips accounted for over 20% of trips at each school site.

For Safe Routes to School, we are particularly interested in seeing how frequently students walk and bike to school. Viking Elementary (5.7%) and Holmen Middle School (6.4%) showed the highest percentages for walking to school during the survey term. Sand Lake Elementary showed the highest percentage of students biking to and from school with around 15 percent.

Chart 3.3: School District of Holmen Transportation Mode Comparison



Parent Surveys

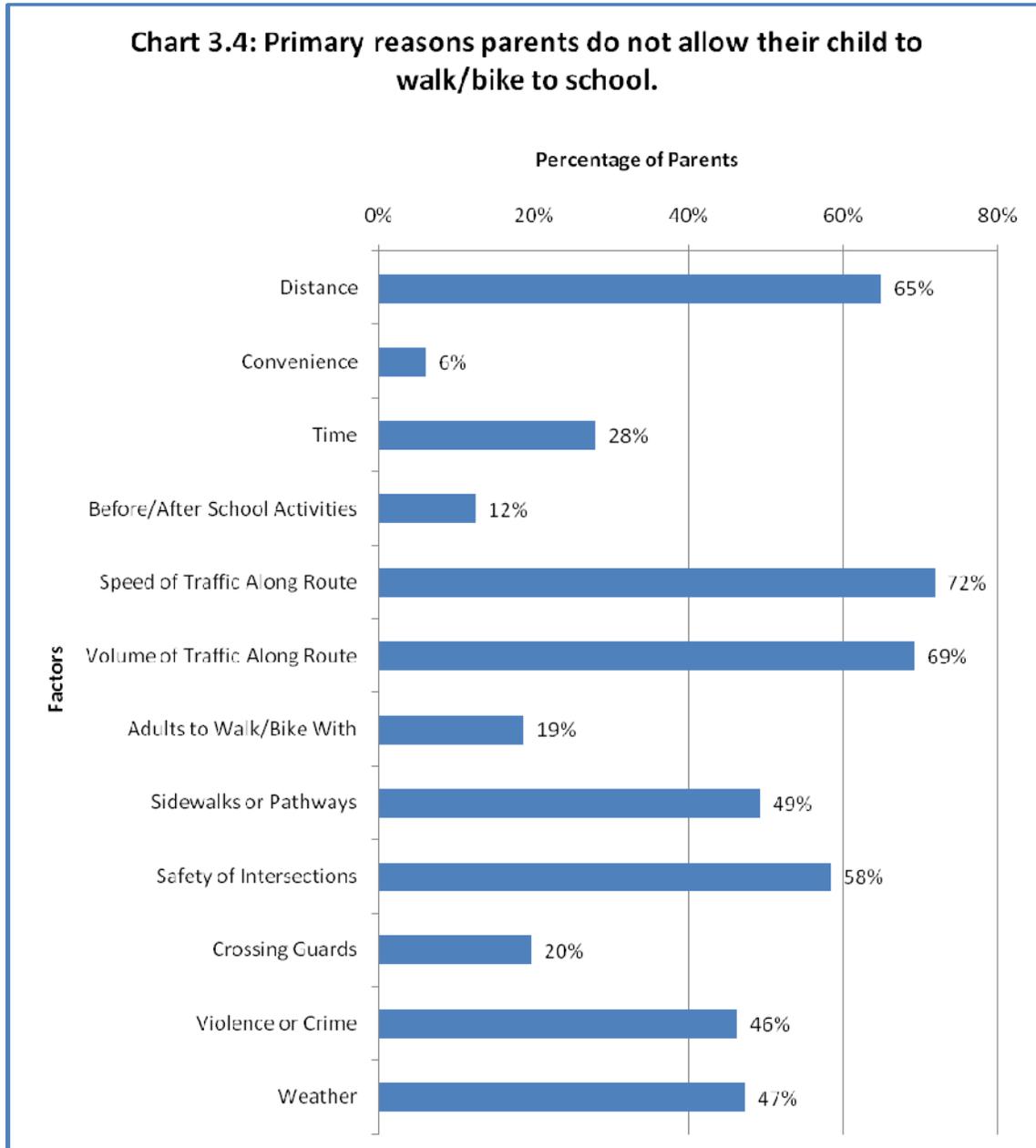
The Parent Survey asks for information about what factors affect whether parents allow their children to walk or bike to school. It also records opinions concerning the presence of key safety-related conditions along existing routes to school, and collects related background information. The survey results are used to help determine how to improve opportunities for children to walk or bike to school and to measure changes in attitude among parents as the local SRTS program grows.

Parent Surveys were primarily administered during parent teacher conferences in fall 2008. There were approximately 2,114 surveys distributed among the four schools (Evergreen, Sand Lake, Viking, and Holmen Middle School) with 807 returned (38%).

The following section provides information from parents about their perceptions and attitudes on their child walking and bicycling to school. The data used in this report were collected using the Survey about Walking and Biking to School for Parents survey instrument from the National Center for Safe Routes to School.

District-wide, the highest recorded issues affecting parent’s decisions to allow, or not allow, their child to walk or bike to/from school included the following. See Chart 3.4.

- Speed of Traffic along route (72%)
- Volume of traffic along route (69%)
- Distance (65%)
- Safety of intersection and crossings (58%)
- Sidewalks or pathways (49%)

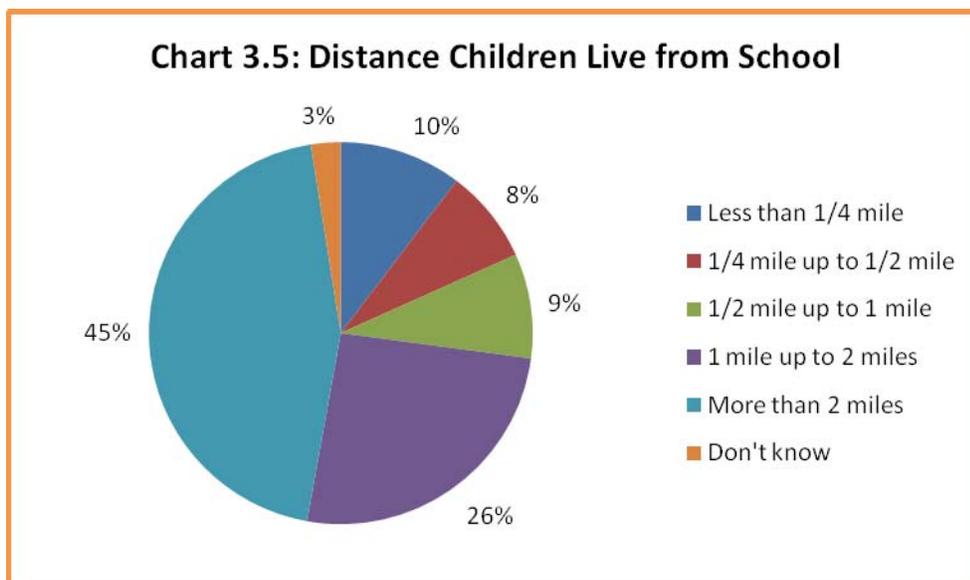


When asked if parents would allow their child to walk to bike to school if any of these conditions were changed or improved the majority replied “yes”. Factors that would be unaffected by “change” or “improvement” were:

- Convenience of Driving (60%)
- School Activities (55%)
- Violence or Crime (51%)
- Time (47%)
- Weather (46%)
- Distance (41%)

This shows some parents who drive do so because they feel it is the most convenient option, regardless of conditions.

Respondents who lived more than 2 miles from school accounted for the highest percentage of responses (45%). See Chart 3.5. About 27% of respondents lived within 1-mile of the school their child attends. Generally speaking, this is the population an SRTS program is most interested in capturing for regular trips to school. In terms of encouragement overall, 63% of respondents felt their child’s school neither encouraged nor discouraged walking or biking to school. This high percentage of parents who don’t feel encouraged to use non-motorized transportation options demonstrates that encouragement or incentive programming may have an impact.



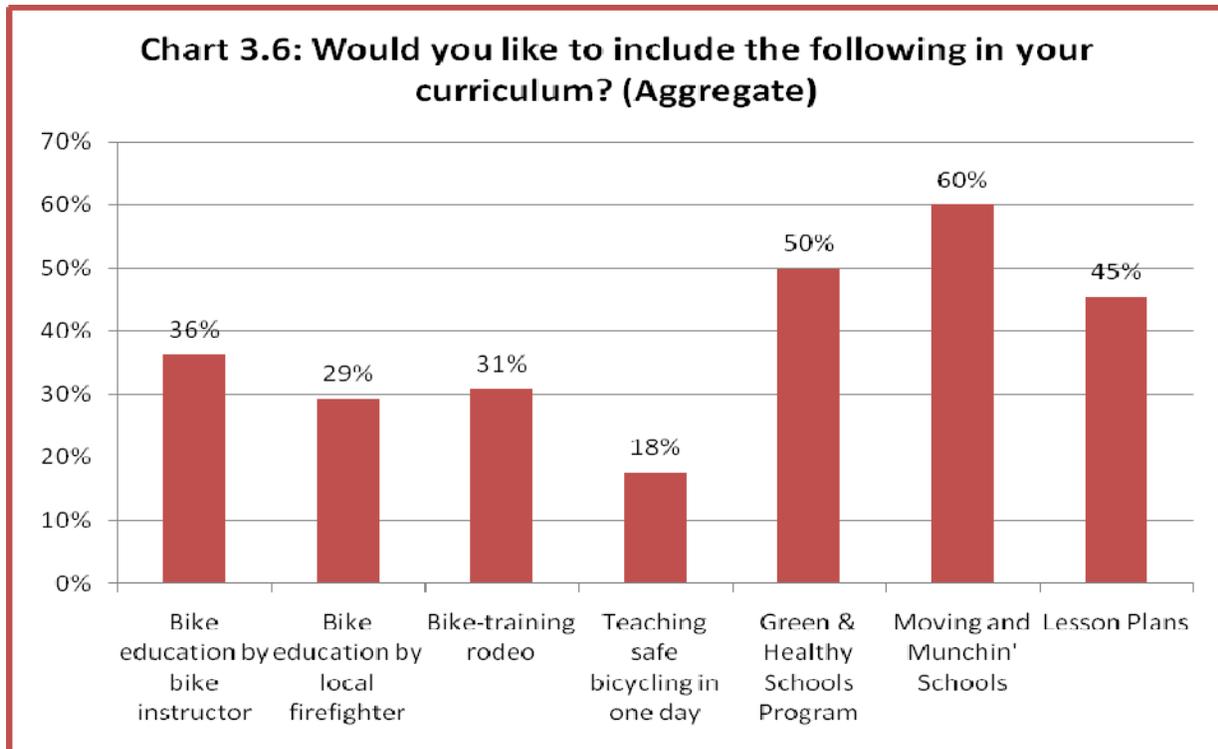
Teacher Surveys

The Teacher Survey was developed to measure the extent to which walking and bicycling skills are or are not included in classroom curricula, and to determine teacher attitudes and observations about walking and biking. Teacher Surveys were administered to all Kindergarten through eighth grade teachers through a variety of means. Some schools administered the survey at a staff meeting while others distributed the surveys via email, or placed copies in teacher’s mailboxes.

General Findings

The 130 total Teacher Surveys recorded a number of observations about existing behaviors in school zones. These include inappropriate walking and bicycling behaviors like crossing at unmarked locations, walking or biking on the incorrect side of the road, and not wearing visible clothing when it's dark or protective gear such as helmets. Observed driver behaviors include inattentive driving, speeding, and not yielding to pedestrians in crosswalks.

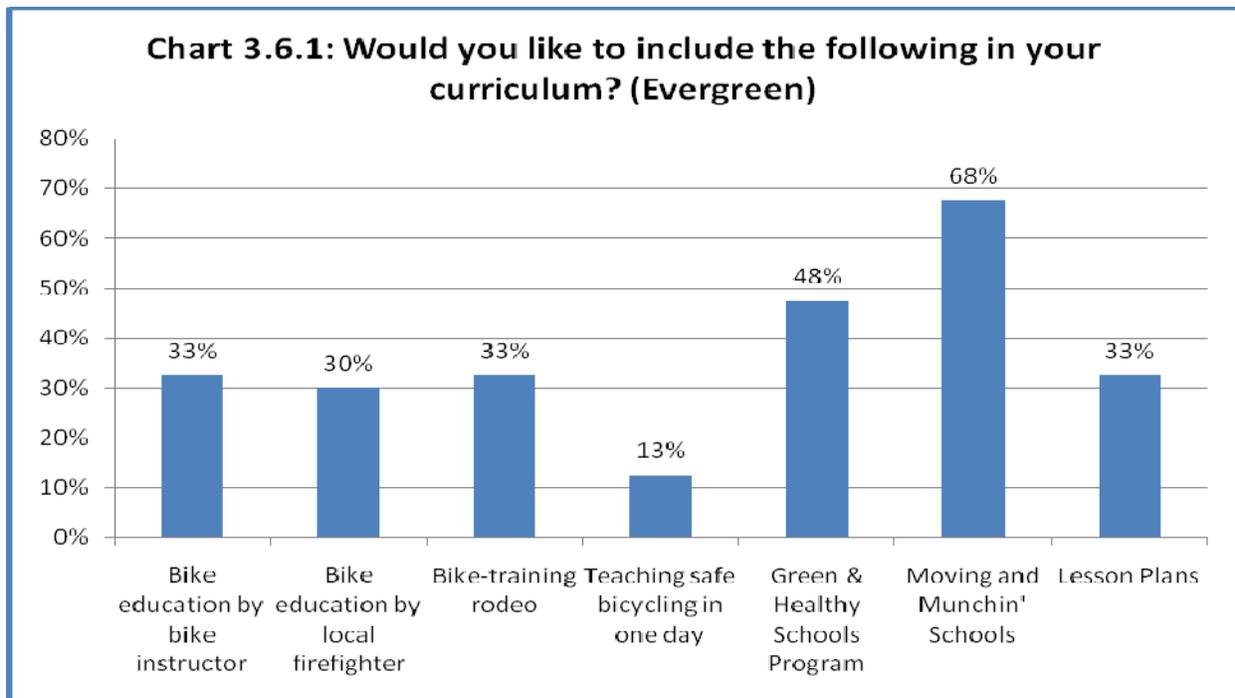
Throughout the District, there is a desire to increase programming for Wisconsin DPI's "Moving and Munchin' Schools" program (60%). The "Green & Healthy Schools" program also garnered interest by at least 50% of survey respondents. See Chart 3.6.



General results for each participating school are provided below.

Evergreen Elementary

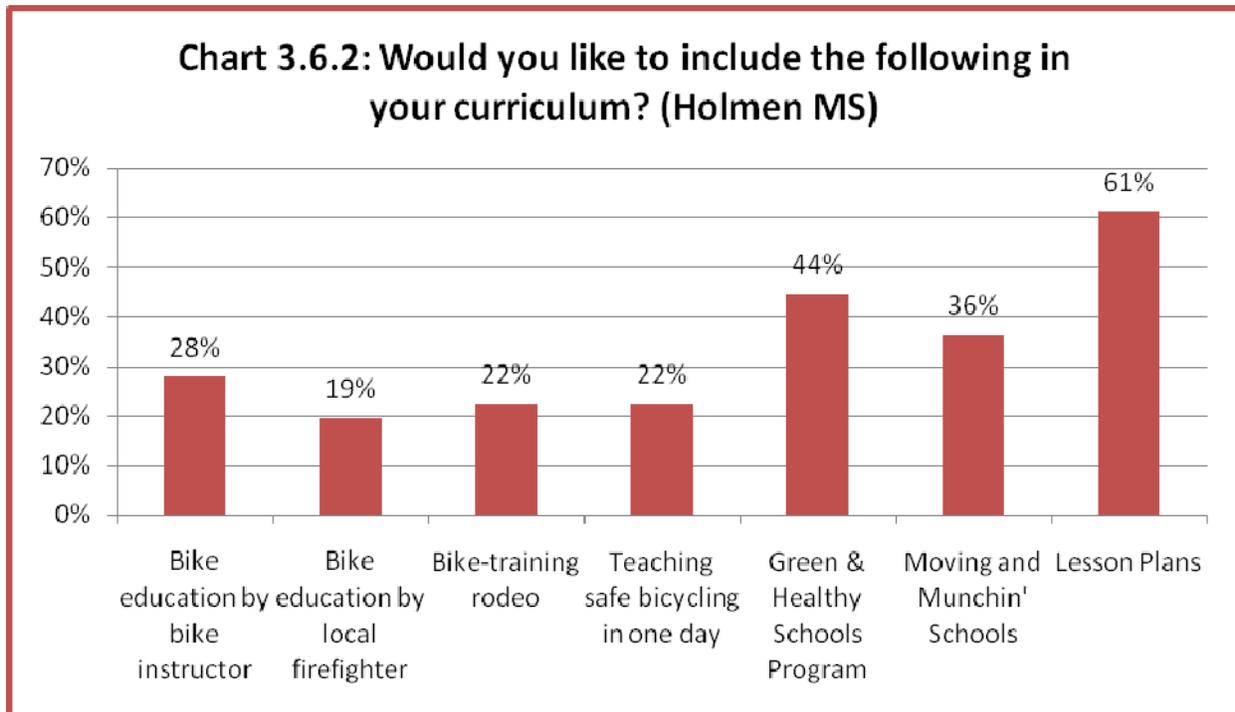
There were 40 returned surveys for Evergreen Elementary. Chart 3.6.1 shows percentages of response to the question, “Would you like to include the following in your curriculum”? These data show many teachers (68%) would be interested in incorporating the “Moving and Munchin’ Schools” program (Wisconsin DPI). A prior question on the survey asked how many teachers already incorporated walking or biking education in their curricula with the highest response (53%) recorded for “how walking and biking can promote good physical and environmental health”.



In the open-ended portion of the survey, many teachers responded that inappropriate walking and biking behavior was a problem on and off school grounds. Teachers report the lack of sidewalks is a problem and there is a perception that helmets are “uncool”. They also mention that appropriate hand signals are taught but they need to be reinforced and the behavior of parents walking in between cars and buses sends the wrong message. Other comments include drivers traveling too fast in the school zone and being inattentive; observation of walking or biking on the incorrect side of the street; feeling that more children could walk home using adult crossing guard at Long Coulee Road (paid for by Evergreen Elementary and present in the afternoon only); and, the need to grow a critical mass of walkers and bikers to change safety attitudes.

Holmen Middle School

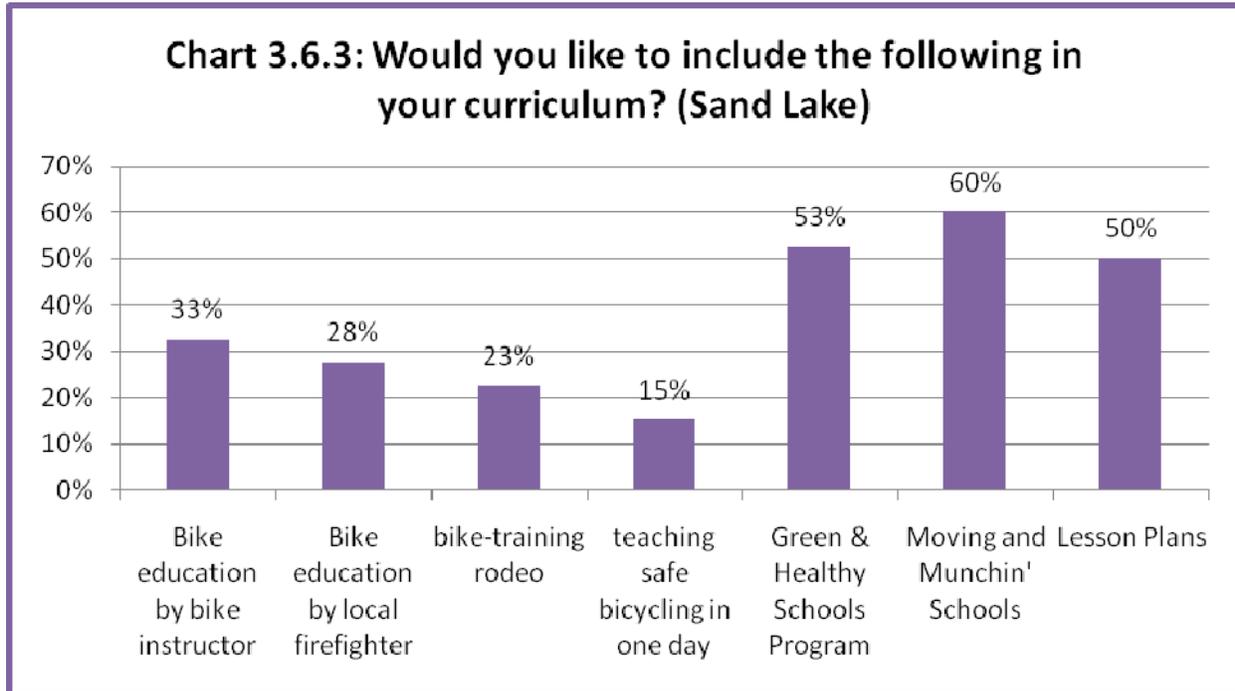
There were 36 returned surveys for Holmen Middle School. Chart 3.6.2 shows percentages of response to the question, “Would you like to include the following in your curriculum”? These data show many teachers (61%) would be interested in incorporating the benefits of walking or bicycling into their existing “Lesson Plans” A prior question on the survey asked how many teachers already incorporated walking or biking education in their curricula with the highest response (28%) recorded for “how walking and biking can promote good physical and environmental health”.



In the open-ended portion of the survey, many teachers responded that crossing Holmen Drive (CTH HD) was an issue. Other comments included students and drivers need to be educated about crosswalk regulations; kids on bikes dart through and between automobiles; lack of sidewalks in area; walking or biking on the incorrect side of the road and crossing in unsafe locations; crossing STH 35 is big problem and motorists don't slow down on this roadway; reckless bicycle riding; low usage of safety equipment including helmets; few bicyclists use hand signals; students do not stop at stop signs; radius for bus service is too small and discourages walking or biking; some parents drop-off children in unsafe areas.

Sand Lake Elementary

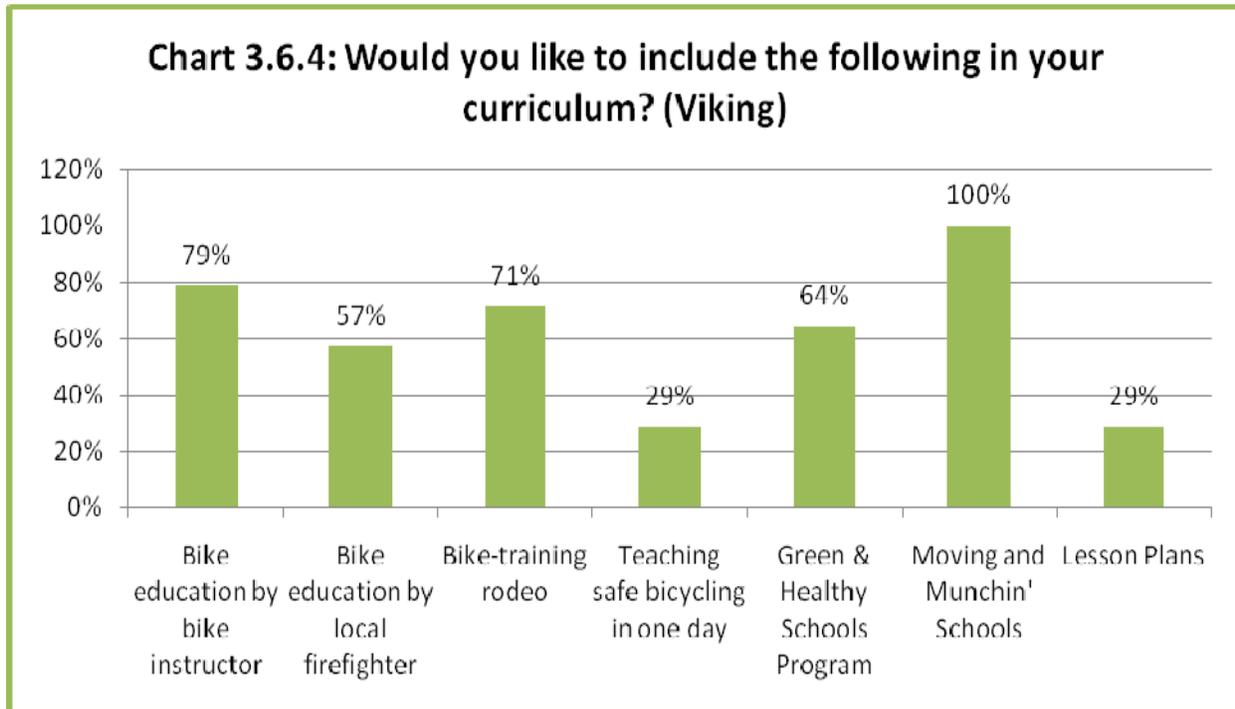
There were 40 returned surveys for Sand Lake Elementary. Chart 3.6.3 shows percentages of response to the question, “Would you like to include the following in your curriculum”? These data show many teachers (60%) would be interested in incorporating the “Moving and Munchin’ Schools” program (Wisconsin DPI). A prior question on the survey asked how many teachers already incorporated walking or biking education in their curricula with the highest response (65%) recorded for “preventing advances from strangers”.



In the open-ended portion of the survey, many teachers responded the lack of sidewalks near the school and rate of speed on Sand Lake Road (CTH SN) is a primary impediment to safe walking and bicycling. Other comments included pick-up and drop-off time is chaotic with parent vehicles - it's crowded and some parents won't move ahead in queue; motorists travel at high rates of speed (Sand Lake Rd); there aren't very many route options for children to walk; some children walk or bike on the incorrect side of the street; not wearing safety equipment such as helmets or bright clothing in dark conditions.

Viking Elementary

There were 14 returned surveys for Viking Elementary. Chart 3.6.4 shows percentages of response to the question, “Would you like to include the following in your curriculum”? These data show all teachers (100%) would be interested in incorporating the “Moving and Munchin’ Schools” program (Wisconsin DPI). A prior question on the survey asked how many teachers already incorporated walking or biking education in their curricula with the highest response (93%) recorded for “discussing safe places to cross the street”.



In the open-ended portion of the survey, many teachers responded traffic in the parking lot presents a dangerous condition and many vehicles on adjoining roadways are traveling too fast. Other comments included idling in the parking zone; some children attending the school are too young to walk or bike; students need to learn to cross the street appropriately, suggest they cross with a group of friends; inattentive driving in school zone and parking lots; high vehicle speeds; lack of complete sidewalk network.

School Environment

Walking and Biking Audits

A walking and biking audit was conducted at each elementary school and the middle school located in the School District of Holmen. The audits were performed for areas within a ½ mile radius of each school. The audits were conducted by teacher, parent, and other community volunteers. The entire activity was facilitated by Ann Freiwald (audit consultant) on October 14-16, 2008.

Audit protocol included a presentation by the audit consultant to briefly provide an overview of SRTS and provide examples of physical conditions and facilities that enable or impede safe travel to school. These conditions include looking for hazards such as broken pavement on

sidewalks, inadequate or missing crosswalks, the adequacy of pedestrian signal intervals, and any other conditions observed that may have merit on safety or the perception of safety for non-motorized travel.

The presentation was followed by a group walk with the audit volunteers and concluded with a debriefing where observations were discussed. The information gathered during the group walk and assessment of the school site was used to produce an audit map with conditions and issues relevant to SRTS programs within a ½-mile radius of each school. Generation of the map was supplemented by narrative descriptions of the general safety for biking and walking to school as expressed by the meeting attendees and any recommendations for improvements to the neighborhood or campus that were discussed.

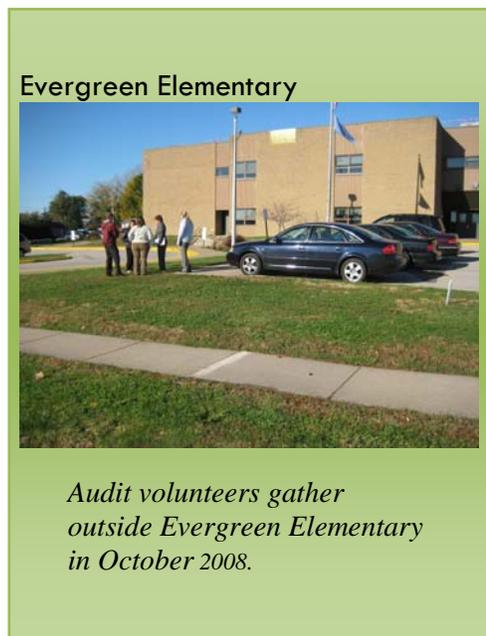
One of the primary functions of the audit data was to identify cases where existing facilities were insufficient for use by children with varying abilities. The audit exercise is a primary means of identifying gaps in the transportation network that may impede safe travel (e.g. no curb ramps at a crosswalk). The exercise also serves an important community engagement function as it gets volunteers out walking through school neighborhoods so they can get a firsthand account of local conditions and issues and can take ownership of route and facilities options.

Audit maps for each school can be found in Appendix C. The following list includes a summary of primary issues identified at each school.

Evergreen Elementary

The audit was conducted on October 16, 2008. The Audit Team included school district staff, La Crosse County Health Department staff, the school principal and a parent volunteer. Results are shown on Map C-1. Primary observations included:

- Children approaching the school on foot or bike do not have a clear way to get to the proper door without crossing auto/bus traffic.
- There are no sidewalks on either side of McHugh Street west of Long Coulee Road (CTH V), due to topography adding sidewalks along this street would be difficult. Morris Street also lacks sidewalks though it's the logical street students would take if approaching the school from the south or west.
- There is a "cut through" trail between homes connecting Long Coulee Road (CTH V) to Kay Street. The Kay Street neighborhood has no sidewalks but the traffic volumes and speeds seem low enough to allow walking on the street.
- McHugh Street has a new sidewalk east of Long Coulee Road through a newly developed neighborhood. The remainder of this new development also appears to have sidewalks on both sides of each new street.
- Juniper Street from the new subdivision to Long Coulee Road (CTH V) does not have sidewalks in place. If one were to be installed, the north side is the preferred option due to existing utilities and driveways on the south side.



- There are no crosswalks at the intersection of Juniper Lane and Long Coulee Road (CTH V). This seems to be the logical place for students who are approaching the school from homes located north of McHugh Street to cross the street. However, there is a bus departure driveway that the students would need to cross to get to the school's front door.
- The school has a critical sidewalk gap at the front of the school between the school sidewalk and the public sidewalk on Long Coulee Road (CTH V). Without this sidewalk segment there is no handicap accessible route from the street to the school door without going through the parking lot.
- The Audit Team mentioned that speeding along Long Coulee Road (CTH V) is an issue they would like to see addressed. As the school is located at the transition between high speed rural areas and lower speed urban neighborhoods, motorists tend to maintain the higher rural speed.

Holmen Middle School

The audit was conducted on October 14, 2008. The Audit Team included school district staff, La Crosse County Health Department staff, the school principal and school staff. Results are shown on Map C-2.

Primary observations included:

- Main Street (CTH DH) has a two way bike lane on the west side of the street. This counter-flow lane is not separated from the travel lane and is not a safe facility.
- Pedestrian signal timing at Holmen Drive (CTH HD) and Main Street (CTH DH) seems very short.
- The Team noticed a well-used desire line from the north end of the running track to Holmen Drive (CTH HD), and across the grass terrace area between the sidewalk on the west side of Holmen Drive (CTH HD) to the sidewalk along Amy Drive.
- The Team discussed crossing options for students traveling from west of the school site along Amy Drive, Western Ave and Commerce Street. They discussed which intersection would be best to improve to serve the most students. After much discussion, it was decided that the Sunset Drive intersection should have first priority and the Amy Drive intersection should have second. Note that Sunset Drive is a private road for the first block west of Holmen Drive (CTH HD), however, Jay Clark (District) felt that the owner would be interested in helping out with SRTS routes.
- An entrance in the fence at the southwest corner of the school site would allow the students to walk through the school yard rather than with traffic on Sunset Drive.
- Sunset Drive lacks crosswalks at the side streets (West Ave, Irene Pl, Park Ln).
- The sidewalk on Sunset Drive has gaps and does not serve the school well.
- Many students cross Sunset Drive to get to the sports facility on the south side, a better crosswalk and sidewalk system would make this safer.
- The crosswalk at Main Street (CTH DH) and Long Coulee Road (CTH V) is an odd shape (a "v" shape) and increases the time the students are in the street if they were to follow the crosswalk.

Holmen Middle School



Volunteers depart Holmen Middle School for an audit of existing neighborhood conditions in October 2008.

- Long Coulee Road (CTH V) has complete sidewalks on the west side that are in excellent shape.
- Long Coulee Road (CTH V) is wide enough to accommodate bike lanes.
- The Audit Team decided that Clyde Street is the most likely street students would use to access the school from the east as it leads the students to Door A, the only door open in the morning as the students arrive.
- Clyde Street has no sidewalks. The north side seems to have somewhat larger side yards that may accommodate sidewalks. Even without sidewalks, improvements to the crosswalk at the intersection of Clyde Street and Main Street (CTH DH) are necessary.

Sand Lake Elementary

The audit was conducted on October 15, 2008. The Audit Team included school district staff, La Crosse County Health Department staff, the school principal and school staff, and two parent volunteers. Results are shown on Map C-3. Primary observations included:

- Sand Lake Road (CTH SN), though treated as an urban residential road to the north of the school, is treated as a rural highway cross section in front of the school.
- We explored the north boundary of the school for the best way to connect to Cedar Ave. It seems the best way is within the highway right of way on the west side of Sand Lake Road (CTH SN). The right of way seems wide here, but there is an old county highway bridge between the subdivision and the church parking lot. The church parking lot is the destination for the family's with students walking because from there they can easily connect to the school.
- The Sand Lake Road (CTH SN) bridge appears to be old and it would be best if the village and the school district requested that bikes and peds are accommodated on the bridge when it is rebuilt. By making this desire known to the county ahead of the actual bridge design, there is a chance bikes and peds may be accommodated.
- We walked to the opening in the east fence line just west of Hope Court. Mr. Janssen believes that the school district owns about 10 feet beyond the fence line. There is a clear desire line visible in the grass on the outside of the fence leading to the park located just south of the school.
- As mentioned above, Reef Road, Sunset Drive, Quarterdeck Drive and other residential roads in the school's neighborhood have no sidewalks but the traffic volume is low and the speeds are slow. Walking in the road is not necessarily a hazard.
- The entrance to the school grounds off of Sunset Drive has gaps in the pedestrian path, the Audit Team thought it might be good to complete this path and extend it around to the front of the school.
- While on the walk the Audit Team talked about the difficulty the school has with traffic speed enforcement along Sand Lake Road (CTH SN). The feeling seems to be that if a student is not actually in the right of way or at least close to the road, then the slower

Sand Lake Elementary



Bridge located north of the school site on Sand Lake Road. Auditors feel this bridge should be improved when rebuilt to better accommodate bicyclists and pedestrians.

speed limit for the school zone cannot be enforced.

- Enforcement is also an issue here because Sand Lake Road (CTH SN) is under county jurisdiction.
- CTH OT has no pedestrian or bike facilities even though it connects the school and many residents to various recreational and public facilities located west of USH 53.
- Audit Leader note: On the way to the meeting I went in the back gate and drove into the bus area to see how it worked and got shooed out by a staff member who informed me it was not an area for private cars. It was good to see the staff member taking the students safety seriously enough to approach me and let me know the rules.

Viking Elementary

The audit was conducted on October 14, 2008. The Audit Team included school district staff, La Crosse County Health Department staff, the school principal and school staff, and a parent volunteer. Results are shown on Map C-4. Primary observations included:

- CTH D east of the school site has no sidewalks but has a wide curb lane until just before the school bus storage area driveway. To the west, CTH has a sidewalk on the south side between 1st Avenue and 2nd Avenue, and both sides from 1st Avenue to Main Street.
- Students cross 2nd Avenue regularly at State Street (CTH D) to go to the local library, but the crosswalk is poorly marked. A ladder crosswalk would be a good improvement.
- Sidewalk is provided for the entire length of 2nd Ave on the east side, but it has gaps on the west side.
- While there are crosswalks at certain intersections there are no “stop bars” to indicate where cars should stop.
- 2nd Ave is wide enough to accommodate bike lanes.
- Many students bike and walk at this school and the neighborhood seems to accommodate this well.
- Paved trails lead to the school grounds from the south through Deerwood Park.
- A sidewalk segment is missing on the south side of E. Wall Street to connect to the paths on the school grounds.
- A newly built, paved and lit trail leads from the east side of the ball fields (Deer Wood Park) to a new subdivision located just east of the school. This seems to be an excellent biking/walking connection to the school, park and aquatic center.
- The Audit Team commented on poor walking conditions on Main Street (CTH DH) and some speeding car issues on 2nd Ave.
- The Audit Team wonders if the village or the school district plow the paved paths through the park in the winter. This is an ordinance or policy question.

Viking Elementary



A bicyclist arrives at Viking Elementary during the school audit on October 14, 2008.

School Site Assessments

An assessment of the school grounds surrounding and containing each of the participating schools was performed in October 2008. The analysis included walking around the school sites and photographing entrances, bike racks, traffic signage, sidewalks, and other features of the sites that may enable or impede walking or biking to the building. See Site Assessment Maps in Appendix D.

General observations of school site conditions within the School District of Holmen include:

- Adult crossing guards would greatly enhance the existing non-motorized transportation network.
- All schools are at least minimally accessible via biking or walking from at least one direction, even where dedicated bicycle or pedestrian facilities are absent (Sand Lake).
- There are some major impediments to travel including busy intersections [Holmen Drive (CTH HD), USH 53, etc.] and high-speed roadways.
- Some surrounding neighborhoods lack reliable sidewalks (for travel along entire block segments).
- There has been some previous effort to connect neighborhoods to school facilities (Viking Elementary is connected via an off-road trail system to park facilities and neighborhoods).
- Crosswalk striping overall is in need of updating; pedestrian safety would also be enhanced by installing stop bars at some intersections.
- Generally speaking, bus and parent drop-off areas are very well identified. There are also bicycle parking facilities at all schools and they are easily accessible.

Site -specific observations for each school include:

Evergreen Elementary

The school site is located on Long Coulee Road (CTH V) with additional access from McHugh Street. There is a parking lot and an access drive on McHugh Street. The parking lot has a sidewalk facility that leads to the school entrance. Bicycle racks are located between the McHugh parking lot and the parent drop-off circle on Long Coulee Road (CTH V). This seems like an adequate placement of the rack, though students should be instructed to walk their bicycles to the rack once on school grounds by way of sidewalks to avoid conflicts with automobiles in the traffic circle. A bus queue and parking lot is located north of the traffic circle and is signed for bus use only. School staff reports that parents use this one-way facility anyway. The posted speed limit in front of the school on Long Coulee Road (CTH V) is 15 mph,

Evergreen Elementary



A “Buses Only” sign in the north parking lot on Long Coulee Road does not prevent parents from using this area during arrival and dismissal times.

there is a crosswalk at McHugh Street across Long Coulee Road (CTH V), and another sidewalk and crosswalk that lead from Kay Street to Long Coulee Road (CTH V). There are no sidewalk facilities north of the school site on Long Coulee Road (CTH V). See Map D-1.

Holmen Middle School

Holmen Middle School is located at the apex of the Main Street (CTH DH) and N. Holmen Drive (CTH HD) intersection to the north, and is bounded by Sunset Drive on the South. See Map D-2. The site contains a variety of access points for motorized traffic including a parking lot north of the school building, another south of the school building that is signed for buses only, and a driveway on Sunset Drive that accesses a parking lot for visitors and school staff.

Non-motorized access to the site is accommodated along sidewalks on N. Holmen Drive (CTH HD), Main Street (CTH DH), and the north side of Sunset Drive. Sidewalks in the surrounding neighborhoods are inconsistent, as are crosswalks. A two-way bicycle lane is currently striped on the west side of Main Street (CTH DH) in front of the school. This is a bad facility design and encourages counter-flow travel. Conflict areas with this facility are especially pronounced within proximity of a 15-minute parking lane located by the primary entrance on Main Street (CTH DH). It is not generally considered good practice to place a counter-flow facility on a two-way street as bicyclists fair best when they act and are treated as cars (including traveling in the same direction).

There are three bicycle parking areas on the school site including a rack at the primary entrance on Main Street (CTH DH), and two areas immediately south of the building. There is a painted lane in the parking lot located south of the school that is used by students exiting and boarding school buses.

On the west side of the school grounds, there is a mid-block pedestrian crossing beacon on N. Holmen Drive (CTH HD) at Amy Drive but it is disabled. There is a desire line, or worn path in the grass, from this crossing to the school recreation fields.

Holmen Middle School



(Above) "Bus Only" sign on Main St.



(Above) Counter-flow bike lane stencil on Main Street. This is not a safe facility design.



(Above) Painted pedestrian lane in the school bus drop-off area.

Sand Lake Elementary

Sand Lake Elementary is located west of Sand Lake Road (CTH SN), about ¼ mile north of CTH OT. Motorized access to the site is via Sand Lake Road (CTH SN) on the east, and from Sunset Drive on the south. There are no sidewalks along Sand Lake Road (CTH SN) for non-motorized access and a narrow bridge just north of the school site combined with high traffic speeds make travel from neighborhoods north of the school difficult. Walking or biking from the south is accommodated for some on low-volume, low-speed neighborhood streets (Sunset Dr, Reef Rd, etc.). However, south of CTH OT, and west of USH 53 high traffic volumes and automobiles speeds are an impediment to non-motorized transportation.

Once on school grounds, there are clearly marked parent drop-off/pick-up areas, and a separate area for bus queuing. There are “No Parking, Stopping or Standing Anytime” signs on the east side of the circle drive accessed off Sand Lake Road (CTH SN). Another sign, “Authorized Vehicles Only” is placed at the Sunset Drive entrance used by buses. A network of sidewalks connects the school site to its various parking lots and facilities. There is also a path from the school to a church located to the north of the school site and it is used by students who walk or bike north to Cedar Avenue.

A fence separates Sand Lake Elementary from Thunderbird Hills Park located on Reef Road immediately south of the school grounds. There is a fence break near Hope Court that some students use to access school grounds, or to journey to the park after school. Reef Road is signed for “No Parking” between the hours of 7:30 AM – 9:30 AM and 2:30 PM – 4:30 PM to discourage parent pick-up and drop-off in this location. See Map D-3.

Viking Elementary

Viking Elementary terminates E. Wall Street south of CTH D (State Street). E. Wall Street lacks sidewalks for a majority of the segment between 2nd Avenue and the school building. The primary north/south connector is 2nd Avenue which contains sidewalks on the east side, and portions of the west side. The school site is also accessible to non-motorized transportation via a series of off-road trails that surround the Holmen Area Aquatic Center and connects Sand Lake Road (CTH SN) to a subdivision east of the school site (Timberwood Lane).

Sand Lake Elementary



(Above) Signs identify areas for parents to pick-up/drop-off children in the traffic circle.



(Above) A removable sign in the parking lot off Sunset Drive identifies this rear parking lot is for “authorized vehicles only”.

A bicycle rack is located near the southwest corner of the school building and is connected to an off-street path via a painted crosswalk. Unfortunately, the painted crosswalk leads to a blunt curb while a curb ramp is located immediately west of the crosswalk. The access driveway near this location is signed for 10mph. The parent pick-up/drop-off area is located adjacent to the sidewalk bordering the school building on its southern side. The area has “No Idling” signs posted.

Buses access the site via E. Roberts Street. There is no parking on this street between 7:30 AM – 3:30 PM. A “Buses Only” sign is posted where E. Roberts Street meets the school yard. There is also a gate in this location. A sidewalk and crosswalk provide access from 2nd Avenue along E. Roberts Street.

While a number of off-street facilities exist at the periphery of the school site for walking and biking, onsite movement is somewhat limited due to fence placement near recreation fields, and missing links to primary roads, including 2nd Avenue from E. Wall Street. See Map D-4.

Viking Elementary



(Above) The school is well-connected via off-street facilities to areas immediately east and south of the school site.



(Above) The yellow crosswalk from an off-street facility to the bicycle rack terminates at a curb face which is a dangerous situation for bicyclists. A ramp is located right of the crosswalk on this picture.



(Left) The pick-up/drop-off area for parents is clearly marked and includes a sign to remind parents not to idle in the school zone.

4

Recommendations for Infrastructure and Non-Infrastructure Improvements

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

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

Recommendations are categorized into two sections:

- A) Site and Neighborhood Recommendations
 - Sec. 1. Site and Neighborhood Issues – Evergreen Elementary
 - Sec. 2. Site and Neighborhood Issues – Holmen Middle School
 - Sec. 3. Site and Neighborhood Issues – Sand Lake Elementary
 - Sec. 4. Site and Neighborhood Issues – Viking Elementary
- B) Communitywide Recommendations.
 - Sec. 5. Communitywide Issues – Holmen Community

The site and neighborhood recommendations are school-specific concepts and programs to improve the conditions for walking and bicycling at each school site and its immediate vicinity. The communitywide recommendations are more generalized activities and actions that should take place throughout the community respective to the 5 E's. Both sets of recommendations should occur in tandem to enhance their effectiveness.

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

A. Site and Neighborhood Recommendations

This section includes issues and recommendations for each school site and the surrounding neighborhood. Each school or campus has received its own section number as shown below.

- Sec. 1. Site and Neighborhood Issues – Evergreen Elementary
- Sec. 2. Site and Neighborhood Issues – Holmen Middle School
- Sec. 3. Site and Neighborhood Issues – Sand Lake Elementary
- Sec. 4. Site and Neighborhood Issues – Viking Elementary

A summary of site and neighborhood issues pertaining to each school are summarized in a table preceding each section. Following this table is an explanation of each issue and a series of recommendations to address listed concerns.

Sec. I. Site and Neighborhood Issues

Evergreen Elementary

- 1.1 Existing crosswalk markings in school zone are hard to see.
- 1.2 There is an incomplete sidewalk network in neighborhoods surrounding the school.
- 1.3 Lack of student safety skills training (bicycle and pedestrian) and education.
- 1.4 Motor vehicles travel at a high rate of speed and some intersections are hard to cross.
- 1.5 Parents will park on both sides of Long Coulee Rd. creating a hazardous situation.

Issue 1.1: Existing crosswalk markings in school zone are hard to see.

Existing crosswalks on Long Coulee Road near the school site are located at McHugh Road and at Lee Street. These facilities include two standard crosswalk bars painted on the road surface. While these crosswalks help to provide pedestrians confidence while crossing the street, the facilities themselves are not easily seen by motorists.

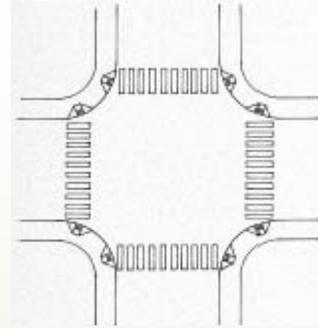
Recommendations

- 1.1.1 Consider utilizing different crosswalk marking patterns communitywide, or, in school zones to provide additional accommodation for student pedestrians. Markings that utilize a wider pattern of lines, including “ladder” or “continental” stripes alert motorists of the crosswalk location more effectively than standard patterns. See Figure 1.1.
- 1.1.2 Coordinate with the Village of Holmen Public Works Department to monitor crosswalk conditions in school zones.
- 1.1.3 Encourage biannual communitywide monitoring of crosswalk striping. This includes annual appropriates in the street maintenance budget to refresh striping or delineate new facilities.

Issue 1.2: There is an incomplete sidewalk network in neighborhoods surrounding the school.

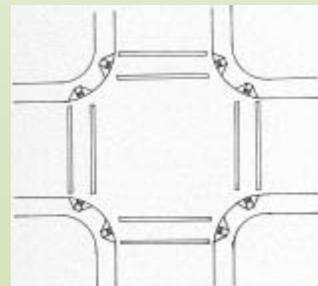
Evergreen Elementary provides pedestrian access from the south via a sidewalk facility on the west side of Long Coulee Road. There are also sporadic sidewalk linkages that promote pedestrian movements throughout surrounding neighborhoods, including a pedestrian-only linkage from Long Coulee Road to Kay Street, and a sidewalk on E. McHugh Street. There is also a planned sidewalk for the north side of Juniper Lane. However, the overall sidewalk network has more gaps than connections. This includes Morris Street which is used during emergency evacuations.

Figure 1.1



Above: FHWA considers “continental” markings to be the most visible to motorists.

Below: although crosswalks with parallel markings are permitted by MUTCD, they are less visible than crosswalks with ladder striping.



Recommendations

- 1.2.1 Promote installation of a sidewalk on the east side of Long Coulee Road between McHugh Street and Juniper Lane. This would provide students north of McHugh Street access to the preferred pedestrian crossing location at McHugh Street.
- 1.2.2 Install a sidewalk on the north side of McHugh Street west of Long Coulee Road from the west school driveway to Long Coulee Road.
- 1.2.3 Encourage the Village of Holmen to continue requiring installation of sidewalks in the new subdivision east of Long Coulee Road. The current sidewalk network seems to indicate that sidewalks are not installed until a home is constructed. The village's ordinance requires all sidewalks to be installed within 5 years of plat approval. The village should enforce this requirement.
- 1.2.4 Though sidewalks are lacking on Morris Street, the street carries a low traffic volume and low vehicle speeds. Installation of sidewalks on this street will be a difficult sell due to the presence of a sidewalk one block east on Long Coulee Road. Installation of school warning signs along Morris Street may enhance the pedestrian walking environment for students by alerting motorists that children may be encountered along the route. Lowering advisory speeds when children are present or striping crosswalks may also be considered.

Issue 1.3: Lack of student safety skills training (bicycle/pedestrian) and education.

A Teacher Survey administered in fall 2008 indicated that there are few lessons taught on bicycle and pedestrian safety as part of the regular classroom curricula. However, there are lessons taught on how walking and bicycling can promote good physical and environmental health, and hand signals are also taught. Reinforcing these lessons and increasing this knowledge base can help bolster confidence and increase the number of students walking or biking to school. The Wisconsin Department of Public Instruction (DPI) has developed some programs to aid in this endeavor, including the "Movin' and Munchin' Schools" program that a majority of survey respondents (68%) thought should be implemented at Evergreen.

Recommendations

- 1.3.1 Increase the amount and type of educational programming for bicycle and pedestrian safety. Start with formalized programs, such as the Wisconsin DPI's "Movin' and Munchin' Schools" program, or other health-based initiatives to encourage an active lifestyle.
- 1.3.2 Encourage teachers to include more transportation-related discussion in their curricula. These may include discussions on the environmental impact of transportation choices, calculating daily mileage to and from school via walking or bicycling, and discussing active lifestyle benefits.
- 1.3.3 Continue the practice of walking with children to the homecoming parade each year. Consider using the journey as a learning opportunity to show the proper way to cross streets and watch for traffic.
- 1.3.4 At the beginning of each school year, provide assistance for students who ride to school by teaching them the correct way to lock a bicycle to the rack. To enhance access on the Evergreen school site, consider increasing the number of racks available. While the current location near the traffic circle is good for students who access the school yard via Long Coulee Road, a second rack by the parking lot off McHugh Street would better accommodate bicyclists who access the school via neighborhoods west of Long Coulee Road, south of McHugh Street.

Issue 1.4: Motor vehicles travel at a high rate of speed in the school zone and some intersections are hard to cross.

Long Coulee Road (CTH V) is a 45mph road north of the school site. Many vehicles that travel to the village from the north utilize this roadway and since the school zone marks the transition from 45mph to 15mph (when children are present) many vehicles exceed the lower limit. Some intersections are also difficult to cross including Long Coulee Road at Main Street and Holmen Drive (CTH HD) at Sunset Drive. Currently, a volunteer teacher assistant helps students cross Long Coulee Road at McHugh Street.

Recommendations

- 1.4.1 Enhance the pedestrian environment by replacing “when children present” panels with “when flashing” panels on the 15mph school zone assemblies near McHugh Street. These signs should include beacons that are timed or actuated by a school staff member.
- 1.4.2 The School District of Holmen should coordinate with the village of Holmen to initiate an adult crossing guard program. For Evergreen Elementary, this includes posting trained adult crossing guards at McHugh Street/Long Coulee Road, and at Main Street/Long Coulee Road. There was also discussion about posting an adult crossing guard at Sunset Drive/Holmen Drive. Due to the proximity of Evergreen to Holmen Middle School, these crossing locations would assist both elementary and middle school students.
- 1.4.3 Encourage periodic enforcement of speed limits on Long Coulee Road. At a minimum, this should include focused enforcement efforts near Evergreen Elementary at the beginning of each school semester to acclimate motorists to the reduced speed limits.

Issue 1.5: Parents will park on both sides of Long Coulee Road creating a hazardous situation.

During arrival and dismissal, parents utilize all available areas to park and to receive or drop-off children. Stopping on the east side of Long Coulee Road in front of the school promotes darting out into traffic to cross the street. Cars queued on both sides of the street also reduces visibility for others entering the school zone.

Recommendations

- 1.5.1 Distribute traffic circulation plans directing parents to drop-off/pick-up their children using the McHugh Street parking lot.
- 1.5.2 Encourage parents to drop their children off utilizing the street network south of McHugh Street. Promote utilization of the sidewalk on Long Coulee Road to reduce congestion immediately in front of the school.
- 1.5.3 Work with village of Holmen to explore restricting parking on Long Coulee Road during certain hours.

Sec. 2. Site and Neighborhood Issues

Holmen Middle School

- 2.1 Some students need to cross Holmen Drive which carries a lot of traffic at high speeds.
- 2.2 There is an incomplete sidewalk, on-street facilities network for non-motorized transportation.
- 2.3 Dangerous bicycle lane facility on Main Street in front of the school.
- 2.4 Need for formalized encouragement and education activities.

Issue 2.1: Some students need to cross Holmen Drive which carries a lot of traffic at high rates of speed.

Holmen Drive (CTH HD) is an issue for all the schools included in this SRTS Plan because they are all located east of this highway. The roadway is a particular issue for the middle school because it forms the west boundary of the school site. There are several crosswalks across Holmen Drive near the school site, including a signalized intersection at McHugh Road (CTH MH). There is also a pedestrian beacon that is not utilized at Amy Drive. Vehicle speeds on Holmen Drive are posted at 45mph, but many drivers exceed this limit.

Recommendations

- 2.1.1 Remove the inactive pedestrian beacons and crossing at Amy Drive. This is not a safe place to cross. Closing the gap in the fence located on the middle school property adjacent to this location will also discourage students from using this unsafe crossing.
- 2.1.2 Encourage the School District of Holmen to coordinate with the village of Holmen to initiate an adult crossing guard program. Position and adult crossing guard at Holmen Drive/Sunset Drive.
- 2.1.3 Encourage the village to test the pedestrian interval at N. Main Street/Holmen Drive/McHugh Road intersection. The walking and biking audit performed for Holmen Middle School indicated the interval is too short to cross the street safely. Installation of countdown timers would also assist pedestrians to determine if they have adequate time to cross. See Figure 2.1.
- 2.1.4 Encourage periodic enforcement of speed limits on Holmen Drive. At a minimum, this should include focused enforcement efforts near Holmen Middle School at the beginning of each school semester to enforce posted limits.
- 2.1.5 Coordinate with La Crosse County to determine the warrant for installing traffic signals at the Holmen Drive (CTH HD)/Sunset Drive intersection. This is the location where students will be encouraged to cross the street. Installing pedestrian countdown timers across Holmen Drive (CTH HD) will also better enable students to determine when it is safe to cross the street. Request the La Crosse County Highway Department perform a study to determine the best option to enable pedestrians to cross. The Holmen SRTS Task Force prefers traffic signals are installed to stop traffic at the Holmen Drive (CTH HD)/Sunset Drive intersection.
- 2.1.6 Encourage the County to implement the recommended CTH HD improvements as listed in the 2007 La Crosse County Roadway Plan.

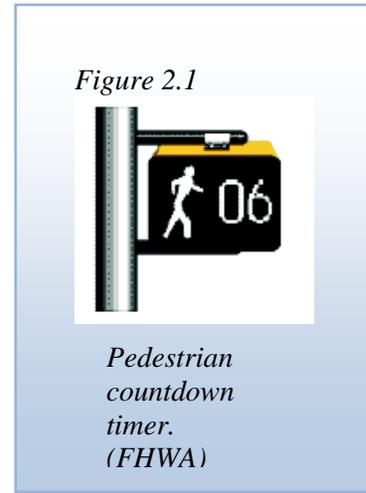


Figure 2.1

*Pedestrian
countdown
timer.
(FHWA)*

Issue 2.2: There is an incomplete sidewalk and on-street facilities network for non-motorized transportation to the school site.

There is an incomplete sidewalk network around Holmen Middle School. Although Holmen Drive has sidewalks on both sides, neighborhoods to the east and west of this roadway lack connections to these facilities. The village has developed a sidewalk plan that connects the Remington Hills neighborhood south of Empire Street to Holmen Drive near the Middle School. There are also some street segments that provide pedestrian facilities on only one side. A partial list includes Main Street, Long Coulee Road, and Sunset Drive.

Recommendations

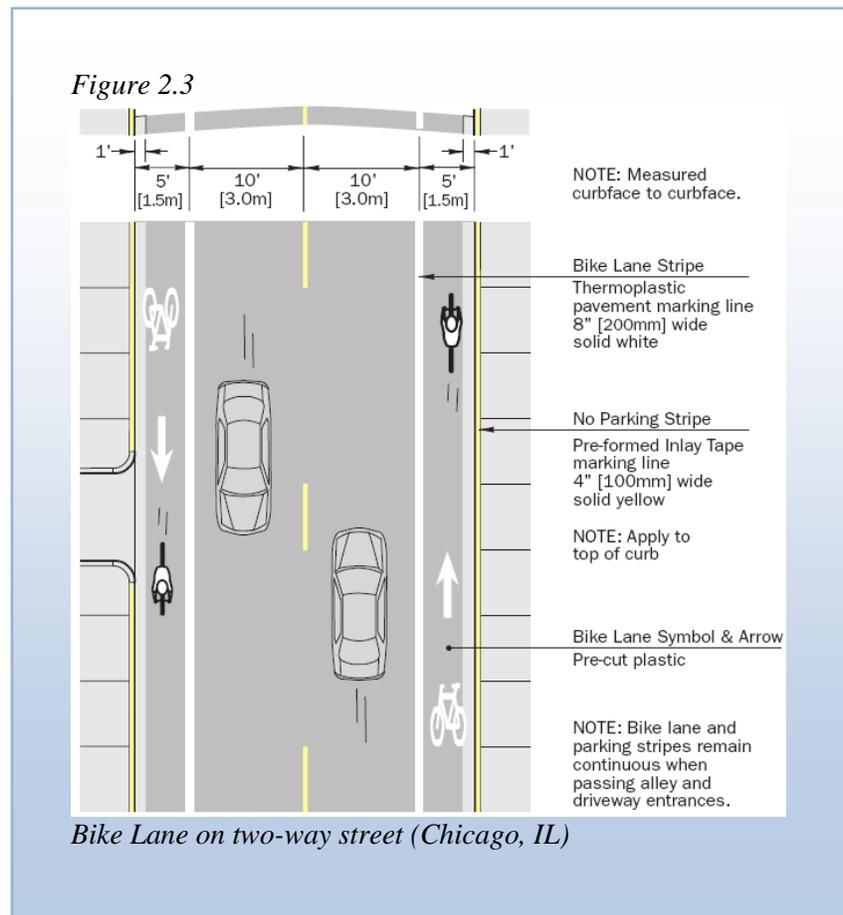
- 2.2.1 The village of Holmen and the School District of Holmen should coordinate to explore the feasibility of completing the sidewalk network where identified on the village's sidewalk plan. This includes portions of Amy Drive, Ryan Street, Commerce Street, Union Street, and Empire Street. Additional sidewalks on the south side of Sunset Drive would also increase mobility for pedestrians. In some communities, there is precedent for school districts and municipalities to share the costs of sidewalk installation where necessary to provide access to schools (City of Sparta).
- 2.2.2 Clyde Street east of Main Street provides direct access to the Door A – one of two doors open during arrival time – and it does not contain sidewalks. It's also an angular intersection with a planter strip separating access to Main Street from Bryan Street and Clyde Street. The village should explore alternate crosswalk alignments to better enable pedestrians to access the school grounds.
- 2.2.3 Distribute information materials to parents encouraging students to use formalized routes to school. Creating a critical mass of walkers and bikers along certain routes can heighten a driver's expectation that there will be children along the route. See SRTS Route Map F-2 for possible routes.

Issue 2.3: There is a dangerous bicycle lane facility on Main Street in front of the school.

A two-way bicycle lane is currently striped on the west side of Main Street (CTH DH) in front of the school. This is a non-standard facility design and encourages counter-flow travel. Conflict areas with this facility are especially pronounced within proximity of a 15-minute parking lane located by the primary entrance on Main Street. It is not generally considered good practice to place a counter-flow facility on a two-way street as bicyclists fair best when they act and are treated as cars (including traveling in the same direction). The facility connects the Holland Bluffs Bike Trail to the Halfway Creek Bike Trail.

Recommendations

- 2.3.1 Remove the existing counterflow bicycle stencil which directs users to ride against traffic.
- 2.3.2 The village of Holmen should evaluate current striping patterns on Main Street (CTH DH) to determine if there is enough width to stripe



5-foot bicycle lanes on both sides of the street. If inadequate width exists for 5-foot facilities, a painted curb lane should still be installed on each side of the street. The striped curb lane should account for on street parking, where allowed, and still be wide enough to accommodate bicycle travel even when a car is parked in the curb lane.

- 2.3.3 Consider extending on-street bicycle facilities along the entire length of N/S Main Street.
- 2.3.4 Install “Bicycle Lane” signs along Main Street to alert roadway users of these bicycle facilities. This may reduce crashes at intersections where right-hook collisions (motor vehicle turns right in front of a bicyclist) can occur.

Issue 2.4: There is a desire to increase the amount of formalized encouragement and education programs.

The Teacher Survey revealed that many teachers think that crossing Holmen Drive (CTH HD) is a primary issue. This leads to district policies, such as the 0.2 mile radius for bus service, which does not encourage walking or biking for populations who live close to the school. Other comments included the need to educate students and motorists about crosswalk regulations and walking or biking on the correct side of the road.

Recommendations

- 2.4.1 Recruit adult volunteers to develop a Walking Wednesday’s program. One possible location for gathering may be Halfway Creek Park. Students and the volunteer would then walk together to the Middle School.
- 2.4.2 Periodically, teachers should remind students to walk their bicycles once on school grounds. Rewarding children for wearing helmets might also help to reinforce the message that helmets are an important part of their bicycle equipment.
- 2.4.3 The School District of Holmen should prepare a circulation plan for all of its schools. This includes written directions for where parents who drive their children to school should drop-off/pick-up their children, and maps to indicate the locations. Teachers or parent volunteers should be utilized to enforce “No Parking” areas, and to remind parents to turn off their vehicle’s engine if they are waiting to pick up a child in the parking lot. Many schools post “No Idling” signs as a reminder.
- 2.4.4 For parents who want their children to walk or bicycle to school, they should reserve some time on a weekend day to determine a route and observe their child’s behavior while en route to the school. Principals can aid in route determination by providing maps where crossing guards are located. At Holmen Middle School this includes two proposed locations – Holmen Drive/Sunset Drive and Main Street/Long Coulee Road. See Map F-2.
- 2.4.5 Include biking and walking route information as part of new student orientation. Educate parents on current arrival/dismissal procedures and rules and continue to do so at intervals during the school year.
- 2.4.6 Work with Holmen Police to position a mobile speed feedback trailer on Main Street in the beginning of the school year and in spring.
- 2.4.7 Continue to take students on walking field trips.

Sec. 3. Site and Neighborhood Issues

Sand Lake Elementary

- 3.1 There are no sidewalks in surrounding neighborhoods.
- 3.2 High rate of speed on Sand Lake Road impedes crossing.
- 3.3 An off-street connection from the school to Cedar Avenue is necessary.
- 3.4 Need for additional encouragement and education activities.

Issue 3.1: There are no sidewalks in surrounding neighborhoods.

The school is located east of USH 53 and west of CTH SN (Sand Lake Road). Compounding the speed and traffic volume associated with these highways, there are no sidewalks located on adjacent roadways (with the exception of a short segment on Hope Court). However, speed limits in adjacent neighborhoods to the immediate north and south are low, as are traffic volumes. There is a sidewalk network on the school site, but it is also incomplete with some notable absences, such as the lack of a connection to link Sunset Drive southwest of the school building to the main entrance on the east side of the school.

Recommendations

- 3.1.1 A sidewalk on Sunset Drive from approximately Reef Road to the school site would formalize the pedestrian travel way which pedestrians currently share with motorized vehicles including buses. The addition of crosswalks in this location would allow pedestrians to access the correct side of the road for traveling to or from the school site. Additional sidewalks in this neighborhood are probably not necessary due to low traffic speeds and volumes. See map E-3.1 in Appendix E.
- 3.1.2 There is a fence break between Hope Court and the school site and an informal path has been worn into the grass linking the roadway to the school site. Formalizing this route with a sidewalk facility should be done as soon as possible before the cul-de-sac is built out.
- 3.1.3 The park immediately south of the school would provide a good place for students traveling from the southeast to access the school site. A fence break at the southeast corner of the school yard and off-road connection (with an improved surface such as crushed limestone or asphalt) would enhance access from the ball diamond and playground area of the park near Reef Road.

Issue 3.2: High rate of speed on Sand Lake Road (CTH SN) impedes crossing opportunities.

The speed limit on Sand Lake Road (CTH SN) is 45mph in front of the school. Though the school zone is signed for 15mph travel “when children are present” local interpretation of this provision requires there to be a child present on the roadway to apply which makes enforcement difficult. The high rate of speed makes it difficult to cross the street at Reef Road/Mohican Trail. A slight curve in the road south of Reef Road also means that it’s difficult to judge if vehicles from the south are approaching.

Recommendations

- 3.2.1 Install timed or actuated beacons on the school zone speed limits signs. Replace the “when children present” panel with a “when flashing” panel on the sign school zone assembly. This will enable police to enforce the 15mph limit when the signs are flashing. These devices can be run on timers or manually actuated on an as-needed basis (primarily arrival and dismissal times).
- 3.2.2 Encourage the School District of Holmen to coordinate with the village of Holmen to initiate an adult crossing guard program. Position and adult crossing guard at Sand Lake Road/Reef Road/Mohican Trail. Install school warning signs to the north and south of this crossing.
- 3.2.3 Encourage periodic enforcement of speed limits on Sand Lake Road. At a minimum, this should include focused enforcement efforts near Sand Lake Elementary at the beginning of each school semester to enforce posted limits.

Issue 3.3: An off-street connection from the Sand Lake Elementary to Cedar Avenue north of the school site is necessary to enable safe non-motorized travel.

There are a number of students who live north of the school site. The current route is Sand Lake Road (CTH SN) which is difficult to cross, so many students walk or bike only on the west side of the street (school side) from the school to Cedar Avenue (the closest neighborhood street north of campus). This can be an unsafe condition, especially in the winter when roadway widths narrow due to snow accumulation and piling at the road edge. There is also a bridge crossing between the school and Cedar Avenue that may not be wide enough to properly accommodate separate non-motorized facilities.

Recommendations

There are two general options to provide off-street accommodations for non-motorized transportation users. See Figure 3.3 or Map E-3.2 in Appendix E.

Alternative #1 Recommendations

- 3.3.1 Coordinate with WisDOT to utilize the existing right-of-way along USH 53 to provide a 10-foot multi-use trail between the northwest corner of the school site and Cedar Avenue.
- 3.3.2 Work with site designers and WisDOT to determine the appropriate alignment of the trail. Possible issues with this alternative may be WisDOT refusal to allow trails within freeway right-of-way, and some topographical constraints (creek bed). One benefit to this alternative is that it reduces the number easement acquisitions required (fewer owners).
- 3.3.3 Consider lighting and winter maintenance needs if this facility is installed. As it provides a year-round transportation linkage it would require routine maintenance including application of salt to prevent icy conditions.

Alternative #2 Recommendations

- 3.3.4 Coordinate with the La Crosse County for improvements to CTH SN (Sand Lake Road). This includes redecking the bridge to allow for a separated sidepath facility. The sidepath would provide a direct connection between Cedar Ave. and the school site and prevent users from having to cross Sand Lake Road.
- 3.3.5 Work with local traffic authorities and property owners to assemble transportation easements to allow for construction of a 10-foot sidepath on the west side of CTH SN (Sand Lake Road) from the

Figure 3.3



Alternative 1 (Top): LAPC recommends utilizing existing WisDOT right-of-way near USH 53 to construct an off-street facility. The facility would link the school site to Cedar Avenue at its western edge.

Alternative 2 (Bottom): Another option is to construct an off-road facility on the east side of the school site along the western edge of CTH SN. The facility would connect Cedar Avenue to the existing school sidewalk network.



- Sand Lake Elementary main entrance driveway to Cedar Avenue.
- 3.3.6 Consider painting a crosswalk or other accommodation through the church driveway entrance north of the school driveway on Sand Lake Road. Map E-3.2 in Appendix E shows an advanced stop bar in this location to maintain through access to sidepath users.
 - 3.3.7 Encourage the County to implement the recommended CTH SN improvements as listed in the 2007 La Crosse County Roadway Plan.

Issue 3.4: There is a desire to increase the amount of formalized encouragement and education programs.

The Teacher Survey revealed a variety of behaviors observed during arrival and dismissal times. These include parents not moving ahead in the queue to allow others to access the pick-up/drop-off area and speeding on Sand Lake Road. Other issues include the lack of route options, children walking or biking on the incorrect side of the street, and not wearing safety equipment such as helmets.

Recommendations

- 3.4.1 Continue current programs that encourage activity and safety. Examples include an annual Walking/Fitness day and a Golden Shoe Contest. Sand Lake Elementary also sells bicycle helmets in the spring to promote safety awareness.
- 3.4.2 Periodically, teachers should remind students to walk their bicycles once on school grounds. Rewarding children for wearing helmets (stickers, etc.) might help to reinforce the message that helmets are an important part of their bicycle equipment.
- 3.4.3 The School District of Holmen should prepare a circulation plan for all of its schools. This includes written directions for where parents who drive their children to school should drop-off/pick-up their children, and maps to indicate the locations. Teachers or parent volunteers should be utilized to enforce “No Parking” areas, and to remind parents to turn off their vehicle’s engine if they are waiting to pick up a child in the parking lot. Many schools post “No Idling” signs as a reminder.
- 3.4.4 For parents who want their children to walk or bicycle to school, they should reserve some time on a weekend day to determine a route and observe their child’s behavior while en route to the school.

Sec. 4. Site and Neighborhood Issues

Viking Elementary

- 4.1 Incomplete sidewalks on CTH D (State Street) and poor connections from surrounding neighborhoods.
- 4.2 School zone signage and painted crosswalks are lacking.
- 4.3 Need for formalized encouragement and education activities.

Issue 4.1: There are no sidewalks on State Street (CTH D) and pedestrian connections from surrounding neighborhoods are incomplete.

Like many neighborhoods in Holmen, there is an incomplete sidewalk network surrounding the school site. Wall Street, which provides direct access to the school, offers a sidewalk on one side but is missing a critical segment. 2nd Avenue provides the best pedestrian accommodation with a sidewalk on the east side from Gaarder Road to State Street. Main Street also provides facilities on the east side of the road; it has some missing segments on the west side. Short segments exist on some other roads, like Roberts Street, but other important connections including CTH D lack

sidewalks east of 2nd Avenue. There is an off-street connection from Deer Wood Park (adjacent to Viking Elementary) to a new neighborhood east of the school site (Timberwood Lane).

Recommendations

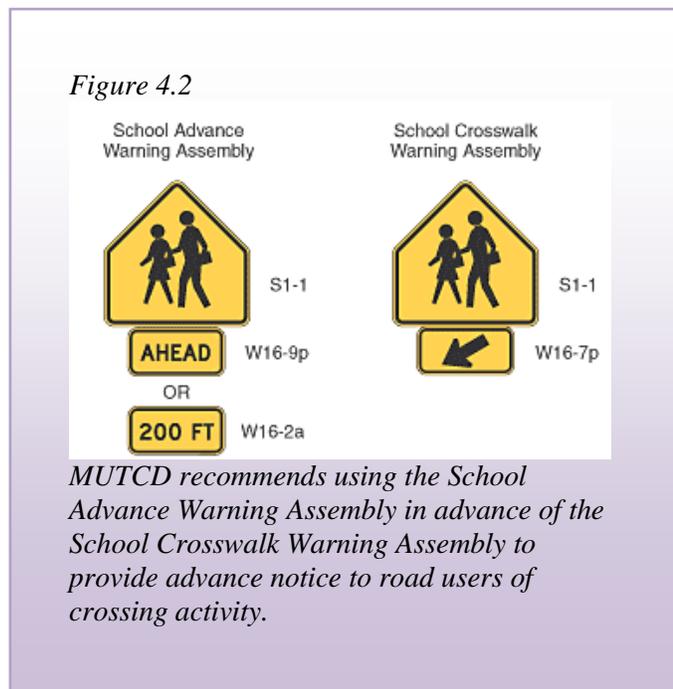
- 4.1.1 Complete the sidewalk on the south side of E. Wall Street from where it terminates mid-block to the existing school sidewalk network.
- 4.1.2 Work with the village of Holmen to implement the municipal sidewalk plan. Additions within close proximity to Viking Elementary include completion of the sidewalk on the south side of E. Roberts Street from 1st Avenue to 2nd Avenue, and completion of the sidewalk on the west side of 2nd Avenue from Peterson Street to Anderson Street. Ladder style crosswalks should also be installed in line with the crosswalks at intersections. See Map E-4.
- 4.1.3 Complete the sidewalk on the west side of S. Main Street from W. Wall Street to W. Legion Street. Install a crosswalk on the north side of Wall Street across Main Street.
- 4.1.4 Consider working with property owners east of the school site to develop a second off-street trail north of the existing trail facility. This trail would extend from approximately Maple Shade Drive to the southeast corner of the school yard. Installation of this connection may allow the southern connection trail to remain unplowed in winter (sledding hill) while still accommodating pedestrian traffic from eastern neighborhoods and negate the need for sidewalks on State Street (CTH D) in the short-term. Long term, State Street should be rebuilt with sidewalks on both sides of the street. Minimally, these facilities should include a 5-foot sidewalk on the south side of CTH D from Deerwood Street to 2nd Avenue.
- 4.1.5 Encourage the County to implement the recommended CTH D improvements as listed in the 2007 La Crosse County Roadway Plan.

Issue 4.2: School zone signage and painted crosswalks are lacking in some key locations. Crossing the street can also be difficult even where crosswalks exist.

Signage to indicate crossing locations and school zones announces to motorists that the route is utilized by children. This may slow traffic, or keep them more vigilant while driving. There are no school crossing signs on Main Street between State Street and Johnson Street where some children utilize the existing sidewalk network to travel east to the school site. As mentioned in the recommendations for Evergreen Elementary (Figure 1.1) utilizing a wider crosswalk pattern can enhance visibility of these important on-street pedestrian connections. Crosswalks are lacking in some locations surrounding Viking Elementary making crossing patterns unpredictable. Many vehicles also travel at a high rate of speed in the school zone.

Recommendations

- 4.2.1 A series of crosswalk improvements are identified on Map E-4. These



- include important connections across 2nd Avenue, State Street (CTH D), and Main Street.
- 4.2.2 School crossing signs should be installed on Main Street, especially at the intersection of Main Street and State Street. See Figure 4.2.
- 4.2.3 Encourage the School District of Holmen to coordinate with the village of Holmen to initiate an adult crossing guard program. Position and adult crossing guard at N. Main Street/State Street (CTH D). Install school crossing signs to the north and south of this crossing on Main Street.
- 4.2.4 Work with Holmen Police Department to position a radar feedback trailer on 2nd Avenue periodically throughout the school year to alert motorists of their travel speed.
- 4.2.5 Encourage periodic enforcement of speed limits on 2nd Avenue and State Street (CTH D). At a minimum, this should include focused enforcement efforts near Viking Elementary at the beginning of each school semester to enforce posted limits.

Issue 4.3: There is a desire to increase the amount of formalized encouragement and education programs.

The Teacher Survey revealed that many teachers observe dangerous behaviors during arrival and dismissal times. This includes motor vehicles traveling too fast on neighborhood streets, and pedestrians crossing the street in an unsafe manner. Still, many children walk to school (6%) and it is likely that encouragement programming could have a dramatic effect on increasing these numbers.

Recommendations

- 4.3.1 Answers recorded for Viking Elementary suggest that teachers would be interested in implementing Wisconsin DPI’s “Movin’ and Munchin’ Schools” program.
- 4.3.2 Recruit adult volunteers to develop a Walking Wednesday’s program. One possible location identified during the biking and walking audit was from Halfway Creek Park to the school.
- 4.3.3 Periodically, teachers should remind students to walk their bicycles once on school grounds. Rewarding children for wearing helmets (stickers, etc.) might help to reinforce the message that helmets are an important part of their bicycle equipment.
- 4.3.4 The School District of Holmen should prepare a circulation plan for all of its schools. This includes written directions for where parents who drive their children to school should drop-off/pick-up their children, and maps to indicate the locations. Teachers or parent volunteers should be utilized to enforce “No Parking” areas, and to remind parents to turn off their vehicle’s engine if they are waiting to pick up a child in the parking lot. Continue to promote the existing “No Idling” campaign on school grounds.

B. Communitywide Recommendations

Communitywide issues in Holmen include a perceived lack of bicycle, pedestrian and driver education. This issue is common in most communities especially the perception by pedestrians and bicyclists that motorists aren’t paying attention to them and their rights within the transportation network. Parents and students worry about motorists yielding to pedestrians in crosswalks and high automobile speeds in school zones. There is also some need to maintain existing crosswalks, develop new ones, and to improve certain intersection crossings. Achieving a greater working knowledge of walking and bicycling conditions within the community is also a strong desire, as is increasing the perception of safety for these mode choices. A great majority of the village is well-suited for bicycle and pedestrian travel, but the overall lack of sidewalks in some areas, high

rates of motor vehicle speeds, and the difficulty of crossing Holmen Drive threaten the perception of safety for walking and bicycling communitywide.

A series of issues and recommendations for implementation throughout Holmen are provided below. Many require substantial inter-agency coordination including cooperation between the School District of Holmen, Village of Holmen and its departments, La Crosse County, WisDOT and various parents, teachers, and community organizations.

Sec. 5. Communitywide Issues
5.1 Perceived lack of bicycle/pedestrian/driver education.
5.2 Facilities in school zones should be evaluated and consistent.
5.3 Vehicles speeding and disobeying crosswalks and parking regulations.
5.4 Enforcement of building, sidewalk, and property maintenance.
5.5 Walking and biking to school is not a popular transportation choice.
5.6 Perception of community safety for walking and biking to school is poor.
5.7 Current conditions for walking and biking throughout the community are not fully known.

Issue 5.1: Perceived lack of bicycle/pedestrian/driver education.

There is some concern that children do not ride their bicycles appropriately, and do not obey traffic signs or wear appropriate safety gear (helmets, etc.). Many adults also worry about children running out into the street, or crossing mid-block. While these are behaviors exhibited primarily by children, another major concern is the behavior of motorists, especially in school zones or where they encounter crosswalks communitywide.

The biggest danger posed to most bicyclists and pedestrians is automobiles. While Holmen 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. In order to function effectively, all users must know and practice their responsibilities when operating in the transportation network.

Recommendations

- 5.1.1 Disseminate information via backpack flyer, websites, or an instructional DVD illustrating the benefits and responsibilities of active transportation.
- 5.1.2 Add lessons to current classroom curricula on the benefits of walking or biking to school. Include sections on the environment, health, and safety.
- 5.1.3 Contact the Wisconsin Department of Transportation, Holmen Police Department, and local advocacy groups about bringing a Walkable Communities Workshop or other education programs to Holmen.
- 5.1.4 Work with local organizations, such as the Coulee Region Childhood Obesity Coalition, to hold a Bike Rodeo event to teach children about bicycle and helmet safety, and promote Lids On Kids programs that provide helmets at reduced costs. These programs are most effective if held during a school day, when all children are able to participate. The event should include parent invites, because parents must learn about proper safety procedures that they can reinforce at home. Promote the Teaching Safe Bicycling (TSB) educational course through WisDOT to train bicycle instructors.

- 5.1.5 Include bicycle and pedestrian education as part of driver education programs held at the local high schools and elsewhere within the community.
- 5.1.6 Invite guest speakers and hold assemblies on safe transportation. Include sections for parents and other drivers about sharing the road with bicyclists and pedestrians.

Issue 5.2: Facilities in school zones should be evaluated and consistent.

The village of Holmen should standardize school warning signs and crosswalk designs in school zones and perform yearly maintenance of marked crosswalks if identified as substandard along identified school routes. Consistent sidewalk networks, curb ramps, and crosswalks should also be developed to increase mobility options for all members of the community.

Recommendations

- 5.2.1 The village of Holmen should work with each local school to identify their preferred school zone and sign it appropriately.
- 5.2.2 Determine the need for beacons on school speed limit signs to identify to motorists when the reduced speed limits apply. There are programmable beacons available that will activate only when school is in session, many can also be manually activated.
- 5.2.3 Perform yearly maintenance of marked crosswalks if identified as substandard along identified school routes. This will require an updated listing of school crosswalk locations and installation of additional crosswalks where they do not exist. Utilization of a ladder-style pattern is preferred to a standard two bar design.
- 5.2.4 Consider placing in street pedestrian pylons to inform drivers they should “yield to pedestrians”. Start with these signs in school zones on collector and arterial roadways.

Capital improvements identified in this chapter that are located in the public right-of-way have been consolidated below. The following table contains the reference (recommendation or map number) where the improvement is discussed in greater detail. School site recommendations, long-term goals, and some off-street facilities are not included in this table.

- 5.2.5 Work with local Plan Commission to schedule crosswalk facilities and other infrastructure improvements in the Capital Improvements Plan for key areas in the community that would strengthen the pedestrian network around schools. These may include:

Ref.	Improvement	Segment
Map E-1	Restripe Crosswalks	North side of McHugh Street at Long Coulee Road; West side of Long Coulee Road at McHugh Street
Map E-1	Restripe Crosswalks	North side of Lee Street at Long Coulee Road; West side of Long Coulee Road at Lee Street
1.2.1	Sidewalk	East side Long Coulee Rd. from McHugh St. to Juniper Ln.
1.2.2	Sidewalk	North side McHugh St. from west school driveway to Long Coulee Rd.
1.2.4	School Crossing Signs	Lee St. where proposed crosswalk would be placed at Morris St.
1.4.1	Beacons/Panel	Existing signs on Long Coulee Rd. south of McHugh St. and north of the school site
2.1.1	Pedestrian Beacon	Remove pedestrian beacon and crosswalk on Holmen Dr. at Amy Dr.
2.1.5	Traffic Study	Determine the warrant for installing traffic signals at the Holmen Drive (CTH HD)/Sunset Drive intersection.
2.2.1	Sidewalks	North side of Amy Dr. to complete segment from Ryan St.

Ref.	Improvement	Segment
		to CTH HD.; West side of Ryan Dr. to complete segment from Amy Dr. to Commerce St.; South side of Commerce St. from Ryan St. to Union St.; North side of Empire St. from Pioneer Dr. to CTH HD
2.3	Bicycle Lanes (6')	Both sides of Main Street (CTH DH), entire segment
3.1.1	Sidewalk	West side of Sunset Dr. from Reef Rd. to Sand Lake Elem.
3.1.1	Crosswalks	East side of Sunset Dr. at Reef Rd.; South side of Reef Rd. at Sunset Dr.
3.2.1	Beacons/Panel	Existing signs on CTH SN north of Mohican Tr. and south of Cedar Ave.
3.3.5	Sidepath*	West side of CTH SN from Sand Lake Elem. driveway to south side of Cedar Ave.
4.1.1	Sidewalk	South side E. Wall Street to complete segment east of 2 nd Ave to Viking Elem.
4.1.2	Sidewalks	South side of E. Roberts St. from 1 st Ave. to 2 nd Ave.; West side of 2 nd Ave. from Peterson St. to Anderson St.
4.2.1	Crosswalks	North side Linden Dr. at S. Main St; North side E. Wall St. at S. Main St.; West side 2 nd Ave. at Anderson St.; South side Anderson St. at 2 nd Ave.; South side E. Roberts St. at 1 st Ave and at 2 nd Ave; West side 1 st Ave at CTH D; East side 2 nd Ave at State St.
4.2.2	School Crossing Signs	Main St. (CTH DH) north and south of State St (CTH D)

* One of two alternatives listed under Issue 3.3

- 5.2.6 Encourage annual or biennial grant submittals to the DOT for Transportation Enhancement (TE) or Bicycle and Pedestrian Facilities Program (BFPF) monies that can be used to enhance the multimodal transportation network. Safe Routes to School (SRTS) Funding grants should also be pursued because they offer 100% funding whereas the other programs mentioned require a local match.

Issue 5.3: Vehicles speeding and disobeying crosswalks and parking regulations.

Holmen contains many major thoroughfares. This flow of automobile 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 pick-up and drop-off times in schools zones when parents are looking for the fastest and easiest way to access and depart the school area.

Motorist behavior is affected by a number of factors including perception of the driving environment. If motorists feel it is safe to travel at a higher rate of speed than posted, they often will. Aside from vehicle speeding, multiple lanes of traffic result in great distances curb-to-curb for pedestrians and bicyclists to negotiate. Compound great distance with a high rate of speed and some intersections that do not contain pedestrian signals are very difficult to cross (portions of Holmen Drive, etc.).

Recommendations

- 5.3.1 Work cooperatively with the Holmen Police Department to periodically enforce all applicable bicycle and pedestrian rights-of-way. This enhanced enforcement effort should focus on high-use crosswalks or other crossings throughout the community.
- 5.3.2 Work with the Holmen Police Department to report incidents of speeding, parking violations, and crosswalk violations in school zones.
- 5.3.3 Work with the village of Holmen to better identify school zones by ensuring school zone speed limits are identified and enforced.
- 5.3.4 Initiate an adult crossing guard program to control identified pedestrian crossing points. This program should include annual training of the adult crossing guards and a public education campaign to alert motorists about their responsibilities when crossing guards are controlling traffic. Most programs are administered through the local traffic authority (V. Holmen) with cost sharing between school districts and the locality as needed.
- 5.3.5 Remove “when children present” from all school zone speed limit signs and replace with “when flashing”. This change would necessitate installing flashing beacons to the school warning sign assembly. These beacons should be on timers, or manually actuated so that the reduced speed limits only apply “when flashing” (during student arrival and dismissal times).
- 5.3.6 Identify locations for curb extensions, or bulb-outs, to extend the sidewalk curb line out into the street. This narrowing of the street simultaneously slows traffic and decreases the distance for pedestrians crossing the street. Temporary bulb-outs can also be constructed using traffic cones during pick-up/drop-off times in school zones with village approval.
- 5.3.7 Support efforts to adopt a statewide “complete streets” policy. This policy ensures that all streets are designed and programmed to enable safe access for all users (pedestrians, bicyclists, motorists, transit users).

Issue 5.4: 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 village. Code enforcement that leads to abatement of overgrown vegetation or the clearing of snow will make a safer environment for pedestrians and motorists alike.

Recommendations

- 5.4.1 Encourage parents, teachers, and students to document areas where improper sidewalk or curb ramp maintenance impedes walking safety. This also includes intersections where private property maintenance should be performed on trees, shrubs, and bushes.
- 5.4.2 Submit regular reports of sidewalk issues and property maintenance standards to the village of Holmen.

Issue 5.5: Walking and biking is not a popular transportation choice.

Over the past 30 years America overall has become much more accustomed to utilizing a private automobile for regular transportation. 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 a trip. If residents don't see walking or biking frequently, or don't believe people walk or bike as part of regular transportation, they are less likely to look for them while driving. Further, non-walkers and non-bikers are less likely to suggest walking or biking trips to their children.

A variety of facilities including sidewalks, bike lanes, and the Halfway Creek Trail enable walkers and bikers a variety of route options to accommodate many users. On-street facilities and off-street trails have also increased access to a variety of locations including schools and public parks. Unfortunately, many residents and workers find it more convenient to drive to their destinations in Holmen, even when other options exist. This includes parents driving their children to school.

Recommendations

- 5.5.1 Encourage more people to walk or bike as a regular transportation choice. The School District of Holmen programs a “Back to School Staff Wellness Walk” and there are annual “Walking/Fitness Day” activities each year that promote walking to school. Similar efforts should be expanded by asking community groups, employers, and residents to observe Bike to Work Week and other walking or biking encouragement events.
- 5.5.2 Develop school-based incentive programs, such as Mileage Clubs that offer rewards when mileage thresholds are reached, to encourage biking and walking as a daily activity. Continue current programs in the district including “Golden Shoe” clubs and walking tours. A menu of other encouragement activities is provided in Chapter 5.
- 5.5.3 Work with La Crosse County Health Department to 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 within the community.
- 5.5.4 Encourage the Holmen Department of Public Works and other traffic authorities to continue to grow the sidewalk and bike lane network. This includes designing bicycle and pedestrian facilities as part of any roadway reconstruction project [like Main Street (CTH D)].

Issue 5.6: The perception of community safety for walking and biking to school is low.

There are a variety of issues affecting the perceived safety of walking or biking to school. The Parent Survey, conducted in fall 2008, revealed many concerns related to traffic. The top two recorded issues affecting parent’s decisions to allow, or not allow, their child to walk or bike to/from school included the “speed of traffic along the route”, and the “volume of traffic along the route”. It is likely that Holmen Drive played heavily in these responses since all district schools are located east of this highway.

Recommendations

- 5.6.1 Increase the safety of the pedestrian network. This includes improving pedestrian connections where they encounter intersections, and installing crosswalks. See recommendation 5.2.5 for a list of proposed improvements within the right-of-way.
- 5.6.2 The Village of Holmen Plan Commission should continue to require sidewalks in new residential developments per the subdivision ordinance.
- 5.6.3 Enforce speed limits and crosswalk regulations in school zones, and position adult crossing guards at strategic intersections communitywide.
- 5.6.4 Develop a regular Walking School Bus program to encourage groups of children to walk to school together. This program is most successful when led by an adult who can ensure safe practices among “passengers”.
- 5.6.5 Whenever possible, the School District of Holmen should follow and enforce its “School Facility Planning” policy (#920) that identifies requirements for placement and construction of school facilities. This includes ensuring the site is located within walking distance of the neighborhood it is meant to serve and that the “school sites...not be located next to major arterial streets or highways.” This is a major issue at every district

school because they are all located near a highway facility. The new school, “Prairie View Elementary”, resembles this pattern as it is located between CTH HD and USH 53. This will limit access for populations that live east and west of the school site. Every effort should be made to provide off-road facilities to the neighborhoods north and south of the school (such as a multiuse trails) as the site is developed. If the policy cannot be enforced, revise the policy to ensure that **connections** to neighborhoods (existing or planned) designed and installed when siting and developing new school properties.

- 5.6.6 Consider installing wayfinding system of sign assemblies including destination panels. Destinations should include major places of interest, such as the Halfway Creek Trail or parks and schools, and include direction and distance markers. See Figure 5.6.

Issue 5.7: Current conditions for walking and biking throughout the community are not fully known.

Like many communities, an exhaustive analysis of bikeability or pedestrian friendliness has not been performed and is only available anecdotally. Census 2000 shows that less than 1% of the working population walks to work on a regular basis, there is no measure of safety attributed to this datum. The Student Tally performed at participating schools shows roughly 5% of the potential 1,885 students recorded walked to school. Similar analysis performed communitywide should measure the effectiveness of designating preferred routes to key destinations. This baseline analysis should be used for comparison purposes against future pedestrian numbers that may increase with implementation of this SRTS plan, or any other bicycle or pedestrian plan that may be implemented. Bicycle data should also be recorded to determine the effectiveness of education or encouragement programs.

Recommendations

- 5.7.1 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 or volunteers for implementation efforts, and survey distribution.
- 5.7.2 Determine the feasibility of a communitywide transportation survey to measure mode choice within the community. The survey should include a section on popular destinations and list the primary concerns of pedestrians. Biking questions should include information on preferred routes to identify where bicycle facilities should be developed (such as bike

Figure 5.6



Above: Bike Route Signage with destination markers and directional arrow.

Below: Destination panels that describe the direction, destination, and distance.



(Images: Chicago DOT; walkinginfo.org)

lanes) to help prioritize recommendations and formalize a bicycle and pedestrian plan for Holmen.

- 5.7.3 Continue to collect and submit SRTS survey and advocacy results to the National Center for Safe Routes to School so that national databases can be expanded.
- 5.7.4 Develop a formalized bicycle and pedestrian plan on a citywide scale to link not only neighborhoods and schools, but also places of recreation, employment centers, and commercial areas. Utilize recommendations developed as part of this *School District of Holmen Safe Routes to School Plan* to inform and support a specific element of the plan on developing safe routes to schools communitywide.
- 5.7.5 Encourage the La Crosse Area Planning Committee to perform a Bicycle Compatibility Index (BCI) to quantitatively evaluate the area roadways for levels of bicycle accommodation.

C. Action Plan

The following action plan is based on a one to five year forecast of reasonably attainable goals. The strategies within this Action Plan prioritize important components of the SRTS program because they lay the foundation for activities within each strategy area. Strategy areas include 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 table is meant to complement the recommendations discussed throughout this chapter. It incorporates strategies, timeframes and responsibility for implementation of select recommendations given high priority by the SRTS Task Force. This table should be updated periodically with new strategies sourced from the recommendations within this chapter, or within the SRTS Toolbox discussed in Chapter 5.

Groups assigned to implement this SRTS Plan include the School District of Holmen (authority for school site improvements), the village of Holmen and La Crosse County (engineering solutions such as sidewalk and sign installation), local police departments, and other agencies operating within the community. See Table C-1.

Table C-1: Action Plan		Project Area					When	Who	Funding Source	#
		Evergreen Elem.	Holmen M.S.	Sand Lake Elem.	Viking Elem.	Holmen Community				
Strategy Type	Action									
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.	Educate parents on current arrival/dismissal procedures and rules and continue to do so at intervals during the school year.	✓	✓	✓	✓		2009-10	School District	None Req.	1.5.1, 2.4.5, 3.4.3, 4.3.4
	Sand Lake Elementary sells bicycle helmets in the spring to promote safety awareness.			✓			Ongoing	School District		3.4.1
	Implement Wisconsin DPI's "Movin' and Munchin' Schools" program.	✓	✓	✓	✓		2009-10	School District	None Req.	4.3.1
	Disseminate educational information via backpack flyer, websites, or an instructional DVD illustrating the benefits and responsibilities of active transportation.	✓	✓	✓	✓	✓	2010	Holmen, School District	SRTS	5.1.1
	Work with local organizations, such as the Coulee Region Childhood Obesity Coalition, to hold a Bike Rodeo event to teach children about bicycle and helmet safety, and promote Lids On Kids programs that provide helmets at reduced costs.	✓	✓	✓	✓	✓	Ongoing	School District, Coulee Region	SRTS	5.1.4
	If an adult crossing guard program is initiated, annually train crossing guards and develop a public education campaign for motorists.	✓	✓	✓	✓	✓	2010-11	Holmen, School District		5.3.4
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.	Encourage biannual communitywide monitoring of crosswalk striping.	✓	✓	✓	✓		Periodic	School District	None Req.	1.1.3
	Recruit adult volunteers to develop a Walking Wednesday's program	✓	✓	✓	✓		2009-10	School District	None Req.	2.4.1, 4.3.2
	Encourage parents to practice walking and biking to school with their children.	✓	✓	✓	✓		Ongoing	School District	None Req.	2.4.4
	Distribute biking and walking route information as part of new student orientation.	✓	✓	✓	✓		2009-10	School District	SRTS	2.4.5
	Continue current programs that encourage activity and safety. Examples include an annual Walking/Fitness day and a Golden Shoe Contests.	✓	✓	✓	✓		Ongoing	School District	SRTS	3.4.1
	Continue to promote the existing "No Idling" campaign on school grounds.				✓		Ongoing	School District	SRTS	4.3.4
	Continue "Back to School Staff Wellness Walk" and annual "Walking/Fitness Day" activities to promote walking to school.	✓	✓	✓	✓		Ongoing	School District	General Fund	5.5.1
	Develop a media campaign to get the SRTS message out to parents and the general public.					✓	2010	La Crosse County Health Department	SRTS	5.5.3
	Develop Walking School Bus programs to encourage groups of children to walk to school together.	✓	✓	✓	✓	✓	2009-10	School District	SRTS	5.6.4
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.	Periodic enforcement of speed limits on Long Coulee Road, Holmen Drive, and Sand Lake Road (among others.)					✓	Periodic	Holmen Police Dept		1.4.3, 2.1.4, 3.2.3, 4.2.5
	Document areas where improper sidewalk or curb ramp maintenance impedes walking safety.	✓	✓	✓	✓	✓	2011	Holmen, School District		5.4.1
	Continue requiring installation of sidewalks in the new subdivisions.					✓	Ongoing	Holmen		1.2.3
	Teachers or parent volunteers should be utilized to enforce "No Parking" areas on school grounds.	✓	✓	✓	✓		Ongoing	School District	SRTS	2.4.3, 3.4.3, 4.3.4
	Periodically enforce all applicable bicycle and pedestrian rights-of-way.					✓	2009-10	Holmen Police Dept		5.3.1
	Work with Holmen PD to position a radar feedback trailer on 2nd Avenue periodically.				✓		2009-10	Holmen Police Dept		4.2.4

Strategy Type	Action	Project Area (School)					When	Who	Funding Source	#
		Evergreen Elem.	Holmen M.S.	Sand Lake Elem.	Viking Elem.	Holmen Community				
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.*	Restripe and install crosswalks to enhance the pedestrian network.					✓	Periodic	Holmen, La Crosse County Hwy Dept	SRTS, WisDOT	Map E-1, 3.1.1, 4.2.1
	Install sidewalks to connect neighborhoods with school sites.					✓	Ongoing	Holmen	SRTS, WisDOT	1.2.1, 1.2.2, 2.2.1, 3.1.1, 4.2.1
	Install school warning signs in crossing locations and school zones.					✓	2009-10	Holmen, La Crosse County Hwy Dept	SRTS	1.2.4, 4.2.2
	Install or remove pedestrian beacons throughout the community to direct pedestrians to proper crossing locations.					✓	2009-10	Holmen, La Crosse County Hwy Dept	SRTS, WisDOT	1.4.1, 2.1.1, 3.2.1
	Perform a traffic study at the intersection of Holmen Drive (CTH HD) and Sunset Drive to determine warrant for traffic signals.					✓	2009	La Crosse County Hwy Dept	SRTS, WisDOT	2.1.5
	Install bicycle lanes on Main Street from the Holland Trail to the Halfway Creek Trail.					✓	2009	Holmen, La Crosse County Hwy Dept	SRTS, WisDOT	2.3
	Install a sidepath to Sand Lake Elementary on Sand Lake Road (CTH SN.)			✓		✓	2012	La Crosse County Hwy Dept, School District	WisDOT	3.3.5
	Replace the "when children present" panel with a "when flashing" panel on school zone assemblies.					✓	2009	Holmen, La Crosse County Hwy Dept	General Fund	3.2.1
	Prepare annual or biennial grant submittals to WisDOT to implement infrastructure projects.	✓	✓	✓	✓	✓	Periodic	Holmen, School District		5.2.6
	Continue to grow the sidewalk and bike lane network.					✓	Ongoing	Holmen	SRTS, WisDOT	5.5.4
	Install a bicycle wayfinding system of sign assemblies including destination panels (schools, parks, etc).	✓	✓	✓	✓	✓	2010	Holmen, School District	WisDOT	5.6.6
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.	Encourage biannual communitywide monitoring of crosswalk striping.	✓	✓	✓	✓		2009-10	School District	None Req.	1.1.3
	Develop a communitywide transportation survey to measure mode choice within the community. The survey should include a section on popular destinations and list the primary concerns of pedestrians.					✓	2011	Holmen, LAPC	General Fund	5.7.2
	Continue to collect and submit SRTS survey and advocacy results to the National Center for Safe Routes to School.	✓	✓	✓	✓		Periodic	School District	SRTS	5.7.3
	Consider developing a bicycle and pedestrian plan on a citywide scale to link destinations and establish a baseline for further evaluation.					✓	2012	Holmen	WisDOT	5.7.4
	Encourage LAPC to perform a Bicycle Compatibility Index (BCI) to quantitatively evaluate the area roadways for levels of bicycle accommodation.	✓	✓	✓	✓	✓	2011	LAPC		5.7.5

Coulee Region: Coulee Region Childhood Obesity Coalition

General Fund: the agency's normal operating budget

Holmen: the Village of Holmen offices and agencies

La Crosse County Hwy Dept: La Crosse County Highway Department is the traffic authority for county highways

LAPC: La Crosse Area Planning Committee

None Req.: funding is not necessarily required to implement this action

Ongoing: initialize immediately or continue to operate

Periodic: perform at regular intervals (annual, biannual, biennial, etc)

School District: School District of Holmen

SRTS: Safe Routes to School funding provided through the Department of Transportation

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

5

Best Practices and Implementation Programs

There are many active Safe Routes to School (SRTS) programs across the country and around the world today. Fortunately, the people behind these successful programs are very willing to share the tools and ideas they have developed. Chapter 5 borrows from this knowledge base and provides 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 help enhance your SRTS program.

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 raised medians or pedestrian signals), and traffic calming measures (such as reduced speed limits, speed bumps, or stanchions).

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

Unsafe driving behaviors in school zones can be observed each school day at arrival and dismissal times. These behaviors discourage parents from allowing their children to bike or walk to school and also pose a threat to the school's staff and children as they make their way from private cars or buses to the school building and back again. Many school principals report dangerous behaviors by parent drivers as one of their primary safety concerns. Crossing guards support principal observations, highlighting the need for safe, responsible driving practices, especially in school zones.

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 witnessed near the school and on the school campus. Violating school drop-off and pick-up procedures has a multiplying effect on unsafe behaviors. Parents who are trying to follow instructions received from the school get extremely frustrated when another person violates the rules and slows the process down. Their frustration can lead to additional aggressive and unsafe driving.

Community safety is not the sole responsibility of the local police department. Community members can and should play an important role in making both the neighborhood and school better and safer places. The community enforcement approaches listed below are staffed by local volunteers. In addition to community enforcement efforts it will be necessary to involve the local police department, as 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 regulatory changes needed to improve walking and bicycling conditions around schools. This strategy is closely tied to Encouragement strategies.

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

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.

SRTS Tool Box

Engineering Tool Box

- 1) **Signing and Pavement Marking:** Use signing and pavement markings consistently to convey the same message throughout the community. Signage in School Zones should follow the same conventions elsewhere in the community and convey a clear message. For example, if the intention of a NO PARKING sign is that no vehicle is to be stopped, then the sign should reflect that (NO STANDING ANY TIME), otherwise drivers may interpret the sign to mean they can temporarily wait in the location.
- 2) **Install Bicycle Lanes:** Bike lanes are 4 to 5 feet wide lanes located next to the road edge or between the parking lane and travel lanes on a street. They are defined by a 4 inch white line and help communicate to bikers and drivers how a road functions.
- 3) **Build Bike Paths:** Bike paths are generally 10 foot wide multi-use trails for both bikers and



walkers. They typically have their own right-of-way and can be built on abandoned rail lines, on utility corridors or along riverfronts.

- 4) Complete the Sidewalk Network: A complete sidewalk network is one of the most important tools for SRTS programs. Sidewalks provide a safe place for students to walk and a complete network makes safe routes from home to school possible.
- 5) Install, Enhance, or Repair Crosswalks: Crosswalks define the area of the street where automobile drivers can expect to see pedestrians. In the State of Wisconsin, a driver is required to yield to a pedestrian in a crosswalk. For crosswalks adjacent to school grounds, it is suggested that a “ladder crosswalk” be considered to increase visibility.
- 6) Install Bump Outs: Bump outs are curb extensions usually located at intersections that reduce the crossing distance on streets.
- 7) Install New or Improved Street Lighting: The school day starts before dawn in parts of Wisconsin during the winter months and ends around dusk. Adequate street lighting is an important tool for walking safety.
- 8) Install New or Improved Signage (school zones, speed limits, crosswalks, etc.): A surprising number of schools, both public and private, do not have School Zone signs on all streets surrounding the school. These signs remind drivers of the increased likelihood of children being present and allow for the enforcement of reduced speed limits.
- 9) Install Bicycle Parking Near School Entrances: The location of bike racks on school grounds can encourage regular use of bikes as transportation. Locating them near the main entrance where bikes can be seen from inside the building discourages theft and makes parents more likely to allow their child to ride to school.
- 10) Install Traffic Calming Measures (curb extensions, speed tables, traffic circles, raised crosswalks, narrowing lanes, etc): Traffic calming measures have become more popular in recent years and the engineering behind them has also improved. Studies have shown that well designed traffic calming measures can reduce speeds considerably.
- 11) Restrict Turning Movements: Particular restrictions, such as only allowing right turns out of or into school properties, more commonly called “right-in, right-out” access, can help alleviate congestion and queuing in some locations.

Figure 5-2



Best practice: bicycle parking should be conveniently located near school entrances (SAA)

Education Tool Box

- 1) The Wisconsin Department of Transportation has a wide selection of educational materials from DVDs and brochures to coloring books on transportation safety. These materials are provided for free or at a minimal cost. The DOT encourages assistance with the distribution of these materials at PTO meetings, School Board meetings, and other gatherings.

- 2) Bicycle Rodeos or training courses can be used to teach on-bike skills. Local community service organizations such as the Lions Club or Jaycees are often looking for opportunities to make use of their volunteers and are happy to help organize and run a Bike Rodeo. Course information can be found on the web or by calling the Wisconsin Bicycle Federation or contacting Larry Corsi with the Wisconsin Department of Transportation at 608-267-3154 or e-mail larry.corsi@dot.state.wi.us.
- 3) Movin' and Munchin' is a wellness initiative sponsored by the Wisconsin Department of Public Instruction and cosponsored by WEA Trust. The program aims to encourage healthy eating habits and increased physical activity among students and their families. Individuals earn "Movin' and Munchin' Miles" for healthy nutrition choices and various forms of physical activity, such as walking or biking. All participating schools are considered for awards up to \$500 to use towards improving their physical education and nutrition programs. If the district has a WEA Trust health plan and at least 50% of school staff also participate in Movin' and Munchin', the WEA Trust will match any awards given by DPI. More information, including a detailed description of the program, can be found at <http://www.movinandmunchin.com>. Contact Jon Hisgen of DPI at (608) 267-9234 or e-mail jon.hisgen@dpi.state.wi.us with any further questions.
- 4) Teach personal safety skills to students and parents (never walk alone etc.). Local police departments are usually willing to come to elementary schools and talk with the students about safety skills.
- 5) The Wisconsin Bicycle Federation and Wisconsin Walks are two statewide advocacy organizations that advocate for better walking and biking conditions in our communities. They have professional staff willing to help with educational programs for students and are a useful resource on biking and walking safety.
- 6) Bring the FHWA Pedestrian Roadshow to local communities. The FHWA developed this four-hour workshop to increase pedestrian safety in communities through local awareness and local problem solving.
- 7) Identify local and knowledgeable advocates to give SRTS presentations throughout the community to build awareness and support for your SRTS program (Rotary, Lions Club, PTO, Plan Commission, etc.).
- 8) The League of American Bicyclists has developed a Bike Ed program which includes curricula for adults and children taught by certified instructors. Programs include Traffic Skills 101, Traffic Skills 102, 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

Figure 5-3



Best practice (top): bicycle safety training workshops (SAA)

Best practice (bottom): utilize trained adult crossing guards (SAA)



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, motorists and hand signals, principles of right-of-way, and left and right turn conflicts. Working with a local League Cycling 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 grade and above, who are assigned tasks such as escorting students to buses and assisting students across streets. They are not legally allowed to stop traffic; however they can and do help other children spot appropriate gaps in traffic so they can cross. They also teach and model safe behaviors on the sidewalk and crossing the street.
- 2) Adult School Crossing Guards – The local police department usually trains and certifies the crossing guards for a community. They are also legally allowed to stop traffic or traffic violators. They are best deployed at busy intersections along popular school routes.
- 3) Neighborhood Speed Watch Programs – These programs use a speed trailer to indicate current speeds to drivers as they pass by the trailer. In addition to the trailer, a neighborhood may use yard signs or stickers to encourage drivers to slow down.
- 4) Active Speed Monitors (or Driver Feedback Signs (DFS)) – These are signs that are permanently mounted near schools to make drivers aware of their current speed. They flash when a motorist is exceeding the posted speed limit.
- 5) Pace Cars – A pace car program uses volunteers who take a pledge to follow speed limits, stop at stop bars, yellow lights and other traffic control devices. The pace cars slow traffic down by modeling good behavior.
- 6) AAA School Safety Patrol: Upon registration, schools are eligible to receive free training materials, belts, badges and other items necessary for the operation of a successful School Safety Patrol program.

Police Department Efforts

- 1) Portable Speed Trailers - Many police departments own small portable speed trailers that provide instant feedback to motorists regarding their current speed. The trailers have proven effective at reducing speeds at least on a temporary basis. Use of the trailers in school zones at the beginning of the school year may remind drivers to slow down.
- 2) Progressive Ticketing: This is an educational effort that leads to enforcement if a driver receives multiple warnings. The first step is a community awareness campaign, followed by warning tickets, followed by actual traffic citations.
- 3) Speed Enforcement in School Zones: Strict enforcement of speed laws in school zones can improve the safety for children walking and bicycling to school as well as drivers in the area. A community may even want to consider

Figure 5-4



Best practice: portable radar speed trailer (SAA)

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

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

Encouragement Tool Box

- 1) International Walk to School Day:
Occurring each October, this event can be used to kick off a new SRTS program or as a highlight of the year for an existing program. The International Walk to School Day organization creates many media opportunities and can be useful for a community to use as a springboard for its own Walk to School Day.
- 2) Walking School Bus: The walking school bus is a volunteer based program where a parent or other trusted adult volunteers to walk a set route, picking up school children along the way and walking them to the school grounds. Another adult will pick up the children at the school grounds and walk them home. This type of program is sometimes called School Pool or a Bike Train (if using bicycles).
- 3) Park-And-Walk Programs: Park and walk programs allow students who live too far away to walk the entire way to school a chance to participate and receive the benefits of walking to school. By providing a remote parking lot within a mile of the school grounds, parents and children can leave the car and walk to school.
- 4) Walking Wednesdays: Walking Wednesdays program participants meet with school staff at a public location such as a coffee house near the school and at a pre-determined time, the students and the staff walk together to school one day a week.
- 5) Safe Passage or Neighborhood Watch Program: This program is organized by the National Crime Prevention Council and is intended to help communities reduce crime and can be a great asset to a SRTS program.
- 6) Stagger Dismissal Times: Staggering dismissal times for walkers/bikers, bus riders, and family vehicle riders can be an effective solution to separate transportation modes. By adjusting dismissal time by 5 minutes, schools with limited space to separate transportation modes can alleviate some of the safety and congestion issues common around dismissal time.
- 7) Adult Crossing Guard Recognition Week: This one week each school year allows local schools and communities an opportunity to formally recognize the value and efforts of school crossing guards. School crossing guards are formally recognized differently across the State of Wisconsin, but universally appreciated among them are "Thank You" cards designed and delivered by school children.
- 8) 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 "SRTS Resources" in this chapter). Children are issued tally cards to win points for walking, biking, carpooling and busing. Every time they walk or bike to school they earn

Figure 5-5



Best practice: Walk to School Day (SAA)

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.

- 9) **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.
- 10) **Walk and Bike Across America:** Another “Way to Go” Initiative, this contest allows students to gain a broader perspective on the freedom provided by walking and biking. Students keep track of the distance that they walk and bike to school by calculating how far they live from school and multiplying that by the number of one-way biking and walking trips. If children are dropped off at staging areas near school they calculate the distance they travel from there. Similar counts are made from home to the bus stop. Each week at a designated time, the students add up the distance that the whole class traveled during that week and plot it on a map. Then they “travel” to a destination chosen by the class within those miles. Students become aware that they can travel great distances on foot or by bike. As the class continues to accumulate miles, they can research new destinations around the country. At the end of a designated time, the class that has traveled the farthest gets a special reward, such as a movie or pizza party. In a variation on this contest, carpools and bus passengers can be included by adding bonus miles for every child who uses those modes. Note that students using motorized transportation can travel farther than those going on their own power. To include the actual miles would defeat the purpose of the exercise. Add one mile to the class total for every child who carpools or rides the bus to school.
- 11) **Art Contest:** Art contests provide children the opportunity to develop safety slogans and art while learning about better safety practices. Their artwork can then be used as signs or banners as part of a community wide safety campaign. Students in Hertfordshire, England (United Kingdom), had their artwork transformed into “gateway” signs to alert drivers entering roads around schools.
- 12) **Trip Counters:** These systems utilize a radio frequency identification tag (often affixed to helmets) that sends a signal to a solar-powered device. In Boulder, Colorado, one elementary school increased bicycle trips from 10,000 to 20,000 trips per year in part because participants could trade accumulated bicycle trips for prizes. The Freiker program (FREquent – bIKER) registers tags, beeps, and wirelessly uploads data to the Freiker website so kids

Figure 5-6



Best practice: frequent rider systems, such as Freiker (FREquent bIKER) may encourage active transportation (Freiker)

- can see how close they are to earning a prize. The system can also be used by walkers.
- 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 Tips¹

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

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

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

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

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>

Before initiating SRTS:

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

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

After SRTS:

- 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. These tools can 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 the evaluating. The group responsible for planning and conducting the Safe Routes to School (SRTS) program will also most likely be responsible for evaluation. The following stakeholders can all play important roles:

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

Sharing Information

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

These results need to be shared with those that can fund the program again or make other decisions about whether to expand or change the program.

Arrival and Dismissal Plans

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

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

- 1) Designated Drop-off and Pick-up Locations for Private Vehicles: Drop-off and pick-up locations can be designated using pavement or curb markings, positioning adult or child safety monitors at these points, or blocking off or signing locations where access is not desired. Consider developing several designated pick-up/drop-off locations where parents stay in queue until a “spot” is available (children may not race to a vehicle that is not parked in a designated “spot”). Encourage parents that want to escort their children to the building to park in a parking lot or other designated site, rather than in queue or a travel lane.
- 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 into the school. Some larger schools designate different doors for different grades to use when entering the school. This is important as parents will often drop their children off 15 minutes or even 30 minutes ahead of the first bell. Having a designated gathering space allows for easier monitoring of the school children while they wait for the first bell.
- 4) Designated Area for Siblings to Meet 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

Figure 5-7



Best practice: designated bus drop-off area (SAA)

and dismissal procedures may be included on the back side of the map. The map and instructions will need to be distributed several times a year and should be posted on the web for easy access.

Improving the safety and efficiency of arrival and dismissal

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

SRTS Resources

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

The National Center for Safe Routes to School provides a very complete website with information and resources on all aspects of a Safe Routes to School.

<http://www.saferoutesinfo.org/index.cfm>

International Walk to School maintains an excellent website that shares SRTS information from around the world and organizes International Walk to School Day each fall.

<http://www.iwalktoschool.org/index.htm>

The Wisconsin DOT's Safe Routes to School website contains information on the state grant program, helpful information on planning and SRTS programs.

<http://www.dot.wisconsin.gov/localgov/aid/saferoutes.htm>

Wisconsin Walks is Wisconsin's state-wide pedestrian advocacy organization. Their website contains general information on how to make your community more walkable as well as information specific to SRTS.

<http://www.wisconsinwalks.org/index.htm>

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

<http://www.bfw.org/SRTS/index.php>

The Federal Highway Administration (FHWA) maintains a very useful SRTS website containing information such as a broad overview of the program, frequently asked question (FAQ), and funding information.

<http://safety.fhwa.dot.gov/saferoutes/>

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

<http://www.saferoutespartnership.org/>

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

<http://www.saferoutestoschools.org/>

There is much more information on SRTS on the web than can be listed here. Each state in the country has an SRTS web site and successful programs, materials, and resources are relatively easy to find.

Funding Sources

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

Public Funding

The following table outlines several public funding sources available to increase bicycle and pedestrian programming and facilities development.

Grant Source/Name	Brief Description	Local Match*	Contact Information
Wisconsin Safe Routes to School Program			
Infrastructure Grant	Will fund improvements to public infrastructure within 2 miles of an elementary or middle school that will improve conditions for biking or walking to school.	0%	SRTS WisDOT Coordinator srts@dot.state.wi.us
Non Infrastructure Grant	Will provide funding for programs to encourage biking or walking to school. Will also fund enforcement or evaluation efforts.	0%	
Planning Grant	Funds SRTS planning efforts for an individual school or a community of schools.	0%	
Wisconsin Bureau of Transportation Safety			
Bicycle Safety-Rodeo	One-time funding to assist a community with the initiation of an annual Bike Rodeo to teach safe bike riding skills to elementary students.	0%	WisDOT Bureau of Transportation Safety larry.corsi@dot.state.wi.us
Pedestrian Road Show/Walking Workshop	Funding to bring a half-day workshop to a community to initiate pedestrian safety improvements	0%	
Teaching Safe Bicycling	Annual free "train the trainers" seminar focused on teachers, YMCA and recreation staff so they may in turn teach young students safe riding techniques.	N/A	
Wisconsin Pedestrian and Bicycle Law Enforcement Training Course	A two-day course for law enforcement officers focused on managing traffic for bicycle and pedestrian safety.	Varies	
Wisconsin Department of Transportation			
Local Transportation Enhancements	Funds bicycle and pedestrian facility improvements that address commuting and transportation needs.	20%	WisDOT john.duffe@dot.state.wi.us
Bicycle and Pedestrian Facilities Program (BPPF)	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%	

Grant Source/Name	Brief Description	Local Match*	Contact Information
Wisconsin Department of Natural Resources			
Recreational Trails Grant	Funding to build trails for motorized and non motorized traffic.	50%	Depends on location Debra.Martinelli@Wisconsin.gov
Stewardship	Funding for "nature based" recreational facilities including hiking and biking trails.	50%	
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	

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

Private Sector Funding

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. Several grant opportunities are listed in a table on the following page.

Grant Source/Name	Brief Description	Local Match*	Contact Information
P.E. For Life: The Carol M. White PEP Grant			
The Carol M. White Physical Education Program	Will fund efforts to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade.	N/A	www.peforlife.org
General Mills Youth Nutrition and Fitness Grants			
Champions for Healthy Kids Grant Program	General Mills Foundation awards 50 annual grants of \$10,000 each to community-based groups that develop creative ways to help youth adopt a balanced diet and physically active lifestyle. In addition, the General Mills Foundation sponsors up to 50,000 young people each year to participate in the President's Challenge and earn the Presidential Active Lifestyle Award for their commitment to a physically active and fit lifestyles	N/A	www.generalmills.com/corporate/commitment/champions.aspx
Gleason Foundation Grants			
The Gleason Foundation	Awards grants to support organizations with programs in education, research, cultural and civic activities. Primary funding interests in organizations with emphasis on education, cultural and civic activities. Grants range from \$500 to \$10,000,000	N/A	www.thegleasonfoundation.org
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

The following list cites potential private funding sources identified in the Safe Routes to School Toolkit, published by National Highway Traffic Safety Administration (NHTSA) ²:

Corporations and businesses

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

Foundations

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

Individuals

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

Events

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

Parent teacher associations (PTAs) and school districts

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

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

Village of Holmen Sidewalk Plan

Appendix B:

Survey Instruments

8. Has your child asked you for permission to walk or bike to/from school in the last year? (select one) 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 (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? (select all that apply, mark with X in box)

- Distance
- Convenience of driving
- Time
- Child's before or after-school activities
- Speed of traffic along route
- Amount of traffic along route
- Adults to walk or bike with
- Sidewalks or pathways
- Safety of intersections and crossings
- Crossing guards
- Violence or crime
- Weather or climate

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (select one choice per line)
(My child already walks or bikes to/from school)

- | | | |
|------------------------------|-----------------------------|-----------------------------------|
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not Sure |

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school? (select one, mark with X in box)

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Encourage | Encourage | Neither | Discourage | Strongly Discourage |
| <input type="checkbox"/> |

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

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very Fun | Fun | Neutral | Boring | Very Boring |
| <input type="checkbox"/> |

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

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very Healthy | Healthy | Neutral | Unhealthy | Very Unhealthy |
| <input type="checkbox"/> |

15. What is the highest grade or year of school you completed? (select one, mark with X in box)

- | | |
|---|--|
| <input type="checkbox"/> Grades 1 through 8 (Elementary) | <input type="checkbox"/> College 1 to 3 years (Some college or technical school) |
| <input type="checkbox"/> Grades 9 through 11 (Some high school) | <input type="checkbox"/> College 4 years or more (College graduate) |
| <input type="checkbox"/> Grade 12 or GED (High school graduate) | <input type="checkbox"/> Prefer not to answer |

16. Please provide any additional comments below:

Thank you for participating in this survey!

SAFE ROUTES TO SCHOOL

STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: Zip Code: -

Teacher: Grade (K-8)

Monday's Date / / 2 0 # of students enrolled in class

M M / D D / Y E A R

Teachers, here are simple instructions for using this form:

- Please conduct these counts **on any two days from Tuesday, Wednesday, or Thursday of the assigned week**. Only two days worth of counts are needed, but counting all 3 provides better data.
- **Please do not conduct these counts on Mondays or Fridays.**
- 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.
- **Place just one character or number in each box.**
- Follow the same procedure for the question **“How do you plan to leave for home after school?”**
- 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?” (<i>record number of hands for each answer</i>)								
	Weather S= sunny R= rainy O= overcast 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 (skateboard, scooter, inline skates, etc.)	
SAMPLE	S	2 7	4	2	1	1	7	3	0	0	
Tues AM											
Tues PM											
Wed AM											
Wed PM											
Thur AM											
Thur PM											

Comments (*List disruptions to 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.

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 traffic enforcement, **education** is critical. All community residents benefit from education about rules and procedures for biking and walking safely and from learning about the benefits of walking and biking as transportation.

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 your 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
<input type="checkbox"/>	<input type="checkbox"/>			How walking and biking promote good personal and environmental health
<input type="checkbox"/>	<input type="checkbox"/>			How automobile emissions may negatively impact the earth's environment (air, water)
				Walking Skills
<input type="checkbox"/>	<input type="checkbox"/>			Safe places to cross a street
<input type="checkbox"/>	<input type="checkbox"/>			Safely crossing a street at an intersection when there's not a traffic signal
<input type="checkbox"/>	<input type="checkbox"/>			Wearing brightly colored/reflective clothing to increase visibility
<input type="checkbox"/>	<input type="checkbox"/>			How a student would prevent or respond to advances of strangers
				Biking Skills
<input type="checkbox"/>	<input type="checkbox"/>			Importance of properly sized bike and rider visibility
<input type="checkbox"/>	<input type="checkbox"/>			Importance of properly wearing a proper fitting helmet
<input type="checkbox"/>	<input type="checkbox"/>			Bicycle rules of the road - how to respond to certain traffic signs, signals, and situations, and how to react to certain road conditions
<input type="checkbox"/>	<input type="checkbox"/>			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.

Appendix C:

Biking and Walking Audit Maps

Appendix D:
School Site Assessments

Appendix E:

Site/Neighborhood Improvement Plans

Appendix F:

Safe Routes to School Plans