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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. Sauk Prairie Middle School with support from Sauk City, Prairie du Sac, Sauk Prairie School District, and the Sauk Prairie Safe Community Coalition was awarded a planning grant from the Wisconsin Department of Transportation (WisDOT) in 2010 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 Sauk Prairie SRTS Task Force was comprised of representatives of Sauk Prairie Middle School as well as local officials and volunteers. 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

Sauk Prairie Middle School is located at 207 Maple Street in Sauk City, WI. The school site contains sidewalks on the north and east sides but not on the south or west. The site is adjacent to the Sauk Prairie High School. The two schools share a bus parking area located on the high school property.

Sidewalks in the immediate vicinity of the middle school are effective for east/west travel on Oak Street. North/south travel is primarily accommodated on 9th Street, Maple Street, and Spruce Street. Gaps in the sidewalk network force students to walk in the street and along some road segments the sidewalk switches from one side of the street to another requiring pedestrians to cross frequently.

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 from May 2011 show the highest percentage of students (44%) traveled to and from school via school bus. The next highest categories were “family vehicle” with 36%, and “walk” with 14%. There is a significant increase in active transportation between arrival and dismissal. This is most pronounced in the pedestrian tally which recorded 10% of trips in the morning (arrival) and 20% of trips in the afternoon (dismissal). There is a related decrease in “family vehicle” trips in the afternoon (percentage of trips falls from 41% arrival to 28% dismissal).

Parent and teacher surveys each recorded attitudes about walking and biking to school, and cited observed behaviors of students. The primary issues affecting mode choice for parents were the “Speed of Traffic Along Route” and “Safety of Intersections and Crossings”. 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 primarily include inappropriate driver behaviors such as speeding and inattentive driving. Teachers also mentioned concern about the school bus parking area which gets very congested with pedestrians, automobiles and buses.

To supplement attitudinal data, a walking and biking audit was conducted for areas within a ½ mile radius of the school in February 2011. The analysis also included spot checks at busy intersections and along important routes within 1 mile of the school. Primary physical issues identified include lack of sidewalks at the school site, the importance of crossing busy streets such as Prairie Street (CTH Pf) and Sycamore Street (13th Street), and gaps in the pedestrian network that necessitate frequent crossings.

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 the 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 compliance with posted speed limits and signage within the school zones. The amount of traffic and safety of crossings has also been identified. Recommendations include increasing the amount of educational programming available, including continuing events like the bicycle rodeo, and regularly communicating with police about motorist behaviors, such as speeding.

School site and neighborhood issues center primarily on increasing safety for pedestrians and bicyclists in the school zone. Completing the sidewalk network at the school site (Sycamore, Hemlock), improving crossings (Oak Street, Prairie Street), and installing directional signage are all considered top priorities.

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 those dangers. Today, Denmark's child pedestrian crash rate has dropped by 80% 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. These pilot programs were very successful and within a year grassroots SRTS efforts were initiated across 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. Funds were to 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. Since 2009, SAFETEA-LU has been reauthorized through short-term extensions. In program year 2009-11, Wisconsin had over \$3 million per year available for distribution. 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.

SAA Design Group (SAA), in partnership with the Wisconsin Department of Transportation and local task forces, has developed Safe Routes to School plans throughout Wisconsin. Through program year 2011, SAA has helped prepare thirty SRTS Plans covering 90 schools including this plan for Sauk Prairie Middle School.

Figure 1-1



School zone in Marin County, CA (MCBC)

National Trends

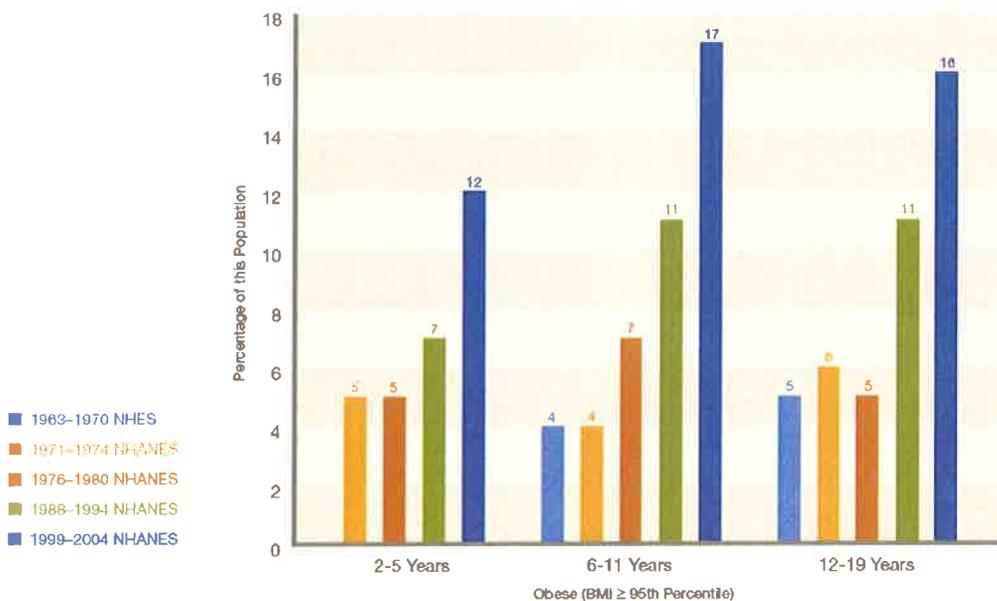
Safe Routes to School programming is gaining traction across the country largely as a result of national trends in health, safety, environmental degradation, and land use.

Health

In less than a generation, the percentage of children age 6 to 19 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 Results from the 2007-2008 NHANES, using measured heights and weights, indicate that an estimated 16.9% of children and adolescents aged 2-19 years are obese.

Chart 1: Obesity Prevalence (1963-2004)

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 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 ways as well. Many obese children experience social stigmas and discrimination, which are believed to lead to low self-esteem and symptoms of depression.

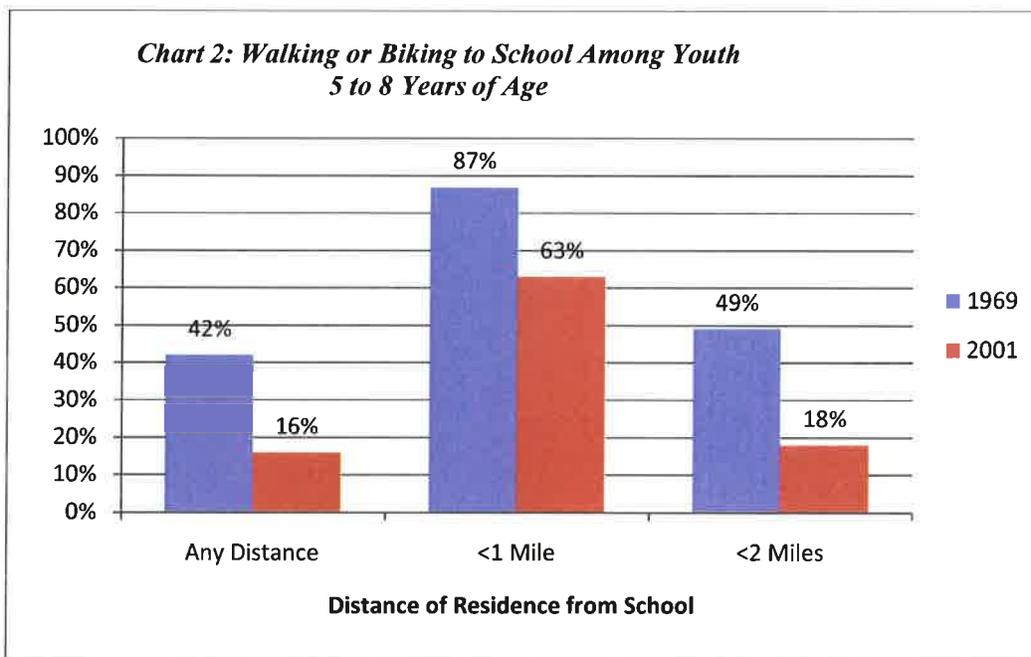
¹ U.S. Centers for Disease Control and Prevention: Overweight and Obesity. Available: <http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm> Accessed: April 17, 2008.

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 grimmer 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



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

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/kidwalk/then_and_now.htm Accessed: April 17, 2008.

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.
- 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.

Figure 1-2



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

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.

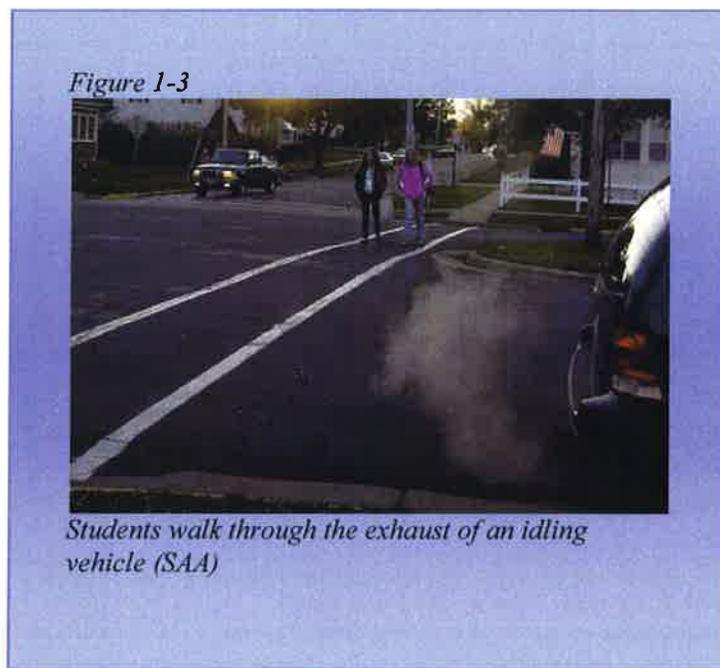
Wearing proper safety equipment, such as helmets, also affects the severity of crashes children experience. While wearing a helmet may not impact the frequency of crashes, numerous studies have found that use of approved bicycle helmets significantly reduces the risk of fatal injury, serious head and 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 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



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.

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.

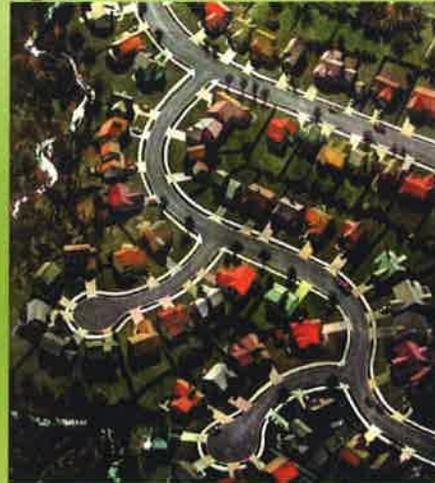
The US Environmental Protection Agency's "Clean School Bus USA" program identified idling school buses as contributing to air pollution outside and inside of schools. Automobile emissions can enter school buildings through air intakes, doors, and open windows⁷. Instructing bus drivers to shut off their 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 and bicyclists as users of the transportation system. In many areas, auto-oriented development has hindered the creation of walkable communities. These new developments

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.

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.

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

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

Larger schools translate into more students traveling to the same place at the same time—and mostly by automobile. As a result, school-site automobile congestion and accompanying poor air quality surrounding schools have become major concerns in communities not just in Wisconsin, but

Figure 1-5



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

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.

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 active lifestyle from an early age.

Figure 1-6



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

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

Figure 1-7

**SAFE ROUTES TO SCHOOL
STUDENT ARRIVAL AND DEPARTURE TALLY SHEET**

School Name: _____

Teacher: _____

Month: _____ Day: _____

Number of Walk: _____ Number of Bikes: _____ Number of Subsidized Buses: _____

Number of Family Vehicles with Driver: _____ Number of Carpools with Driver: _____ Number of Taxis: _____ Number of Other: _____

Instructions: There are simple instructions for using this form.

- Please use only this form on any day from Tuesday, Wednesday or Thursday of the following week. Call us if you need more forms or need help using the form.
- Please do not conduct this survey on a Monday or Friday.
- Before using your tally sheet, please check the form to ensure that you have printed it in color for best readability and that you have all the information you need.
- Ask your students to be precise in their responses. Do you ride your school bus?
- Please do not count any student if a number of students did not have the form to use.
- Please do not count students on number 10 walk line.
- Follow the same procedure for the question: "How do you plan to leave the house after school?"
- Please remember the school regulations of student conduct (i.e., and home supervision or other rules that apply).

Step 1: Fill in the school name and teacher name.

	Whether or not the student has a walk to school	Whether or not the student has a bike to school	Whether or not the student has a subsidized bus to school	Family Vehicle with driver	Carpool with driver	Taxi	Other
Arrival	1	2	3	4	5	6	7
Departure	8	9	10	11	12	13	14
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

Comments: If you have any comments or suggestions, please write them in the space below.

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.

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.

Sauk Prairie Middle School Planning Process

Sauk Prairie Community

The Sauk Prairie School District includes portions of three counties – Dane, Columbia, and Sauk. Sauk Prairie Middle School (located in Sauk City) is located in eastern Sauk County south of Lake Wisconsin. The District draws 2,800 students from 240 square miles including three villages (Merrimac, Prairie du Sac, and Sauk City) and all or part of thirteen towns.

There are five elementary schools in the District, one middle school, and one high school. This plan includes analysis and recommendations for Sauk Prairie Middle School which serves approximately 594 students (2011) in grades 6-8.

Bicycle facilities are primarily on-street throughout the Sauk Prairie community. There are very few off-street shared use trails in the area. Long-term plans focus on developing a Riverfront Trail along the Wisconsin River; however no segments of the trail currently exist. There is a shared use path south of CTH Pf near the Sauk Prairie Airport in a newer residential subdivision. A second shared use path was constructed on the south side of USH 12 as part of the redevelopment project. The segment is located in the town of Roxbury immediately east of the Wisconsin River.

Sidewalks are located sporadically throughout Sauk Prairie however poor connections to the middle school still exist especially on Sycamore/13th Street where no sidewalks exist. There are also no sidewalks on Hemlock Street – the school's southern border. Crossings can also be difficult for pedestrians. Intersections like Maple Street at Washington Avenue are difficult for pedestrians to cross because it is a wide street with no stop signs on Washington.

The Wisconsin Department of Administration projects the population of Prairie du Sac at 3,858 people in 2010; Sauk City was projected at 3,323. By 2030, the projected population of both communities is anticipated to be 8,835 people (a 23% increase from 2010). With the increasing 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.

Study Process

Formation of the SRTS program for Sauk Prairie Middle School was a community-driven effort with planners from SAA Design Group working with the local SRTS Task Force and interested municipal and community members. Development of the plan included the collection and analysis information, review of community needs and priorities, and recommendations to remedy existing

issues.

The Sauk Prairie Task Force was comprised of a diverse group of stakeholders including the Sauk Prairie Safe Community Coalition (SPSCC), school administrators, community leaders, and village representatives. The Sauk Prairie community has developed a number of effective programs, including an annual bicycle rodeo and National Night Out event, to encourage safety throughout the community.

SRTS Plan development included Task Force review at key benchmarks in the process. Starting in winter 2011, there were five SRTS Task Force working meetings. The plan was prepared under this general outline:

- Start Up and Visioning
 - SRTS Plan Start Up
 - Meeting #1 (January 12, 2011)
- Existing Conditions and Current Issues
 - Collect and Review Existing Information
 - Conduct Walking/Biking Audits
 - Administer Surveys
 - Develop Recommendations
 - Meeting #2 (public information meeting; March 22, 2011)
- Draft and Final Plans
 - Meeting #3 (finalize recommendations; May 9, 2011)
 - Meeting #4 (Task Force Review; July 2011)
 - Finalize SRTS Plan
 - Meeting #5 (October 2011)

The schedule was determined by the availability of volunteers and authorization by the Wisconsin Department of Transportation. Surveys and the biking and walking audits were administered early in the process to provide a framework and direction for recommendations. The Student Tally was performed later in the planning process in anticipation of increased numbers of cyclists and pedestrians (May 2011).

Plan Objectives and Policy Statements

The Sauk Prairie 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 village meetings, middle school events, and school board meetings. To increase the education opportunities for cyclists and pedestrians, additional tools such as school newsletters, website publications, and press releases will also be utilized.

Enforcement: Law enforcement will continue to patrolling around schools during arrival and dismissal times to deter hazardous behaviors. This may include enhanced enforcement along established safe routes to schools (See Map 8).

Engineering: Sidewalk and crosswalk facilities will continue to be developed and evaluated throughout the community. As complete networks are established, the Task Force will update maps and promote enhancements to the SRTS network.

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 Sauk City/Prairie Du Sac (Sauk Prairie) community. 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 District Location

The Sauk Prairie School District includes portions of three counties – Dane, Columbia, and Sauk. Sauk Prairie Middle School (located in Sauk City) is located in eastern Sauk County south of Lake Wisconsin. The District draws 2,800 students from 240 square miles including three villages (Merrimac, Prairie du Sac, and Sauk City) and all or part of thirteen towns. See Map 1.

There are five elementary schools in the District, one middle school, and one high school. This plan includes analysis and recommendations for Sauk Prairie Middle School which serves approximately 594 students (2011) in grades 6-8.

Bicycle and Recreational Facilities

There are very few off-street shared use trails in the Sauk Prairie area. Long-term plans focus on developing a Riverfront Trail along the Wisconsin River; however only the segment between Oak Street and the USH 12 Bridge has been completed. There is a shared use path south of CTH Pf near the Sauk Prairie Airport in a newer residential subdivision. A second shared use path was constructed on the south side of USH 12 as part of the redevelopment project. The segment is located in the town of Roxbury immediately east of the Wisconsin River.

Prairie du Sac Bicycle Policies

The village requires bicycles to be registered with the Sauk Prairie Police Department (Title 8, Chapter 2). Bicycles are not allowed to operate on sidewalks in the business district. Specific streets include:

- Water Street from Prairie Street to Broadway
- Galena Street from Water Street to Fourth Street
- Park Avenue from Galena Street to Washington Street
- Washington Street from Water Street to Third Street
- Third Street from Washington Street to Galena Street

Bicyclists may operate on sidewalks not located in the business district provided the rider yields to pedestrians.

Sauk City Bicycle Policies

The village requires bicycles to be registered with the Sauk Prairie Police Department (Ss. 103-1). Bicycles must be parked in assigned racks and cannot be operated on the following sidewalks:

- Water Street between Caroline Street and Van Buren Street
- 100 block of Phillips Blvd, Van Buren Street, and Carolina Street
- 100 and 200 blocks of Jackson Street

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 Sauk Prairie however poor connections to the middle school still exist especially on Sycamore/13th Street where no sidewalks exist. There are also no sidewalks on Hemlock Street – the school's southern border. Crossings can also be difficult for pedestrians. Intersections like Maple Street at Washington Avenue are difficult for pedestrians to cross because it is a wide street with no stop signs on Washington.

Sidewalk Development Policy

The village of Prairie du Sac Land Division Requirements (March 2001) require all land divisions approved by the village to include sidewalks on both sides of each street unless the Village Board specifically waives this requirement. Wider-than-standard sidewalks may be required in the vicinity of schools, commercial areas and other places of public assemblage. The ordinance also requires bikeways were required by the Village Engineer to a width of 10' and shall be paved. Bikeways and/or sidewalks are required along "through highways" or on other streets which serve as major pedestrian access routes to and from businesses, schools, parks, and high-density residential areas.

The village of Sauk City requires sidewalk to be placed on one side of every street, at a minimum. The village standard is placement on the west side of north-south street and on the north side of east-west streets. Sidewalks may be required on both sides of the street where density and projected pedestrian traffic warrants additional walkways. Additional width may also be required in areas of higher anticipated pedestrian traffic. (S. 350-27)

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 they collect snow when streets are plowed. 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 Prairie du Sac is described in section 4-2-7 "Snow and ice removal" in the code of ordinances. The ordinance requires removal of snow and ice within 12 hours after a snow event. Failure to remove snow or ice within the allotted period of time authorizes the village to remove snow or ice at the property owner's expense.

Sauk City requires the owner or occupant of any store or building, lot or part lot to remove all snow and ice from the sidewalk within 12 hours after the cessation of a storm event (Ord. No. 2006-4).

School Zone Speed Limits—Wisconsin Law

Wisconsin law requires drivers to reduce their speed to 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. Several streets near the middle school include school zone speed limits (15 miles per hour).

Obeying posted speed limits and crosswalk regulations is critical for the safety of all transportation users. 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 30 mph and the chance of pedestrian fatality increases to 45 percent. Even small increments of speed reduction can have a dramatic impact on safety.

Transit Facilities

In some communities, public transit services are utilized to transport children to school. The Sauk Prairie School District does not utilize this form of public transportation for journey to school. However, bus service for 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.

Sauk Prairie contains one active rail line owned by the Wisconsin River Rail Transit Commission. This rail line connects with a Union Pacific line north of the Badger Army Ammunition Plant. Local and state agencies are coordinating for the abandonment of the rail lines running through the villages of Sauk City and Prairie du Sac.

Prairie du Sac has identified heavy traffic or truck routes (Title 8, Chapter 1, Section 25). Heavy traffic is prohibited from using any village street or highway not designated as a heavy traffic route. The following streets are designated as heavy traffic routes:

- (1) Water Street.
- (2) Prairie Street.
- (4) Thirteenth (13th) Street from Prairie Street to Tower Street.
- (5) Seventeenth (17th) Street from Prairie Street to Tower Street.
- (6) Nineteenth Street (19th) Street from Prairie Street to Tower Street.
- (7) North street from Nineteenth (19th) Street to Thirteenth (13th) Street.
- (8) Tower Street from nineteenth (19th) Street to Water Street.

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

Crash reports from 2005-09 show 4 crash events in the middle school area. Two occurred at the Oak Street/Maple Street intersection and two occurred at the Hemlock St/Sycamore St (13th St) intersection. One injury was reported. Anecdotal remarks from Sauk Prairie Police suggests there are up to 4 crash events each summer in Sauk Prairie involving bicycles or pedestrians. However, this does not reflect the numerous close calls that have occurred and it is possible additional crashes occur and go unreported.

Traffic counts near the middle school show a variety of average annual daily traffic numbers (AADT). The highest AADT was recorded on Madison Street north of Hemlock Street (3,300). Closer to the school site 1,300 cars used Oak Street west of Madison Street. While these numbers are not very high (bike lanes are usually recommended where AADT surpasses 3,000), there is enough traffic volume present to make crossing the street difficult, especially if vehicles are exceeding posted speed limits and crossing distances are long. See Table 2-1 below for a complete listing (WisDOT).

Table 2-1 Traffic Counts near Sauk Prairie Middle School (2002, 2008)

Location	AADT	Year
Washington Ave west of Water	1,000	2002
Oak Street west of Madison	1,300	2002
Grand Ave west of 5 th	2,000	2002
Madison Street north of Hemlock	3,300	2008
Leuders Road north of USH 12	2,000	2002

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 - Busing

In 2010-11, the Sauk Prairie School District cut several busing routes for students who live 2 miles or less from the school they attend. In practice, this means that students living outside village limits

have access to busing whereas students residing in the incorporated area are limited to the following locations:

1. Fullerton and 21st Street
2. Madison Street and Paulina Street
3. Elsing Park and 21st Street

Students residing in hazardous areas are still provided transportation per state requirements.

Transportation –Bicycle Policy

Students are allowed to ride bicycles to school. The policy stresses “respect for the property of others and encourages the use of locks.” There are no policies about behavior of bicyclists on school grounds.

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.

The Sauk Prairie School District Wellness Policy (#8510) states:

The Sauk Prairie School District promotes healthy schools by providing a learning environment that strives to maximize student potential. Supporting wellness through emotional well being, good nutrition, and regular physical activity as part of the total learning environment affords students the opportunity to participate fully in the education process. The District will strive to promote physical activity, nutritional quality of foods and beverages sold and served on school property, and nutritional education.

The District Administrator shall develop administrative guidelines for the implementation of procedures to promote wellness practices.

Health Education

The State of Wisconsin requires a comprehensive program of health education which will prepare students to maintain good health and enable them to adapt to changing health conditions. The District policy requires the District Administrator to prepare guidelines for health education, evaluation of student understanding, and continual analysis of the effectiveness of the program.

School Facility Planning

The “Site Acquisition” policy (#7240) identifies requirements for the acquisition of real property. The policy discusses pricing and negotiations but does not mention lot size requirements, connectivity, or access to these sites.

Programs

Safe-N-Cool Rewards

Culver’s restaurants are headquartered in Sauk Prairie. To encourage safe walking and biking programs, Culver’s has teamed with the Sauk Prairie Safe Community Coalition (SPSCC) to provide rewards to children who walk and bicycle safely.

Bicycle Rodeo

The Sauk Prairie Safe Community Coalition (SPSCC) and Sauk Prairie Police Department sponsor an annual Bike Rodeo. This program has been in effect over ten years and works to educate children about injury prevention and rules of the road.

National Night Out

The Sauk Prairie Safe Community Coalition (SPSCC) and Sauk Prairie Police Department sponsor programming for National Night Out – a national program to heighten crime and drug prevention awareness and support community interaction with law enforcement. The program includes lessons on personal safety awareness.

Speed Trailer

The Sauk Prairie Safe Community Coalition (SPSCC) purchased a radar feedback trailer to encourage self-enforcement of speed regulations. The trailer is used to augment Sauk Prairie Police enforcement efforts.

Plans

Sauk Prairie Pedestrian Study (2002)

In 2002, the Sauk City Safe Community Coalition (SPSCC) was awarded a \$10,000 grant from WisDOT to prepare a pedestrian safety study in Sauk City and Prairie du Sac. The study prioritized a list of improvements to address safety concerns around Spruce St. Elementary, Grand Avenue Elementary, and the middle and high schools. Primary recommendations for Sauk Prairie Middle School include:

1. Provide a physical barrier between Oak Street and the bus parking lot and develop a circulation pattern that both buses and cars use.
2. Provide sidewalk across the island in the northwest quadrant of the Ninth Street/Oak Street intersection and mark a pedestrian crosswalk at this location.
3. Provide bike lanes on Oak Street and Maple Street.
4. Install pedestrian crossing and bump out in the southwest quadrant of the Maple Street and Oak Street intersection.
5. Install a two-way left turn lane between the Spruce Street and Oak Street intersections.
6. Change the yield sign at the south end of Eleventh Street (Oak St) to control the faculty lot instead of Eleventh Street.
7. Consider raising and widening the sidewalk along the bus lot to provide pedestrian storage and refuge.

Sauk Prairie Comprehensive Plan (2005)

The villages of Sauk City and Prairie du Sac and the town of Prairie du Sac developed a comprehensive land use plan in 2005. Germane to the SRTS planning effort, the Sauk Prairie Comprehensive Plan talks specifically about creating a Riverfront Trail along the Wisconsin River. The off-street multiuse paths would primarily accommodate north/south movement along the Wisconsin River and connect to the USH 12 trail east of the river. East/west bicycle connections will be provided through on-street bike routes. Short-, medium-, and long-term recommendations from the plan include:

Short-term recommendations

- *A continuous riverfront trail from downtown Sauk City at the Highway 12 bridge, north to the Eagle Overlook Park in downtown Prairie du Sac. This should be done using the abandoned rail line north of existing riverwalk and completing any missing segments.*
- *Trailheads in the small green space just north of the Highway 12 bridge in Sauk City and at the Eagle Overlook Park in Prairie du Sac. These trailheads would serve as access points and provide information to trail users about the riverfront trail, the river and the communities. A trailhead could include landscaping, parking, water, restrooms, directional trail signs and an informational kiosk. The Village of Prairie du Sac may also explore the potential for creating a riverfront park downtown adjacent to the public parking area, in conjunction with the trailhead.*
- *Interpretative signage at August Derleth Park, to discuss effigy mounds and the author August Derleth, for example. Interpretive signage may also be located along Water Street, near Graff Park, to discuss historic homes and architectural styles.*

Mid-term recommendations

- *Continuation of the riverfront trail south from the Highway 12 bridge in Sauk City along Water Street, and then off-road along the river to the State canoe launch at the south end of Lueders Road. A trailhead, picnic facilities, shade structures, native vegetation restoration, and educational signage are recommended at this canoe launch location. Interpretive educational signage to discuss the historic Railroad Bridge and the functions of the Sewage Treatment Plant are also advised in this segment.*
- *Continuation of the riverfront trail north along the abandoned rail line to the Prairie du Sac Dam and creation of an informational trailhead there to discuss the dam, its history, and role in providing important foraging areas for bald eagles. A trailhead may also be constructed at the VFW Park.*

In the longer-term (10 to 20 years), the trail should be extended north from the Prairie du Sac Dam to the Badger Army Ammunition Plant and Devil's Lake State Park along the abandoned rail line.

Comprehensive Outdoor Recreation Plan

The Sauk Prairie Comprehensive Plan recommends creation of an outdoor recreation plan. In particular, this plan was to be developed to focus on the Riverfront Trail and other bicycle and pedestrian connections within the municipalities. However, no such plan has been created.

Sauk County Comprehensive Plan (2009)

The Sauk 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 through its "Efficient and Effective Transportation Goal":

Develop and implement a cost-effective Sauk County transportation system that serves pedestrian, bicycle, auto/truck/bus, rail, and air traffic.

This includes promoting multimodal transportation hubs in existing cities/villages in Sauk County.

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. Sauk Prairie is located within the South Central Region. Recreational resources in this 12-county region consist of 238 miles of established rails-to-trails, 94 miles of Ice Age Trail corridor, 16 state parks and recreation areas, and the 90-mile Lower Wisconsin State Riverway. Existing state trails are the Military Ridge, Pecatonica, Sugar River, and part of the Glacial Drumlin Trail.

Segment 23 - Mazomanie to Devil's Lake would connect Sauk Prairie to Devil's Lake through the Badger Ammunition Plant.

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 Sauk Prairie 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 program 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 at Sauk Prairie Middle School were entered using a spreadsheet provided by the National Center for Safe Routes to School (NCSRTS). There is also an Online Data Entry and Analysis System provided through the NCSRTS that can be used to tabulate data in subsequent years. The NCSRTS uses these data to help track the success of SRTS programs across the country.

Sauk Prairie Middle School recorded data for 20 classrooms grades 6, 7, and 8. This included approximately 1106 trips between May 31 and June 2, 2011 (data were collected for two of the three days).

As shown in Chart 3.1, the greatest percentage of students (44%) utilize the school bus when morning (AM) and afternoon (PM) trips are combined. The second most utilized travel mode was family vehicle (36%). Active transportation trips included 14% of students walking and 4% biking.

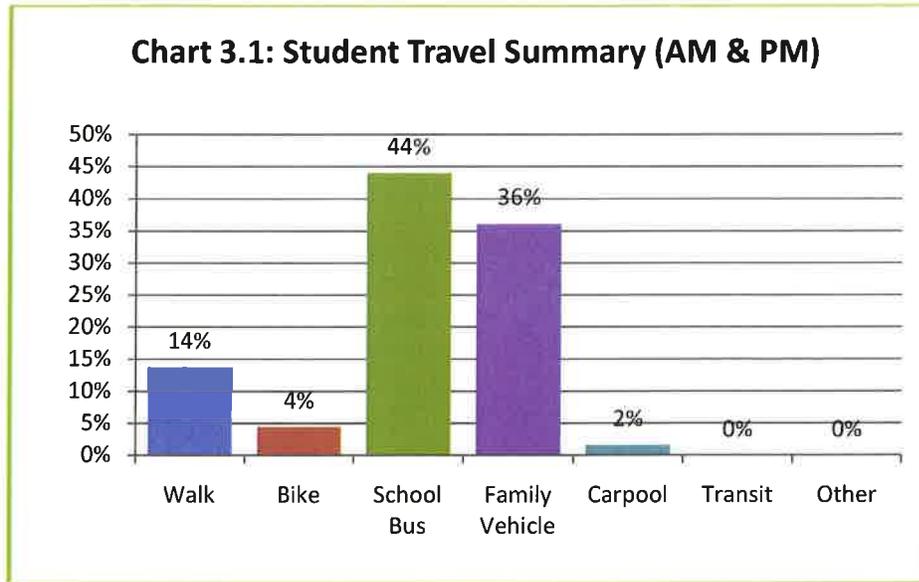
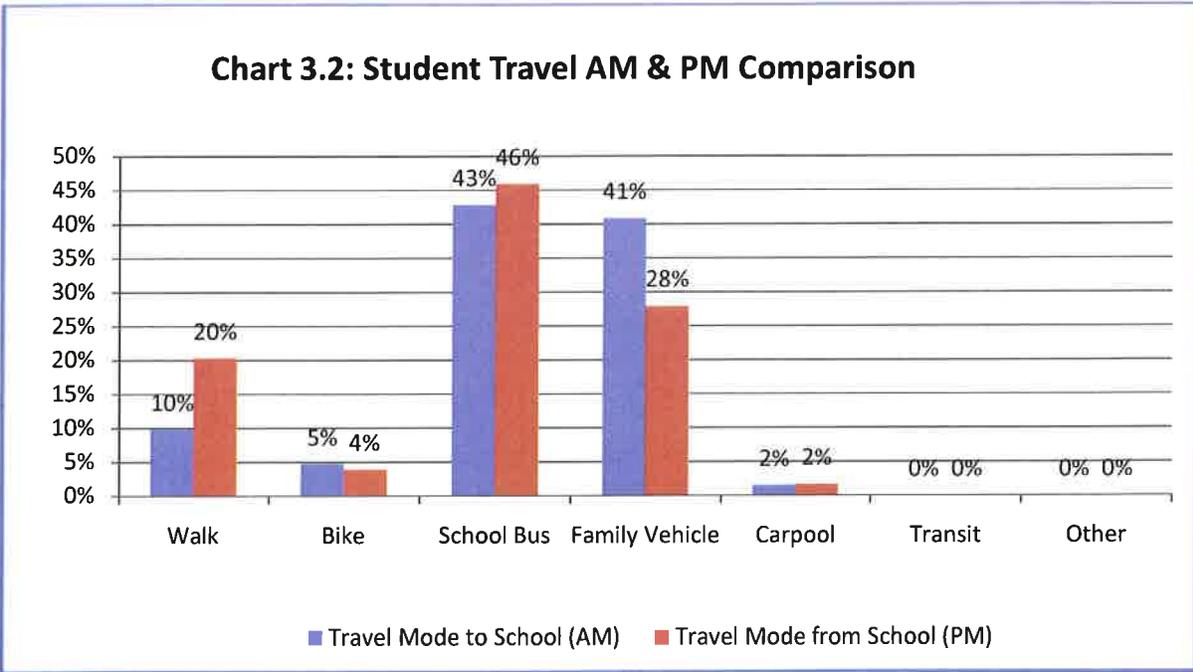


Chart 3.2 separates student travel data between morning (AM) and afternoon (PM) trips by mode choice. These data indicate the highest percentage of students (43%) are arriving to school via the school bus. This is slightly higher than the percentage arriving by family vehicle (41%). The percentage of family vehicle trips decreases in the afternoon comprising only 28% of trips. Increases in school bus (43% to 46%), walking (10% to 20%), and biking (4% to 5%) all occur as a result of fewer family vehicle trips.

Chart 3.2: Student Travel AM & PM 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 administered through the National Center for Safe Routes to School's Online Surveying Option. This method is most appropriate in school districts that communicate with parents primarily through email, electronic newsletters or other digital media. In Sauk Prairie, a link was available on the middle school's homepage, and disseminated to parents via emails and newsletters. There were 128 responses.

The National Center for Safe Routes to School Online Surveying Option automatically tallies the survey results and generates reports. These reports include tables for each survey question and a chart that graphically depicts the outcome for each survey question. The difficulty with the format is the limited availability of raw data to run crosstabs or other calculations. Select results based on these limitations are summarized below. See Appendix B for a complete question-by-question summary.

Issues affecting parent's decisions to allow, or not allow, their child to walk or bike to/from school includes two categories of response – issues for parents who allow their child to walk/bike to school, and issues for parents who do not allow their child to walk/bike to school. See Table 3.1. Areas of "agreement" or higher percentage comparisons occur for "Safety of Intersections and Crossings" and "Distance" (both near 60%). Differences include "Weather" with 83% of responses from parents who allow their child to walk/bike compared to 49% for those that don't and "Sidewalks or Pathways" which also shows a higher percentage (72%) for parents who allow

their child to walk/bike versus only 41% of parents who don't allow their child to walk or bike to school.

	Sauk Prairie Middle School	
	Does Not Walk/ Bike	Child Walks/ Bikes
Safety of Intersections and Crossings	62%	62%
Speed of Traffic Along Route	62%	45%
Amount of Traffic Along Route	60%	48%
Distance	59%	66%
Weather or climate	49%	83%
Sidewalks or Pathways	41%	72%
Time	28%	45%
Violence or Crime	25%	14%
Crossing Guards	19%	21%
Child's Participation in After School Programs	17%	34%
Adults to Bike/Walk With	12%	10%
Convenience of Driving	10%	24%
Number of Respondents per Category	81	29

When developing an SRTS program, administrators are interested in how their messaging is impacting travel choice. The survey asked parents if they felt their child's school encourages or discourages walking or biking to school. By a wide margin, the results show that a majority of respondents did not feel like walking or biking was encouraged or discouraged. At the same time, 4% of parents felt the school discouraged walking or biking. See Chart 3.3.

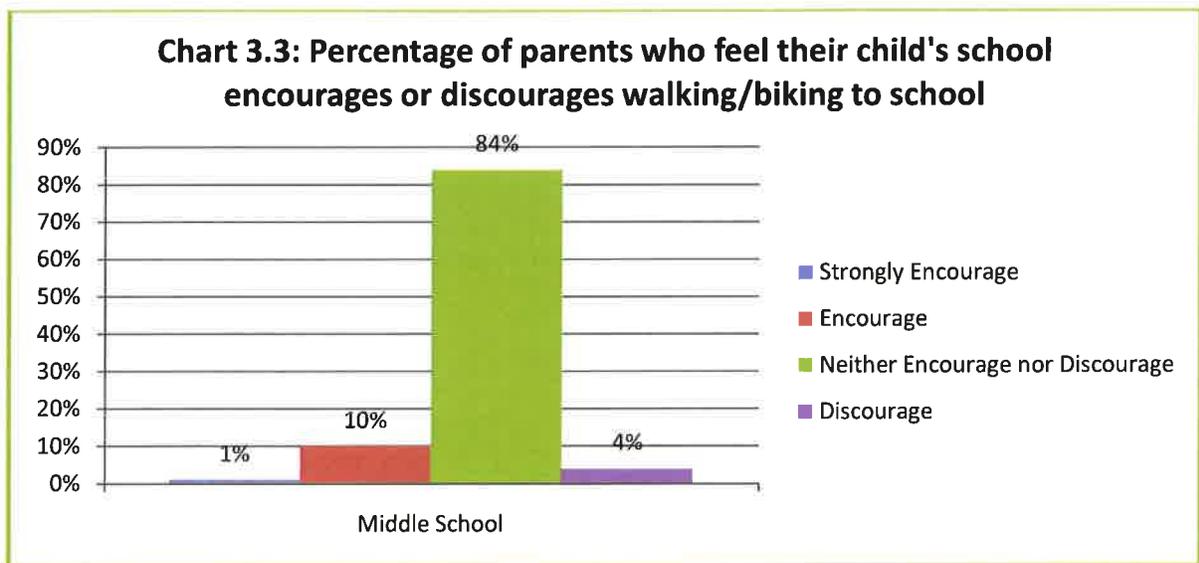
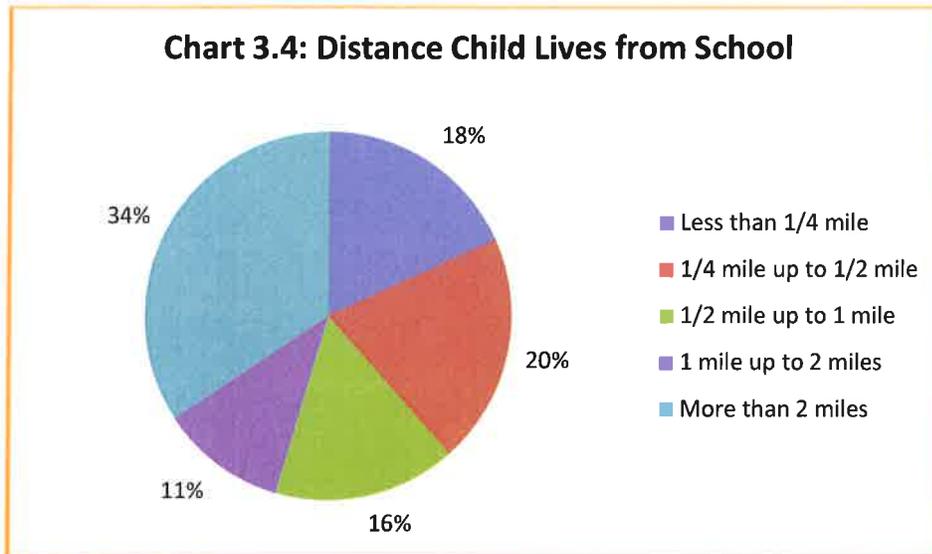


Chart 3.4 shows respondents who lived more than 2 miles from school accounted for the highest percentage of responses (34%). About 20% of respondents lived ¼ mile to ½ mile from the school. Generally speaking, SRTS programs are most interested in attracting children who live within 1 mile of the school they attend. For this survey, that includes greater than half of respondents.

Chart 3.4: Distance Child Lives from School

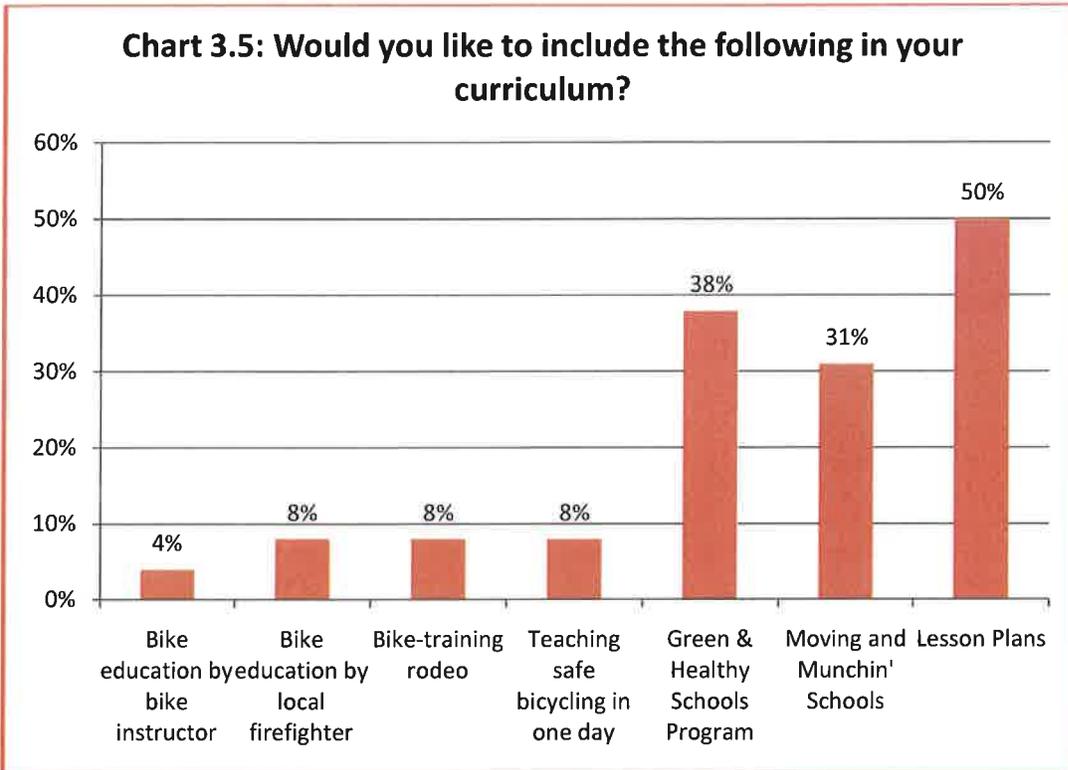


Teacher Surveys

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 teachers in February 2011. There were 26 returned surveys.

When teachers were asked if they already incorporated walking or biking education in their curricula only 8 percent responded in the affirmative. Education that is currently provided in the curriculum that relates to bicycle or pedestrian safety includes “how walking and biking promote good health” (19%), “how cars affect the environment” (12%), and “prevent advances from strangers” (12%).

Chart 3.5 shows percentages of response to the question, “Would you like to include the following in your curriculum”? These data show half of teachers (50%) would be interested in incorporating bicycle and pedestrian education in their “lesson plans”. Established programs, like DPI’s “Moving and Munchin’ Schools Program” (38%) and “Green & Healthy Schools Program” (31%) were also popular. Bike rodeos, and bicycle education by instructors rated the lowest (8%).



In the open-ended portion of the survey, many teachers reported concern about the school bus parking area at the high school, and how that traffic interacts with parent vehicles in front of the middle school. Many teachers feel an engineering solution should be determined to reduce conflict areas within the traffic pattern. Other concerns focus primarily on the behavior of motorists and students. Many drivers are observed in the school zone using cell phones, ignoring crosswalks, speeding, dropping their children off in unsafe locations, and not yielding to traffic exiting the south faculty parking lot. Students are also observed crossing streets in unsafe locations and not wearing helmets when they ride their bikes.

School Environment

Walking and Biking Audit

A walking and biking audit was conducted within a ½ mile radius of the middle school. Areas were also explored within 1 mile of the school site including important crossings north of the school site at Prairie Street (CTH Pf). The audits were conducted by Sauk Prairie Safe Communities Coalition (SPSCC), Sauk Prairie Police, and the school principal. The entire activity was facilitated by the planning consultant on February 14, 2011.

Audit protocol included a group walk of the school neighborhood while looking for hazards such as broken pavement on sidewalks, inadequate or missing crosswalks, the adequacy of pedestrian crossings, and any other conditions observed that may have merit on safety or the perception of safety for non-motorized travel. Areas outside the immediate school zone were accessed via police vehicle. These include intersection investigations at Washington Avenue, Broadway Street, and Prairie Street.

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. See Map 2. Objective observations were supplemented by subjective opinions discussed by the audit team. These include safety concerns and any recommendations for improvements to the neighborhood or campus that were discussed. A second map, projecting safety concerns within a 1-mile radius, was also produced to delineate intersections or missing links that occur outside the ½ mile radius. See Map 3.

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 provides Task Force members with a firsthand account of local conditions and issues that allows them to take ownership of plan recommendations based on observed site conditions.

Audit maps can be found in Appendix A. The following list includes a summary of primary issues identified at Sauk Prairie Middle School.

Sauk Prairie Middle School

The audit was conducted on February 14, 2011. The Audit Team included SPSCC staff, one Sauk Prairie Police officer, and the school principal. Primary observations included:

- The middle school contains sidewalk on the north (connecting Oak Street) and east (S Maple Street) sides.
- Reduced school zone speed limits (15 mph) are posted on Oak Street, S Maple Street, and Sycamore Street (13th Street).
- The audit team suggested crossing guards are posted at Sycamore Street (13th Street) at Oak Street, and on Maple Street at Washington Avenue. North of the school, Prairie Street (CTH Pf) is difficult for bicyclists and pedestrians to cross.
- There is a sidewalk alignment issue at 9th Street/Broadway Street near the Prairie du Sac Cemetery that interrupts the pedestrian network.
- Jaycee Athletic Park is located east of the middle school and could serve as a satellite lot for students to participate in SRTS programming even if they live too far away from school to walk or bike from home. Sidewalks are currently available from the park to the

- school.
- Some neighborhoods located north of the school do not have direct access to walkable streets because there is a gap in Broadway Street.
- Sycamore Street (13th Street) north of the school site does not contain sidewalks making 9th Street more desirable for pedestrian transportation from northern neighborhoods to the middle school.

School Site Assessment

An assessment of the school grounds surrounding and containing Sauk Prairie Middle School was performed on February 14, 2011. The analysis included walking the school site and photographing entrances, bike racks, traffic signage, sidewalks, and other features of the site that may enable or impede safe walking or biking practices. The school was observed during pick-up (dismissal) so that traffic conflicts in the school zone could be observed and documented.

The school site is located north of Hemlock Street, east of Sycamore Street (13th Street), south of Sauk Prairie High School, and west of Oak Street/S Maple Street. See Map 4. Observed site conditions include:

- The middle school is located immediately south of the high school. Buses park on high school property north of Oak Street. Middle school students walk to the high school for busing on wide sidewalks and well-marked crosswalks.
- Parent vehicle pick-up/drop-off is primarily accommodated on the west side of Oak Street in front of the middle school. This is a one-way street, though it is not signed on the north end.
- Many buses travel north on S Maple Street and cross Oak Street to access the bus queue at the high school. This necessitates that buses cross Oak Street where parent vehicles queue once the

Figure 3.1: Neighborhood Audit



Above: The sidewalk alignment on 9th Street at Broadway Street is irregular and not well defined.

Below: A complete sidewalk and crosswalk network from the middle school to Jaycee Park make this an ideal satellite lot.



one-way circle drive in front of the school (Oak Street) is full.

- There is a driveway north of Oak Street on high school property that is roped off during arrival and dismissal.
- A wide (8') sidewalk connects Oak Street (east/west) north of the middle school building.
- An unimproved area on the northwest corner (Sycamore St) of the middle school site is used for parking by parent vehicles.
- The western border of the school site (Sycamore Street/13th Street) and the southern border (Hemlock Street) do not contain sidewalks. Audit volunteers mentioned that during athletic events both sides of Sycamore Street are used for parking and it gets very congested.
- To improve access to the school building from the south and west in winter, trails are plowed over the athletic fields from the Sycamore/Hemlock intersection and the Sycamore/Oak intersection to the school building.
- Bicycle racks are located in a boulevard island between S Maple Street and the one-way section of Oak Street in front of the middle school. A crosswalk is provided for access from the bicycle parking area to the front entrance.
- School District offices and shops are located immediately south of the middle school building. A shared parking lot is available north of the shops.
- No parking restrictions exist on S Maple Street, Oak Street.

Figure 3.2: Site Assessment

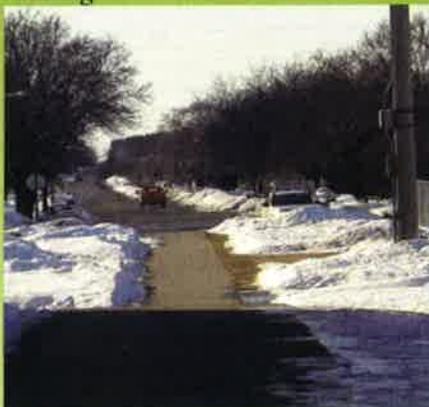


Above: A boulevard island located between Maple and Oak Street contains bike racks; a crosswalk connects this location to the middle school entrance.



Above: Middle school students travel north to the bus queue at the high school.

Below: a sidewalk connects Oak Street immediately north of the school building.



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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 – Sauk Prairie Middle School
- B) Communitywide Recommendations.
 - Sec. 2. Communitywide Issues – Prairie du Sac, Sauk City

The site and neighborhood recommendations are school-specific actions and programs to improve the conditions for walking and bicycling at the school site and its immediate vicinity. The communitywide recommendations are more generalized activities and events 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 the Sauk Prairie Middle School and the surrounding neighborhood. Maps related to the each level of geography are available in Appendix A. Recommendations maps include:

- Map #5 – Site Recommendations
- Map #6 – Neighborhood Recommendations
- Map #7 – Extended Neighborhood Recommendations

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

Sec. I. Site and Neighborhood Issues

Sauk Prairie Middle School

- 1.1 There is an incomplete sidewalk network in neighborhoods surrounding the school.
- 1.2 Missing and ignored traffic control signs at the school site.
- 1.3 Some intersections are hard to cross.
- 1.4 The location of the bicycle racks requires mid-block crossings.
- 1.5 Formalize Jaycee Athletic Park as a satellite lot for student pick-up/drop-off.

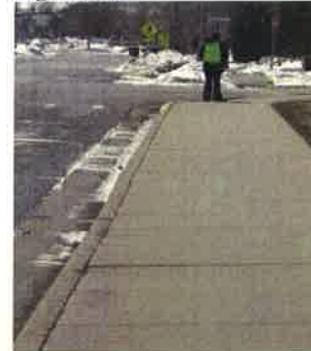
Issue 1.1: There is an incomplete sidewalk network in neighborhoods surrounding the school.

Sauk Prairie Middle School provides pedestrian access on the north and east side via sidewalks. There are also sporadic sidewalk linkages that promote pedestrian movements throughout surrounding neighborhoods, including long continuous sidewalk segments on 9th Street/Spruce Street, Oak Street, and 5th Street/Madison Street. There is also a proposed trail on the south side of Prairie Street (CTH Pf). However, the overall sidewalk network still contains a lot of gaps including the western (Sycamore St) and southern (Hemlock St) borders of the school.

Recommendations

- 1.1.1 Install a 10' wide multi-use path on Sycamore Street (13th Street) from Hemlock St to Grand Ave. This path at the school site should extend all the way to the curb edge in the loading area to allow students convenient and safe access from buses or cars to the on-campus pedestrian network. The remainder of the path should be offset from the street providing a safer and more comfortable pedestrian/bicycle zone. This segment will need to be properly maintained in winter to ensure snow does not pile up at the road edge. Additional considerations include:
 - a. A barrier (fence, landscaping, berm, etc.) would help contain activity and equipment used on the soccer fields adjacent to Sycamore Street
 - b. A secondary path (east/west) located approximately mid-block between Hemlock Street and Oak Street would help maintain turf on the athletic fields and provide access between Sycamore Street and the school building. Constructing this facility would replace the trail that is plowed into over the turf in winter. See Figure 1a.
- 1.1.2 Install sidewalks or a path on the school site the length of Hemlock Street from Maple Street to Sycamore Street. In the long-term, the continuation of sidewalks from Maple Street east to Jaycee Athletic Park

Figure 1a



Above: A sidewalk/path should be constructed on Sycamore (13th) that extends all the way to curb edge in the loading area as shown in this example.



Above: In winter, a trail is plowed into the athletic fields west of the school building to increase pedestrian access. A permanent sidewalk is recommended.

(Jefferson Street) would complete the pedestrian network between the school and park. The completion of the campus sidewalk/path network will also serve as a neighborhood recreational amenity.

Issue 1.2: There are missing or ignored traffic control signs at the school site.

There are traffic control signs at the school site, including “Do Not Enter” and “Yield”. However, the placement of these signs may cause confusion, or may go unnoticed. In addition, there is not a “One Way” sign at the north end of the Oak Street access drive in front of the middle school to convey this segment is a one way street (southbound).

Recommendations

- 1.2.1 Install a “One Way” sign (R6-1) at the intersection of Oak Street and the Middle School access drive in front of the middle school to convey the access driveway is a one-way facility (south). Painting directional arrows on the pavement may also help convey one way traffic. See Figure 1 b.
- 1.2.2 Install a “Do Not Enter” sign (R5-1) at the south end of the one-way Oak Street access drive in front of the middle school. The current sign is placed at the west corner of the Oak Street/faculty parking lot intersection. A second sign should be placed at the east corner for traffic traveling west toward the faculty parking lot from Oak Street.

Figure 1b: Traffic Controls



A “One Way” sign and /or pavement stencil should be used to indicate this is a one-way street. (Google Maps)

Issue 1.3: Some intersections are hard to cross.

Sauk Prairie Middle School draws students from throughout the 240 square mile school district. For students that reside within a 2-mile radius of the school site, walking or biking to school can be challenging due to difficult intersections, lack of sidewalks, or high-speed traffic along the route. While long term plans detail improvements to the walking and biking network through facility development, crossing busy streets will always be a primary safety consideration. Currently, difficult crossings discourage non-motorized travel to school. Important crossing locations include 13th Street at Prairie (CTH Pf), 7th Street at Prairie (CTH Pf), 9th Street at Broadway, 9th Street at Grand Avenue, Washington Ave at Maple Street, and Madison Street from Webster Ave. See Map 7.

Recommendations

- 1.3.1 9th Street has continuous sidewalks from the middle school to Prairie Street (CTH Pf). Unfortunately, there are several busy crossings along this route. Intersections and recommendations are listed below:
- a. 9th at Prairie (CTH Pf) – There are several crossings at Prairie Street (CTH Pf) that should be addressed (13th, 7th), however, only 9th Street contains continuous sidewalks. The width of Prairie Street in this location is approximately 40 feet curb-to-curb. Bumpouts and/or pedestrian refuge islands are effective means to improving pedestrian safety and should be considered at this location. Combine that with 35mph posted speed limits and the roadway is difficult to cross. A crosswalk and user actuated pedestrian beacon should be installed to signal that a pedestrian is waiting to cross the street. The speed limit could also be reduced to 25 mph with coordination from the DOT. See Figure 1c.
 - b. 9th at Broadway – The 9th Street/Broadway Street intersection is offset which complicates traditional intersection movements, including pedestrian crossings. The sidewalk on 9th Street is on the east side north of Broadway, then switches to the west side south of Broadway. Complicating the crossing, a stone column is placed at the southwest corner of this intersection which ends the sidewalk in an undesirable location. Improvement options include moving the stone column and utility pole on the southwest corner and realigning the sidewalks and crosswalks, or extending the sidewalk on Broadway onto 9th Street until it aligns with the existing sidewalk on the west side of 9th Street and limiting right turns onto southbound 9th Street. The SRTS Task Force has recommended removal of the stone column and extension of the existing sidewalk. See Figure 1d.
 - c. 9th at Grand – This intersection occurs at the northeast corner of the high school and is a primary crossing location for middle and high school students traveling north. The intersection is stop controlled on 9th Street (north/south) but not on Grand Avenue (east/west). The SRTS Task Force has recommended a pedestrian beacon on Grand Avenue at 9th Street. The beacons should be placed at the northwest and southwest corners of the intersection where a crosswalk currently exists.
 - d. 9th at Oak – The *Sauk Prairie Pedestrian Study* recommended the grass terrace on the northwest corner of the 9th Street/Oak Street intersection include sidewalks. Additionally, a crosswalk was recommended extending the sidewalk on the west side of 9th Street across Oak Street. A curb ramp exists on the south side of Oak Street to connect this crosswalk. See Map 5.
- 1.3.2 Adult crossing guards make it easier for students to cross busy streets because the crossing guards have the authority to stop traffic. Observations near Grand Avenue Elementary School, where crossing guards are stationed, support the effectiveness of crossing guards

in Sauk Prairie. Sauk Prairie Police have recommended crossing guards are placed at Washington Ave/Maple Street. Additional crossing guard locations may include Sycamore at Oak Street, Webster at Madison Street, and Grand Avenue at 9th Street (unless a 4-way stop sign is installed).

Figure 1c: Beacon



Left: Solar LED flashing beacon. Right: User actuation assembly for beacon.

Figure 1d: 9th Street/Broadway Street Intersection Improvement



Remove the stone column and extend the sidewalk

Issue 1.4: The location of the bicycle racks requires mid-block crossings on Oak Street and Maple Street.

Bicycle racks are currently located in the grass boulevard between Maple Street and Oak Street. The style of bicycle rack does not support the bicycle in two locations and is considered undesirable by modern standards. Users must cross either Maple Street or Oak Street to access the racks, then must walk across Oak Street to access the middle school entrance. A secondary bicycle rack location west of the school building would accommodate students who ride their bikes to school from the west. It would also provide bicycle storage for users of the athletic fields.

Recommendations

- 1.4.1 Students should be instructed to walk their bicycles using the sidewalk network once on school grounds to access the parking facilities. The *Sauk Prairie Pedestrian Study* recommends bicycle lanes on S Maple Street and Oak Street. While this SRTS Plan does not support those recommendations due to the abbreviated segment length of the lanes, on-street bicycle accommodations should be explored when the villages of Prairie du Sac and Sauk City establish formalized bicycle routes. Generally speaking, bike lanes are installed on streets carrying 3,000 AADT.
- 1.4.2 The SRTS Task Force has recommended an adult crossing guard or student safety patrol is stationed at the crosswalk leading from the grass boulevard west of Maple Street across the one-way street bordering the east side of the school (Oak Street) to the middle school front entrance. Use pedestrian warning signs to identify the crosswalk location.
- 1.4.3 Consider installing a second bicycle parking location west/north of the school building near the softball fields. Students and users of the athletic facilities would access these racks via the 8' sidewalk connecting Oak Street across school property. The gravel area on the west end of the sidewalk should be closed to parking. See Map 5.

Issue 1.5: Formalize Jaycee Athletic Park as a satellite lot for student pick-up/drop-off.

Jaycee Athletic Park is located north of Hemlock Street approximately six blocks east of Sauk Prairie Middle School. The park contains a parking lot and continuous sidewalk access from the park to the middle school. For students that live too far away from school to walk or bike from home, this location would provide a pick-up/drop-off site for parents that would allow their children to walk or bike to school from a shorter distance and participate in formalized SRTS programming offered through the school. It may also reduce congestion at the school site during arrival and dismissal.

Recommendations

- 1.5.1 Prepare the route by making maps and potentially signing the Safe Route to School. Signing may include panel signs, temporary yard signs, or stencils painted onto the sidewalk as coordinated through the local traffic authority. See Figure 1e and 2c.
- 1.5.2 Announce the satellite lot in the middle school newsletter and online.
- 1.5.3 Provide a teacher, parent, or community volunteer (SPSCC, etc.) to lead a “walking school bus” from the park to the school site. Alert media to the new route and invite reporters to publish a story about SRTS programs.
- 1.5.4 Coordinate media events with national events such as International Walk to School Day held October of each year.

Figure 1e: Sidewalk Route Satellite Lot at Jaycee Athletic Park



B. Communitywide Recommendations

Communitywide issues in the Sauk Prairie area 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 sidewalks (especially in winter), create additional sidewalk and trail connections, 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 community 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 certain streets (CTH Pf, etc.) threaten the perception of safety for walking and bicycling communitywide.

A series of issues and recommendations for implementation throughout Sauk Prairie are provided below. Many require substantial inter-agency coordination including cooperation between the Sauk Prairie School District, Village of Prairie du Sac, Village of Sauk City, coterminous towns, Sauk County, WisDOT and various parents, teachers, and community organizations (SPSCC, etc.).

Sec. 2. Communitywide Issues

2.1 Perceived lack of bicycle/pedestrian/driver education.

2.2 Vehicles speeding and disobeying crosswalks and parking regulations.

2.3 Enforcement of building, sidewalk, and property maintenance.

2.4 Walking and biking to school is not a popular transportation choice.

2.5 Perception of community safety for walking and biking to school is poor.

2.6 Current conditions for walking and biking throughout the community are not fully known.

2.7 Augment school policies related to health, transportation and school siting.

Issue 2.1: 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 Sauk Prairie 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

- 2.1.1 Disseminate information via backpack flyer, websites, or an instructional DVD illustrating the benefits and responsibilities of active transportation.
- 2.1.2 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.
- 2.1.3 Continue the efforts of the Sauk Prairie Police Department, Sauk Prairie Safe Communities Coalition and other local advocacy groups to operate an annual Bike Rodeo and/or Advanced Bike Education (middle school) course and other education programs. 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.
- 2.1.4 Include bicycle and pedestrian education as part of driver education programs within the community.
- 2.1.5 Invite guest speakers and hold assemblies on safe transportation. Include sections for parents and other drivers about sharing the road with bicyclists and pedestrians.
- 2.1.6 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.
- 2.1.7 Encourage adult crossing guards and teachers who monitor the school grounds at recess or at arrival/dismissal times to acknowledge and compliment students who walk across the street safely or who wear helmets while riding their bicycles. Consider rewarding these students with stickers or other rewards to reinforce safe behaviors.

Issue 2.2: Vehicles speeding and disobeying crosswalks and parking regulations.

A high volume 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, wide travel lanes make it more difficult for pedestrians and bicyclists to cross streets. Compound great distance with a high rate of speed and some intersections that do not contain pedestrian signals are very difficult to cross (CTH Pf, etc.).

Sauk Prairie High School is the loading zone for school buses used by middle and high school students. The *Sauk Prairie Pedestrian Study* provided several recommendations to decrease the range of automobile movements to enable better traffic flow for automobiles and buses. The primary recommendation is separating the parking area from Oak Street through installation of a curb. This would decrease the variety of movements in the school zone and may provide a safer walking environment for middle school students.

Recommendations

- 2.2.1 Continue to work cooperatively with the Sauk Prairie 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 and dedicated Safe Routes to School.
- 2.2.2 Continue to work with the Sauk Prairie Police Department to report incidents of speeding, parking violations, and crosswalk violations in school zones.
- 2.2.3 Increase the number of adult crossing guards and student safety patrols to help control identified pedestrian crossing points. Both adult crossing guards and student safety patrols should attend separate annual trainings and the community should initiate a public education campaign to alert motorists about their responsibilities when crossing guards are controlling traffic.
- 2.2.4 Identify locations for median refuge islands (recommended for Prairie Street) to increase the ability for pedestrians to cross wide streets. The refuge allows pedestrians to cross half the street, wait for traffic to clear, then cross the other half of the street.
- 2.2.5 Create a committee (villages, Police Dept., Middle School, bus company) to evaluate implementation of the *Sauk Prairie Pedestrian Study* to prevent turning movements into and out of the bus loading area onto Oak Street. While the study also recommends bicycle lanes and a two-way left-turn lane which are not a priority in this SRTS Plan, separating the bus loading area has merit and should be explored by the Sauk Prairie School District and local traffic authorities (village of Prairie du Sac and Sauk City). See Figure 2a. (This could also be done temporarily with removable barriers.)
- 2.2.6 Consider installing striped bike lanes along Oak and Maple Streets. This will create a two-fold benefit of providing dedicated bicycle transportation facilities as well as reducing motor vehicle travel lane widths. This technique often results in reduced comfort and motor vehicle speeds. See Map 5 and Figure 2a.

Figure 2a: Recommended Bus Loading Improvements



Issue 2.3: 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 villages. Code enforcement that leads to abatement of overgrown vegetation or the clearing of snow will make a safer environment for pedestrians and motorists alike. In addition, when streets are redesigned, every effort should be made to promote the installation of walking and bicycling facilities.

Recommendations

- 2.3.1 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.
- 2.3.2 Submit regular reports of sidewalk issues and property maintenance standards to the villages of Prairie du Sac or Sauk City. This includes snow covered or icy sidewalks in winter.

2.3.3 Adopt a local Complete Streets policy, similar to the State of Wisconsin's Pedestrian and Bicycle Accommodations law SS 84.01(35), to enable safe, convenient, and comfortable access for all users.

Elements of the policy may include:

- i. Requirements to include bikeways and sidewalks in all new street construction and reconstruction projects unless deemed unreasonable due to use or space limitations;
- ii. Where bikeways and sidewalks cannot both be accommodated due to space limitations prioritize sidewalks in the reconstruction;
- iii. Include bikeways, including bicycle lanes or wide curb lanes, where an established bicycle route has been established (as identified in the Sauk Prairie Comprehensive Plan – Map 13, or other adopted plan);
- iv. Prioritize sidewalks and bikeways in school zones or where a safe route to school has been established in the Safe Routes to School Plan and coordinate with the Sauk Prairie School District for easements or cost sharing in accordance with the District's Wellness Policy (#8510);
- v. Construct wide sidewalks in school zones or other high pedestrian activity zones (central business districts, etc.) where pedestrian connections are otherwise unavailable.

Figure 2b



Above: Inverted-u racks can be placed individually or in series.

Below: "City Racks".



(Images: Saris Racks; www.saris.com)

Issue 2.4: 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 pedestrians or cyclists while driving. Additionally, non-walkers and non-bikers are less likely to suggest walking or biking trips to their children which further increases automobile dependence.

The sidewalk network in Sauk Prairie has 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 even when other options exist.

Recommendations

2.4.1 The Sauk Prairie School District and villages of Prairie du Sac and Sauk City should adopt a policy that specifies bicycle racks by type and specifies preferred locations. Current bicycle rack facilities are aged and do not comply with modern standards of safety and convenience. Encourage installation of inverted-u racks or "city racks" which increase security and use of bicycle parking facilities. See Figure 2b.

- 2.4.2 Encourage more people to walk or bike as a regular transportation choice. Utilize programs available through state advocacy groups such as the Bicycle Federation of Wisconsin to promote events such as Bike to Work Week and other walking or biking encouragement events. Identify local groups and agencies to sponsor local events or awards celebrations for participation in walking and bicycling events.
- 2.4.3 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. Consider establishing district-wide programs such as “Golden Shoe” clubs that recognize classrooms and schools with high pedestrian trip rates. A menu of other encouragement activities is provided in Chapter 5.
- 2.4.4 Work with organizations such as the Sauk Prairie Safe Community Coalition to promote safe walking and bicycling education.
- 2.4.5 Encourage implementation of the Sauk Prairie Comprehensive Plan (transportation element) to grow the sidewalk and shared use path network. This includes designing bicycle and pedestrian facilities as part of any roadway reconstruction project. An official map should also be adopted to reserve potential transportation rights-of-way.

Issue 2.5: 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 winter 2011, revealed many concerns related to traffic. One of the highest recorded issues affecting parent’s decisions to allow, or not allow, their child to walk or bike to/from school was “safety of intersections and crossings”. This is a manageable concern that can be mitigated through enforcement and engineering.

Recommendations

- 2.5.1 Increase the safety of the pedestrian network. This includes improving pedestrian connections where they encounter intersections, installing crosswalks, and completing sidewalks where gaps currently exist. Education is also a critical component.
- 2.5.2 The villages of Prairie du Sac and Sauk City should require sidewalks as part of street reconstruction projects wherever a pedestrian route, such as a Safe Route to School, has been identified in a formal plan.
- 2.5.3 Continue to enforce speed limits and crosswalk regulations in school zones and consider positioning more adult crossing guards at strategic intersections communitywide.
- 2.5.4 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”. This program should be initiated by establishing a route from Jaycee Athletic Park to the middle school.
- 2.5.5 Consider installing wayfinding system including destination information. Destinations should include major places of interest, such as area trails or parks and schools, and include direction and distance markers. For dedicated Safe Routes to School, consider adding SRTS signs to indicate the preferred student route. Delineating routes, especially for SRTS programs, makes it easier for police to enforce traffic standards because they can patrol a dedicated route or series of streets. See Figure 2c.

Issue 2.6: 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. 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

- 2.6.1 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.
- 2.6.2 Consider 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 lanes) to help prioritize recommendations and formalize a bicycle and pedestrian plan for Sauk Prairie.
- 2.6.3 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.
- 2.6.4 Develop a formalized bicycle and pedestrian plan on a communitywide 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 *Sauk Prairie Middle School Safe Routes to School Plan*, and the *Sauk Prairie Comprehensive Plan* to inform and support recommendations.

Issue 2.7: Augment school district policies related to health, transportation and school siting.

The Sauk Prairie School District follows recommended guidelines set by the Wisconsin Department of Instruction to determine minimum acreage requirements for school siting. The district should adopt a school siting policy that takes into account the recommended minimum acreages and include requirements for building orientation and neighborhood connectivity. In addition, the district should prepare a coordinated nutrition and health education policy.

Figure 2c



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



Middle: Safe Routes to School Sign

Below: "Bike Dot" stencil used to indicate bicycle routes in Portland, OR



(Images: Chicago DOT; National Center SRTS; SAA)

Recommendations

- 2.7.1 The Sauk Prairie School District should prepare and make available a student wellness policy to promote wellness, healthful foods, and regular physical activity as part of the total learning environment. Implementation of the policy should consider nutrition standards (school meals, foods and beverages sold at schools, and other foods and beverages available during school), and physical activity promotion. The policy should also contain a statement supporting Safe Routes to School. Sample policy language:
- The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments to prioritize walking and bicycling safely. The school district should explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements.*
- 2.7.2 Consider adopting a school siting policy that identifies requirements for placement and construction of school facilities. This may include ensuring the site is located within walking distance of the neighborhood it is meant to serve; school sites are not located next to major arterial streets or highways; ensure connections to neighborhoods (existing or planned) are designed and installed during school construction. Additional requirements may include:
- a. Locating elementary schools within a reasonable walking distance of neighborhoods and avoiding major arterial streets or highways where practicable. Under ordinary circumstances, this distance will not exceed one mile.
 - b. 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.

C. Safer Routes to School

Map 8 delineates "Safer Routes to School" within a one-mile radius of Sauk Prairie Middle School. The map includes "Recommended Safer Routes to School" which are those routes identified through the planning process that provide a high level of service for pedestrian and bicycle travel to school. Parents should test these routes with their children. Selection of these routes indicates there are adequate sidewalks, crosswalks, crossing guards, enhanced police enforcement, and/or low traffic volume streets appropriate for active transportation trips. A second map designation is "Future Safer Routes to School". These segments indicate a route that requires some sort of facility development (e.g. sidewalks). Parents should check these routes periodically for improvements and add these routes or additional segments to their "Safer Route to School" over time as SRTS network expands.

D. 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 Sauk Prairie Area School District (authority for school site improvements), the villages of Prairie du Sac and Sauk City, Sauk County (engineering solutions such as sidewalk and sign installation), Sauk Prairie Police Department, and other agencies operating within the community (SPSCC, etc). See Table D-1.

Special Consideration

During development of this plan there were two (2) infrastructure projects that were deemed a high priority and deserve special attention as this plan is implemented.

1. Install a path/sidewalk on Sycamore Street (13th Street). See recommendation 1.1.1.
2. Install a pedestrian beacon at 9th Street at Prairie Street (CTH Pf). While the crossing of CTH Pf at 7th Street also makes sense, 9th Street provides a continuous sidewalk network. See recommendation 1.3.1.

Table D-1: Action Plan		Project Area		When	Who	Funding Source	#
		Sauk Prairie Middle School/District	Sauk Prairie 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.	Incorporate SRTS programs into classroom lesson plans (mileage calculations, mapping, etc.)	✓		2011-12	SPSD	None Req.	2.1.6
	Implement Wisconsin DPI's "Movin' and Munchin' Schools" program.	✓		2011-12	SPSD	None Req.	2.1.2
	Disseminate educational information via backpack flyer, websites, or an instructional DVD illustrating the benefits and responsibilities of active transportation.	✓	✓	2012-13	SPSD, SPSCC	SRTS	2.1.1
	Encourage student participation at Bike Rodeos and other educational events to teach children about bicycle and helmet safety.	✓	✓	Ongoing	SPSD, SPSCC	SRTS	2.1.3
	Increase the number of adult crossing guards, establish annually training, and develop a public education campaign for motorists.	✓	✓	2012-13	SPSD, Sauk Prairie	SRTS, General	2.2.3
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.	Adopt bicycle rack policies for placement and type.	✓	✓	Immediate	SPSD, Sauk Prairie	General	2.4.1
	Promote communitywide events such as Bike to Work Week.		✓	Ongoing	Sauk Prairie, SPSCC	General	2.4.2
	Develop school-based incentive programs such as Mileage Clubs.	✓		2013-14	SPSD, SPSCC	SRTS	2.4.3
	Work with SPSCC to promote safe walking and bicycling education.	✓	✓	Immediate	SPSD, Sauk Prairie	SRTS	2.4.4
	Continue to grow the sidewalk and shared use path network.	✓	✓	Ongoing	Sauk Prairie, Sauk	SRTS	2.4.5
	Develop Walking School Bus programs to encourage groups of children to walk to school together.	✓	✓	2012-13	SPSD, SPSCC	SRTS	2.5.4
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.	Periodically enforce all applicable bicycle and pedestrian rights-of-way.		✓	Periodic	SPPD, Sauk Prairie, Sauk	General	2.2.1
	Document areas where improper sidewalk or curb ramp maintenance impedes walking safety.	✓	✓	Ongoing	SPSD, SPSCC	None Req.	2.2.2
	Continue requiring installation of sidewalks in the new subdivisions.		✓	Ongoing	Sauk Prairie	General	2.5.2
	Enforce speed limits, traffic signage and crosswalk regulations in school zones.		✓	Ongoing	SPPD, Sauk Prairie, Sauk	General	2.5.3
	Develop and implement a school wellness program.		✓	Immediate	SPSD, SPSCC	None Req.	2.7.1
	Increase the number of adult crossing guards.	✓		2012-13	SPSCC, SPSPD	SRTS, General	2.2.3, 2.5.3

SPSD: Sauk Prairie School District

Sauk: Sauk County offices and agencies

Sauk Prairie: the villages of Prairie du Sac and Sauk City offices and agencies

General Fund: the municipality's normal operating budget

Immediate: perform action or improvement as soon as possible

Long-Term: action or improvement is in planning stages or will occur in sequence with other actions in the future

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)

SPPD: Sauk Prairie Police Department

SPSCC: Sauk Prairie Safe Communities Coalition

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

WisDOT: Transportation Enhancement (TE) program

SRTS Applications are available in even numbered years. Two years of funding is available during the program cycle.

Applications will next be available in 2012; improvements requiring SRTS funds would not likely occur until the 2013-14 school year.

Strategy Type	Action	Project Area		When	Who	Funding Source	#
		Sauk Prairie Middle School/District	Sauk Prairie 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.	Install a path/sidewalk on Sycamore Street (13th).		✓	2013-14*	Sauk Prairie	SRTS	1.1.1
	Improve crossing on Oak Street to the Middle School front entrance.	✓	✓	2013-14*	SPSD, Sauk Prairie	SRTS	1.4.2
	Install a pedestrian beacon at 9th Street at Prairie Street (CTH Pf)		✓	2013-14*	Sauk Prairie	SRTS	1.3.1
	Install a path/sidewalk on the school site on Hemlock Street.		✓	2013-14*	Sauk Prairie	SRTS	1.1.2
	Install traffic control devices at the school site.	✓	✓	Immediate	Sauk Prairie, SPSPD	SRTS, General	1.2.1, 1.2.2, 1.2.3
	Make intersection improvements at 9th and Broadway.		✓	2012	Sauk Prairie	General, WisDOT, SRTS	1.3.1b
	Improve the crossing at 9th and Grand.		✓	2012	Sauk Prairie	General	1.3.1c
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.	Work with local advocacy groups to record walking and bicycling issues within the Sauk Prairie Community.		✓	2012	SPSCC, Sauk Prairie	General	2.6.1
	Develop a communitywide transportation survey to measure mode choice within the community.		✓	Periodic	SPSCC, Sauk Prairie	General	2.6.2
	Continue to collect and submit SRTS survey and advocacy results to the National Center for Safe Routes to School.	✓		Periodic	SPSD	SRTS	2.6.3
	Consider developing a bicycle and pedestrian plan on a citywide scale to link destinations and establish a baseline for further evaluation.		✓	Immediate	Sauk Prairie, Sauk	WisDOT	2.6.4
	Continue to evaluate the "Safer Routes to School" Map (Map 8) to augment the SRTS network. Update maps as additional segments are added to the network.	✓	✓	Ongoing	SPSD, SPSCC, Sauk Prairie	SRTS	Chapter 4, Part C

SPSD: Sauk Prairie School District

Sauk: Sauk County offices and agencies

Sauk Prairie: the villages of Prairie du Sac and Sauk City offices and agencies

General Fund: the municipality's normal operating budget

Immediate: perform action or improvement as soon as possible

Long-Term: action or improvement is in planning stages or will occur in sequence with other actions in the future

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)

SPPD: Sauk Prairie Police Department

SPSCC: Sauk Prairie Safe Communities Coalition

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

WisDOT: Transportation Enhancement (TE) program

*SRTS Applications are available in even numbered years. Two years of funding is available during the program cycle.

Applications will next be available in 2012; improvements requiring SRTS funds would not likely occur until the 2013-14 school year.

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.

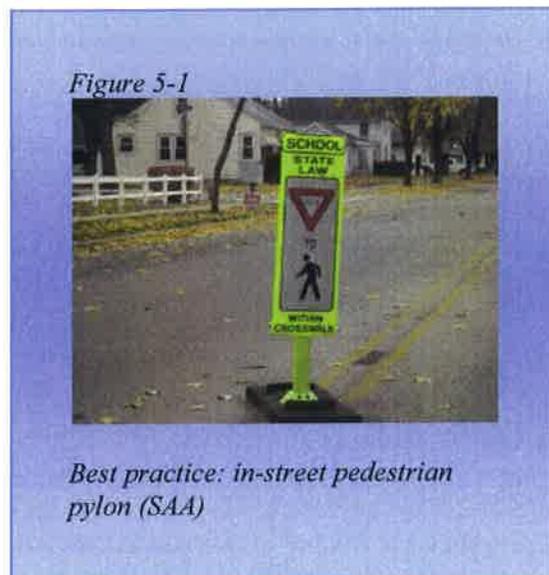
Encouragement combines the results of the other “E’s” to improve safety issues, facilities, and enforcement to encourage more students to walk or ride safely to school. More importantly, encouragement activities build interest and enthusiasm and help ensure the program’s continued success. Programs may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

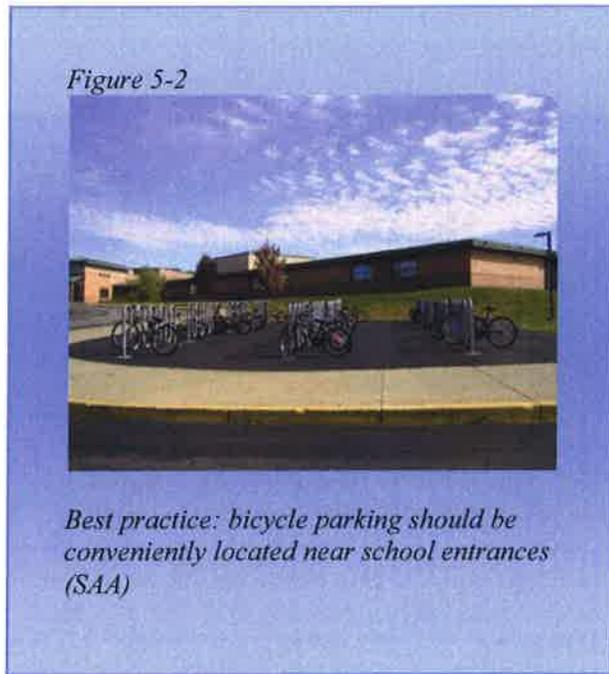
Engineering Tool Box

- 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.



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

Figure 5-3



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

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



improve on-bike skills for riders of all ages. The Motorist Education program includes a 3-hour session that can be taught in driver's education curriculum. It includes roadway positioning for cyclists, 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.

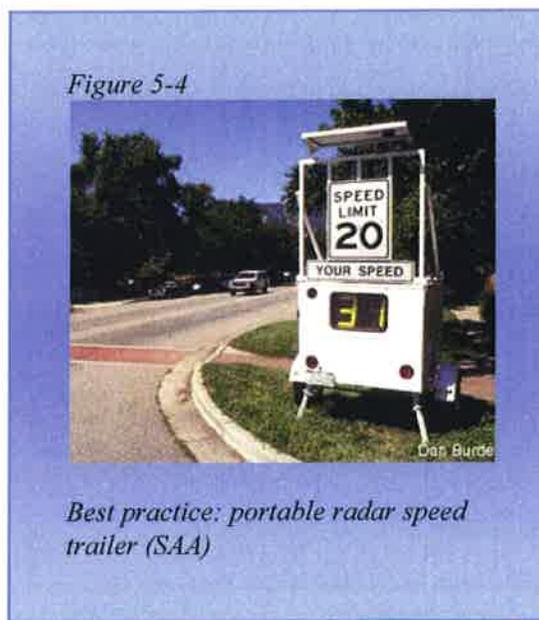
Enforcement Tool Box

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

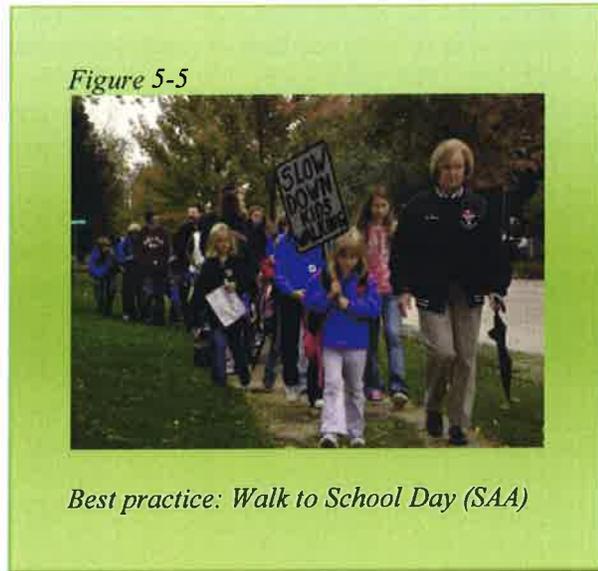


an increase in fines for drivers who violate the posted school zone speed limit.

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



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 Boltage program (formerly Freiker) registers tags, beeps, and wirelessly uploads data to the Boltage website so kids

Figure 5-6



Best practice: frequent rider systems, such as Boltage may encourage active transportation (Boltage)

- 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

Each stage of evaluation provides important information that can strengthen or improve a program so effective utilization of these data need to be utilized as soon as possible to improve success. Before the Safe Routes to School program, evaluation helps inform the program objectives. 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-term 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 program administrators so decisions about challenges and changes can be discussed to improve 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>

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/education/>

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%	
Wisconsin Department of Natural Resources			
Recreational Trails Grant	Funding to build trails for motorized and non motorized traffic.	50%	Depends on location Debra.Martinelli@Wisconsin.gov
Stewardship	Funding for "nature based" recreational facilities including hiking and biking trails.	50%	

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

*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
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

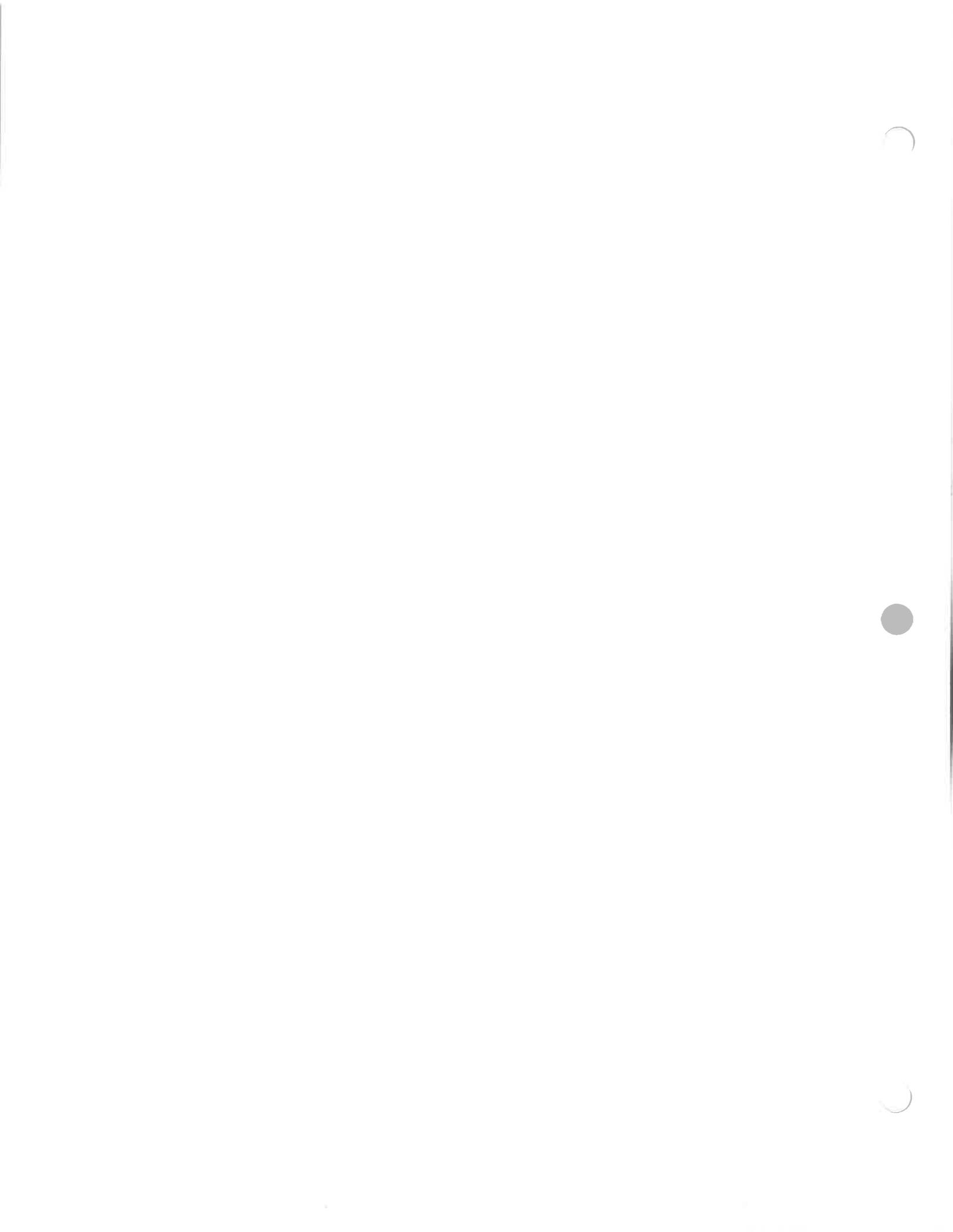
Many programs have raised funds by holding special events. Use the SRTS theme to attract funding. Hold a walkathon or a bicycling event. You also can choose more traditional fundraising efforts, such as bake sales, concerts, talent shows, etc.

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.

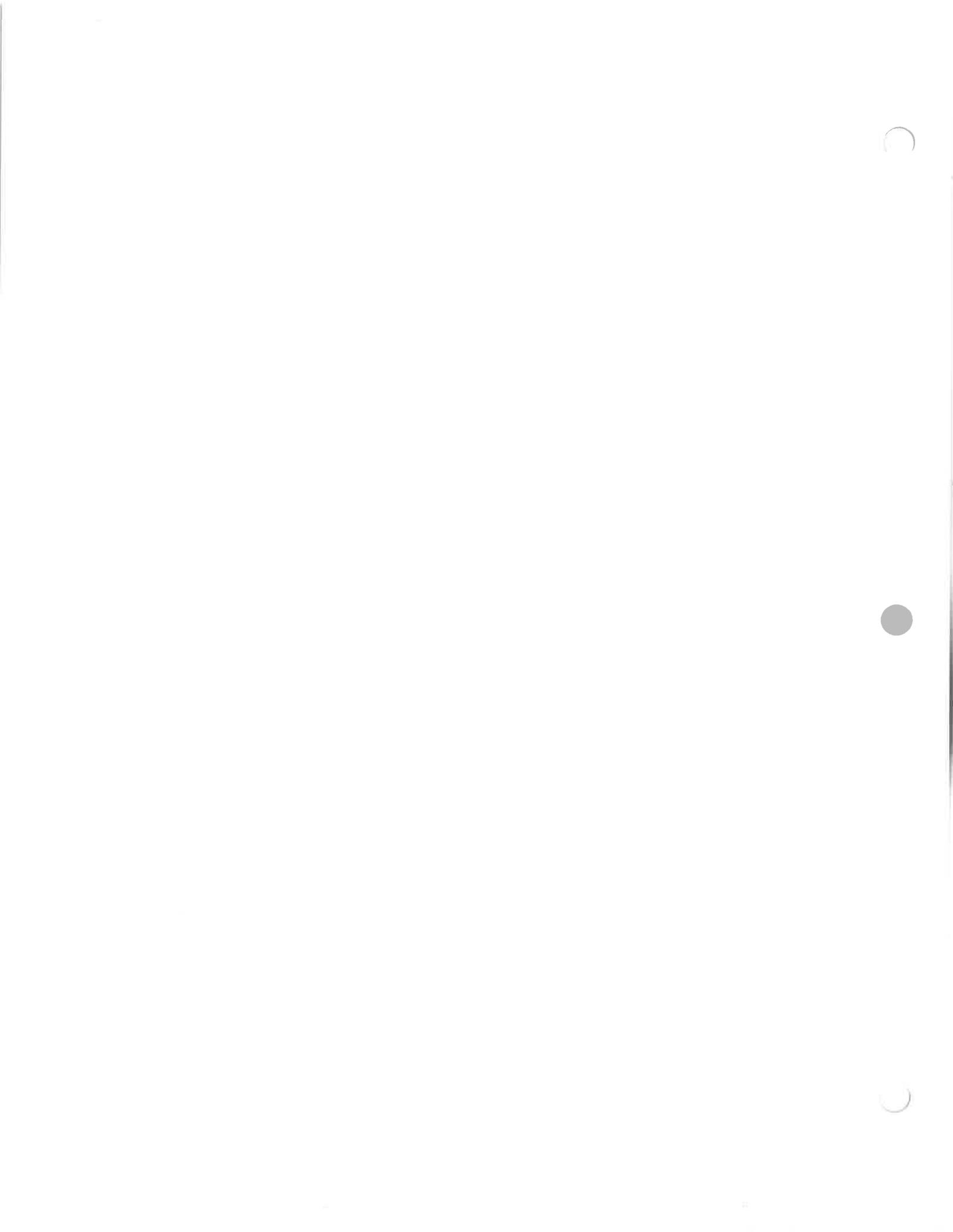
² From the National Center for Safe Routes to School website-
http://www.saferoutesinfo.org/legislation_funding/private.cfm

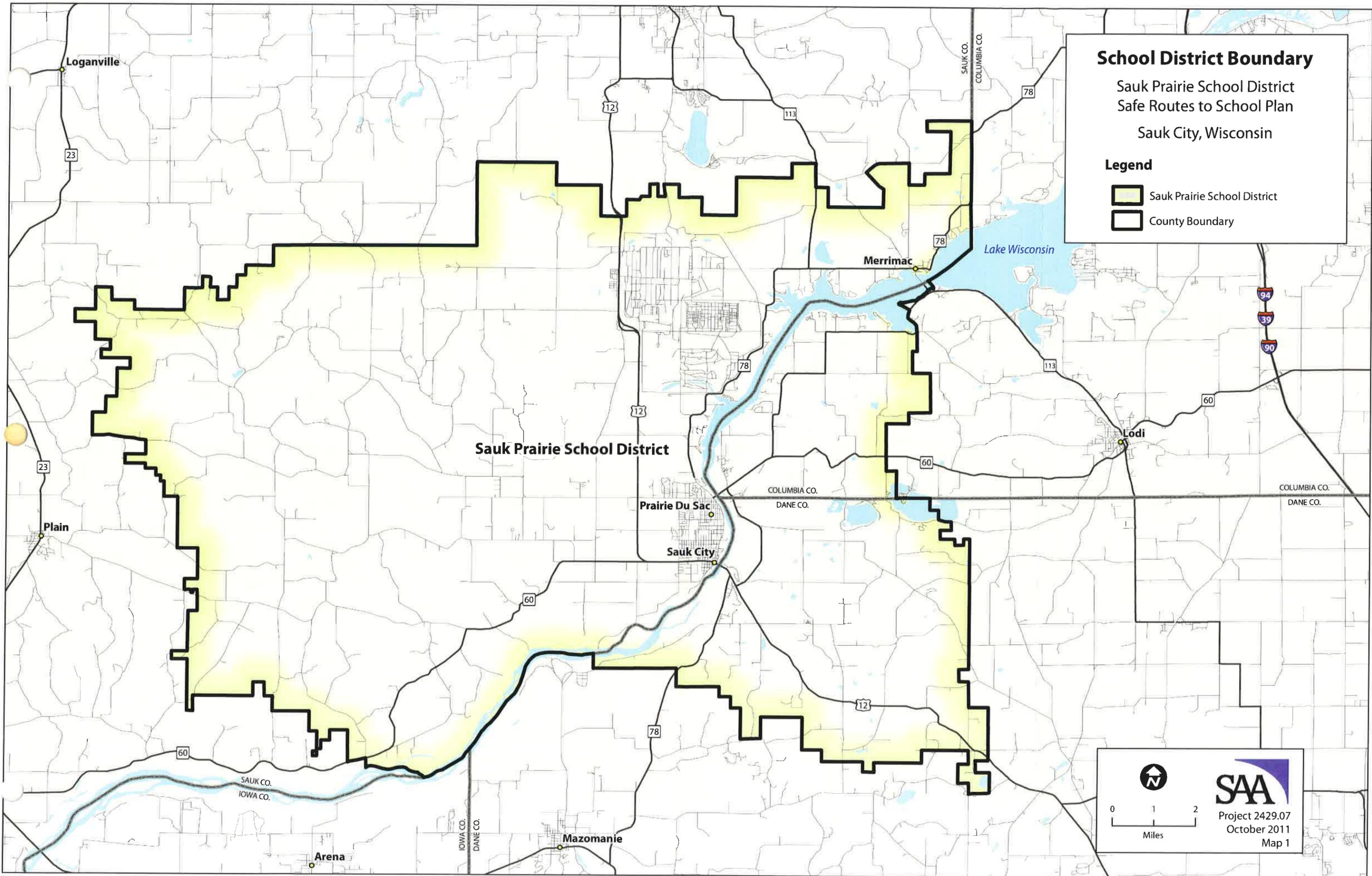
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Appendix A:

Maps





School District Boundary

Sauk Prairie School District
Safe Routes to School Plan
Sauk City, Wisconsin

Legend

- Sauk Prairie School District
- County Boundary

Sauk Prairie School District

Prairie Du Sac

Sauk City

Merrimac

Lodi

Mazomanie

Arena



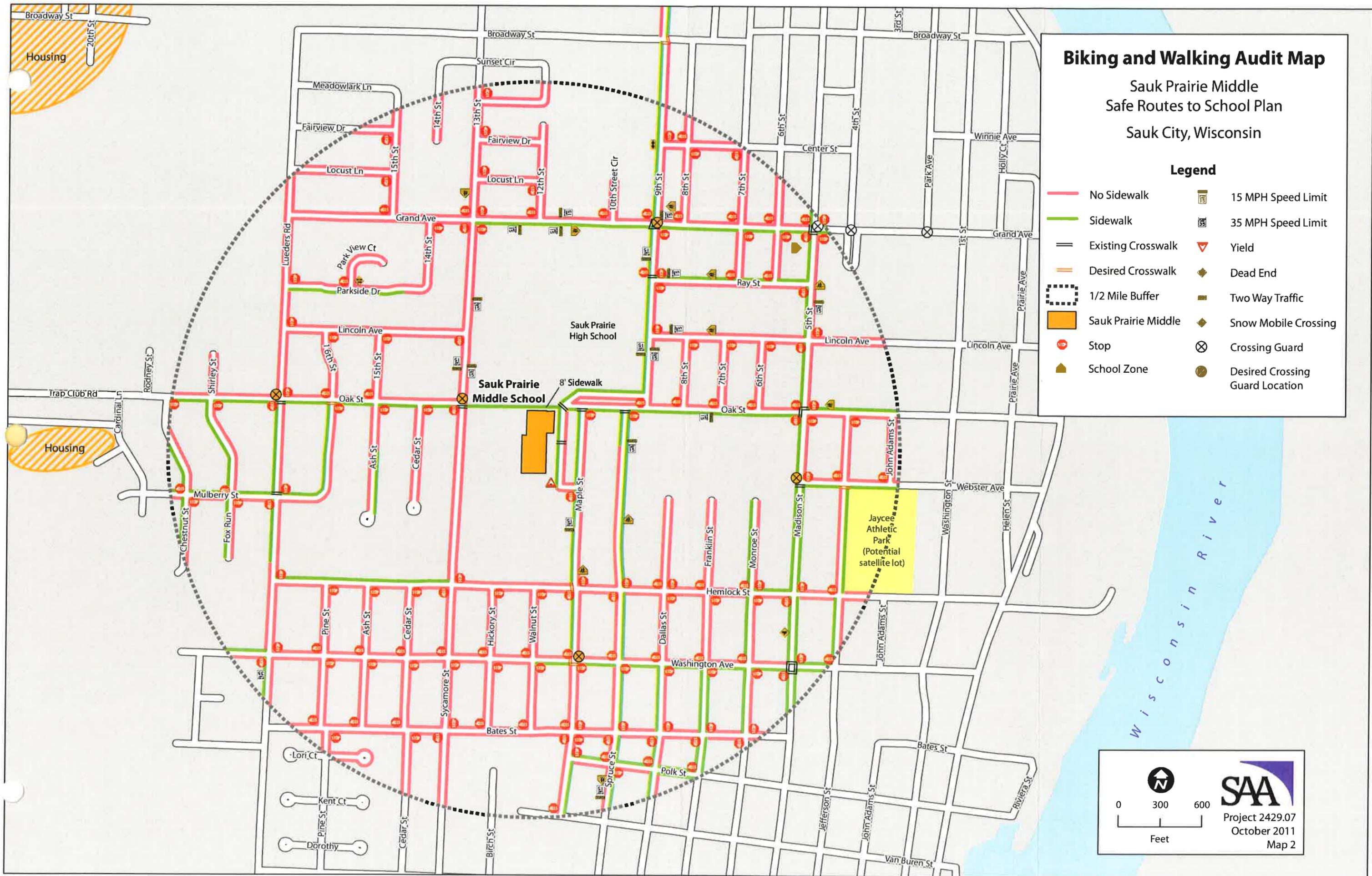
Project 2429.07
October 2011
Map 1

Biking and Walking Audit Map

Sauk Prairie Middle
Safe Routes to School Plan
Sauk City, Wisconsin

Legend

- | | | | |
|--|---------------------|--|---------------------------------|
| | No Sidewalk | | 15 MPH Speed Limit |
| | Sidewalk | | 35 MPH Speed Limit |
| | Existing Crosswalk | | Yield |
| | Desired Crosswalk | | Dead End |
| | 1/2 Mile Buffer | | Two Way Traffic |
| | Sauk Prairie Middle | | Snow Mobile Crossing |
| | Stop | | Crossing Guard |
| | School Zone | | Desired Crossing Guard Location |



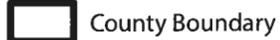
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Feet

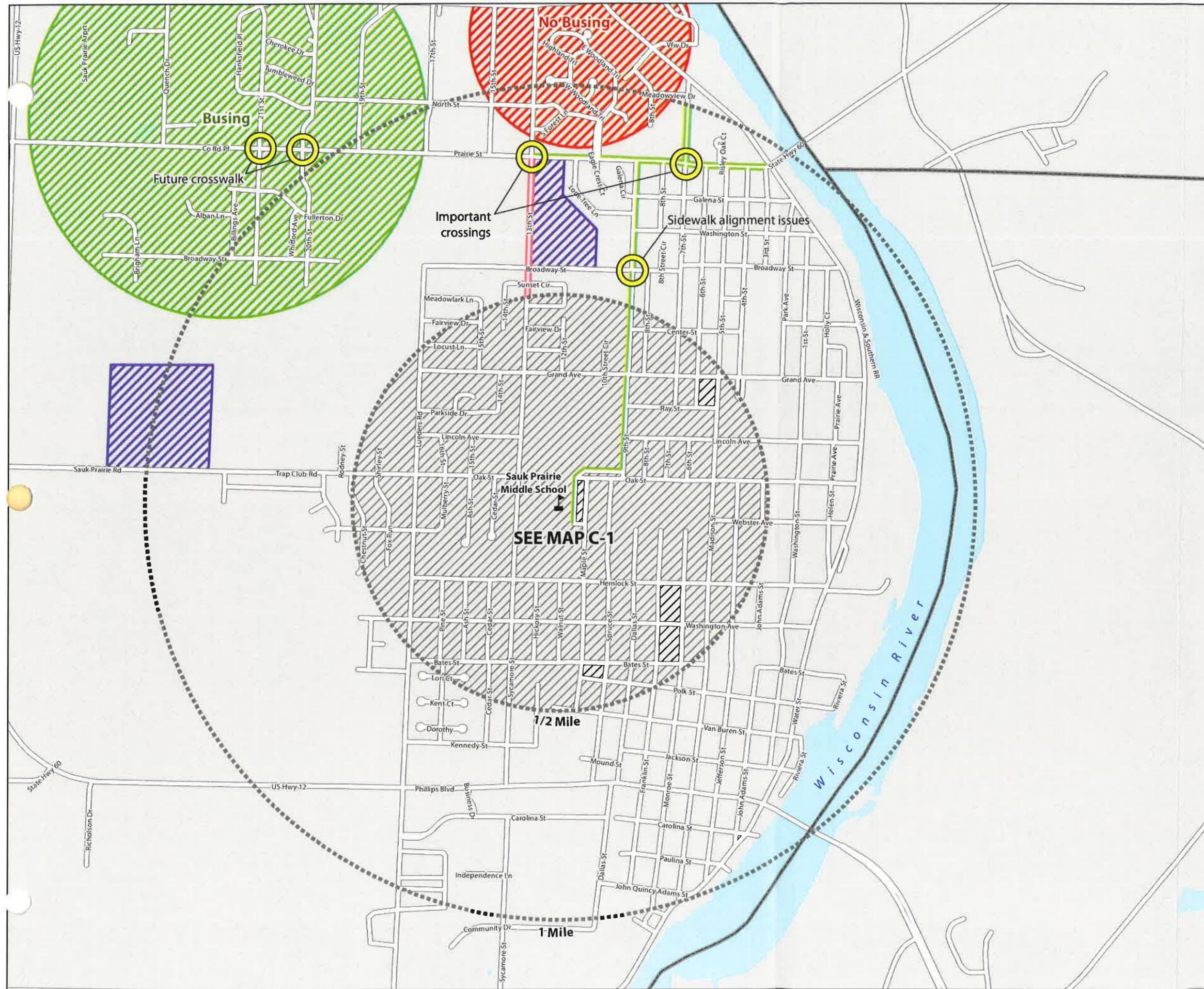
SAA
Project 2429.07
October 2011
Map 2

Biking and Walking Audit Map

Sauk Prairie Middle
Safe Routes to School Plan
Sauk City, Wisconsin

Legend

-  School
-  1 Mile Radius
-  County Boundary
-  Sidewalk
-  No Sidewalk
-  Desired Long-Term Connection
-  Busing
-  No Busing
-  School District Parcel




0 600 1,200
Feet

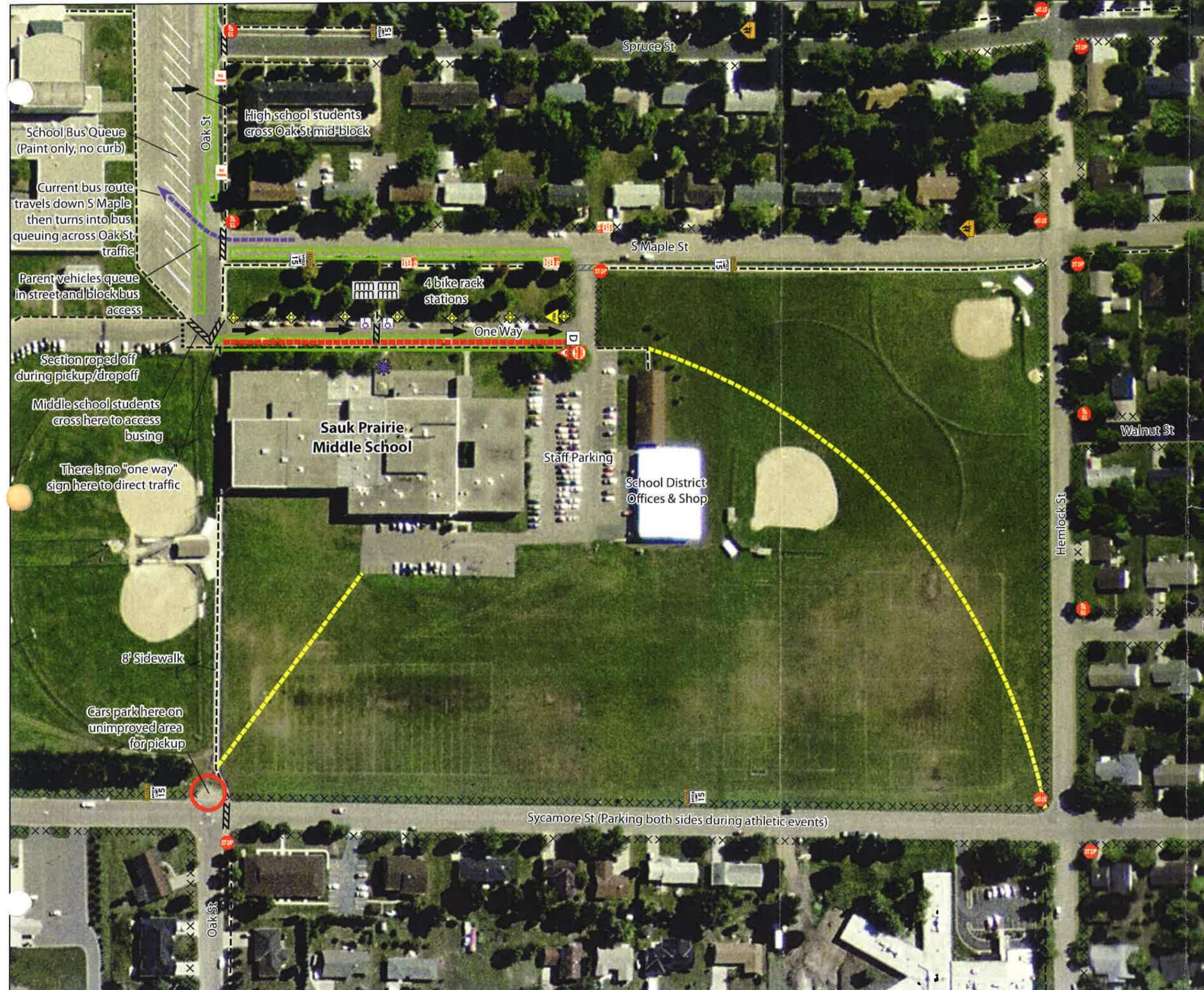

Project 2429.07
October 2011
Map 3

Site Assessment

Sauk Prairie Middle
Safe Routes to School Plan
Sauk City, Wisconsin

Legend

----- Existing Sidewalk		15 MPH Speed Limit
XXXX No Sidewalk		One Hour Parking
----- Fire Lane		No Parking Any Time
----- Plowed Trail		Yield
----- Bus Route		Yield (Yellow)
..... Roped Area		Drop Off/Pick Up
==== Crosswalk		Main School Entrance (Only Door open in winter)
==== Faded Crosswalk		ADA Parking Stall
 Queue		Light
 Stop Sign		Bike Rack
 School Zone		





0 100 200
Feet



Project 2429.07
October 2011
Map 4

Site Improvement

Sauk Prairie Middle
Safe Routes to School Plan
Sauk City, Wisconsin

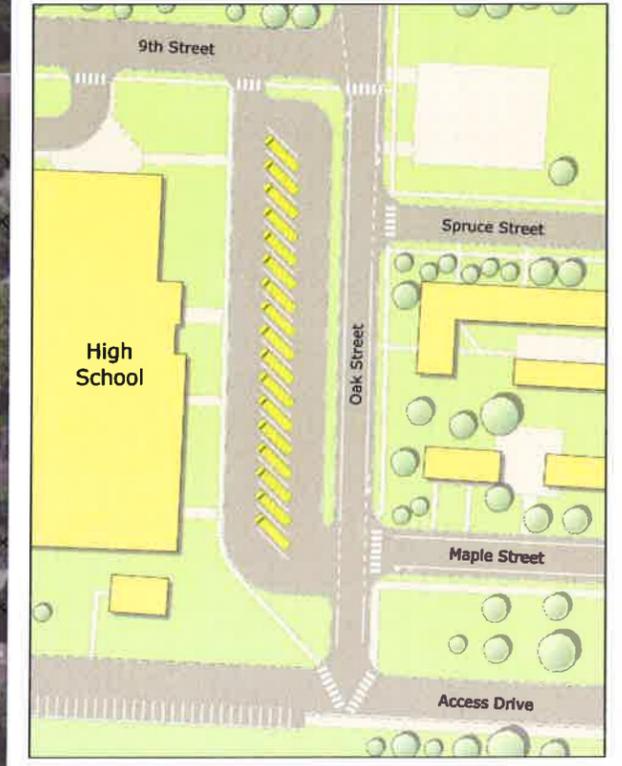
Proposed Improvements

-  One Way
-  Do Not Enter
-  Bike Rack
-  No Left Turn
-  Crosswalk
-  Recommended Sidewalks
-  Long-Term Sidewalk
-  Directional Stencil

Existing Conditions

-  Existing Sidewalk
-  No Sidewalk
-  Crosswalk
-  Faded Crosswalk

Inset Map - Sauk Prairie Pedestrian Study 2002



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Feet

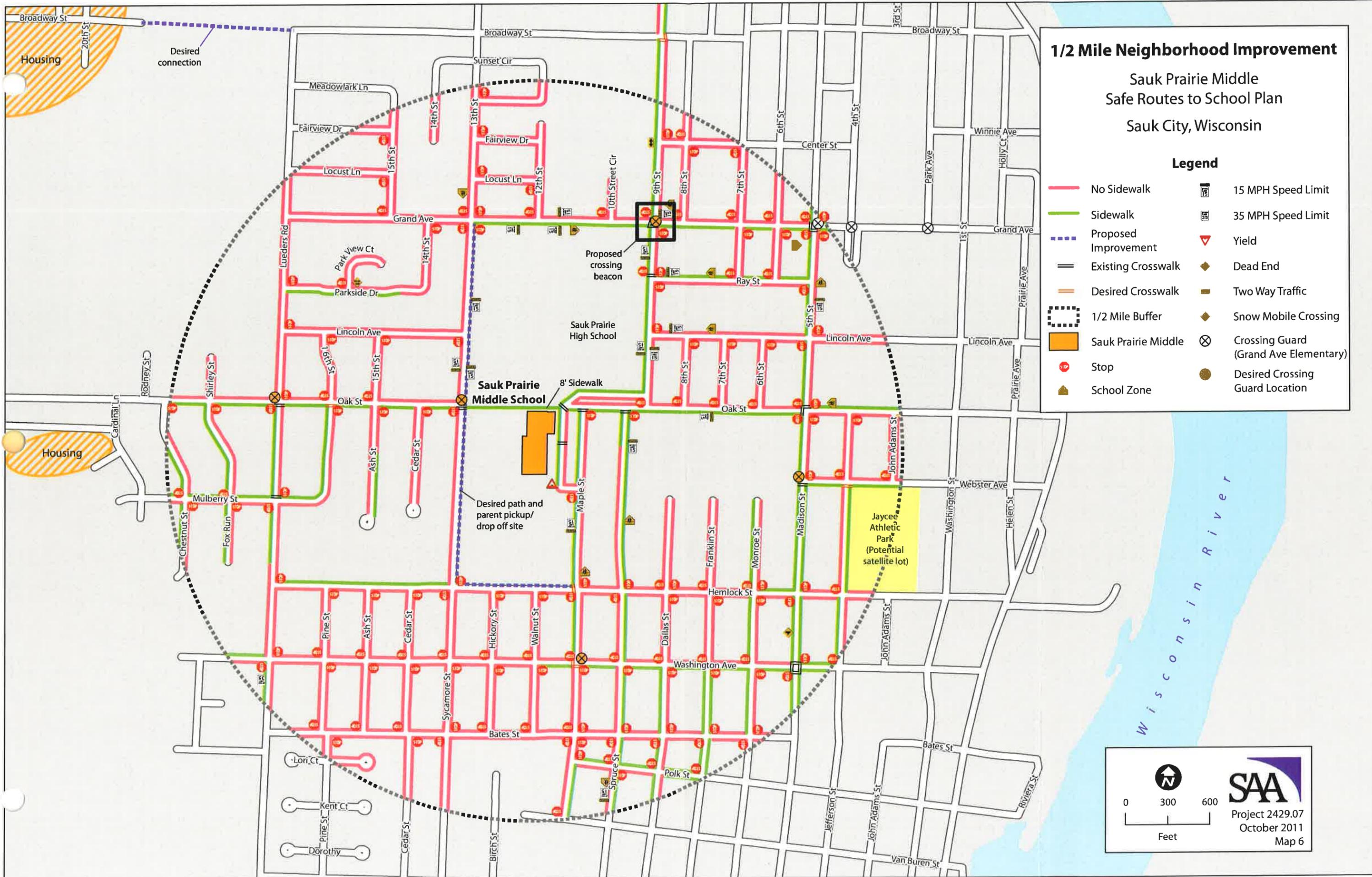
SAA
Project 2429.07
April 2012
Map 5

1/2 Mile Neighborhood Improvement

Sauk Prairie Middle Safe Routes to School Plan Sauk City, Wisconsin

Legend

- No Sidewalk
- Sidewalk
- Proposed Improvement
- Existing Crosswalk
- Desired Crosswalk
- 1/2 Mile Buffer
- Sauk Prairie Middle
- Stop
- ▲ School Zone
- 15 MPH Speed Limit
- 35 MPH Speed Limit
- ▼ Yield
- ◆ Dead End
- ◆ Two Way Traffic
- ◆ Snow Mobile Crossing
- Crossing Guard (Grand Ave Elementary)
- Desired Crossing Guard Location



0 300 600
Feet

Project 2429.07
October 2011
Map 6

One Mile Neighborhood Improvements

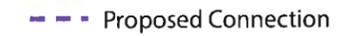
Sauk Prairie Middle Safe Routes to School Plan Sauk City, Wisconsin

Legend

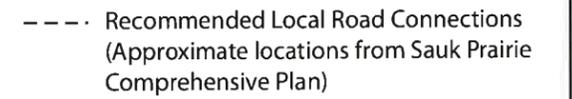
Proposed Improvements



Recommendation



Proposed Connection



Recommended Local Road Connections
(Approximate locations from Sauk Prairie Comprehensive Plan)

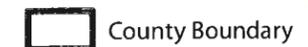
Existing Conditions



School



1 Mile Radius



County Boundary



Sidewalk



No Sidewalk



Existing Trail



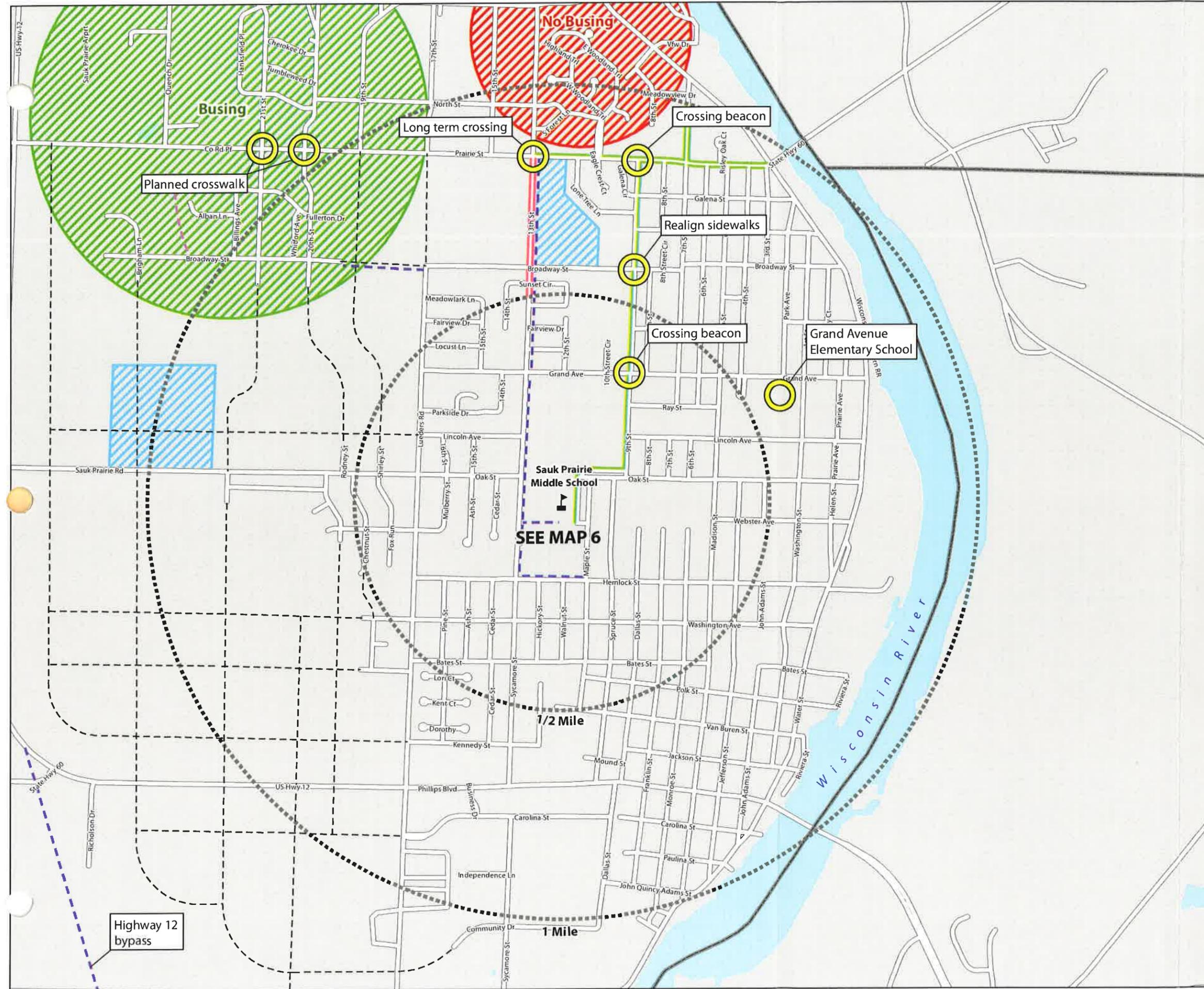
Busing



No Busing



School District Parcel



0 600 1,200
Feet

Project 2429.07
October 2011
Map 7

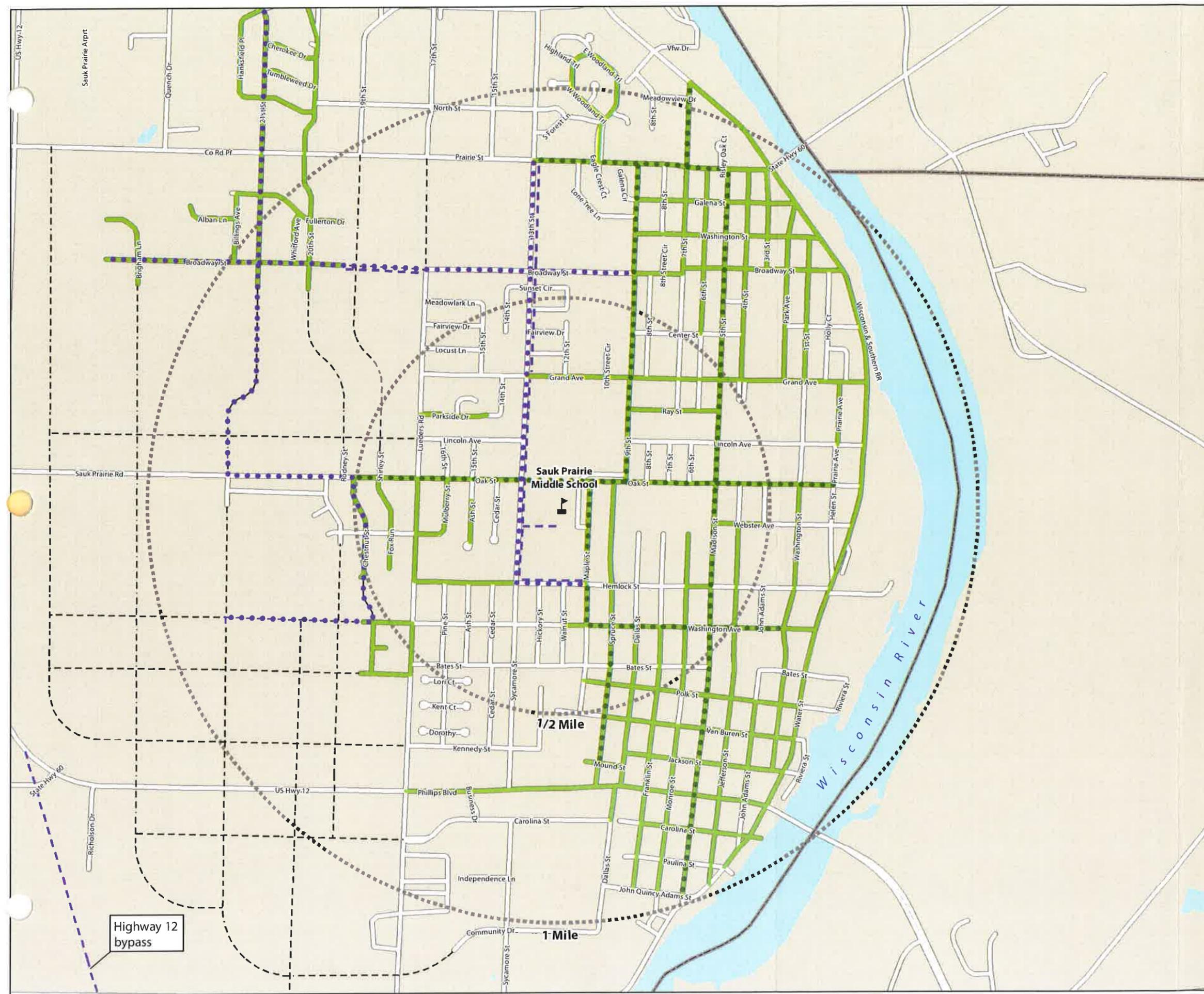
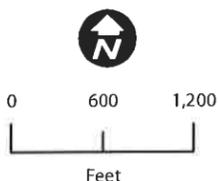
Safer Routes to School

Sauk Prairie Middle
Safe Routes to School Plan
Sauk City, Wisconsin

Legend

-  Recommended Safer Route to School
-  Future Safer Route to School
-  Sidewalk
-  Proposed Connection
-  Recommended Local Road Connections
(Approximate locations from Sauk Prairie Comprehensive Plan)
-  School
-  1 Mile Radius
-  County Boundary

DISCLAIMER: This map was created using data current as of fall 2010. Discrepancies may occur between what is shown on the map and actual conditions. Parents should test all segments before endorsing a route for their children.

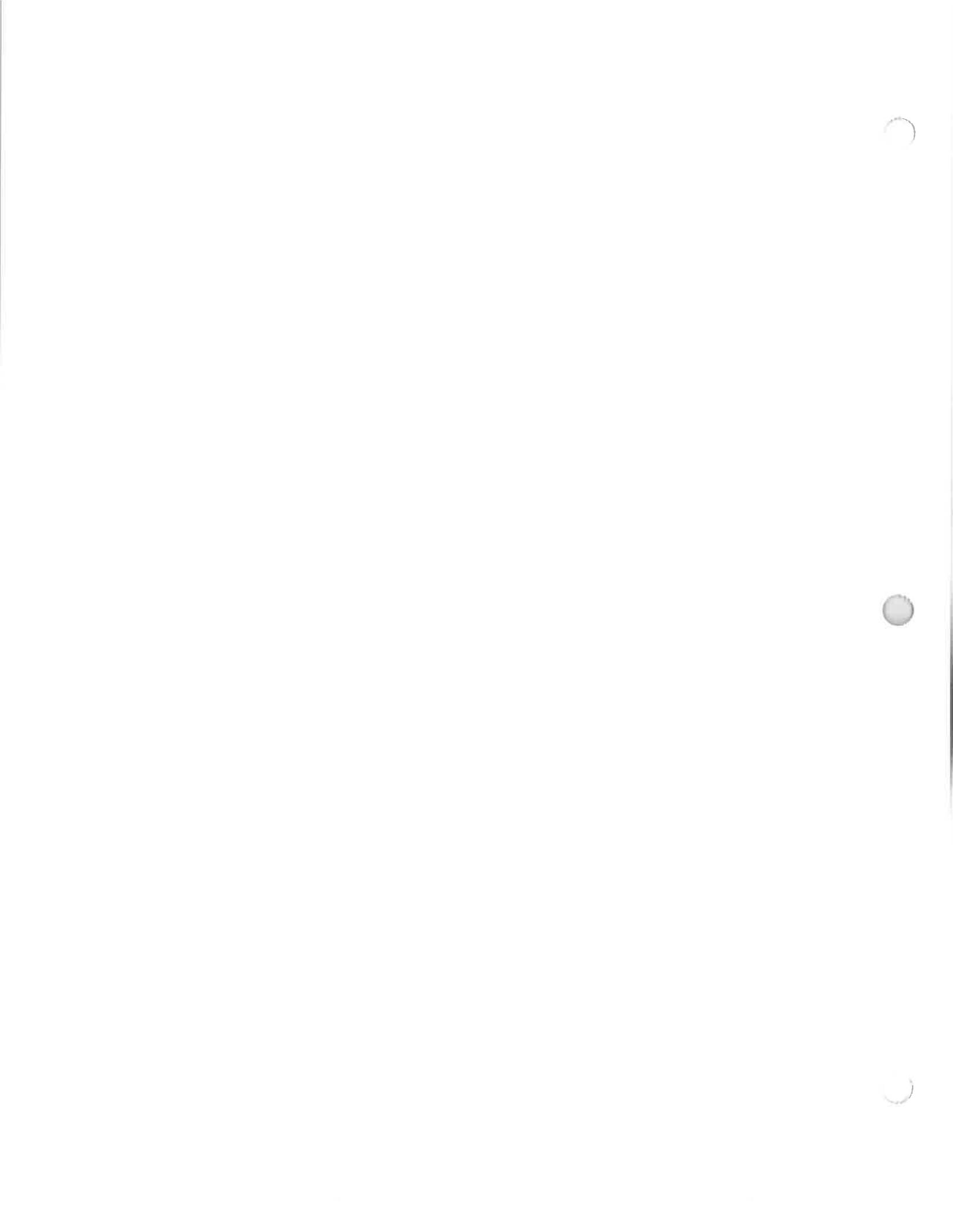



0 600 1,200
Feet



Project 2429.07
October 2011
Map 8

Appendix B:
Survey Instruments



8. Has your child asked you for permission to walk or bike to/from school in the last year? Yes No

9. At what grade would you allow your child to walk or bike to/from school without an adult?
 (Select a grade between PK,K,1,2,3...) grade (or) I would not feel comfortable at any grade

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)

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, mark box with X)

- | | | | | |
|---|---|------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Distance..... | <input type="checkbox"/> 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"/> Convenience of driving..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Time..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Child's before or after-school activities..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Speed of traffic along route..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Amount of traffic along route..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Adults to walk or bike with..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Sidewalks or pathways..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Safety of intersections and crossings..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Crossing guards..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Violence or crime..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |
| <input type="checkbox"/> Weather or climate..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure | |

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

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

- Strongly Encourages Encourages Neither Discourages Strongly Discourages

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

- Very Fun Fun Neutral Boring Very Boring

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

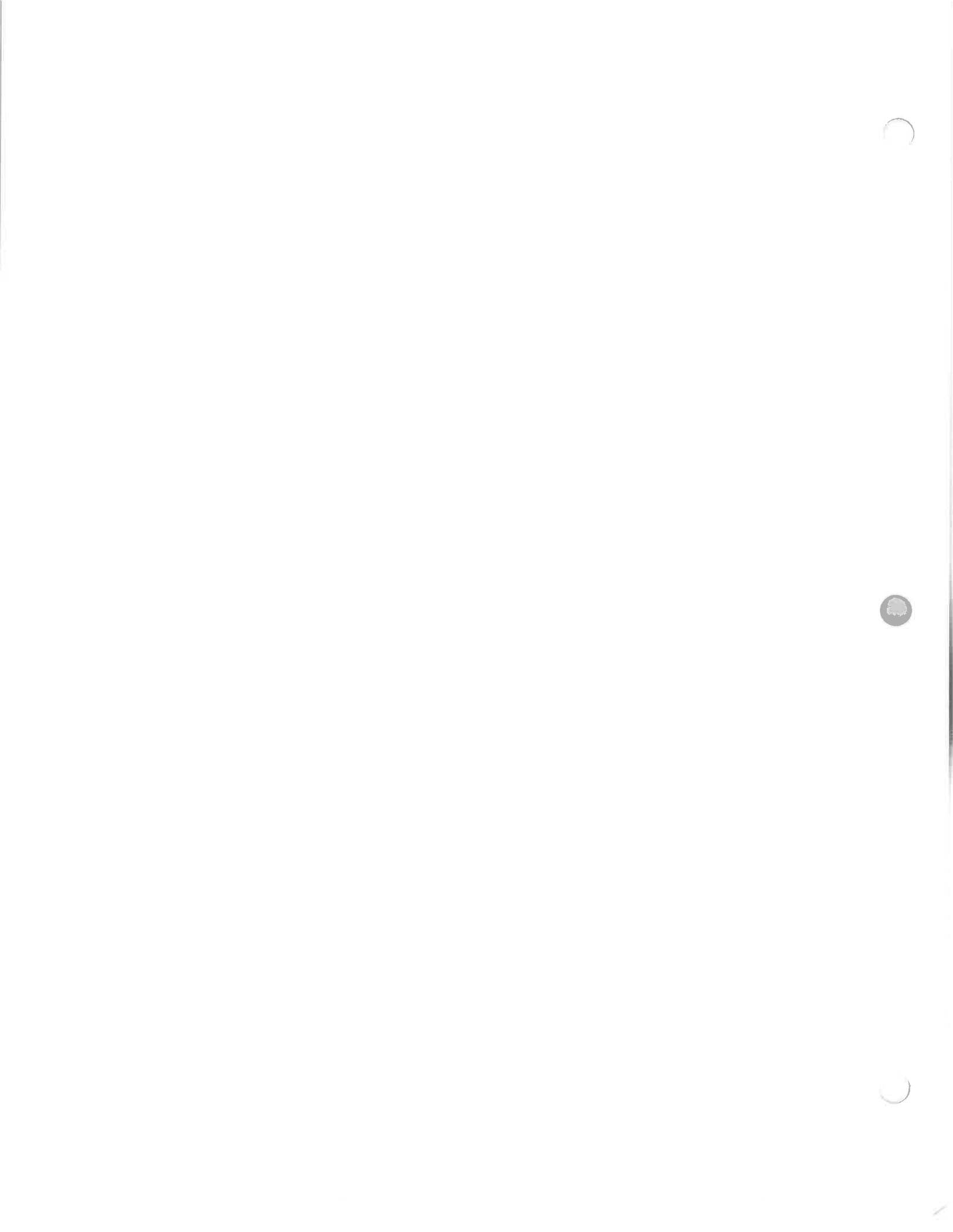
- Very Healthy Healthy Neutral Unhealthy Very Unhealthy

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

15. What is the highest grade or year of school you completed?

- | | |
|---|--|
| <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.



**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.