



Safe Routes to School Plan

DeForest Area School District

Village of DeForest | Town of Windsor | Dane County, WI

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Executive Summary

Introduction

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

Existing Conditions

The DeForest Area School District is located in north central Dane County. The majority of its 3,200 students reside in the rural-suburban communities of DeForest and Windsor, though the District serves portions of seven other municipalities in a 100-square mile are.

This report focuses on four schools located on separate campuses: Eagle Point Elementary, Windsor Elementary, Yahara Elementary, and DeForest Area Middle School. Though this report focuses only on these schools, improvements recommended to increase the mobility and safety for children is also likely to have a positive impact on safety for other student and resident populations.

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 (41%) traveled to and from school via school bus. The next highest categories were “family vehicle” with 35%, “walk” with 14% and “carpool” with 5%. These data show utilization of a range of transportation across the district, but transportation by school bus or family vehicle were the predominant modes.

Parent and teacher surveys each recorded attitudes about walking and biking to school, and cited observed behaviors of students. The primary issues affecting mode choice for parents were the “Amount of Traffic Along Route” followed by “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 include inappropriate walking and bicycling behaviors like darting out into the street or walking and biking on the incorrect side of the road. Observed driver behaviors include inattentive driving, speeding, and dropping off children in unsafe areas.

To supplement attitudinal data, a walking and biking audit was conducted for areas within a ½ mile radius of each participating school in March 2011. Primary physical issues identified included incomplete sidewalk networks, unsafe crossings (especially CTH V), and lack of off-street connections (especially between the communities of DeForest and Windsor).

Site and Communitywide Recommendations

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

Communitywide issues included the lack of bicycle, pedestrian, and driver education as well as 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 Walk to School Day, and regularly communicating with local police departments about motorist behaviors, such as speeding, which make it difficult to cross some streets. Evaluating the feasibility of expanding the adult crossing guard program is also recommended.

In terms of school site and neighborhood issues, completing the sidewalk network throughout the community would increase mobility for pedestrians. Most schools would also benefit from distributing preferred arrival and dismissal procedures (using DeForest Area Middle School materials as a good example). Utilizing regular walking school buses, or group walks to school, as well as developing additional encouragement programs to get students excited about walking or biking to school is also recommended. Infrastructure recommendations include completing the sidewalk network around Eagle Point Elementary, developing a 10' shared use path to Windsor Elementary, installing a median refuge island on Lexington Parkway near Yahara Elementary, and improving sidewalk and trail connections to the middle school area.

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.

1

Introduction

Safe Routes to School (SRTS) began as a European phenomenon thirty years ago and migrated through Canada to New York City in 1997, spurred by high pedestrian crash rates in some Bronx neighborhoods. In the 1970s, Denmark had Europe's highest child pedestrian 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 the DeForest Area School District.

Figure 1-1



School zone in Marin County, CA (MCBC)

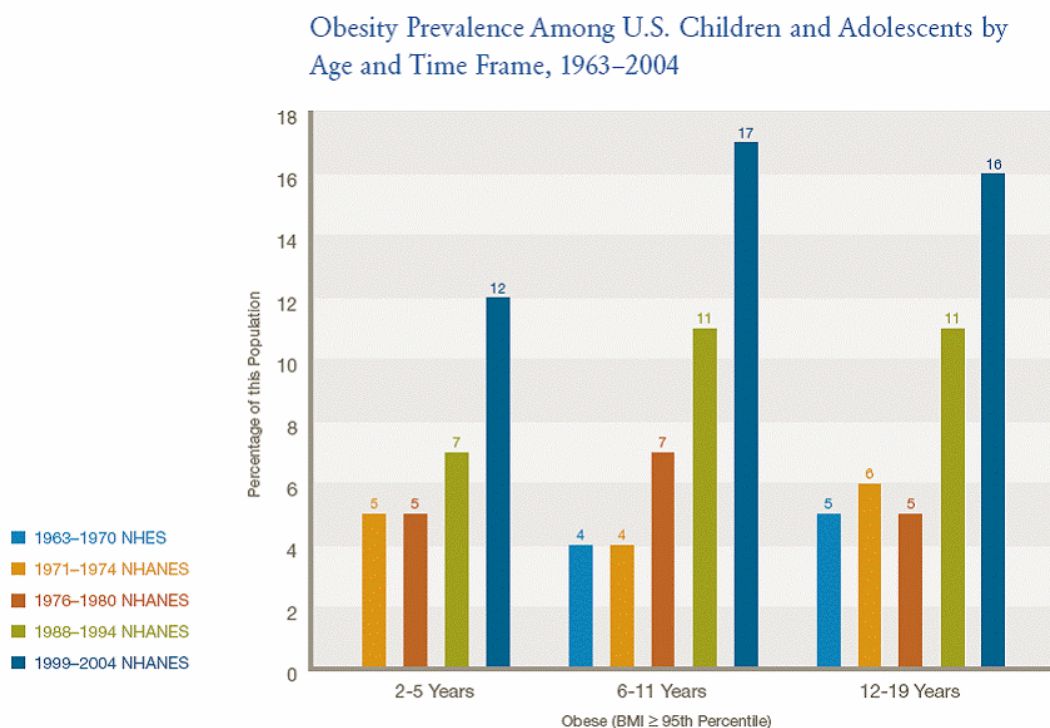
National Trends

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)



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.

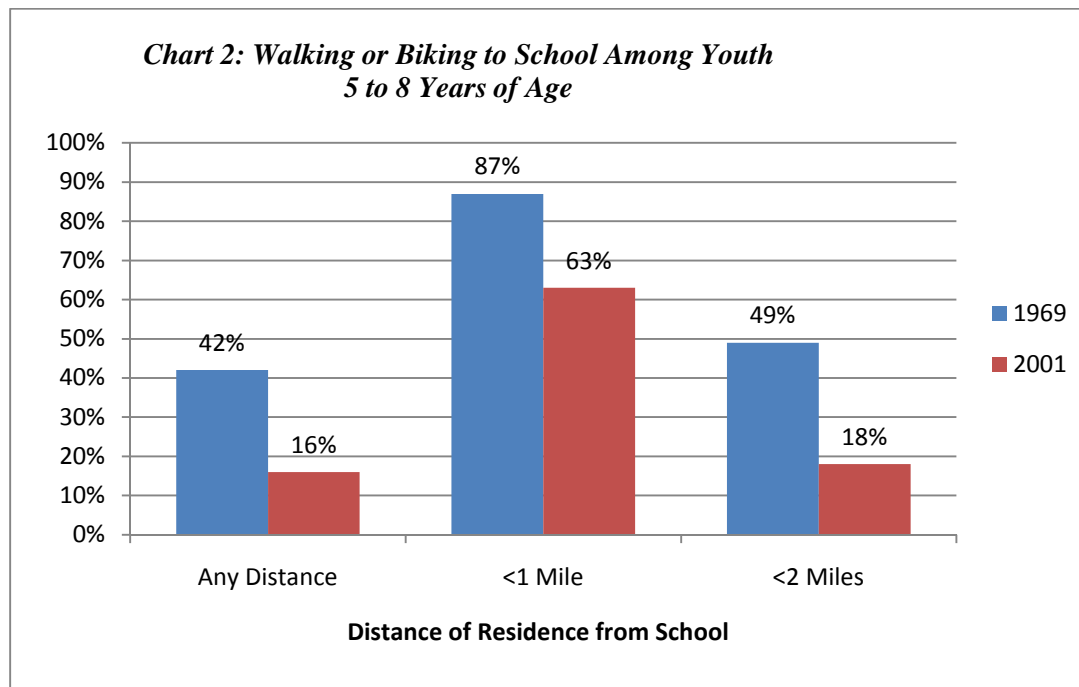
¹ U.S. Centers for Disease Control and Prevention: Overweight and Obesity. Available: <http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm> Accessed: April 17, 2008.

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/kidswalk/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

Figure 1-3



Students walk through the exhaust of an idling vehicle (SAA)

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.

27% of total U.S. GHG emissions⁶.

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

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

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

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

Land Use Patterns

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

Figure 1-5



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

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

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

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

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

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

Why Safe Routes to School?

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

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

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

Figure 1-6



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

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

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

DeForest Area School District Planning Process

DeForest Community

The DeForest Area School District is located in north central Dane County. The majority of its 3,200 students reside in the rural-suburban communities of DeForest and Windsor, though the District serves portions of seven other municipalities in a 100-square mile area including Hampden, Leeds, Bristol, Burke, Vienna and portions of Madison and Sun Prairie. There are five elementary schools in the District, one middle school, one high school, and the Holum Education Center (associated with Eagle Point Elementary).

The village of DeForest contains limited bicycle paths, lanes and/or routes. The village is working toward enhancing this system to provide greater connectivity between existing segments, neighborhoods, and local destinations. The existing street network serves both automobiles and bicyclists in shared lanes; there are no separated on-street facilities (bike lanes). There are some streets that contain dedicated off-street paths, such as along the western portion of Vinburn Road and the western portion of Innovation Drive. These trails are expected to be extended as the roads and developments fronting the roads are expanded and built-out.

The town of Windsor contains a small off-road trail system around Windsor Elementary and extending north-to-south west of the school site. There are also sidewalks located in newer subdivisions south of the school site, on the north side of Windsor Road, and in some locations west of Windsor Elementary.

The Wisconsin Department of Administration projected the population of DeForest to be 9,313 people in 2010. Population in the town of Windsor was projected at 6,068 people in 2010. By 2030, the projected combined population is anticipated to be 21,454 people (a 39% increase from 2010). With the expanding population, it is particularly important to grow multimodal transportation options as the community expands. It is easier and more cost effective to build the infrastructure for a good bicycle and pedestrian environment in conjunction with development projects, rather than retrofitting bicycle and pedestrian improvements after construction of new neighborhoods and commercial areas. Enhancing the bicycle and pedestrian network can also save money in the long-term if development of new or expanded roadways is deemed unnecessary due to mode shift.

This plan includes analysis and recommendations for the following four schools:. This report focuses on four schools located on separate campuses: Eagle Point Elementary, Windsor Elementary, Yahara Elementary, and DeForest Area Middle School. Though this report focuses

only on these schools, improvements recommended to increase the mobility and safety for children is also likely to have a positive impact on safety for other student and resident populations.

Enrollment for the four participating schools totaled 2,141 students for the 2009-10 school years with a majority of these students living within two miles of the school they attend. Eagle Point Elementary, for example, includes an enrollment where 100% of students live within two miles of the school. The intent of this plan is to impact the mode share for students who live within two miles from their school by increasing the number of students who choose to walk or bike to school.

Study Process

Formation of the SRTS program for DeForest 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 DeForest Task Force was comprised of a diverse group of stakeholders including school administrators, community leaders, and town and village representatives. Prior to plan development, the DeForest-Windsor community developed park and open space plans that focused on the recreational aspect of bicycling and walking. Subsequent Task Force meetings focused on utilization of existing recreational facilities to serve a transportation function and the identification of programming, such as Bike Rodeos, to educate new active transportation users.

Plan development included Task Force review at key benchmarks in the process. Starting in winter 2011, there were 4 SRTS Task Force working meetings. The plan was prepared under this general outline:

- Start Up and Visioning
 - SRTS Plan Start Up
 - Meeting #1 (January 10, 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 16, 2011)
- Draft and Final Plans
 - Meeting #3 (finalize recommendations; May 3, 2011)
 - Meeting #4 (DeForest Public Safety Committee review; June 1, 2011)
 - Finalize SRTS Plan

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

Plan Objectives and Policy Statements

The following objectives and policy statements are 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 and special events before DeForest and Windsor boards and commissions and in coordination with the DeForest Area School District. To increase the education opportunities for cyclists and pedestrians, additional tools such as school newsletters, parent emails, municipal websites, and press releases will also be utilized.

Enforcement: Law enforcement will continue to have a presence around schools during arrival and dismissal times to deter hazardous behaviors. This may include increasing the number and location of adult crossing guards to help students safely cross busy streets.

Engineering: Sidewalk, trail, and crosswalk facilities will continue to be developed and evaluated throughout the community. When complete networks have been established, the Task Force will review the segments and update SRTS route maps.

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 DeForest Area School District. Policies and ordinances are listed to demonstrate district and municipal standards for walking and biking as transportation. The chapter also discusses past studies that may affect recommendations cited elsewhere in this plan.

Present Conditions

School District Location

The DeForest Area School District is located in north central Dane County. The majority of its 3,200 students reside in the rural-suburban communities of DeForest and Windsor, though the District serves portions of seven other municipalities in a 100-square mile area including Hampden, Leeds, Bristol, Burke, Vienna and portions of Madison and Sun Prairie. See Map A-1.

There are four elementary schools in the District, one middle school, one high school, and the Holum Education Center (associated with Eagle Point Elementary). This plan includes analysis and recommendations for the following four schools: Eagle Point Elementary, Windsor Elementary, Yahara Elementary, and DeForest Area Middle School.

Bicycle and Recreational Facilities

The village of DeForest contains limited bicycle paths, lanes and/or routes. The village is working toward enhancing this system to provide greater connectivity between existing segments, neighborhoods, and local destinations. The existing street network serves both automobiles and bicyclists in shared lanes; there are no separated on-street facilities (bike lanes). There are some streets that contain dedicated off-street paths, such as along the western portion of Vinburn Road and the western portion of Innovation Drive. These trails are expected to be extended as the roads and developments fronting the roads are expanded and built-out.

The town of Windsor contains a small off-road trail system around Windsor Elementary and extending north-to-south west of the school site. There are also sidewalks located in newer subdivisions south of the school site, on the north side of Windsor Road, and in some locations west of Windsor Elementary.

The major trail network in DeForest is the Yahara River Trail. When completed, this trail system will be approximately 18 miles long. The system will eventually connect to the Dane County trail system at Token Creek Park and possibly with the city of Madison at Cherokee Marsh. Currently, the system contains the following trail segments: DeForest-Windsor Trail (1 mile through Liberty Land Park and through Antique Acres subdivision); Delkamp Trail (.4 mile along North Stevenson Street); Mayapple Trail (.5 mile along the Yahara River and Mayapple Circle); and Western Green Trail (2 miles through Western Green Park).

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 or trails to get to all of their destinations, such as neighborhood homes, schools and parks. A safe facility in good condition encourages kids to stay on the sidewalk and provides

a barrier from street traffic.

Sidewalks are located sporadically throughout the village of DeForest however poor connections to some school sites still exist. Some major gaps in the pedestrian network include the lack of sidewalks at the school site. Examples include Johnson Street and Park Avenue at Eagle Point Elementary and Curry Lane/Dawn Drive near Windsor Elementary. Several intersections were identified during the walking and biking audits as “difficult” including Vinburn Road at Southbound Drive near the middle school and N Lexington Pkwy at Trailside Drive near Yahara Elementary. Also, major roadways such as North Street (CTH V) were considered “uncrossable” by attendees at the public information meeting (March 16, 2011).

Sidewalk Development Policy

Chapter 13 “Subdivision and Development”, section 13.45 “Required Improvements” in the village of DeForest code of ordinances requires subdividers of land to construct a sidewalk on both sides of arterial and collector streets. Sidewalks are required on one side of all minor streets unless a village sidewalk plan suggests that sidewalks be required on both sides of a particular minor street. Sidewalks are to be constructed at a minimum width of 5 feet however wider-than-standard sidewalks may be required in the vicinity of schools, commercial areas, and other places of public assemblage, and the Village Board may require the construction of sidewalks in locations other than those required by code if such walks are necessary for safe and adequate pedestrian circulation.

Snow Removal Requirements

Throughout the year, sidewalks must be kept free of debris and snow, especially in local neighborhoods where mobility is challenged during the winter months. Sidewalks that abut roadways without a planter strip or barrier pose challenges in northern climates as 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 DeForest is described in section 7.04 “Snow and ice removal” in the code of ordinances. The ordinance requires removal of snow and ice within 24 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. It is worth noting that during the walking and biking audits (March 2-3, 2011) this was a major impediment near many school sites with entire segments of sidewalk completely obscured by ice and snow.

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. All schools studied for this plan include school zone speed limits (15 miles per hour).

Unfortunately, other rules and regulations put in place to increase pedestrian safety are also not uniformly observed. A Safe Community Coalition survey in Madison and Dane County, WI in 2005 showed that less than 2 percent of drivers were yielding the right-of-way to pedestrians at crosswalks.

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

Transit Facilities

In some communities, public transit services are utilized to transport children to school. The DeForest Area 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. In the next chapter, school district-defined hazard areas are described for the determination of school busing routes.

DeForest and Windsor are served by the Canadian Pacific Railroad which owns a rail corridor that runs north-south through the center of the village and town. This route is designated as an active route in the long-range rail plans of WisDOT and Dane County. The village's comprehensive plan recommends this corridor is preserved for future passenger rail service.

DeForest has not specified heavy traffic or truck routes. However, there is a significant amount of truck traffic on USH 51, STH 19 and county trunk highways V, CV, and DV.

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 less than 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

Anecdotal remarks from DeForest Police suggest there have not been bicycle or pedestrian crashes involving children from 2003-10. However, this report does not reflect the numerous close calls that have occurred and it is possible the absence of crash events may simply be a result of the low number of children walking and bicycling to school during this period.

Traffic counts near school locations show a variety of average annual daily traffic numbers (AADT). The highest AADT was recorded north of Yahara Elementary where 11,200 trips were recorded in 2009. The lowest recorded annual average daily traffic count was 3,100 vehicles immediately west of USH 51. These numbers are quite high, however, since these counts reflect major arterials in the community, higher traffic volumes are expected. Traffic volumes within each school zone are considerably lower as they occur on local roads. See Table 2-1 below for a complete listing (WisDOT).

Table 2-1 Traffic Counts near DeForest Schools (2009)

Location	School	AADT
Windsor Road west of CTH CV	Windsor	2,200
CTH V west of River Road	Yahara	11,200
CTH V east of Brule Pkwy	Yahara	8,700
CTH V west of Stevenson Street	Eagle Point	6,300
CTH V east of Halsor Street	Eagle Point/Middle School	5,000
CTH DV west of USH 51	Eagle Point/Middle School	3,100

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

The DeForest Area School District has prepared a “Transportation and Student Conduct Guide” which cites eligibility for student transportation, bus conduct rules, and restrictions. All pre-kindergarten students are eligible for transportation. Elementary students (k-4) are eligible for busing if they reside 0.6 miles or more from the school they are assigned. Middle and high school students (5-12) are eligible for busing if they reside 1.0 miles or more from their school. All special education students are eligible for busing, as are students who live in an area designated as “unusually hazardous” as identified in the District’s “Unusually Hazardous Transportation Plan”.

Unusually Hazardous areas include:

Vinburn Road

Between CTH CV and USH 51. The narrowness of the roadway and lack of shoulders cause the roadway to be unusually hazardous for students who are required to walk along the roadway.

Highway 51

The Dane County Sheriff identified USH 51 to be unusually hazardous. The high volume of vehicle traffic provides hazards for all students required to walk along or across the highway.

CTH CV (Lake Road)

The highway between Vinburn Road and Windsor Road provides a hazard for all students required to walk along the highway.

CTH V (North Street)

The openness of the roadway and higher than posted actual speeds of the vehicles provides a hazard for all students required to walk along or across the highway.

Windsor Road

County Highway CV to the Interstate. The roadway is narrow with little or no shoulder present for elementary students to walk along and the posted speed limit of 45mph poses a danger to elementary students.

CTH DV

Outside the village limits has been considered hazardous due to the high rate of speed and the narrowness of the road. These conditions make it hazardous to walk along.

Transportation – Parent Pick-up/Drop-off

Some schools in the District have different standards for how and where parents should pick-up and drop-off their children if transporting them via family vehicle. Communicating expectations for how vehicle traffic should function is imperative to reduce transportation mode conflicts.

Eagle Point

This is a friendly reminder about our Front **Drop-off and Pick-up** procedures that have been developed for your children's safety:

All children need to exit and enter the car on the RIGHT side or the PASSENGER side where they will step onto our walking lane. Cars can and do pass in the lane to the left of the drop-off lane. When children exit on the left side of the cars, they are stepping into a driving lane which is extremely unsafe, so please, please, please, have your children exit and enter the cars on the RIGHT side.

Our walking lane extends all along our drop-off/pick-up loop, so your children can exit or enter your car anywhere along the loop rather than waiting until you are near the front door. Once your child has exited or entered your car, you can pull out to the left and pass the other cars in front of you. This will help reduce the line of cars that can extend out onto Cleveland and Holum Streets.

During Drop-off and Pick-up times, you can only make RIGHT turns out of our parking lot. Again, this is out of consideration for your fellow parents and to keep our Drop-off and Pick-up lane flowing smoothly.

DeForest Area Middle School

Fifth and sixth graders should be dropped off at the driveway on Southbound Drive. Seventh and eighth graders should be dropped off at the east entrance off Cleveland Avenue. Between the hours of 7:30 and 8:00 and 3:00 and 3:30 they drive off Yorktown Road is for buses only. Parents should not drop students off or pick them up in staff parking lots.

Transportation – Middle School Skateboards, Rollerblades, Scooters, Bikes Policy

Students are allowed to ride skateboards, roller blades, scooters, and bikes to school. However, these devices may not be ridden on school grounds from 7:15-3:45 each day. These items may not be ridden in the school at any time. Shoes with wheels are also not allowed in school.

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 DeForest Area School District has implemented a student wellness policy [AR 6.3b (4d)] to promote wellness, healthful foods, and regular physical activity as a part of the total learning environment. The District identified the following goals as essential to the implementation of positive nutrition and wellness practices.

- a. The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- b. All students in grades PK-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- c. Foods and beverages sold or served at school will meet the nutrition guidelines set forth by this regulation.
- d. Qualified food service professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- e. To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, After-school Snacks, and Summer Food Service Program).
- f. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

To implement these goals, the District has identified a number of actions and support resources. These include a district School Health Council, nutrition standards (school meals, foods and beverages sold at schools, and other foods and beverages available during school), and physical activity promotion. The policy also contains a statement supporting Safe Routes to School:

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 in those efforts. 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.

The District also has an employee wellness policy [AR 5.3(3)] to support health and wellness and to establish environments that increase health awareness, promote positive lifestyles, decrease the risk of disease, and enhance the quality of life for district personnel.

School Facility Planning

The DeForest Area School District follows standards for school siting set by the Wisconsin Department of Public Instruction. This includes minimum acreage requirements for each school (elementary, middle, and high school). The District does not provide additional requirements to promote connectivity or to ensure walkability from neighborhoods the school is meant to serve.

Programs

Learning to Move – Moving to Learn Project

In fall 2010 the DeForest Area School District was awarded a Carol M. White Physical Education Program (PEP) grant in the amount of \$458,111, with additional funding through 2013, totaling over \$1 million. The grant, written by DASD Phy Ed/Health teachers in spring 2010, is entitled, “Learning to Move–Moving to Learn Project”. The grant will help the District improve K-12 physical education and health programs by providing new and innovative tools to enhance, differentiate, and motivate student learning experiences, leading to healthy lifestyle choices.

Bicycle Rodeo

The Village of DeForest Parks and Recreation Department is working with the DeForest Police Department to establish an annual Bicycle Rodeo program. The inaugural event will happen in June 2011. Program features include a bike maintenance station, bike helmet check, bicycle registration (administered by DeForest PD), a free helmet giveaway, rodeo course, and goody bags for completion.

Plans

Village of DeForest Comprehensive Plan (2006, update 2010)

The DeForest Comprehensive Plan is a 25-year plan that seeks to establish a policy and vision framework for decision-making. The following excerpts are particularly germane to SRTS programming because they seek to promote biking and walking through funding, capital improvements, and appropriate planning.

- *Require sidewalks or other alternative pedestrian pathways in new residential and commercial developments and along appropriate arterials and collector streets.*
- *Consider the needs of bicyclists and pedestrians in all roadway improvement projects, including roadway surfaces, safety, intersection design, roadway width and/or sidewalks*
- *Ensure that trails are constructed as part of the initial infrastructure in newly developing neighborhoods.*
- *Vinburn Road: should be reconstructed to urban standards from Main Street to Highway 51. Pedestrian improvements should include either sidewalks or multi-use trails on both*

sides of Vinburn Road.

- The following recommendations apply to installation of “Planned Trails and On-Street Connections”:
 - Major roadway crossings should generally be located at controlled intersections.
 - For “Major Crossing Challenges” install bike/pedestrian crossing sign or flashing light signals at a minimum and explore the feasibility of under and overpasses.
 - Trail standards include a minimum 10 feet of paved surface areas within a 20 foot wide easement or dedication; ¼ mile markers to indicate location on trail for longer trails; regular extended right-of-way bulb outs for emergency access vehicle turn-arounds.
- For any Planned Road Expansions on-street bike lanes should be considered (with the exception of USH 51 and STH 19).
- Require developers to help fund safe and efficient pedestrian and bicycle access between residential neighborhoods and nearby parks and schools.

Village of DeForest Outdoor Recreation Plan 2006 (Amended 2010)

DeForest’s Park and Open Space Plan recommends several off-street paths and trail segments to link existing and future neighborhoods to on-street bicycle routes, parks and environmental corridors, including the Yahara River Environmental Corridor. It also lists several grant programs available to help offset costs to develop these connections.

Town of Windsor

The Town’s Comprehensive Plan and Comprehensive Outdoor Recreation Plan include the following policies which support enhancing and expanding bike and pedestrian facilities:

- Work with Dane County Parks Division, the Village of DeForest, and the City of Sun Prairie to implement a comprehensive trail system that traverses the southern and western areas of the Town.
- Develop, adopt, and enforce a trail regulation as a component of the Town’s subdivision ordinance.
- Require developers to dedicate easements and construct recreational trails within residential subdivisions as development occurs.
- Require developers to include interconnected bike/pedestrian paths where possible in new subdivisions as an alternative to vehicular travel and a form of recreation.

Dane County Comprehensive Plan (2007)

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

Strive to increase travel reliance on transit, carpooling and other travel options such as bicycling and walking, and trip reduction. This reduces the demand on the roadway network and provides mobility choices for those who wish to use other modes of travel rather than an automobile or who do not have access to an automobile.

Additional goals include:

1. *Provide for safe, convenient and efficient bicycle and pedestrian travel throughout the county, including on-street and off-street facilities.*
2. *Promote the development of safe bicycle and pedestrian routes to schools and other community facilities.*

Madison Area MPO Regional Transportation Plan 2030 (2006)

The following excerpts speak to the efforts of the Madison Area MPO to promote bicycling and walking throughout Dane County.

The Bicycle Transportation Plan for the Madison Urban Area and Dane County prepared and adopted by the Madison Area MPO includes specific objectives and recommended actions by the MPO, WisDOT, Dane County, and local jurisdictions for achieving the goals of the plan to provide safe, convenient, and enjoyable travel by bicyclists, increase bicycling levels, and reduce bicyclist crashes.

One of the most important ways in which the Madison Area MPO supports bicycle transportation is through its criteria for selecting projects to be funded with Federal Surface Transportation Program (STP) – Urban funds. The STP provides flexible funding that can be used for a wide variety of transportation projects. A portion of STP funds, called STP – Urban, is designated for urban areas. Large urbanized areas (population over 200,000) such as Madison receive a direct apportionment of funds. In 2006, the Madison urban area received \$6.2 million. Federal rules provide MPOs with the responsibility to coordinate and approve priority project listings for use of these STP – Urban funds.

The single most efficient and effective way for communities to ensure the needs of pedestrians are met is through adoption of subdivision and zoning ordinance standards that require: (a) installation of sidewalks and other pedestrian facilities on new streets; (b) an interconnected street and walkway system for new subdivisions; and (c) a convenient and continuous pedestrian circulation system for new commercial and multi-family residential developments. In addition, a zoning ordinance that maximizes opportunities for mixed-use development will ensure that persons have services within walking distance.

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. DeForest 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.

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

District-wide, the Student Tally recorded 8,903 trips at all four schools (Eagle Point, Windsor, Yahara, and DeForest MS). This includes 1,127 trips at Eagle Point (230 students counted); 2,055 trips at Windsor (337 students counted); 1,600 trips at Yahara (288 students counted); and, 4,121 trips at DeForest Area MS (838 students counted). Data were collected the week of May 9th, 2011. The total number of students tallied was 1,693 out of an estimated enrollment of 2,141 (79%).

As shown in Chart 3.1 aggregated data from all four schools show the greatest percentage of students (41%) utilize the school bus for both morning (AM) and afternoon (PM) travel. The second most utilized travel mode was family vehicle (35%). Walking was next (14%) followed by carpooling (5%) and then bicycling (3%).

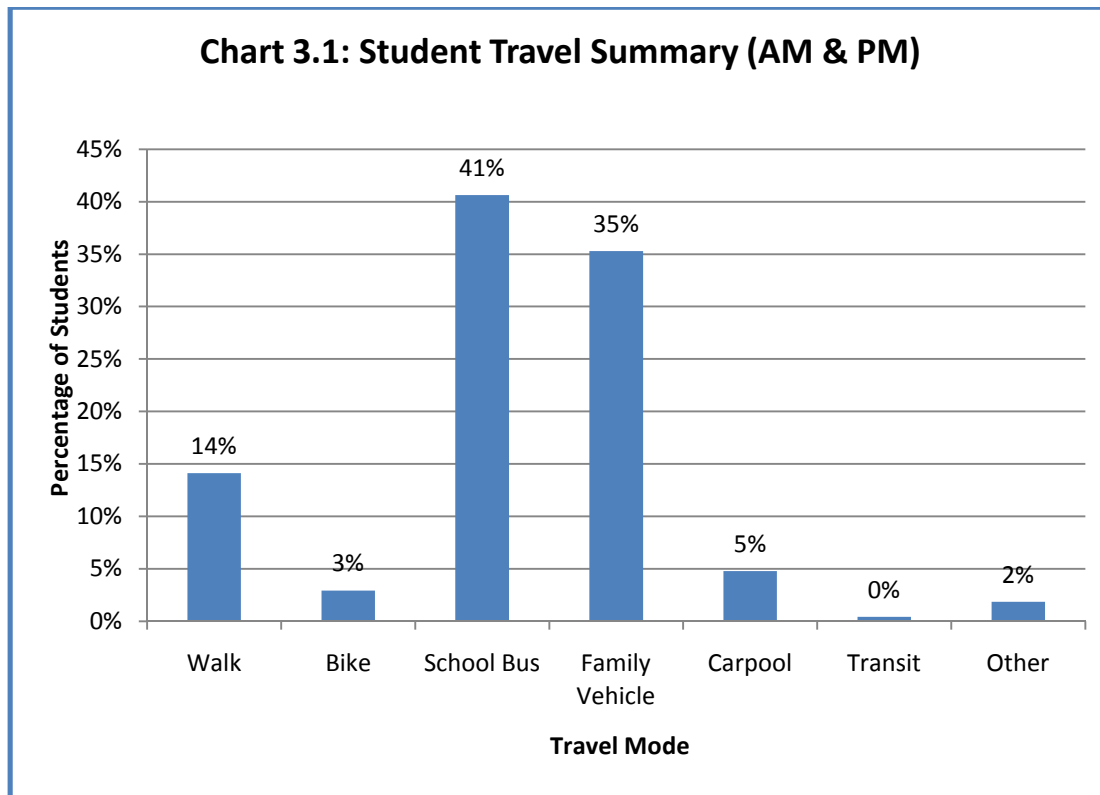
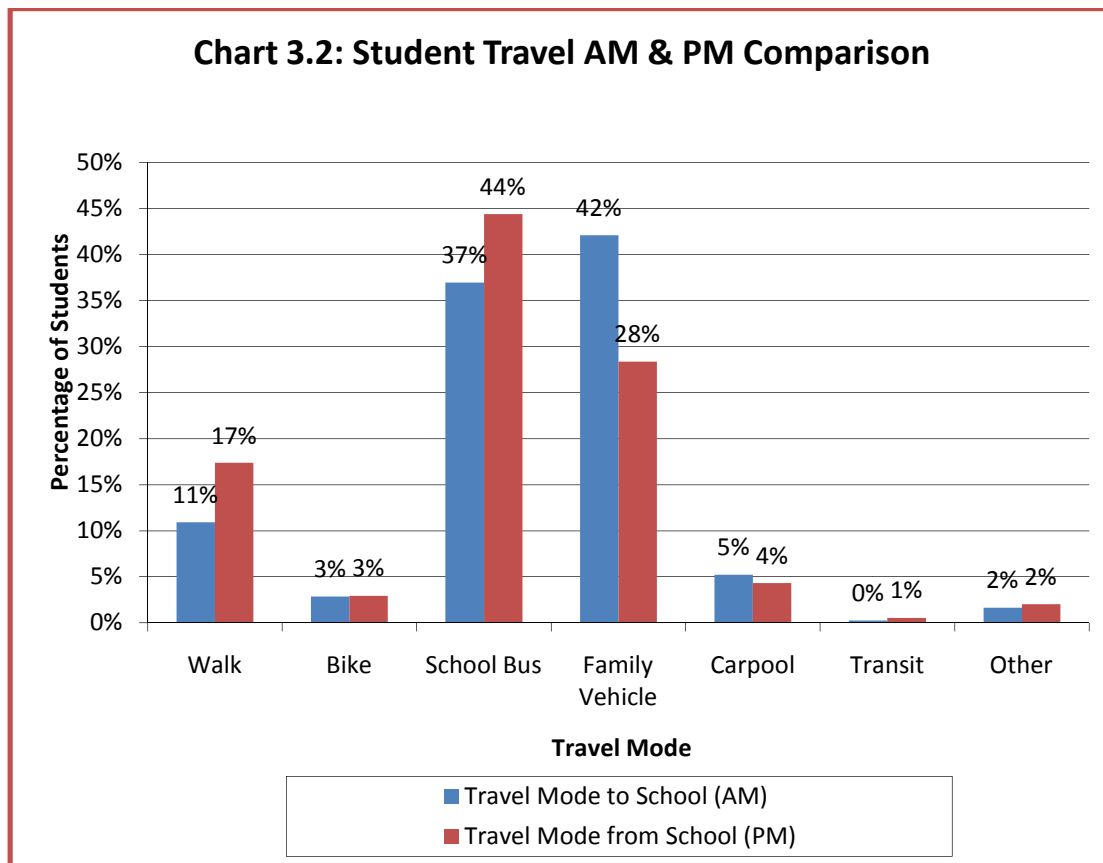
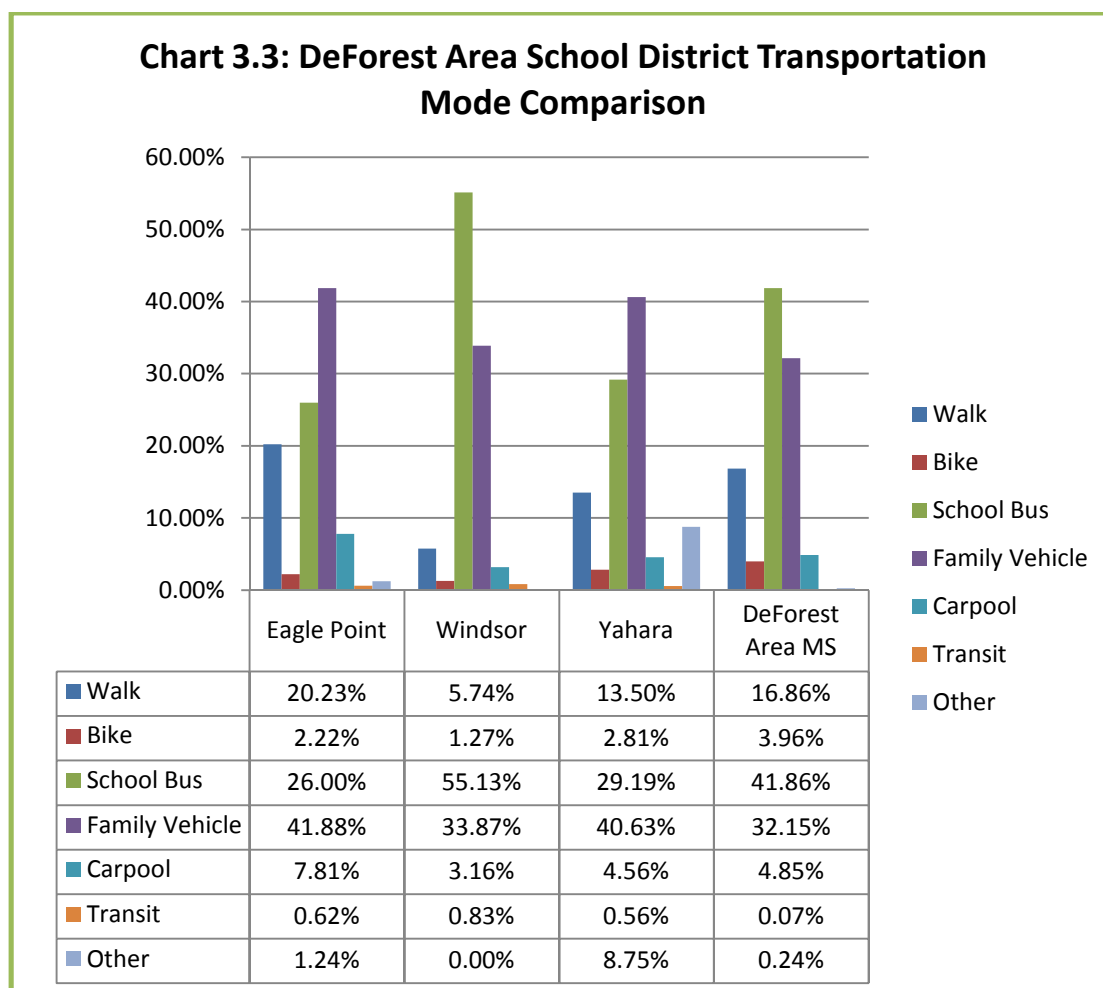


Chart 3.2 separates student travel data between morning (AM) and afternoon (PM) trips by mode choice. These data indicate the highest percentage of students are arriving by family vehicle (42%) and departing via school bus (44%). This is a common result as many parents work schedules correlate with school start times and they find it easy to drop their children off in the morning. Fewer parents are available at dismissal, so other mode choices such as school bus increase. Mode share percentages for school bus and family vehicle both decrease between arrival and dismissal. As a result, other modes, such as walking increase from 11% in the morning to 17% in the afternoon. These data seem to suggest that afternoon walkers could also be morning walkers but instead choose alternative modes to arrive at school. It is likely an SRTS program could be used to encourage increases in walking during both arrival and dismissal times.



The following chart breaks out mode choices by school name to show the primary methods of transportation to and from each school in spring 2011. Chart 3.3 shows that school busing is the most popular transportation mode for both Windsor Elementary and DeForest Area Middle School. Family vehicle is the most utilized mode at Eagle Point and Yahara elementary schools. Eagle Point has the highest percentage of walkers (20%) followed by the middle school (17%), Yahara (14%), and Windsor (6%). Bicycling accounts for a relatively low percentage trips accounting for less than 4% of trips to DeForest Area Middle School. The elementary schools had lower percentages of cyclists.



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 DeForest, a link

was available on the DeForest Area School District's homepage, and disseminated to parents via emails and newsletters. Total participation numbers by school are listed below:

- Eagle Point Elementary: 64
- Windsor Elementary: 13
- Yahara Elementary: 69
- DeForest Area Middle School: 164

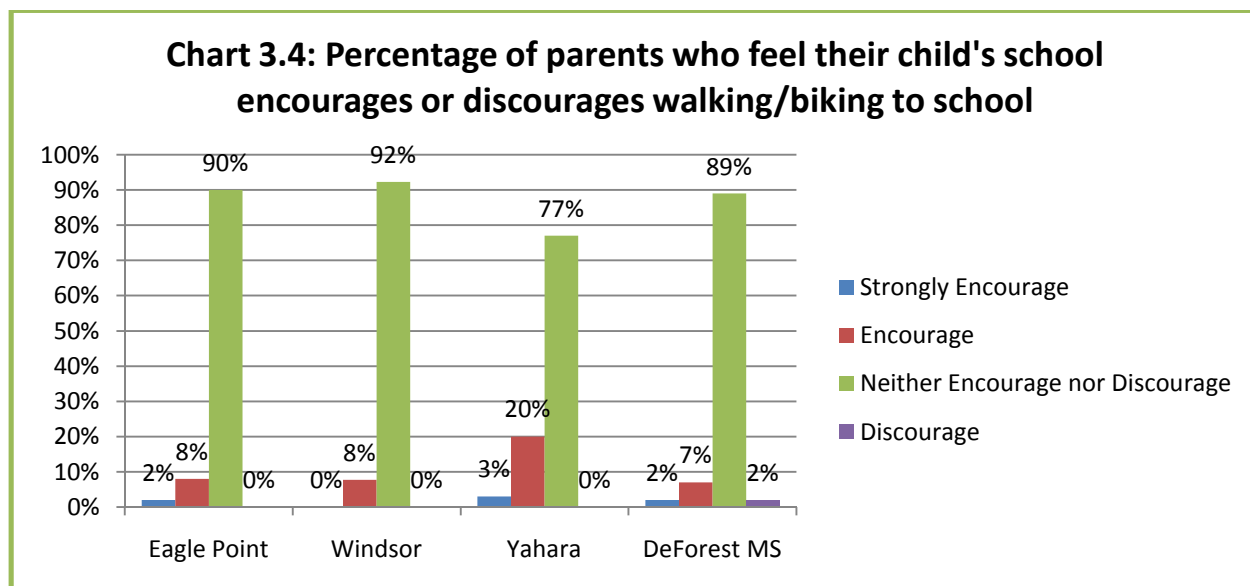
The National Center for Safe Routes to School Online Surveying Option automatically tallies the survey results and generates reports. These reports include tables for each survey question and a chart that graphically depicts the outcome for each survey question by school. The difficulty with the format is the limited availability of raw data to compare schools against each other or to aggregate the outcomes for all schools. Select results are summarized below.

District-wide, the highest recorded issues affecting parent's decisions to allow, or not allow, their child to walk or bike to/from school vary by school. Generally, the "Amount of Traffic Along Route" rated high, as did the "Safety of Intersections and Crossings". Table 3.1 shows that responses vary by whether or not the parent has a child who currently walks or bikes. For example, parents of Yahara students who walk or bike to school felt that the "speed of Traffic Along Route" was a minor issue (25%) while parents of students for this same school whose child does not walk or bike felt speed was a bigger issue (57%). Clearly, perception influences decisions to allow walking or biking to school.

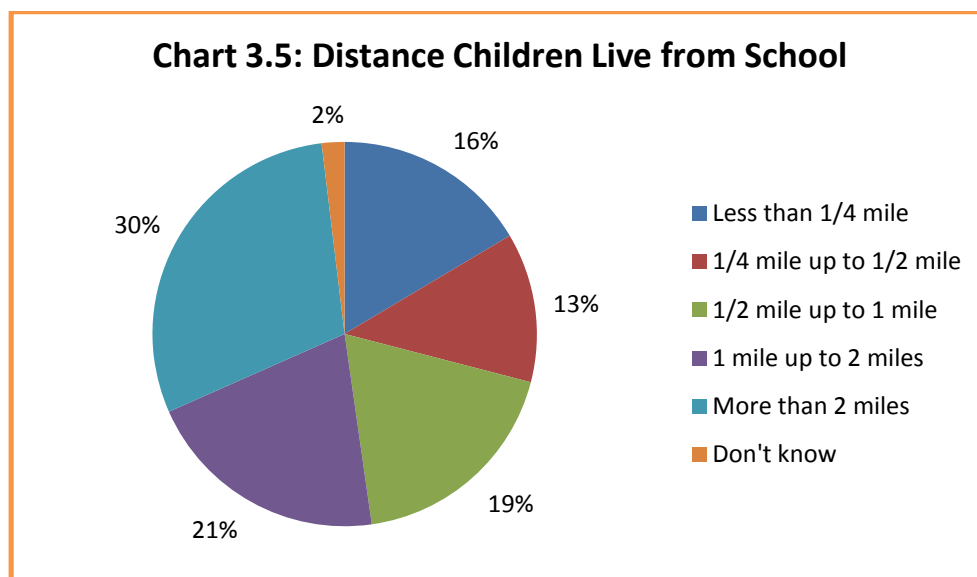
	Eagle Point		Windsor		Yahara		DeForest MS	
	Does Not Walk/Bike	Child Walks/Bikes	Does Not Walk/Bike	Child Walks/Bikes	Does Not Walk/Bike	Child Walks/Bikes	Does Not Walk/Bike	Child Walks/Bikes
Amount of Traffic Along Route	83%	63%	75%	100%	61%	42%	79%	52%
Safety of Intersections and Crossings	74%	100%	67%	100%	65%	67%	68%	71%
Sidewalks or Pathways	60%	63%	50%	100%	55%	25%	63%	57%
Speed of Traffic Along Route	57%	38%	75%	100%	57%	25%	73%	52%
Weather or climate	57%	75%	75%	100%	47%	58%	62%	62%
Distance	57%	50%	58%	100%	53%	58%	65%	62%
Violence or Crime	34%	50%	0%	0%	18%	42%	26%	24%
Time	30%	50%	25%	100%	20%	50%	28%	38%
Crossing Guards	26%	75%	25%	0%	22%	42%	20%	14%
Adults to Bike/Walk With	17%	38%	8%	100%	16%	33%	11%	5%
Convenience of Driving	9%	0%	0%	0%	12%	25%	13%	0%
Child's Participation in After School Programs	9%	25%	0%	100%	12%	25%	21%	24%
Number of Respondents per Category	47	8	12	1	51	12	120	21

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 either encouraged or discouraged. Yahara Elementary showed the highest percentage of “encourage” with 20%. At the same time, 2% of parents of DeForest Middle School students felt their school discouraged walking or biking. See Chart 3.4.



Respondents who lived more than 2 miles from school accounted for the highest percentage of responses (30%). See Chart 3.5. About 21% of respondents lived from 1 to 2 miles of the school their child attends. 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 49% of respondents.



Teacher Surveys

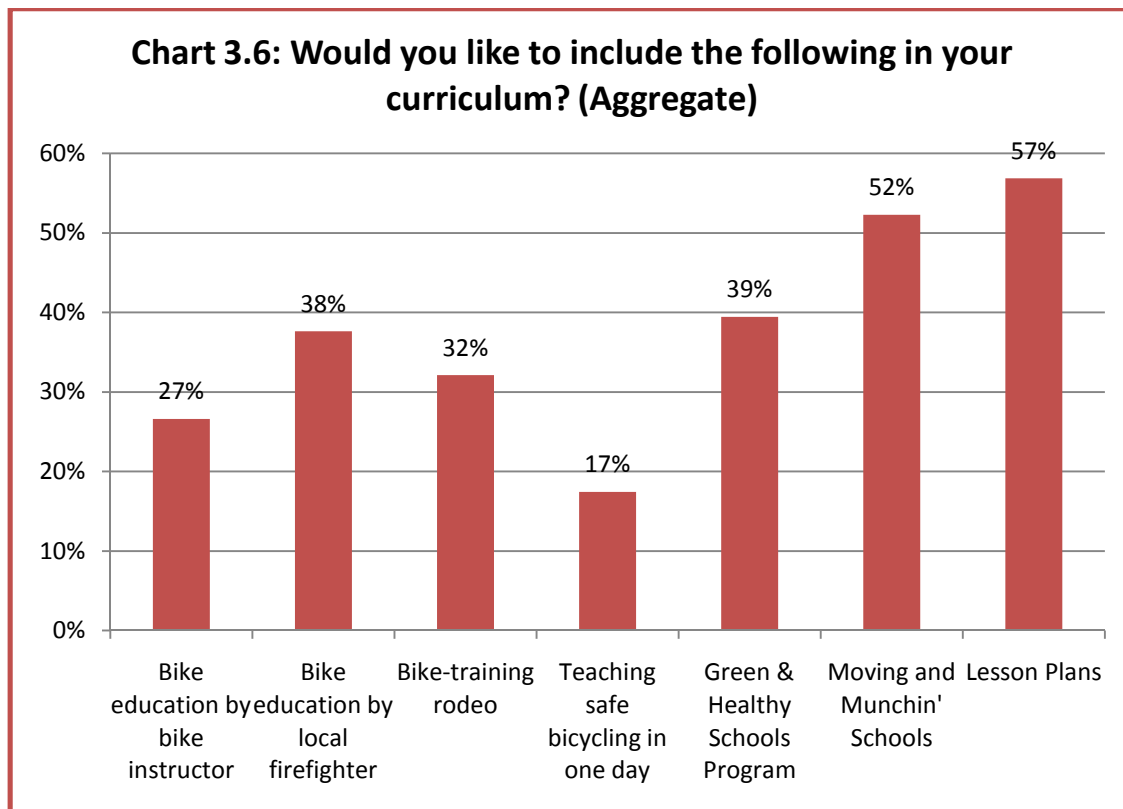
The Teacher Survey was developed to measure the extent to which walking and bicycling skills are or are not included in classroom curricula, and to determine teacher attitudes and

observations about walking and biking. Teacher Surveys were administered to all Kindergarten through eighth grade teachers through a variety of means. Some schools administered the survey at a staff meeting while others distributed the surveys via email, or placed copies in teacher's mailboxes.

General Findings

The 109 total Teacher Surveys recorded a number of observations about existing behaviors in school zones. These include inappropriate walking and bicycling behaviors like crossing at unmarked locations, walking or biking on the incorrect side of the road, and not wearing visible clothing when it's dark or protective gear such as helmets. Observed driver behaviors include inattentive driving, speeding, and not yielding to pedestrians in crosswalks. There was also concern at the middle school about the behavior of high school drivers and that parents don't follow the assigned pick-up or drop-off rules.

Throughout the District, there is a desire to increase programming for Wisconsin DPI's "Moving and Munchin' Schools" program (52%). Incorporating biking and walking lessons into regular "Lesson Plans" was also desired (57%). As shown on the following pages, the demand to include additional safety lessons in lesson plans comes primarily from the Middle School, and because a majority of responses (60/109) came from the middle school, the aggregate numbers in this chart are affected. See Chart 3.6.

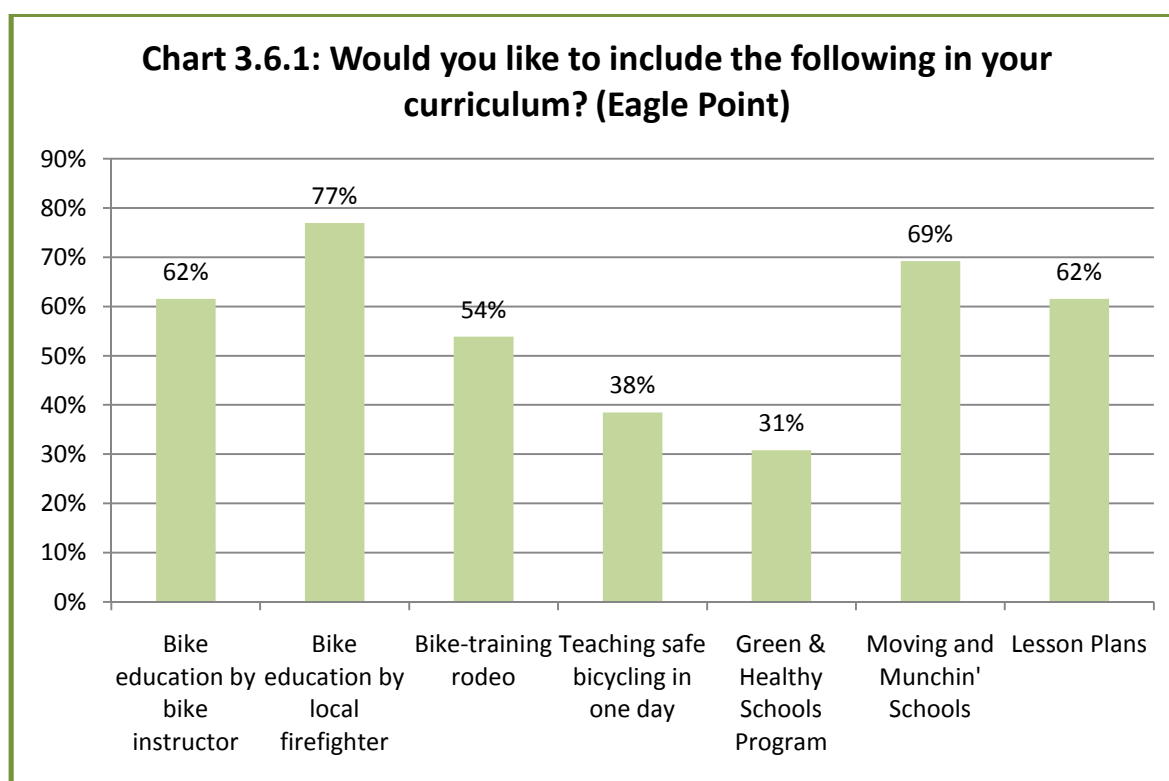


General results for each participating school are provided below.

Eagle Point Elementary

There were 13 returned surveys for Eagle Point Elementary. Chart 3.6.1 shows percentages of response to the question, “Would you like to include the following in your curriculum”? These data show many teachers (77%) would be interested in bicycle education by local firefighter. This can be interpreted as desiring a local official (police or fire) over a bike instructor (62%) who may or may not be a member of the local community.

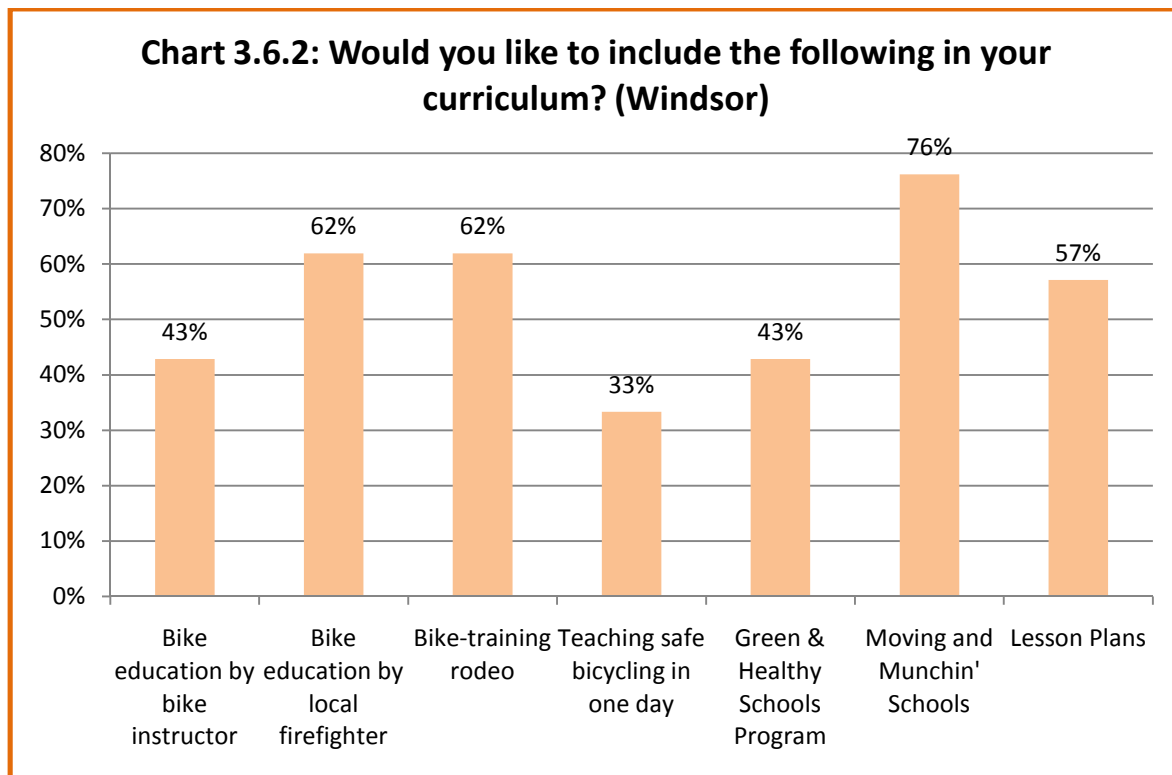
When teachers were asked if they already incorporated walking or biking education in their curricula 62% responded in the affirmative. The primary lessons taught include “safe places to cross the street” (54%) and “prevent advances from strangers” (54%). An additional 46% report teaching “how walking/biking promote health”.



In the open-ended portion of the survey, many teachers responded that there is a lack of sidewalks which forces students to walk in the roadway. Many teachers were also concerned about the behavior of drivers especially during pick-up and drop-off times and that many students dart in between parent vehicles or across the street.

Windsor Elementary

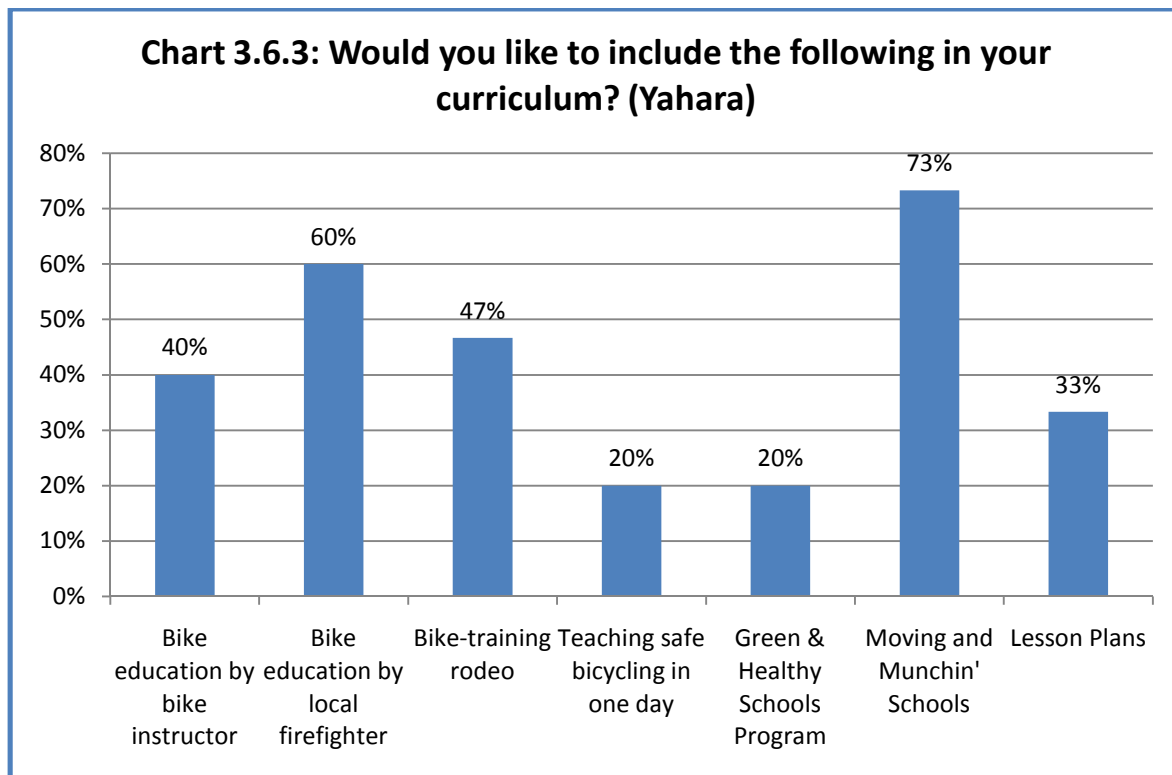
There were 21 returned surveys for Windsor Elementary. Chart 3.6.2 shows percentages of response to the question, “Would you like to include the following in your curriculum”? These data show many teachers (76%) would be interested in incorporating the “Moving and Munchin’ Schools” program (Wisconsin DPI). A prior question on the survey asked how many teachers already incorporated walking or biking education in their curricula with the highest response (86%) recorded for “how walking and biking can promote good physical and environmental health”.



In the open-ended portion of the survey, many teachers responded that students do not wear helmets. There was also concern that there are not sidewalks in all residential areas, and many students do not cross at designated crossing locations (crosswalks). There were also a number of comments on the parking lot, especially the potentially dangerous mix of pedestrians, bicyclists, and motor vehicles all in the same small area.

Yahara Elementary

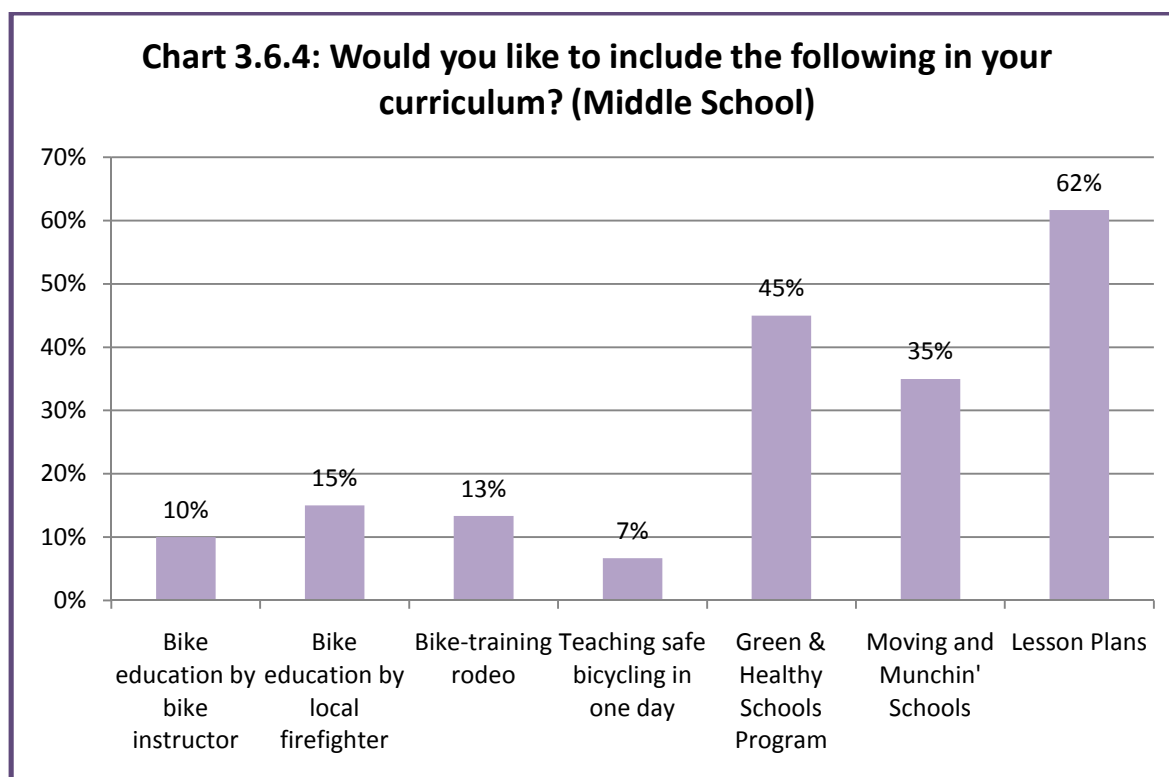
There were 15 returned surveys for Yahara Elementary. Chart 3.6.3 shows percentages of response to the question, “Would you like to include the following in your curriculum”? These data show many teachers (73%) would be interested in incorporating the “Moving and Munchin’ Schools” program (Wisconsin DPI). A prior question on the survey asked how many teachers already incorporated walking or biking education in their curricula with the highest response (47%) recorded for “how walking and biking can promote health” and “safe places to cross the street” (47%).



In the open-ended portion of the survey, many teachers mentioned that drivers in the school zone are distracted or exhibit unsafe tendencies, such as talking on cell phones while driving. Speeding on Lexington Parkway was also mentioned, as was the improper crossing of this street in unmarked locations.

DeForest Area Middle School

There were 60 returned surveys for DeForest Area Middle School. Chart 3.6.4 shows percentages of response to the question, “Would you like to include the following in your curriculum”? These data show many teachers (62%) would be interested in incorporating additional safety lessons into their regular “Lesson Plans”. When asked if they currently incorporate bicycle or pedestrian safety into their curriculum only 5% responded “yes”. However, many responded that they incorporate information about “how cars affect the environment” (22%), and “how walking and biking promote health” (15%).



In the open-ended portion of the survey major concerns include crossing Vinburn Road (esp. without a crossing guard), lack of driver compliance at crosswalks, bicyclists not stopping at stop signs and not wearing helmets, and motorists speeding. Many teachers also noted that students cross the street in multiple locations with little regard to marked crossing locations, and that many parents choose unsafe locations to drop their children off. Overall, there is also a lot of concern that parents are not observing pick-up and drop-off rules regarding staging areas (by grade level and parking lot), and keeping out of the bus loading areas.

School Environment

Walking and Biking Audits

A walking and biking audit was conducted at three elementary schools (Eagle Point, Windsor, Yahara) and the middle school. The audits were performed for areas within a ½ mile radius of each school. The audits were conducted by village staff, DeForest Police, and school personnel. The entire activity was facilitated by the planning consultant on March 2 and 3, 2011.

Audit protocol included a group walk of the school site while looking for hazards such as broken pavement on sidewalks, inadequate or missing crosswalks, the adequacy of pedestrian signal intervals, and any other conditions observed that may have merit on safety or the perception of safety for non-motorized travel.

The information gathered during the group walk and assessment of the school site was used to produce an audit map with conditions and issues relevant to SRTS programs within a ½-mile radius of each school. Generation of the map was supplemented by concerns expressed by the meeting attendees and any recommendations for improvements to the neighborhood or campus that were discussed.

One of the primary functions of the audit data was to identify cases where existing facilities were insufficient for use by children with varying abilities. The audit exercise is a primary means of identifying gaps in the transportation network that may impede safe travel (e.g. no curb ramps at a crosswalk). The exercise also serves an important community engagement function as it 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 for each school can be found in Appendix C. The following list includes a summary of primary issues identified at each school.

Eagle Point Elementary

The audit was conducted on March 2, 2011. The Audit Team included the DeForest Parks and Recreation Director, DeForest Police officers, and the school principal. The audit took place during student arrival (approximately 7:30-8:10am). Results are shown on Map C-1. Primary observations included:

- There is a reduced School Zone Speed Limit (15 mph) on Holum Street immediately south of the school.
- An adult crossing guard is stationed at Cleveland Avenue/Holum Street during arrival and dismissal to help students cross Holum Street and Cleveland Avenue. This is an important crossing and compliance was observed.
- There is a 25mph speed limit sign located immediately west of the reduced School Zone Speed Limit sign (15 mph). This may cause confusion.
- There were many sidewalks in vicinity of the school site that were not plowed. For example, the

Figure 3.1a: Eagle Point Elementary



Snow and ice covered sidewalks were common around the school.

northwest corner of the N Cleveland Avenue/Park Avenue intersection was completely snow covered at the crosswalk (N Cleveland Ave).

- Sidewalks are lacking at the school site both the northern (Park Avenue) and eastern (Johnson Street) borders. There is also no sidewalk on the north side of Holum Street between Johnson Street (eastern border of school site) and Halsor Street (which has a sidewalk on the east side running north to CTH V).
- There are stairs that connect N Cleveland Avenue to Northview Court at Yahara Street (north of the school site). This facility was unplowed and does not provide mobility options for students or other users with mobility limitations. In addition, there are no sidewalks adjacent to the stairs (Northview/Yahara/Cleveland).
- DeForest Police recommended an adult crossing guard is placed at the Jefferson Street/Southbound Drive intersection. Both streets have sidewalks, and although there is a clearly marked crosswalk, crossing Jefferson Street is problematic.
- Holum Street (CTH DV) and E North Street (CTH V) carry heavy traffic which makes crossings difficult.

Windsor Elementary

The audit was conducted on March 3, 2011. The Audit Team included the DeForest Parks and Recreation Director, DeForest Police officers, and the school principal. The audit took place during student arrival (approximately 7:50-8:10am). Results are shown on Map C-2. Primary observations included:

- There is a reduced School Zone Speed Limit (15 mph) on Windsor Road immediately south of the school.
- An adult crossing guard is stationed at Windsor Road/Summer Breeze Road during arrival and dismissal to help students cross Windsor Road.
- An off-road trail network is located from the north end of Windsor Road to Greenwood Drive, crossing both Sunset Meadow Drive and Dawn Drive. This trail provides seasonal access to the school site as it travels from Dawn Drive south to Windsor Road immediately east of the school. The trail is not plowed for winter use.
- A wide sidewalk links neighborhoods west of the school site. The sidewalk was ice covered and slippery. In addition, there is an offset fence near the school site which prohibits through movement of bicycles or other power driven mobility devices (OPDMD).
- There is a developing subdivision located south of Windsor Road that includes sidewalks. Sidewalks north of Windsor Road are less frequent.
- Bike route signs are located on Windsor Road from Windsor Ridge Lane to Windsor Street. The on-street system links to the off-road network that eventually passes east of the school site.
- There is a railroad track located west of Windsor Road. This is a major barrier to walking and biking located within a half-mile of school site. An additional barrier located within a half-mile radius is USH 51 to the west. This provides a narrow window of bicycle

Fig. 3.2a: Windsor Elementary



An adult crossing guard assists students crossing Windsor Road.

and pedestrian accessibility between these two barriers.

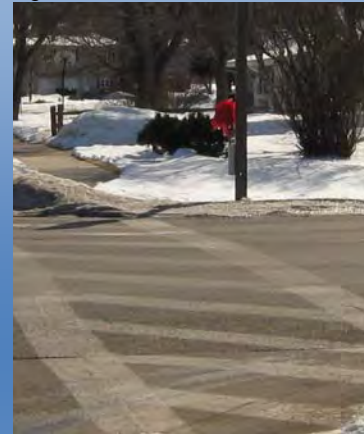
- There are two parking lots accessed via Windsor Road. The eastern lot is reserved for faculty parking and bus boarding/alighting. However, some parents use this area to park and walk their child into the school which is allowed. This driveway has two driveways with the eastern-most driveway signed “Enter Only” and the western driveway signed for “Exit Only”. A second parking lot is located immediately west of this lot and is accessed via a separate driveway entrance. The driveway allows parents to access a one-way pick-up/drop-off loop. There is also parking available within the loop, and the driveway extends to the rear of the school building where additional staff parking is available. The network was well signed and seemed to function sufficiently.

Yahara Elementary

The audit was conducted on March 2, 2011. The Audit Team included the DeForest Parks and Recreation Director, DeForest Police officers, and the school principal. The audit took place during student dismissal (approximately 2:50-3:10). Results are shown on Map C-3. Primary observations included:

- N Lexington Parkway provides primary access to the school site via one access loop and one parking lot access driveway.
- There is a reduced School Zone Speed Limit (15 mph) on N Lexington Pkwy immediately south of the school and on Trail Side Drive west of Yahara Elementary.
- School personnel volunteer to serve as adult crossing guards on the school site at each driveway crossing (one at each end of the loop drive, one near the main building entrance of the loop drive, and one at the parking lot driveway).
- The intersection at Trail Side Drive/N Lexington Pkwy can be hard to cross.
- Sidewalks are located along the entirety of N Lexington Pkwy and a majority of Trail Side Drive. Sidewalks are sporadic elsewhere in the neighborhood including the northern portion of Old Indian Trail, Clover lane, Pheasant Lane, and Eaglewatch Drive. Meadow View Lane and Overlook Terrace also contain sidewalks.
- North Street (CTH V) is a major roadway north of the school site that carries a lot of traffic. It is signed at 35mph. There is a crosswalk at N Lexington/Brule Parkway that connects northern neighborhoods with Yahara Elementary.
- There are shared use trails through Western Green Park located four blocks south of the school. These trails provide an important pedestrian connection across the Yahara River linking Mayapple Circle to Trail Side Drive.
- A village of DeForest park (Yahara Park) is located immediately north of Yahara Elementary. Some students use this park to travel from Seminole Way north of the school to Yahara Elementary. There is also a parking lot located off Seminole Way that could be used by parents as a secondary pick-up/drop-off lot.

Fig. 3.3a: Yahara Elementary



Crosswalk located on W North Street (CTH V) linking Brule Pkwy to N Lexington Pkwy. There are sidewalks along the entire segment however traffic volumes are high at this crossing and many motorists exceed the 35mph speed limit.

DeForest Area Middle School

The audit was conducted on March 3, 2011. The Audit Team included the DeForest Parks and Recreation Director, DeForest Police officers, and the assistant school principal. The audit took place during student dismissal (approximately 2:30-3:10pm). Results are shown on Map C-4. Primary observations included:

- The school site can be accessed via Yorktown Road, Southbound Drive, or S Cleveland Avenue. Each roadway contains driveway access to the school site and its four parking lots.
- There is a reduced School Zone Speed Limit (15 mph) on Yorktown Road immediately south of the school.
- Sidewalks exist on campus connecting the school building to its parking areas and playgrounds. There are also sidewalks on school grounds on the west side of Southbound Drive, north side of Yorktown Road, and a portion of S Cleveland Ave.
- Crosswalks connect the school's internal sidewalk network to neighborhood streets. Major crossings include Southbound Drive (at Dahl Drive, Yorktown Road, Constitution Lane, and Vinburn Road). The southernmost crossings – Southbound Drive at Constitution Lane and Vinburn Road were deemed most difficult by audit volunteers. Additional crossings at Holum Street (CTH DV) and Main Street (CTH CV) are also primary pedestrian connections. There is a sidewalk on the east side of the school building that leads to Cleveland Avenue mid-block. It's unclear how this sidewalk is supposed to function as no crosswalk or sidewalk exists in this location.
- A crossing guard assists students crossing Jefferson Street at Cleveland Avenue northeast of the school site.
- Two public parks are located near the school including Liberty land Park and Fireman's Park. Both parks include a parking lot that could serve as a satellite lot for students who cannot commute to school because of long distances but want to be able to walk or bike to school a manageable distance. This is an important consideration so that SRTS programming to encourage students to walk or bike to school can include all students.
- Western Green Park, which includes a shared use path network, is located northwest of the school site. Community members report that students living west of Main Street (CTH CV) sometimes use this path to walk to school. A concept plan has been prepared to link the Western Green Park path to the west end of Holum Street.
- Two major barriers exist within a half-mile radius of the school site. There are railroad tracks west of the school and USH 51 east of the school.

Fig 3.4a: DeForest Area Middle School



This path at Fireman's Park leads to a parking lot that could provide a satellite drop-off location for parents of students who want to participate in SRTS programming but live too far away to ride or bike to school from home.

School Site Assessments

An assessment of the school grounds surrounding and containing each of the participating schools was performed on March 2 and 3, 2011. The analysis included walking around the school sites and photographing entrances, bike racks, traffic signage, sidewalks, and other features of the sites that may enable or impede walking or biking to the building. The schools were observed during either student drop-off (arrival) or pick-up (dismissal) per the following schedule:

March 2: Eagle Point 7:30-8:10 am

March 2: Yaraha 2:55-3:15 pm

March 3: Windsor 7:50-8:10 am

March 3: DeForest Middle School 2:30-3:10 pm

See Site Assessment Maps in Appendix D.

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

- Adult crossing guards greatly enhance safety of the pedestrian transportation network.
- All schools are at least minimally accessible via biking or walking from at least one direction, even where dedicated bicycle or pedestrian facilities are absent.
- Some surrounding neighborhoods lack reliable sidewalks (for travel along entire block segments).
- There has been some previous effort to connect neighborhoods to school facilities (Windsor Elementary includes a sidewalk connection to an adjacent neighborhood).
- Crosswalk striping overall is in need of repainting.
- Generally speaking, bus and parent drop-off areas are very well identified. There are also bicycle parking facilities at all schools and they are located in accessible areas.

Site -specific observations for each school include:

Eagle Point Elementary

The school site is located north of E Holum Street (CTH DV) and is completely surrounded by local streets. There is a small parking lot and parent pick-up/drop-off area located off N Cleveland Avenue. This is a one-way facility (south-to-north) with the exit requiring a “Right Turn Only” to minimize back-ups. The parking lot has a sidewalk facility that leads to the school entrance. Bicycle racks are located by the west and east entrances (N Cleveland, N Johnson). This seems like an adequate placement of the racks, though students should be instructed to walk their bicycles to the rack once on school grounds by way of sidewalks to avoid conflicts with pedestrians. A bus queue and parking lot access lane are located on the east side of the school building off N Johnson Street. A short sidewalk segment is provided for student pick-up and drop-off via school bus near the driveway entrance which leads to the school building and a bicycle rack. Some buses also utilize N Cleveland Avenue by Columbia Avenue

Figure 3.1b: Eagle Point Elementary



Buses drop off students on Johnson Street. While there is not a complete sidewalk on this street, there is a short section that is well maintained for boarding and alighting buses.

on the western side of the school building. In warm months, there are in-street pedestrian pylons (yield signs) located on N Cleveland Avenue and E Holum Street to increase visibility of crosswalks. See Map D-1.

Windsor Elementary

Windsor Elementary is located north of Windsor Road, about ½ mile west of USH 51. Motorized access to the site is via Windsor Road. There is a sidewalk on the north side of Windsor Road for non-motorized access. Walking or biking from the north and west occurs via shared use trail or a sidewalk connection from Dawn Drive or via the sidewalk on Windsor Road. Southern access is accommodated via a crosswalk near Summer Breeze Road across Windsor Road. An adult crossing guard assists with travel across this roadway during arrival and dismissal. There is no formal bicycle or pedestrian access east of the school site (between the school site and USH 51).

The bus drop-off area includes signs for “Bus Parking Only” along a fence that separates the parking lot from a playground. Bike racks are located on the playground side of the fence and can be accessed via sidewalk or parking lot.

Parking is not allowed on the Windsor Road near the school during arrival and dismissal times. A reduced School Zone Speed Limit (15 mph) is in effect on Windsor Road. Crosswalks are clearly marked, as are travel lanes and directional arrows on the school site (for parent pick-up and drop-off).

Once on school grounds, there are clearly marked parent drop-off/pick-up areas, and a separate lot for bus queuing. A network of sidewalks connects the school site to its various parking lots and facilities. There is also a path immediately east of school property, but it is separated by a fence. Access from the school site to Dawn Drive and western neighborhoods is through a fence break and sidewalk. However, the fence break occurs at a rear parking lot with narrow egress and uneven surfacing. Lighting is also limited and tree limbs and brush impede access.

Yahara Elementary

Yahara Elementary is bordered by N Lexington Parkway on the south, Seminole Way and Yahara Park on the north, and houses to the west and east. Access to the school is provided off Lexington via a driveway loop and a parking lot driveway. Parents arriving at school via

Figure 3.2b: Windsor Elementary



(Above) Busing queue in the eastern lot.



(Above) Rear fence break to Dawn Drive is icy and snow covered. The offset fencing also limits access to certain types of vehicles or users with mobility disabilities.

automobile are encouraged to use the driveway loop in front of the school. A former pick-up/drop-off loop is located in the parking lot west of the school building which is still used by some parents. See Map D-3.

Parent vehicles utilizing the pick-up/drop-off loop enter the one-way loop from the east off N Lexington Pkwy. Cars queue at the northern curb edge nearest the school. This keeps a lane open on the south side for through movements. Cars must turn right onto N Lexington Pkwy when exiting the loop. There are no “One Way” or “Do Not Enter” signs to convey the one-way nature of the loop.

Buses board and alight students on N Lexington Pkwy in front of the school. There are sidewalks along the entire frontage road that lead to the school’s main entrance. Busing spaces are reserved by signs indicating there is “No Parking 7:45-8:15, 2:45-3:15 Mon-Fri”. The western sidewalk extends all the way to the curb and leads to the school’s front entrance. There is a steep hill on the approach to the school that can get icy in winter months. The eastern school bus zone also includes a sidewalk though it does not extend all the way to the curb which forces students to walk across the grass, mud, snow to board/alight the bus.

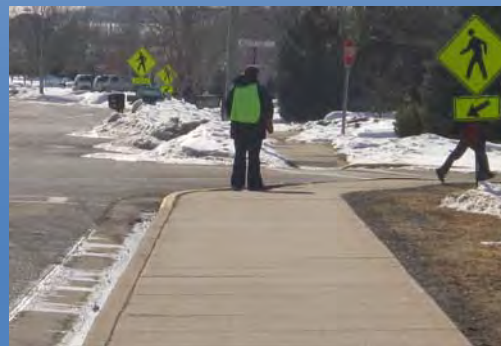
Bicycle parking is located under the covered portico to the school’s front entrance in warm months. In winter, the racks are removed to the front lawn.

Pedestrians are helped across school driveways by school personnel who are stationed at both ends of the driveway loop, near the front entrance of the school, and at the western parking lot driveway entrance. These adult crossing guards help students cross N Lexington Parkway near Eagle Nest Lane where there is a marked and signed crosswalk.

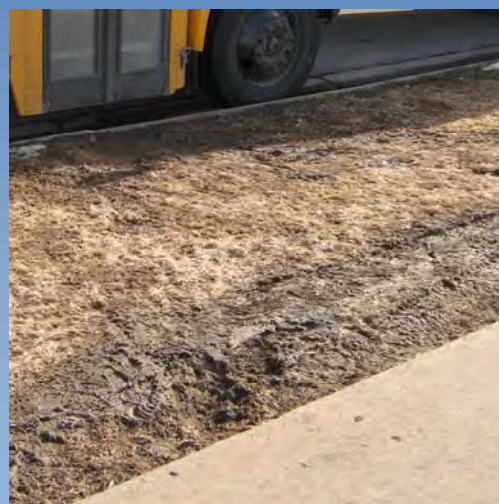
Figure 3.3b: Yahara Elementary



(Above) Parent vehicles queue at the pick-up/drop-off loop.



(Above) An adult crossing guard watches for traffic at the western parking lot driveway. (Below) The eastern bus queue area should be paved to the curb edge.



DeForest Area Middle School

DeForest Area Middle School is bordered by Yorktown Road on the south, Southbound Drive on the west, S Cleveland Ave on the east, and Dahl Drive on the north. See Map D-2. The site contains a variety of access points for motorized traffic including access to parking lots on the south, east, and west sides. Most buses use the Yorktown Road access and exit onto Southbound Drive. Special education buses use the eastern lot (S Cleveland Ave). All driveway access points are clearly marked with the Yorktown Road access signed “Buses and Staff Only” other driveways are signed “Do Not Enter” to convey one-way travel. See Map D-4.

DeForest Area Middle School has designated parent pick-up/drop-off areas. Fifth and sixth graders are instructed to use the driveway on Southbound Drive and seventh and eighth graders are directed to the east entrance off Cleveland Avenue. In practice, parents picking up siblings in different grades choose the driveway most convenient for this use. The driveway on Southbound Drive receives police surveillance at pick-up because of the traffic volume and access conflicts that result in this location. When interviewed, police recommended posting “No Parking During School Hours” signs immediately south and north of the driveways to prevent cars from stacking in these locations and to allow adequate view triangles for cars exiting the driveway.

Site conditions for walking and bicycling are good overall. Bicycle racks are located by building entrances on the north/west side of the building and on the east. The eastern racks are located in a wide grass terrace between the parking lot and S Cleveland Avenue. There should be curb cuts in this location to enable safe access, or the racks should be moved to the large concrete area by the eastern school entrance to prevent crossing conflicts with roadway or driveway traffic.

Pedestrians are provided a series of sidewalks that allows them to travel around the building to various parking lots and playgrounds. However, many students were observed walking off-road on the western side of the school to Rosemal Lane, or to the southwest corner of the school site

Figure 3.4b: DeForest Area Middle School



(Above) Buses queue at dismissal near the south building entrance (Yorktown Road).



(Above) Parent vehicles park at the western lot during dismissal while cars are queuing onto Southbound Drive.



(Above) This large concrete area on near the eastern school entrance (S Cleveland Ave) provides a good location for bicycle parking.

where additional sidewalks are present. There is no sidewalk at the road edge on S Cleveland Avenue, however pedestrian access is available from this street to the school building. There is also no sidewalk on south side of Jefferson Street, just north of the school site, which forces pedestrians to cross to the northern side where sidewalks are present. A similar situation exists on the south side of the school where sidewalks exist on school property north of Yorktown Road but not on the south side. Students must cross Yorktown Road from the southeast side of the school site if they wish to travel east on Yorktown Road.

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 – Eagle Point Elementary
 - Sec. 2. Site and Neighborhood Issues – Windsor Elementary
 - Sec. 3. Site and Neighborhood Issues – Yahara Elementary
 - Sec. 4. Site and Neighborhood Issues – DeForest Area Middle School
- B) Communitywide Recommendations.
 - Sec. 5. Communitywide Issues – DeForest Area (Windsor, etc.)

The site and neighborhood recommendations are school-specific actions and programs to improve the conditions for walking and bicycling at each school site and its immediate vicinity. The communitywide recommendations are more generalized activities and 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 each school site and the surrounding neighborhood. Each school or campus has received its own section number as shown below.

- Sec. 1. Site and Neighborhood Issues – Eagle Point Elementary
- Sec. 2. Site and Neighborhood Issues – Windsor Elementary
- Sec. 3. Site and Neighborhood Issues – Yahara Elementary
- Sec. 4. Site and Neighborhood Issues – DeForest Area Middle School

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

Sec. I. Site and Neighborhood Issues

Eagle Point Elementary

- 1.1 There is an incomplete sidewalk network in neighborhoods surrounding the school.
- 1.2 Many students don't practice safe walking or bicycling procedures.
- 1.3 Some intersections are hard to cross.
- 1.4 Bicycle parking is not located in permanent location.

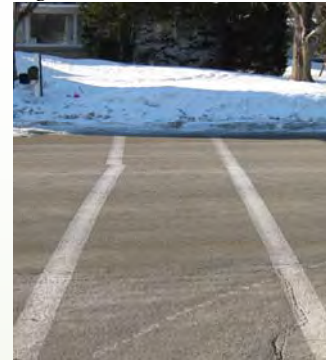
Issue 1.1: There is an incomplete sidewalk network in neighborhoods surrounding the school.

Eagle Point Elementary provides pedestrian access from the south and west via sidewalks. There are also sporadic sidewalk linkages that promote pedestrian movements throughout surrounding neighborhoods, including a stairwell north of the school site that connects Cleveland Avenue to Northview Court. There is also a planned trail on the north side of E North Street (CTH V). However, the overall sidewalk network still contains a lot of gaps including the northern (Park Ave) and eastern (Johnson St) borders of the school.

Recommendations

- 1.1.1 Install sidewalks on the school site the length of Johnson Street – extending both north and south from the current bus loading/unloading pad from Park Avenue to Holum Street. The sidewalk at the loading/unloading zone is concrete and extends all the way to the curb edge which allows students to board/alight the bus conveniently and safely. Extend similar treatments throughout the bus loading zone. See Map E-1.1.
- 1.1.2 Install sidewalks on the school site the length of Park Avenue from Cleveland Avenue to Johnson Street. In the long-term, sidewalk would be beneficial to access the school from the east where no sidewalks currently exist. Extending the sidewalk on Park Avenue to Halsor Street should be considered. A crosswalk should be added on the south side of Park Avenue at Johnson Street when sidewalks are installed.
- 1.1.3 There is a crosswalk on the west side of Johnson Street at E Holum Street that does not connect to sidewalks on E Holum Street. This should be removed until sidewalks are installed on E Holum Street (long-term recommendation). See Figure 1.1.
- 1.1.4 In the long-term, install sidewalks on the west side of Cleveland Avenue from Park Avenue to Yahara Street. In addition, the staircase that connects Cleveland Ave to Northview Ct should be improved for barrier-free access. Installation of a bicycle channel may help users to navigate the stairs while making bicycle trips. See Figure 1.1.

Figure 1.1



Above: Crosswalk (E Holum St) does not connect to a pedestrian facility.



Above: Bicycle channel on stairwell helps users to complete bicycle trips across stairwells by waking their bikes up the stairs (not carrying them).

Issue 1.2: Many students don't practice safe walking and biking procedures.

A Teacher Survey administered in winter 2011 indicated that 68% of teachers taught lessons on bicycle and pedestrian safety as part of the regular classroom curricula. These primarily included lessons taught on how walking and bicycling can promote good physical and environmental health, how to prevent advances from strangers, and the importance of properly wearing a helmet while riding a bicycle. Reinforcing these lessons and increasing this knowledge base can help improve safety compliance and increase the number of students walking or biking to school. The Wisconsin Department of Public Instruction (DPI) has developed some programs to aid in this endeavor, including the “Movin’ and Munchin’ Schools” program that a majority of survey respondents (69%) thought should be implemented at Eagle Point. Teachers were also interested in bicycle education classes taught by local officials (firefighters, etc.).

Recommendations

- 1.2.1 Increase the amount and type of educational programming for bicycle and pedestrian safety. Start with formalized programs, such as the Wisconsin DPI’s “Movin’ and Munchin’ Schools” program, or other health-based initiatives to encourage an active lifestyle.
- 1.2.2 Encourage teachers to include more transportation–related discussion in their curricula. These may include discussions on the environmental impact of transportation choices, calculating daily mileage to and from school via walking or bicycling, and discussing active lifestyle benefits.
- 1.2.3 Encourage student participation at upcoming Village of DeForest Bike Rodeos. These events are used to teach safe riding techniques and the importance of wearing helmets (and proper fit) among other lessons. It is vital that parents are encouraged to attend the Bike Rodeo so that they too can learn the importance of helmets and safe riding techniques that can be reinforced at home.
- 1.2.4 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.
- 1.2.5 To insure reduced speeds in the school zone, move the 25mph speed limit sign on E Holum Street to the east (east of N Johnson Street).

Issue 1.3: Some intersections are hard to cross.

Eagle Point Elementary is contained within one of the few street grids in DeForest. Unfortunately, it’s not a complete grid – most streets don’t go entirely through. The grid consists of E North Street (CTH V) on the north, Jefferson Street on the south, Stevenson Street on the west, and Halsor Street on the east. Because these are the through streets, they carry through traffic which may be traveling faster and may occur more frequently. This can make crossing these streets difficult especially because none of these streets is stop controlled within the grid. Difficult crossings include E North Street (CTH V) at Stevenson and at Halsor, and Jefferson Street at Cleveland Avenue and at Southbound Drive. Currently, there is a crossing guard at the Cleveland/Jefferson intersection (in addition to the crossing guard at the school site – Holum/Cleveland). See Map E-1.2.

Recommendations

- 1.3.1 Adult crossing guards make it easier for students to cross busy streets because the crossing guards have the authority to stop traffic. Observations at the Cleveland/Jefferson intersection support the presence of this crossing guard location. DeForest Police have recommended an additional crossing guard is placed on Jefferson Street at Southbound

Drive. This is an important crossing and traffic on Jefferson Street is not required to stop and there is low compliance at the Southbound Drive crosswalk.

- 1.3.2 At which point there are pedestrian facilities on E North Street (CTH V) there should also be placed pedestrian beacons at both Halsor Street and N Stevenson Street. Crossing CTH V is difficult, and pedestrian beacons that are user actuated have been shown to increase pedestrian crossing opportunities (as opposed to beacons that are constantly flashing). See Figure 1.2.

Issue 1.4: Bicycle parking is not located in a permanent location.

Bicycle racks are not permanently mounted to an improved surface (such as concrete). This makes the parking location for bicycles less predictable, less secure, and less comfortable to use (especially when placed in grassy areas after a rain event). Placing bicycle racks within 50 feet of main entrances on permanent surfaces encourages bicycle use.

Recommendations

- 1.4.1 Install concrete parking pads on the west and east side of the school building near the main entrances.
- 1.4.2 Explore light levels at bicycle parking locations to ensure adequate levels for locking and unlocking bicycles.
- 1.4.3 Maintain bicycle parking facilities for year-round use. This includes clearing them of snow and ice.
- 1.4.4 Install bicycle racks that maintain at least two contact points with the bicycle. This allows the bicycle to remain upright and maximizes the number of bicycle that can utilize the facility. "Inverted-U" racks are the best rack for most applications. At school sites, these racks should be installed in series.

Figure 1.2



Above: Solar LED flashing beacon. Below: User actuation assembly.



Sec. 2. Site and Neighborhood Issues

Windsor Elementary

- 2.1 Improve year-round pedestrian access to the school site.
- 2.2 Enhance non-motorized connections to the village of DeForest.
- 2.3 Increase training and education for SRTS programming.

Issue 2.1: Improve year-round pedestrian access to the school site.

There are two off-street bicycle/pedestrian western connections to the school site: the first is an off-road trail located the north end of Windsor Road to Greenwood Drive, crossing both Sunset Meadow Drive and Dawn Drive. This trail provides seasonal access near school site as it travels from Dawn Drive south to Windsor Road immediately east of the school. The trail is not plowed for winter use and there is no formal connection from the trail to the school building. The second connection is a wide sidewalk that links Curry Lane directly to the school site at the northern staff

parking lot. During the audit, this sidewalk was ice covered and slippery. In addition, there is an offset fence near the school site which prohibits through movement of bicycles or other power driven mobility devices (OPDMD). See Maps E-2.1 and E-2.2 in Appendix E.

Recommendations

- 2.1.1 The off-road trail segment that travels from north to south between Gray Road and Windsor Road is not plowed for year-round use. A local resident claims this trail was required to be plowed as a condition of development however the town does not possess equipment that is capable of adequately clearing snow. Snow should be cleared to provide year-round off-road accommodation for pedestrians.
- 2.1.2 The trail segment east of the school site that exits onto Windsor Road should include formalized access to the Windsor Elementary school. The fence that separates the trail from the school should include a fence break and paved connection to the playground immediately north of the eastern parking lot. This would provide direct access to the bicycle rack area.
- 2.1.3 The sidewalk connection from Curry Lane/Dawn Drive is not maintained by the school in winter months. In addition, it connects to the school site through an offset fence panel and an unimproved turf area. There is also an incline between the sidewalk and the parking lot. This area should be improved for barrier-free access, removed entirely, or maintained (with improved surface) for pedestrian-only access.
- 2.1.4 Install a 10' shared use trail segment on the easement directly east of Sequoia Drive. This connection should connect to a new bicycle parking area that should be placed north of the staff parking lot. Installation of this parking facility and path would negate the need to improve the sidewalk connection from Dawn Dr/Curry Lane and would also improve sight distances for potential crossings (the current sidewalk is located on a curved section of road). In addition, the new path would improve safety for all users of the north staff parking lot by moving the entrance from a mid-lot location to the far north end. See Figure 2.1.

Figure 2.1



The green arrow shows the location of an existing easement that would provide safer access to the school site. Existing access is shown in red.

Issue 2.2: Enhance non-motorized connections to the village of DeForest.

Off-road trail segments in the immediate vicinity of Windsor Elementary are quite good. A trail segment is located adjacent to the school site on the east and north borders of school property. Unfortunately, these segments do not extend far beyond this area that allow for inter-neighborhood travel via walking or biking on off-street facilities.

Recommendations

- 2.2.1 Additional trail access was mentioned as a primary desire during the public information meeting (March 16, 2011). The Village of DeForest Park and Open Space Plan shows a planned trail connection that extends the trail from Gray Road north to Vinburn Road. This connection would ensure Windsor students have off-road bicycle and pedestrian access from the Windsor Elementary neighborhood to DeForest Middle School.
- 2.2.2 The trail segment east of Windsor Elementary ends at Windsor Road. Planned trail extensions include eastern and southern connections. See Map E-2.2.

Issue 2.3: Increase training and education for SRTS programming.

Teacher surveys administered during plan development indicated that about 33% of teachers incorporate bicycle or pedestrian safety in their curriculum. Primarily, this includes discussing how walking and biking promotes good health. At the same time, teachers report that many students do not wear helmets while riding bicycles, and they do not cross streets at designated crossing locations.

Recommendations

- 2.3.1 Introduce formalized programs, such as the Wisconsin DPI's "Movin' and Munchin' Schools" program, and continue to discuss health-based initiatives to encourage an active lifestyle.
- 2.3.2 Promote Village of DeForest Bike Rodeos. These events are used to teach safe riding techniques and the importance of wearing helmets (and proper fit) among other lessons. It is vital that parents are encouraged to attend the Bike Rodeo so that they too can learn the importance of helmets and safe riding techniques that can be reinforced at home.
- 2.3.3 Work with the DeForest Area School District to identify crossing guard training programs.

Sec. 3. Site and Neighborhood Issues

Yahara Elementary

- 3.1 There are some difficult crossings in the neighborhood.
- 3.2 Some school site facilities require minor improvements.
- 3.3 There is no formal connection to Yahara Park.
- 3.4 Increase the quantity of SRTS programs and crossing guards.

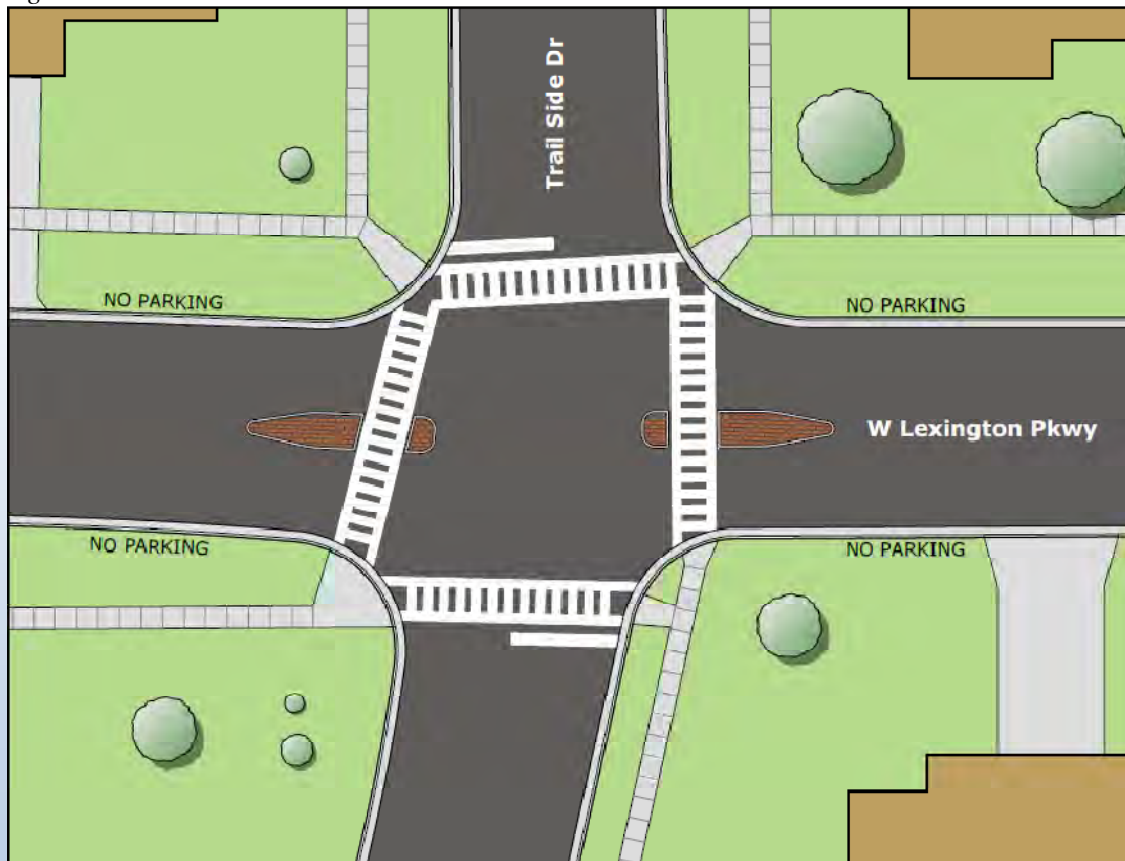
Issue 3.1: There are some difficult crossings in the neighborhood.

The school is located south of W North Street (CTH V) which carries a lot of vehicle traffic. In addition, through streets in the neighborhood surrounding the school (N Lexington Pkwy, Trail Side Dr, etc.) are wide streets that make it comfortable for motorists to travel at speeds that exceed posted limits. Crossing these streets can be difficult as the gaps between vehicles may be short or infrequent. To help manage automobile traffic on school property there are adult crossing guards however none are located off grounds. See Maps E-3.1 and E-3.2 in Appendix E.

Recommendations

- 3.1.1 Lexington Parkway (N/W) is the southern border of school property in addition to being the primary access point to the school. Both west and east of the school site there are intersections where crossing the street can be difficult. On the east, there is a four-way stop at Old Indian Trail however parents still report difficulty for students crossing this intersection. Enforcement of stop signs is a priority in this location. On the west, Lexington Pkwy at Trail Side Drive is stop controlled on Trail Side Drive (north/south travel). W Lexington Pkwy is at least 36' wide at the intersection with Trail Side Drive. To enable safer pedestrian movements explore developing median refuge islands that allow pedestrians to cross one-half of the street at a time. See Figure 3.1.
- 3.1.2 Pedestrian beacons should be installed on W North Street (CTH V) at Lexington Pkwy/Brule Pkwy. Crossing CTH V is difficult, and pedestrian beacons that are user actuated have been shown to increase pedestrian crossing opportunities (as opposed to beacons that are constantly flashing). See Figure 1.2 (previous section).

Figure 3.1



A median refuge island on W Lexington Parkway would allow for safer travel across this roadway. The reduced width may also lower vehicle speeds.

Issue 3.2: Some school site facilities require minor improvements.

When the school site was audited, the driveway loop off N Lexington Pkwy was a major focus. While this plan does not address enhancing access for motor vehicles, it was observed that the one-way driveway loop was not clearly marked as one-way. In addition, the student bus pick-up/drop-off area east of the driveway loop did not include an improved surface all the way to the curb edge like the other bus area west of the driveway. As a result, students were observed walking through mud to enter/exit the bus.

Recommendations

- 3.2.1 Install “One-Way” signs at the east driveway loop entrance. Restripe the crosswalk in this location.
- 3.2.2 Install “Do Not Enter” signs at the west driveway loop entrance. Restripe the crosswalk in this location.
- 3.2.3 Extend the sidewalk surface east of the driveway loop to the curb edge. Follow the design used for the western bus loading zone (west of the driveway loop).

Issue 3.3: There is no formal connection to Yahara Park.

Yahara Park is an 8-acre village of DeForest park containing 2 softball fields, a batting cage, and a picnic shelter (accessed off Trail Side Drive). Its location, adjacent to the school site and immediately north, and the fact that many students are park users suggest the need for formalized access between the sites. Most significantly, linking Yahara Elementary to Seminole Way through the park would provide an alternative access point that could potentially reduce congestion on N Lexington Parkway. Additional access linking Trail Side Drive from the park shelter to the school would enable greater trip distribution which may also decrease school site congestion, especially near N Lexington Parkway where all traffic is currently directed.

Recommendations

- 3.3.1 Encourage coordination between DeForest Area School District and village of DeForest Parks Department for access and improvement options. Ideally, a 10’ wide asphalt trail should be constructed to provide barrier-free access between the park and school.
- 3.3.2 If a paved trail is constructed, install a concrete pad and bicycle racks at the north end of the western parking lot for bicycle parking. Use inverted-u racks or similar and maintain access from the trail to bicycle racks without forcing bicyclists onto the existing parking lot surface (which is painted for one-way travel).
- 3.3.3 Plow all sidewalks, bicycle parking areas, and shared use trails for year-round access.

Issue 3.4: Increase the quantity of SRTS programs and crossing guards.

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

Recommendations

- 3.4.1 Teachers should remind students to walk their bicycles once on school grounds. Rewarding children for wearing helmets (stickers, etc.) might help to reinforce the message that helmets are an important part of their bicycle equipment.
- 3.4.2 Introduce formalized programs, such as the Wisconsin DPI’s “Movin’ and Munchin’ Schools” program, and continue to discuss health-based initiatives to encourage an active lifestyle.

- 3.4.3 Work with DeForest Area School District to discuss adult crossing guard programs to fund staffing and to train the crossing officials.

Sec. 4. Site and Neighborhood Issues

DeForest Area Middle School

- 4.1 School site congestion at arrival and dismissal (no satellite lots).
- 4.2 There are no crossing guards serving the middle school.
- 4.3 Need for formalized encouragement and education activities.
- 4.4 Some school site facilities require minor improvements.

Issue 4.1: School site congestion at arrival and dismissal time.

Like many school sites, the influx of family vehicles during arrival and dismissal time has revealed limitations at the school site to handle the traffic load. At the same time, there are some opportunities to influence behavior. Most prominently, the close proximity of village parks and the high school portend opportunities to displace family vehicles around the middle school and enable students to walk from short distances to the school site. Potential satellite lots include Liberty Land Park, Fireman's Park, Eagle Point Elementary, and DeForest Area High School. Although some of these facilities are not located far from the school site, each provides an opportunity for students who live too far away from the middle school to walk or bike on a regular basis to participate in SRTS encouragement (incentive) programming. See Maps E-4.1 and E-4.2 in Appendix E.

Recommendations

- 4.1.1 Fireman's Park, located north of Jefferson Street provides an off-street trail and a parking lot. If the crossing at Jefferson Street and Southbound Drive is improved (adult crossing guard, this is an ideal location for short walking trips to school because there is sidewalk on Southbound Drive.
- 4.1.2 Eagle Point Elementary, located immediately north of Holum Street (CTH DV) is a good location for a satellite lot if middle school students have siblings attending Eagle Point. In addition, the school has an adult crossing guard to assist students across Holum Street during arrival and dismissal. Cleveland Avenue has sidewalks from Eagle Point to DeForest Middle School.
- 4.1.3 Liberty Land Park, located south of Constitution Lane contains a small parking lot and a shared use path. Students walking from this location have the option of using the sidewalks on Yorktown Road, Southbound Drive, or Greenfield Drive.
- 4.1.4 DeForest Area High School is located to the east of the middle school. Middle/high school siblings that travel together might find it easier to park at the high school and then walk to school. Off-street connections linking the middle school to the high school would enhance access. The exact alignment of the connection is unknown but has appeared in a number of planning documents as a critical element.
- 4.1.5 In addition to satellite lots, creating a pedestrian connection across the railroad tracks on Murrey Street/Yorktown Road east of Market Street would eliminate a critical gap for east/west travel. Conduct a study to determine if access is permitted. Include pedestrian friendly features such as gates, warning signs, detectable warning surfaces, and flange fillers for barrier-free access.
- 4.1.6 Middle and high school students regularly use the path in Western Green Park to access the west end of Holum Street. Currently, there are no formalized connections between the path and the street. The village has prepared a concept plan and acquired an easement to install a connection. Installation of this path should be a village priority.

Issue 4.2: There are no crossing guards serving the middle school.

Adult crossing guards help children safely cross streets in key locations. They also remind drivers of the presence of pedestrians, and they can ease parent concerns about their children crossing busy streets. While the DeForest Area Middle School utilizes staff onsite to direct traffic and chaperone children waiting for school buses, there are none located off site at key intersections. Installing crossing guards at busy intersections would increase comfort for pedestrians traveling to and from the school site. See Map E-4.2.

Recommendations

- 4.2.1 Place an adult crossing guard at the intersection of Yorktown Road at S Cleveland Avenue. This would increase mobility for students who live to the south and west.
- 4.2.2 Place an adult crossing guard at the intersection of Jefferson Street at Southbound Drive. This would increase mobility for students who live to the north and east. It would also allow the parking lot at Fireman's Park to be used as a satellite lot.
- 4.2.3 Place an adult crossing guard at the intersection of Vinburn Road at Southbound Drive. This would increase mobility for students who live to the south of Vinburn Road.
- 4.2.4 Encourage the DeForest Area School District to offer adult crossing guard training to ensure crossing attendants are exercising their authority in a safe manner.

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

The Teacher Survey revealed that many teachers observe dangerous behaviors during arrival and dismissal times. This includes motor vehicles traveling too fast on neighborhood streets, and pedestrians crossing the street in an unsafe manner. Still, many children live within walking distance of the school and it is likely that encouragement programming could have a dramatic effect on increasing participation in SRTS programming.

Recommendations

- 4.3.1 Encourage teachers to incorporate SRTS programs into their classroom curriculum. This may include tallying total miles traveled, calculating calories burned, or mapping preferred routes. Tying SRTS encouragement activities to classroom lessons enhances both programs because it allows students to interpret the value of their actions – walking and biking – in the real world which may increase participation.
- 4.3.2 Periodically, teachers should remind students to walk their bicycles once on school grounds. Rewarding children for wearing helmets (stickers, etc.) might help to reinforce the message that helmets are an important part of their bicycle equipment.
- 4.3.3 The Middle School has prepared instructions for parent pick-up/drop-off. This includes written directions for where parents who drive their children to school should drop-off/pick-up their children. This effort would be enhanced if direction were accompanied by maps to indicate preferred locations. In addition, the school should consider implementing a “No Idling” campaign on school grounds to reduce the amount of fine particulates released into the air on campus.

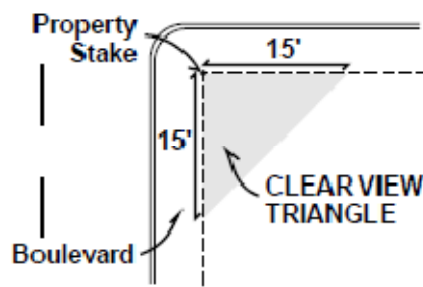
Issue 4.4: Some school site facilities require minor improvements.

Observing the flow of traffic in the school zone revealed a few minor improvements that may enhance accessibility and safety for all transportation modes. These include the possibility of extending sidewalks, moving bicycle racks, and accommodating mid-block crossings (if appropriate).

Recommendations

- 4.4.1 Explore the option of extending the width of sidewalks on Southbound Drive (near the driveway loop). This would allow parents the option of utilizing Southbound Drive as a drop-off/pick-up location when the driveway loop is full. Presently, parent vehicles queue on Southbound Drive in an attempt to enter the driveway loop. Extending the curb, and maintaining them in winter, would allow alternative access to the west side of the school. This would not be an SRTS grant eligible expense. Maintain “No Parking” near the driveway loop entrances to ensure adequate clear view triangles. See Map E-4.1.
- 4.4.2 Several sidewalk gaps appear when using the current system. S Cleveland Avenue, for example, has sidewalks on the west side that travel south from Jefferson Street. At the school site, these sidewalks veer into school property then terminate near the southern parking lot. The sidewalk should be extended to the south (Yorktown Road). A missing sidewalk link on Dahl Drive (near Rosemal Lane) should also be installed, and potentially, the extension of sidewalks from Rosemal Lane (north) to Yorktown Road (south) along the west side of Southbound Drive would complete the Rosemal Lane segment to a formal crossing location.
- 4.4.3 Bicycle racks on the eastern side of the school exist on an island between S Cleveland Avenue and the eastern parking lot. The bicycle rack would be better situated near the school building west of the parking lot near the school’s east entrance. A large concrete area exists in this location as does lighting.

Figure 4.1



A “clear view triangle” should be maintained at intersections and driveways. On neighborhood streets, trees and shrubs should be reduced in height so that automobile drivers can see approaching pedestrians. Removing on-street parking in this location also maintains a clear view triangle.

B. Communitywide Recommendations

Communitywide issues in the DeForest-Windsor 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 and trails (especially in winter), create additional sidewalk and trail connections, and 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 urbanized area 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 county highways (V, CV, DV) threaten the perception of safety for walking and bicycling communitywide.

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

Sec. 5. Communitywide Issues

5.1 Perceived lack of bicycle/pedestrian/driver education.

5.2 Vehicles speeding and disobeying crosswalks and parking regulations.

5.3 Enforcement of building, sidewalk, and property maintenance.

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

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

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

5.7 Establish firm school siting regulations.

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

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

The biggest danger posed to most bicyclists and pedestrians is automobiles. While DeForest and Windsor maintain an efficient system of roadways for motorized vehicles, conflicts emerge when other modes are introduced into the system. When pedestrians cross the street and bicyclists utilize local roadways they share the transportation network with automobiles. In order to function effectively, all users must know and practice their responsibilities when operating in the transportation network.

Recommendations

5.1.1 Disseminate information via backpack flyer, websites, or an instructional DVD illustrating the benefits and responsibilities of active transportation.

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

5.1.3 Continue to work with the Wisconsin Department of Transportation, DeForest Police Department, DeForest Parks and Recreation Department and local advocacy groups to operate an annual Bike Rodeo 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.

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

Issue 5.2: Vehicles speeding and disobeying crosswalks and parking regulations.

The DeForest-Windsor area contain many major thoroughfares. This flow of automobile traffic increases the likelihood of a variety of traffic-related incidents including crashes, speeding, illegal parking, and failure to yield to the right-of-way. Many of these conditions are compounded during pick-up and drop-off times in schools zones when parents are looking for the fastest and easiest way to access and depart the school area.

Motorist behavior is affected by a number of factors including perception of the driving environment. If motorists feel it is safe to travel at a higher rate of speed than posted, they often will. Aside from vehicle speeding, 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 (portions of E North St – CTH V, etc.).

Recommendations

- 5.2.1 Work cooperatively with the DeForest Police Department/Dane Co. Sheriff's Office to periodically enforce all applicable bicycle and pedestrian rights-of-way. This enhanced enforcement effort should focus on high-use crosswalks or other crossings throughout the community.
- 5.2.2 Work with the DeForest Police Department/Dane Co. Sheriff's Office to report incidents of speeding, parking violations, and crosswalk violations in school zones.
- 5.2.3 Increase the number of adult crossing guards to help control identified pedestrian crossing points. Crossing guards should attend annual trainings and the community should initiate a public education campaign to alert motorists about their responsibilities when crossing guards are controlling traffic.
- 5.2.4 Identify locations for median refuge islands (recommended for N Lexington Parkway) 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.

Issue 5.3: 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 village. Code enforcement that leads to abatement of overgrown vegetation or the clearing of snow will make a safer environment for pedestrians and motorists alike. In addition, when streets are redesigned, every effort should be made to promote the installation of walking and bicycling facilities.

Recommendations

- 5.3.1 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.
- 5.3.2 Submit regular reports of sidewalk issues and property maintenance standards to the village of DeForest or town of Windsor depending on where the sidewalk is located.

- 5.3.3 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 on the village's Parks and Open Space Plan, Comprehensive Plan, 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 DeForest Area School District for easements or cost sharing in accordance with the District's Student Wellness – Nutrition & Physical Activity policy [AR 6.3b(4d)];
 - v. Construct wide sidewalks in school zones or other high pedestrian activity zones (central business districts, etc.) per village code 13.45 "Required Improvements".

Issue 5.4: 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 them 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.

Off-street trails in DeForest and Windsor have 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

- 5.4.1 The DeForest Area School District 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 5.4.
- 5.4.2 Encourage more people to walk or bike as a regular transportation choice. Utilize programs available through state advocacy groups such as

Figure 5.4



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

Below: "City Racks".



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

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.

- 5.4.3 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.
- 5.4.4 Work with Dane County Health Department to implement the Walk Our Children to School/Safe Routes to School Campaign.
- 5.4.5 Encourage the DeForest Department of Public Works, town of Windsor, and Dane County to continue to grow the sidewalk and shared use path network. This includes designing bicycle and pedestrian facilities as part of roadway reconstruction projects.

Issue 5.5: 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. Two recorded issues affecting parent’s decisions to allow, or not allow, their child to walk or bike to/from school included the “speed of traffic along the route”, and the “safety of intersections and crossings”. These are manageable concerns that can be mitigated through enforcement and engineering.

Recommendations

- 5.5.1 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.
- 5.5.2 The Village of DeForest and Town of Windsor should continue to require sidewalks in new residential developments in the urban services area per the subdivision ordinances.
- 5.5.3 Enforce speed limits and crosswalk regulations in school zones and consider positioning more adult crossing guards at strategic intersections communitywide.
- 5.5.4 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”.
- 5.5.5 Consider installing a wayfinding signage 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. See Figure 5.5.

Figure 5.5



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

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



(Images: Chicago DOT; walkinginfo.org)

Issue 5.6: 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. Census 2000 shows that less than 1% of the working population walks or bikes to work on a regular basis, there is no measure of safety attributed to these data. The Student Tally, performed as part of this plan, recorded how many children walked or biked to school. Similar analysis performed communitywide should measure the effectiveness of designating preferred routes to key destinations. This baseline analysis should be used for comparison purposes against future pedestrian numbers that may increase with implementation of this SRTS plan, or any other bicycle or pedestrian plan that may be implemented. Bicycle data should also be recorded to determine the effectiveness of education or encouragement programs.

Recommendations

- 5.6.1 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.
- 5.6.2 Determine the feasibility of a communitywide transportation survey to measure mode choice within the community. The survey should include a section on popular destinations and list the primary concerns of pedestrians. Biking questions should include information on preferred routes to identify where bicycle facilities should be developed (such as bike lanes) to help prioritize recommendations and formalize a bicycle and pedestrian plan for DeForest.
- 5.6.3 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.
- 5.6.4 Develop a formalized bicycle and pedestrian plan covering the entire DeForest-Windsor urbanized area to link not only neighborhoods and schools, but also places of recreation, employment centers, and commercial areas. Utilize recommendations developed as part of this *Village of DeForest Safe Routes to School Plan*, the *Village of DeForest Parks and Open Space Plan*, local comprehensive plans, and Dane County plans to inform and support recommendations.

Issue 5.7: Establish and observe school siting regulations.

The DeForest Area 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.

Recommendations

- 5.7.1 Adopt 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:

- i. 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.
- ii. 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. 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 DeForest Area School District (authority for school site improvements), the village of DeForest, town of Windsor and Dane County (engineering solutions such as sidewalk and sign installation), local/county police departments, and other agencies operating within the community. See Table C-1.

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Table C-1: Action Plan		Project Area								
		Eagle Point Elem.	Windsor Elem.	Yahara Elem.	DeForest Area Middle School	DeForest-Windsor Community				
Strategy Type	Action						When	Who	Funding Source	#
Education includes identifying safe routes, teaching students to look both ways at intersections, and how to handle potentially dangerous situations. This strategy is closely tied to Encouragement strategies.	Incorporate SRTS progrms into classroom lesson plans (mileage calculations, mapping, etc.)				✓		2011-12	DASD	None Req.	4.3.1
	Implement Wisconsin DPI's "Movin' and Munchin' Schools" program.	✓	✓	✓			2011-12	DASD	None Req.	1.2.1, 2.3.1, 3.4.2
	Disseminate educational information via backpack flyer, websites, or an instructional DVD illustrating the benefits and responsibilities of active transportation.	✓	✓	✓	✓	✓	2012-13	DASD	SRTS	5.1.1
	Encourage student participation at Bike Rodeos and other educational events to teach children about bicycle and helmet safety.	✓	✓	✓	✓	✓	Ongoing	DASD, DeForest, Windsor	SRTS	1.2.3, 2.3.2, 5.1.3, 5.4.2
	Increase the number of adult crossing guards, establish annually training, and develop a public education campaign for motorists.	✓	✓	✓	✓	✓	2012-13	DeForest, DASD	SRTS, General	1.2.4, 1.3.1, 3.4.3, 4.2, 5.2.3, 5.5.3
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	DASD, DeForest, Windsor	General	5.4.1
	Promote communitywide events such as Bike to Work Week .					✓	Ongoing	DeForest, Windsor	General	5.4.2
	Develop school-based incentive programs such as Mileage Clubs.	✓	✓	✓	✓		2013-14	DASD	SRTS	5.4.3
	Work with Dane County Health Dept. to implement the Walk Our Children to School.	✓	✓	✓	✓		Immediate	DASD	SRTS	5.4.4
	Continue to grow the sidewalk and shared use path network.	✓	✓	✓	✓	✓	Ongoing	DASD, DeForest, Windsor, Dane	SRTS	5.4.5
	Develop Walking School Bus programs to encourage groups of children to walk to school together.	✓	✓	✓	✓	✓	2012-13	DASD	SRTS	5.5.4
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	DeForest, Dane	General	5.2.1
	Document areas where improper sidewalk or curb ramp maintenance impedes walking safety.	✓	✓	✓	✓	✓	Ongoing	DASD	None Req.	5.2.2
	Continue requiring installation of sidewalks in the new subdivisions.					✓	Ongoing	DeForest, Windsor	General	5.5.2
	Enforce speed limits, traffic signage and crosswalk regulations in school zones.			✓		✓	Ongoing	DeForest, Dane	General	3.1.1, 5.5.3
	Increase the number of adult crossing guards.	✓		✓	✓		2012-13	DASD, DeForest, Windsor	SRTS, General	1.3.1, 3.4.3, 4.2.1, 4.2.2, 4.2.3

DASD: DeForest Area School District
Dane: Dane County offices and agencies
DeForest: the village of DeForest offices and agencies
General Fund: the agency'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)
SRTS: Safe Routes to School funding provided through the Department of Transportation
Windsor: the town of Windsor offices and agencies
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.

Table C-1...		Project Area								
		Eagle Point Elem.	Windsor Elem.	Yahara Elem.	DeForest Area Middle School	DeForest-Windsor Community				
Strategy Type	Action						When	Who	Funding Source	#
Engineering is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school.*	Complete the sidewalk network at Eagle Point Elementary	✓				✓	2013-17	DASD, DeForest	SRTS	1.1.1, 1.1.2
	Pedestrian crossing beacons at Halsor/CTH V and N Stevenson/CTH V	✓				✓	Long-Term	DeForest, Dane	SRTS	1.3.2
	Install permanent bicycle parking facilities including concrete surfaces.	✓		✓			2013	DASD	SRTS	1.4.1, 3.3.2
	Install a 10' shared use trail segment on the easement directly east of Sequoia Dr to the Windsor Elementary		✓			✓	2013-14	DASD, Windsor	SRTS	2.1.4
	Install median refuge islands on W Lexington Parkway at Trail Side Drive.			✓			2013	DeForest	SRTS	3.1.1
	Pedestrian crossing beacons at Lexington Pkwy/CTH V.			✓			2013	DeForest, Dane	SRTS	3.1.2
	Increase access to Yahara Elementary from the north.			✓		✓	Long-Term	DASD, DeForest	SRTS	3.3.1
	Install a connection from Western Green Park to the west end of Holum Street.					✓	2013-14	DeForest	SRTS	4.1.6
	Widen sidewalks on Southbound Drive.				✓	✓	2012-13	DASD, DeForest	General	4.4.1
	Complete the sidewalk network near DeForest Area Middle School				✓	✓	Long-Term	DeForest	SRTS	4.4.2
	Move the S. Cleveland Ave. bicycle racks at DeForest Area Middle School west of the parking lot near the school's east entrance.				✓		Immediate	DASD	None Req.	4.4.3
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 DeForest-Windsor Community.					✓	2012	DeForest, Windsor	General	5.6.1
	Develop a communitywide transportation survey to measure mode choice within the community.					✓	Periodic	DeForest, Windsor	General	5.6.2
	Continue to collect and submit SRTS survey and advocacy results to the National Center for Safe Routes to School.	✓	✓	✓	✓		Periodic	DASD	SRTS	5.6.3
	Consider developing a bicycle and pedestrian plan on a citywide scale to link destinations and establish a baseline for further evaluation.					✓	Immediate	DeForest, Windsor	WisDOT	5.6.4
	Adopt a school siting policy that identifies requirements for placement and construction of school facilities. Evaluate this SRTS Plan and traffic patterns from existing schools to establish design criteria.					✓	Immediate	DASD	None Req.	5.7.1

DASD: DeForest Area School District
Dane: Dane County offices and agencies
DeForest: the village of DeForest offices and agencies
General Fund: the agency'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)
SRTS: Safe Routes to School funding provided through the Department of Transportation
Windsor: the town of Windsor offices and agencies
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

Figure 5-1



Best practice: in-street pedestrian pylon (SAA)

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

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

Figure 5-2



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

Education Tool Box

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

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

Figure 5-3



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

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



ages. The Motorist Education program includes a 3-hour session that can be taught in driver's education curriculum. It includes roadway positioning for cyclists, motorists and hand signals, principles of right-of-way, and left and right turn conflicts. Working with a local League Cycling Instructor to present as many of the classes as possible will increase overall community traffic safety by improving driver and biker skills.

Enforcement Tool Box

Community Efforts

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

Police Department Efforts

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

Figure 5-4



Best practice: portable radar speed trailer (SAA)

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

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

Encouragement Tool Box

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

Figure 5-5



Best practice: Walk to School Day (SAA)

two points. Every time they carpool or take the bus they earn one point. When they earn twenty points, students turn in their card for a small prize and receive another card. At the end of the contest, a raffle is held using all of the completed tally cards for major prizes. Contact local businesses and ask them to donate prizes.

- 9) **Greening of the Trees:** In the “Way to Go” contest (British Columbia), each child arrives at school and colors a leaf. The color of the leaf is determined by the child's travel mode. Walking and biking students color leaves green. Those who arrive by bus and carpool get a different shade of green leaf. If a child traveled by car part of the way, but walked at least a block, the leaf is half yellow or brown and half green. Students who arrive by car (but not in a carpool) get a brown leaf. The leaves are then mounted on a tree, and the more the children walk or bike to school, the greener the tree becomes. A prize is given to the class with the greenest tree.
- 10) **Walk and Bike Across America:** Another “Way to Go” Initiative, this contest allows students to gain a broader perspective on the freedom provided by walking and biking. Students keep track of the distance that they walk and bike to school by calculating how far they live from school and multiplying that by the number of one-way biking and walking trips. If children are dropped off at staging areas near school they calculate the distance they travel from there. Similar counts are made from home to the bus stop. Each week at a designated time, the students add up the distance that the whole class traveled during that week and plot it on a map. Then they “travel” to a destination chosen by the class within those miles. Students become aware that they can travel great distances on foot or by bike. As the class continues to accumulate miles, they can research new destinations around the country. At the end of a designated time, the class that has traveled the farthest gets a special reward, such as a movie or pizza party. In a variation on this contest, carpools and bus passengers can be included by adding bonus miles for every child who uses those modes. Note that students using motorized transportation can travel farther than those going on their own power. To include the actual miles would defeat the purpose of the exercise. Add one mile to the class total for every child who carpools or rides the bus to school.
- 11) **Art Contest:** Art contests provide children the opportunity to develop safety slogans and art while learning about better safety practices. Their artwork can then be used as signs or banners as part of a community wide safety campaign. Students in Hertfordshire, England (United Kingdom), had their artwork transformed into “gateway” signs to alert drivers entering roads around schools.
- 12) **Trip Counters:** These systems utilize a radio frequency identification tag (often affixed to helmets) that sends a signal to a solar-powered device. In Boulder, Colorado, one elementary school increased bicycle trips from 10,000 to 20,000 trips per year in part because participants could trade accumulated bicycle trips for prizes. The 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 (BFPF)	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.rwif.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

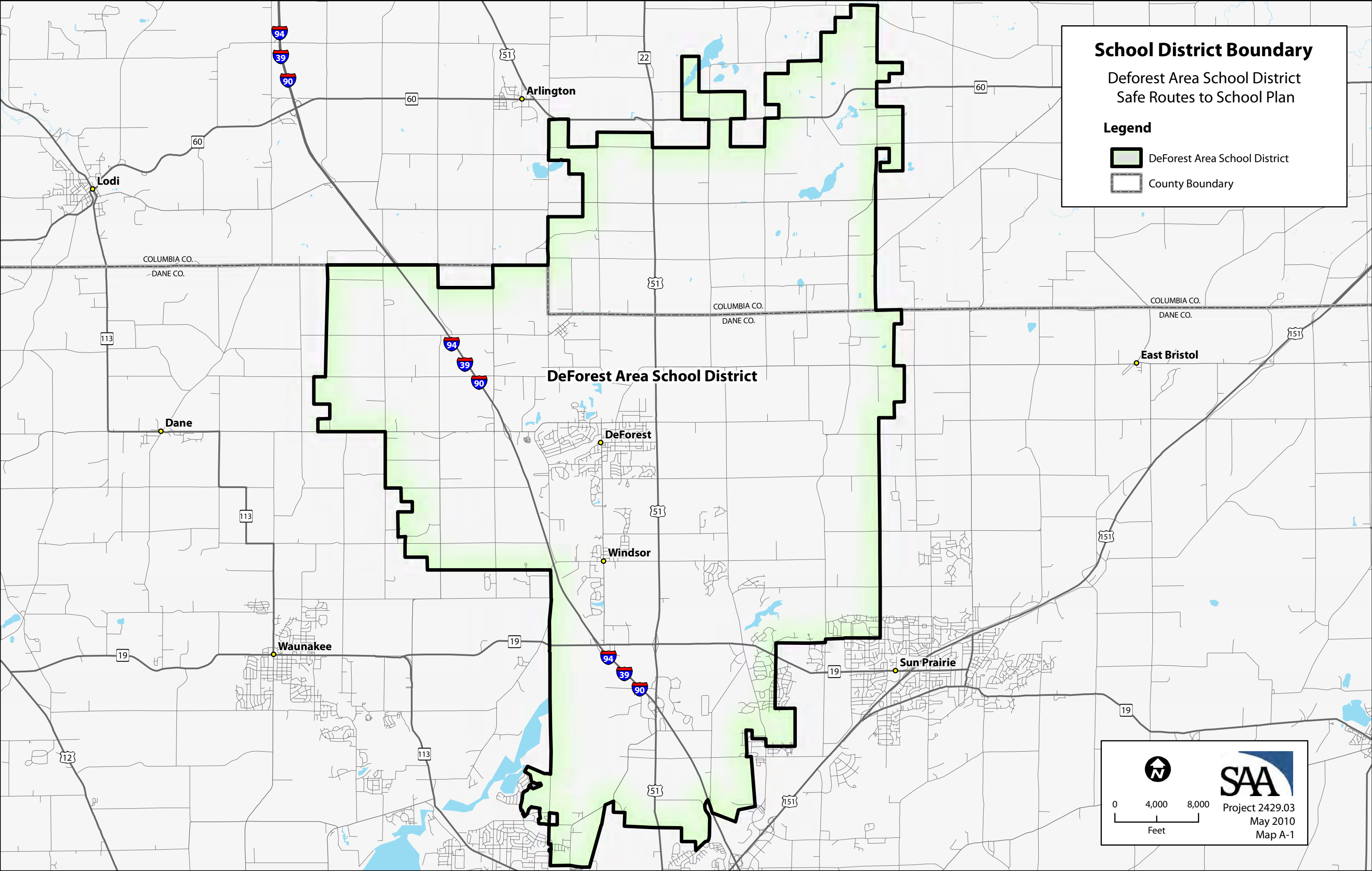
Many PTAs have funds to distribute to school programs and often schools have safety funding. Contact your local PTA and the School District to see if there is a method for applying for a grant.

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:



School District Boundary Map



School District Boundary

DeForest Area School District
Safe Routes to School Plan

Legend

-  DeForest Area School District
-  County Boundary



0 4,000 8,000
Feet

Project 2429.03
May 2010
Map A-1

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"/> 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.

Safe Routes to School Students Arrival and Departure Tally Sheet

+

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

+

School Name:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Teacher's First Name:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Teacher's Last Name:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Grade: (PK,K,1,2,3...)

--	--

0 2

Monday's Date (Week count was conducted)

--	--

M M

--	--

D D

--	--	--	--

Y Y Y Y

Number of Students Enrolled in Class:

--	--

1 5

- Please conduct these counts **on two of the following three days Tuesday, Wednesday, or Thursday.** (Three days would provide better data if counted)
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question **"How did you arrive at school today?"**
- Then, reread each answer choice and record the number of students that raised their hands for each. **Place just one character or number in each box.**
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1.

Fill in the weather conditions and number of students in each class

Step 2.

AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+

+

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

Dear Teacher,

Congratulations on your school's selection as a *Safe Routes to School (SRTS)* planning grantee! *Safe Routes to School* is a nationally-funded program which addresses concerns regarding a lack of physical activity among today's children and dangerous traffic conditions surrounding schools.

Safe Routes to School seeks to increase the number of children walking and biking to school and promote safer walking and biking conditions. In addition to engineering improvements, encouragement efforts, and traffic enforcement, **education** is critical. All community residents benefit from education about rules and procedures for biking and walking safely and from learning about the benefits of walking and biking as transportation.

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

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

Thank you for participating in this survey!

Date:

School Name / District:

Community:

Teacher Name:

Grade Level:

Subject(s) Taught (if applicable):

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

- ☐ YES
☐ NO
☐ Don't Know

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

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

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

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

- ☐ Bicycle education, taught by a certified bicycle instructor
- ☐ Bicycle education, taught by a local Firefighter or Police Officer
- ☐ Bicycle-training rodeo: A one-time event that teaches safe bicycling operation, skill, and judgment to elementary and middle school children and their parents.
- ☐ Teaching Safe Bicycling: A one-day course that teaches attendees how and why children are different from adults when it comes to bicycling and what the most common child bicycle crashes are.
- ☐ Green & Healthy Schools Program: A web-based program that encourages teachers, staff, students and parents to work together to use the school, its grounds, and the whole community as learning tools to teach, promote and apply healthy, safe and environmentally sound practices.
- ☐ Movin' and Munchin' Schools: A program that promotes healthy eating and increased physical activity among students and their families.
- ☐ Lesson Plans that Integrate Walking/Biking Into Classroom Subjects: Safety education can be integrated into traditional classroom subjects to meet education standards. Examples include:
 - Math: Calculating average walking speeds or distances.
 - Science: Walking outdoors to collect samples and observe nature; learning about climate change, pollution, and how walking and bicycling can play a protective role.
 - Reading: Reading about nature or walking.
 - Language arts: Writing about walking or what is seen on the route to school.
 - Art: Designing posters to encourage walking.
 - Geography: Tracking students' walking and bicycling mileage and plotting it on a map; learning about places that the school or class "visits" as they gather miles; drawing a map of the route to school.
 - Health: Learning about the cardiovascular system; calculating heart rate; using pedometers to count steps.

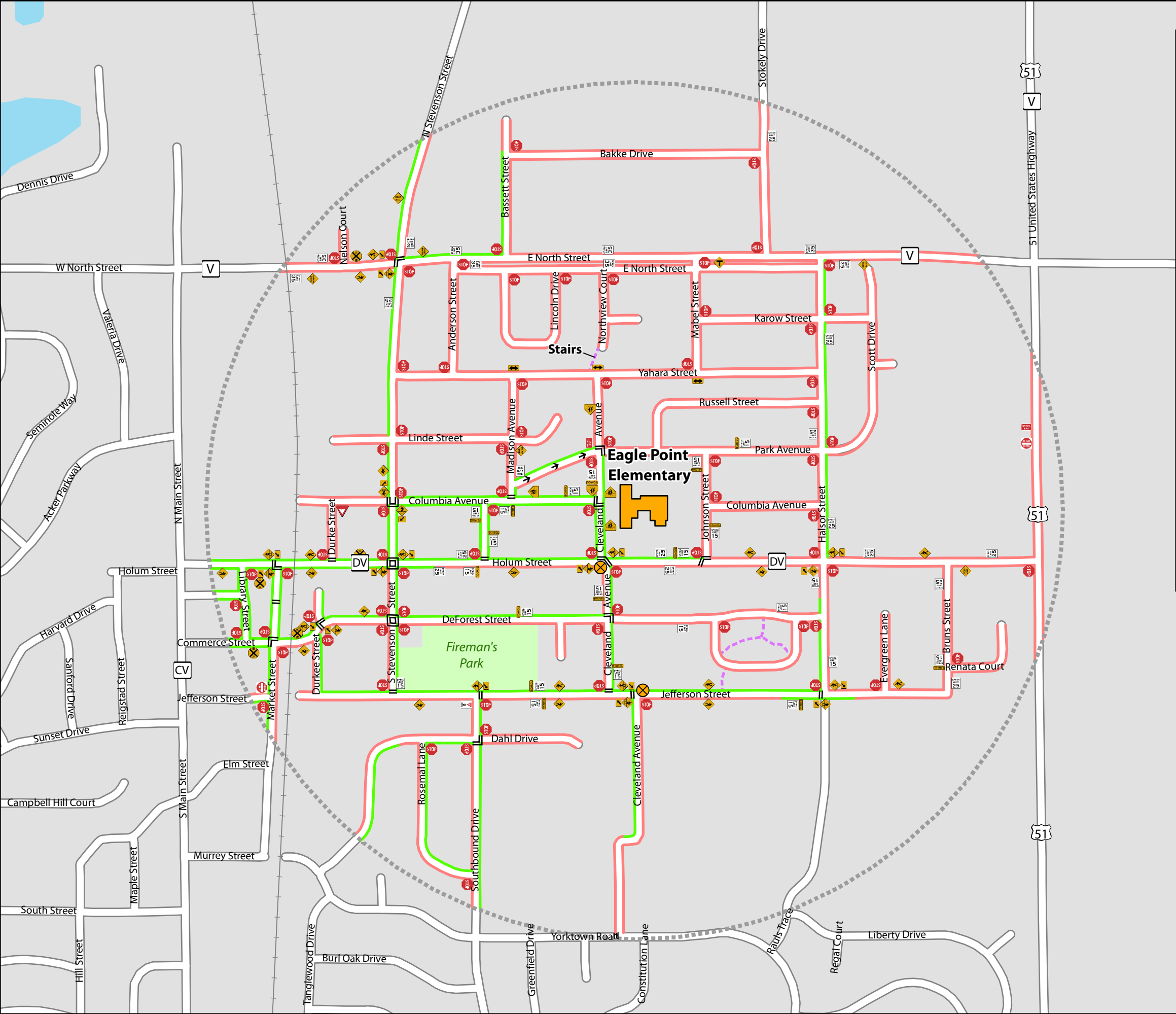
5. What are some unsafe attitudes or behaviors of pedestrians, bicyclists, and drivers/motorists that a SRTS Plan should address at your school?

Thank you for helping gather this information!

Please return this survey to your school principal.

Appendix C:

Biking and Walking Audit Maps



Biking and Walking Audit Map

Eagle Point Elementary
Safe Routes to School Plan

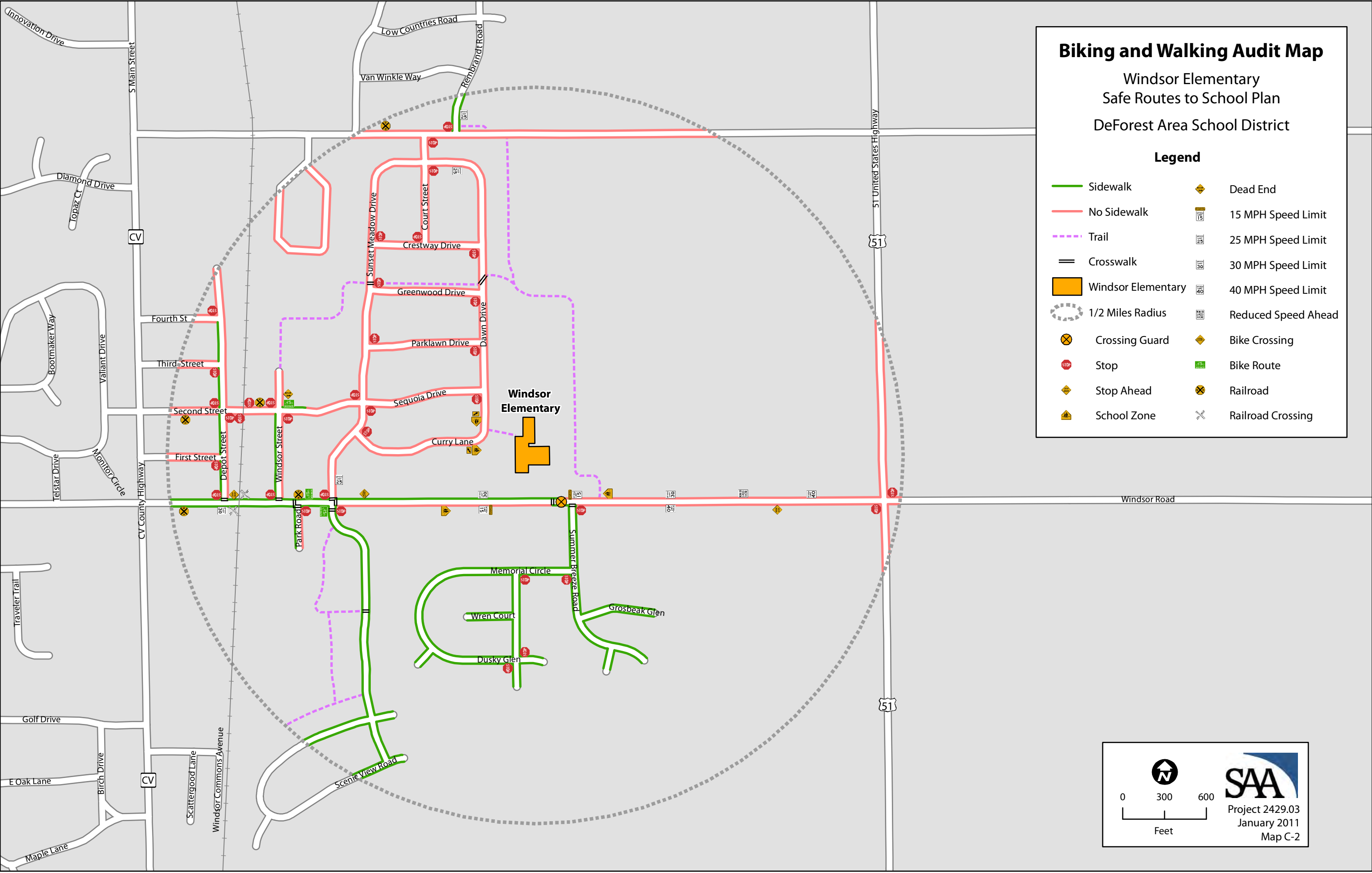
DeForest Area School District

Legend

- | | |
|------------------------|----------------------------------|
| Sidewalk | Yield to Pedestrians |
| No Sidewalk | One Way |
| Trail | Railroad Crossing |
| Crosswalk | Narrow Bridge |
| Eagle Point Elementary | Do Not Enter |
| 1/2 Mile School Buffer | Wrong Way |
| Crossing Guard | Dead End |
| Stop | T Intersection |
| Stop Ahead | Two Directions |
| School Zone | 15 MPH Speed Limit |
| Crosswalk | 15 MPH Speed Limit (School Zone) |
| Crosswalk Ahead | 25 MPH Speed Limit |
| Yield | 35 MPH Speed Limit |

0 300 600
Feet














Project 2429.03
January 2011
Map C-1

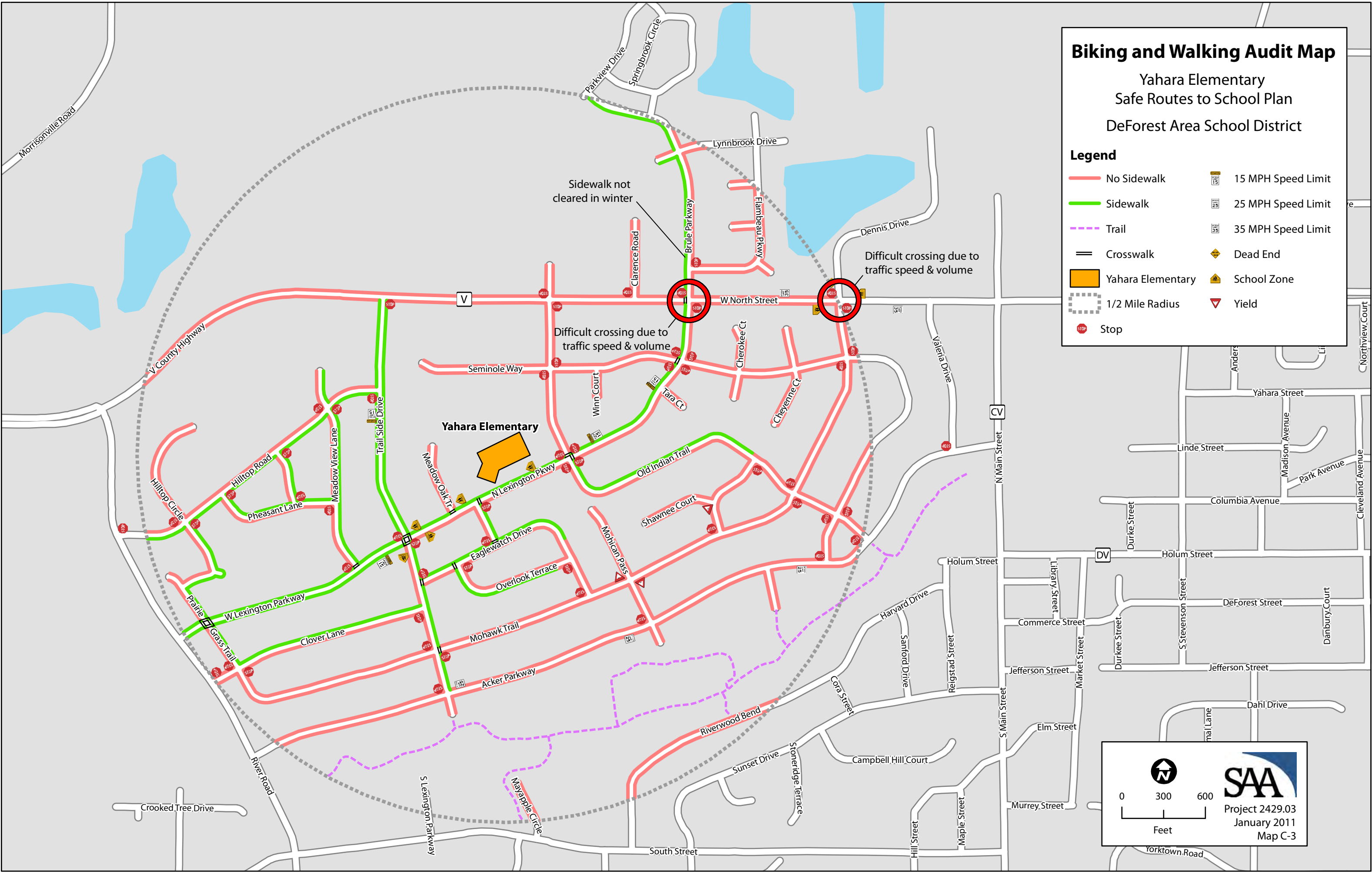


Biking and Walking Audit Map

Yahara Elementary
Safe Routes to School Plan
DeForest Area School District

Legend

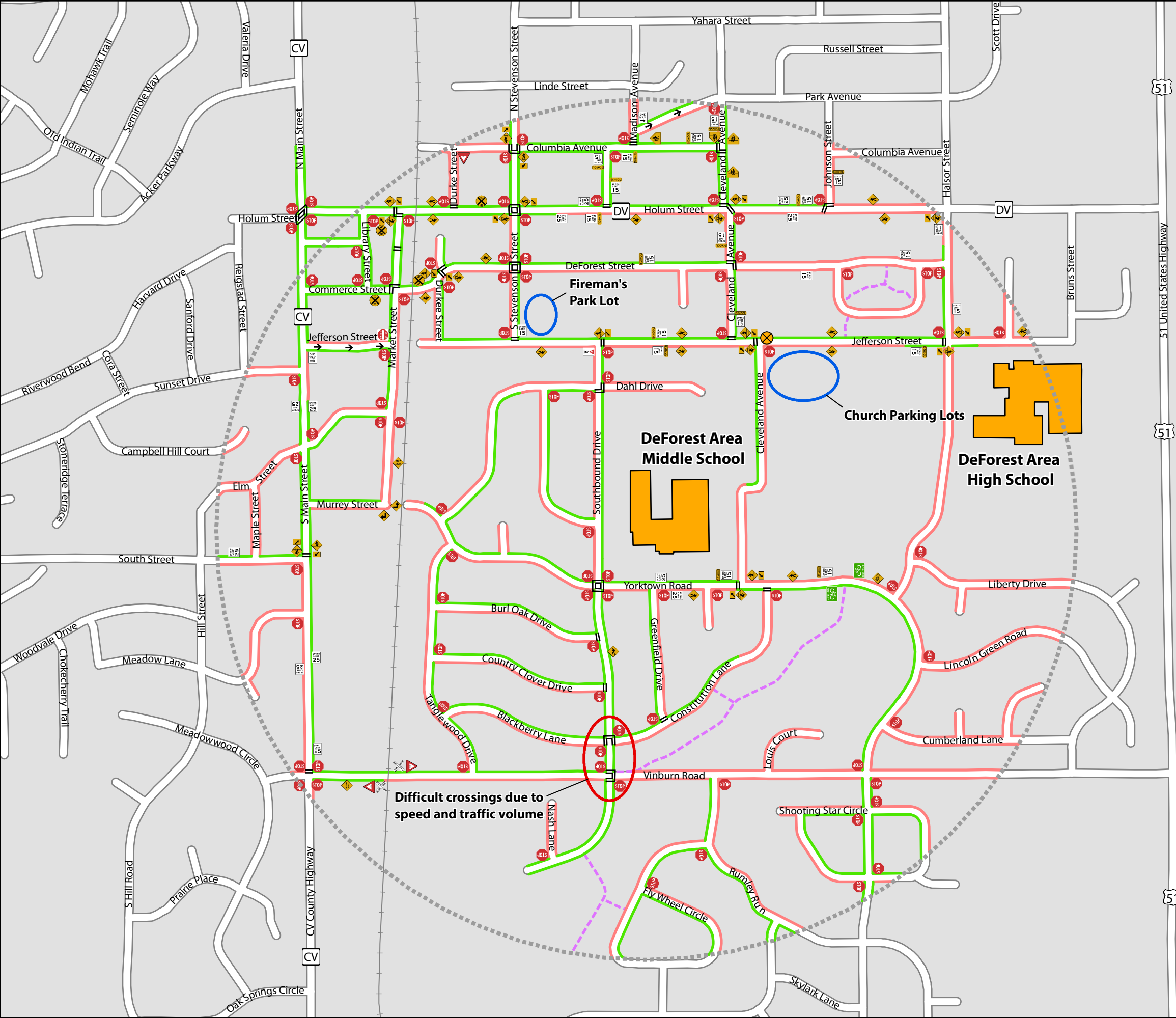
- | | |
|---|--|
|  No Sidewalk |  15 MPH Speed Limit |
|  Sidewalk |  25 MPH Speed Limit |
|  Trail |  35 MPH Speed Limit |
|  Crosswalk |  Dead End |
|  Yahara Elementary |  School Zone |
|  1/2 Mile Radius |  Yield |
|  Stop | |



0 300 600
Feet



Project 2429.03
January 2011
Map C-3



Biking and Walking Audit Map

DeForest Area Middle School
Safe Routes to School Plan
DeForest Area School District

Legend

Sidewalk	Crosswalk
No Sidewalk	Crosswalk Ahead
Trail	Railroad Crossing
Crosswalk	Railroad Crossing
School	Do Not Enter
1/2 Mile Radius	Road Narrows
Crossing Guard	Bike Crossing
Stop	Bike Route
Stop Ahead	Yield
School Zone	Yield to Pedestrians
15 MPH Speed Limit	Turn
15 MPH Speed Limit (School Zone)	One Way
25 MPH Speed Limit	

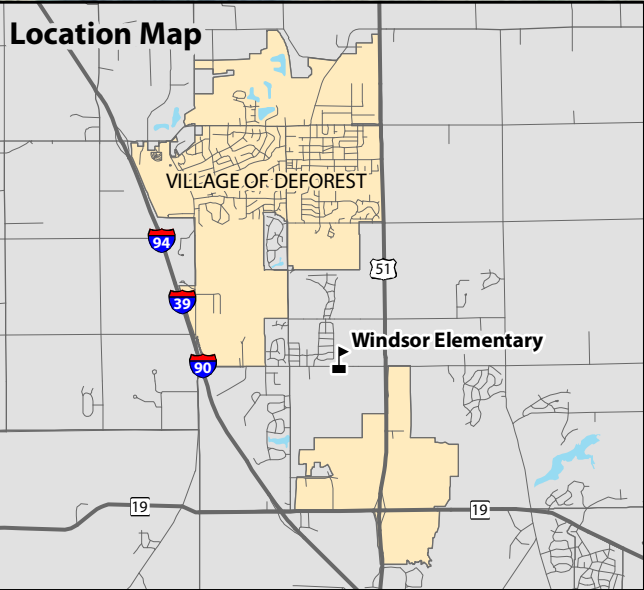
0 300 600
Feet

Project 2429.03
January 2011
Map C-4

Appendix D:

School Site Assessments



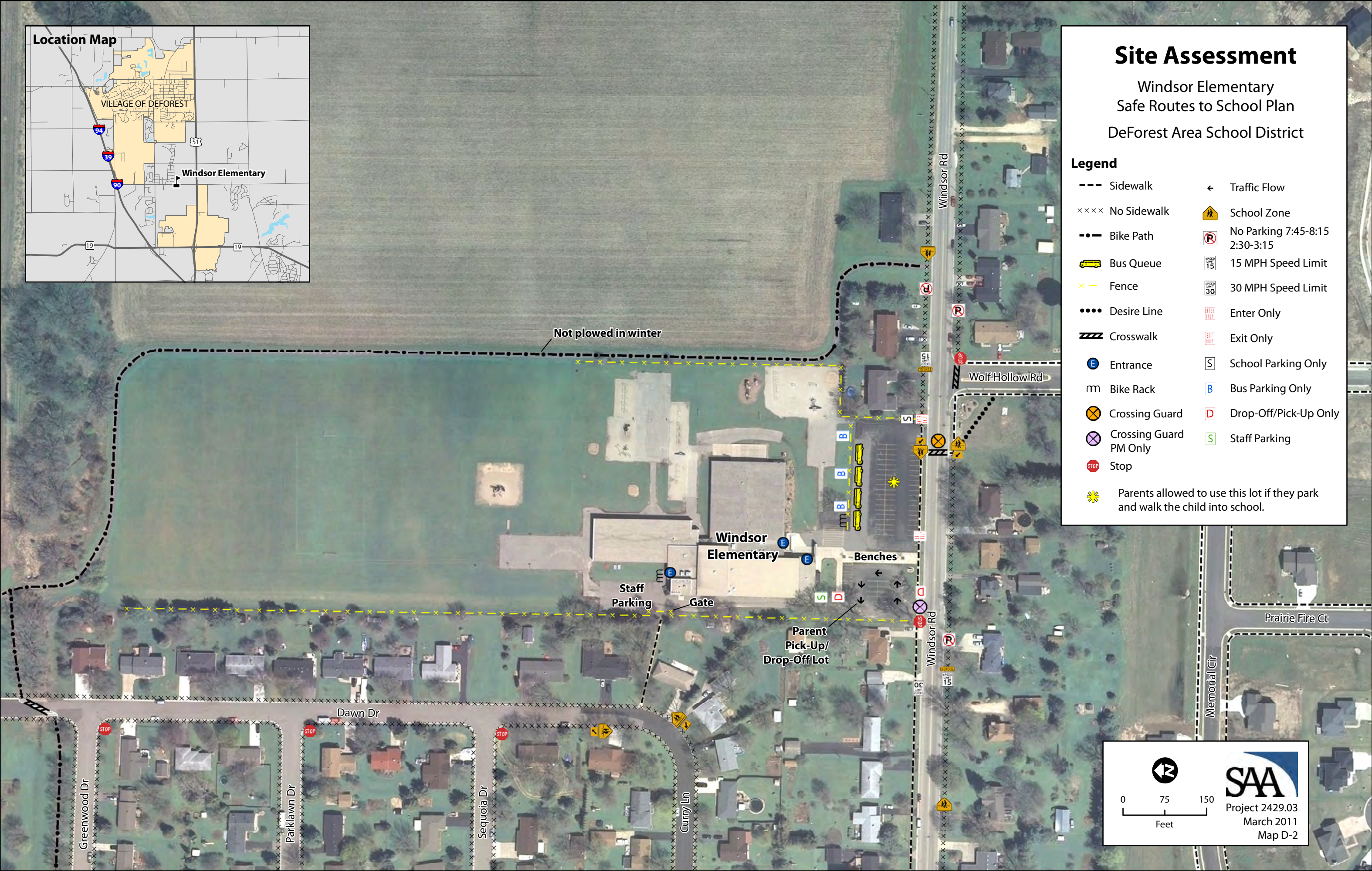


Site Assessment

Windsor Elementary
Safe Routes to School Plan
DeForest Area School District

Legend

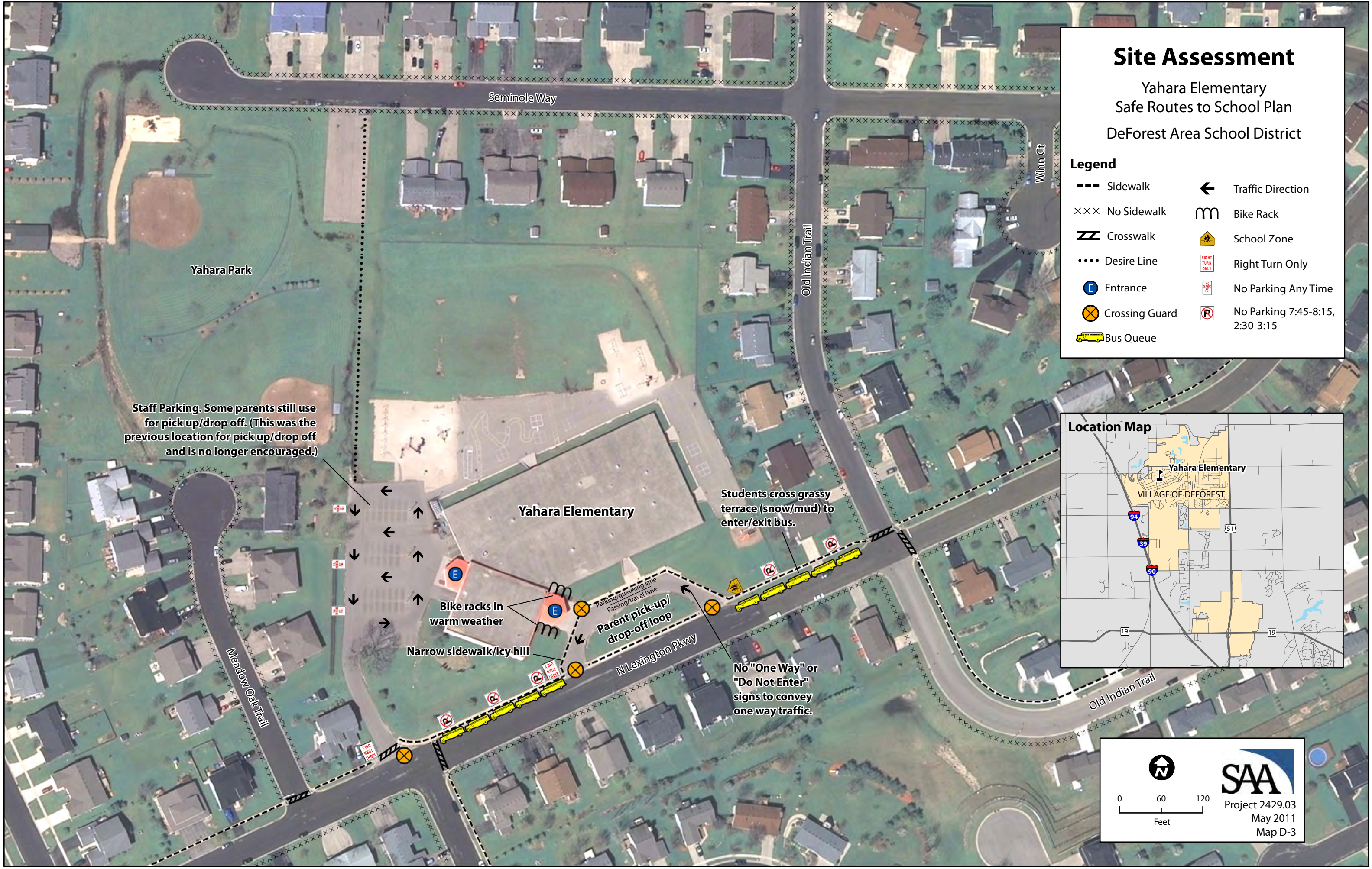
- | | | | |
|-------|---|---|-----------------------------------|
| --- | Sidewalk | ← | Traffic Flow |
| xxxx | No Sidewalk | | School Zone |
| -.-.- | Bike Path | | No Parking 7:45-8:15
2:30-3:15 |
| | Bus Queue | | 15 MPH Speed Limit |
| x--- | Fence | | 30 MPH Speed Limit |
| | Desire Line | | Enter Only |
| | Crosswalk | | Exit Only |
| | Entrance | | School Parking Only |
| m | Bike Rack | | Bus Parking Only |
| | Crossing Guard | | Drop-Off/Pick-Up Only |
| | Crossing Guard
PM Only | | Staff Parking |
| | Stop | | |
| | Parents allowed to use this lot if they park
and walk the child into school. | | |

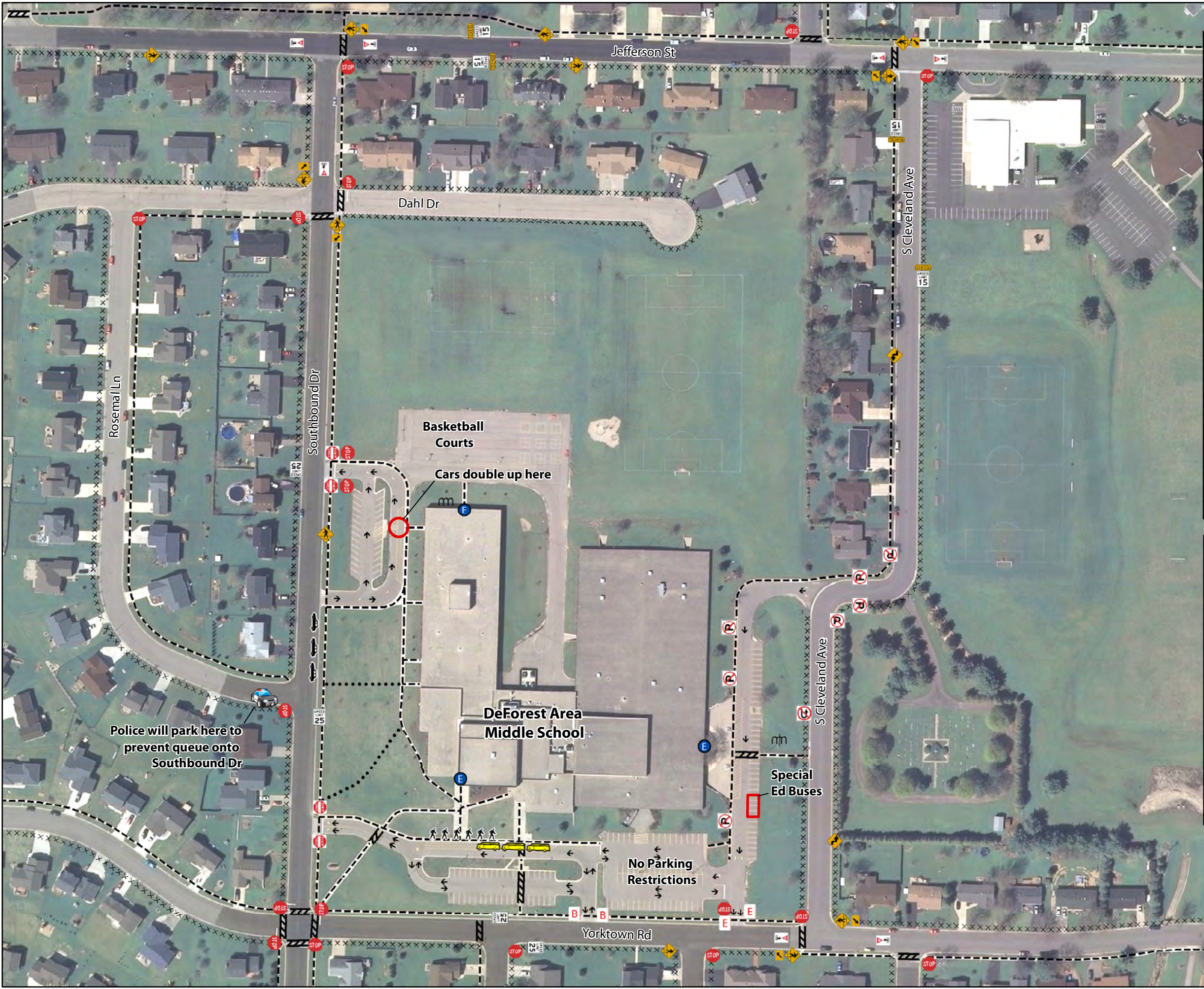


0 75 150
Feet



Project 2429.03
March 2011
Map D-2





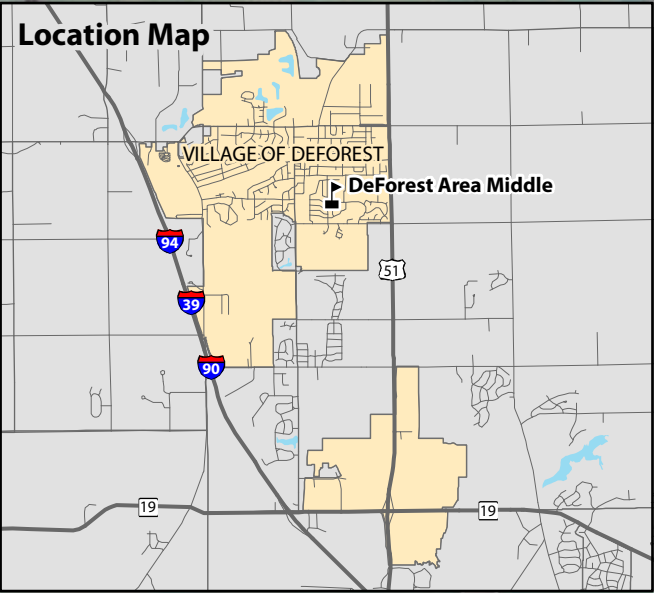
Site Assessment

DeForest Area Middle Safe Routes to School Plan

DeForest Area School District

Legend

---	Existing Sidewalk		15 MPH Speed Limit
xxxx	No Sidewalk		25 MPH Speed Limit
---	Crosswalk		Do Not Enter
....	Desire Line		Pedestrian Crossing
	Bus Queue		In-Street Yield
	Student Queue		No U Turn
	Parent Vehicle Queue		No Parking
	Entrance		Reverse Turn
	Bike Rack		Exit Only
	Traffic Direction		Buses and Staff Only 7:30-8:00, 3:00-3:45
	Stop		



0 80 160
Feet

Project 2429.03
January 2011
Map D-4

Appendix E:

Site/Neighborhood Improvement Plans

Site Improvements

Eagle Point Elementary
Safe Routes to School Plan

DeForest Area School District

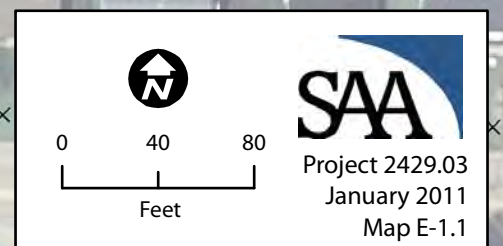
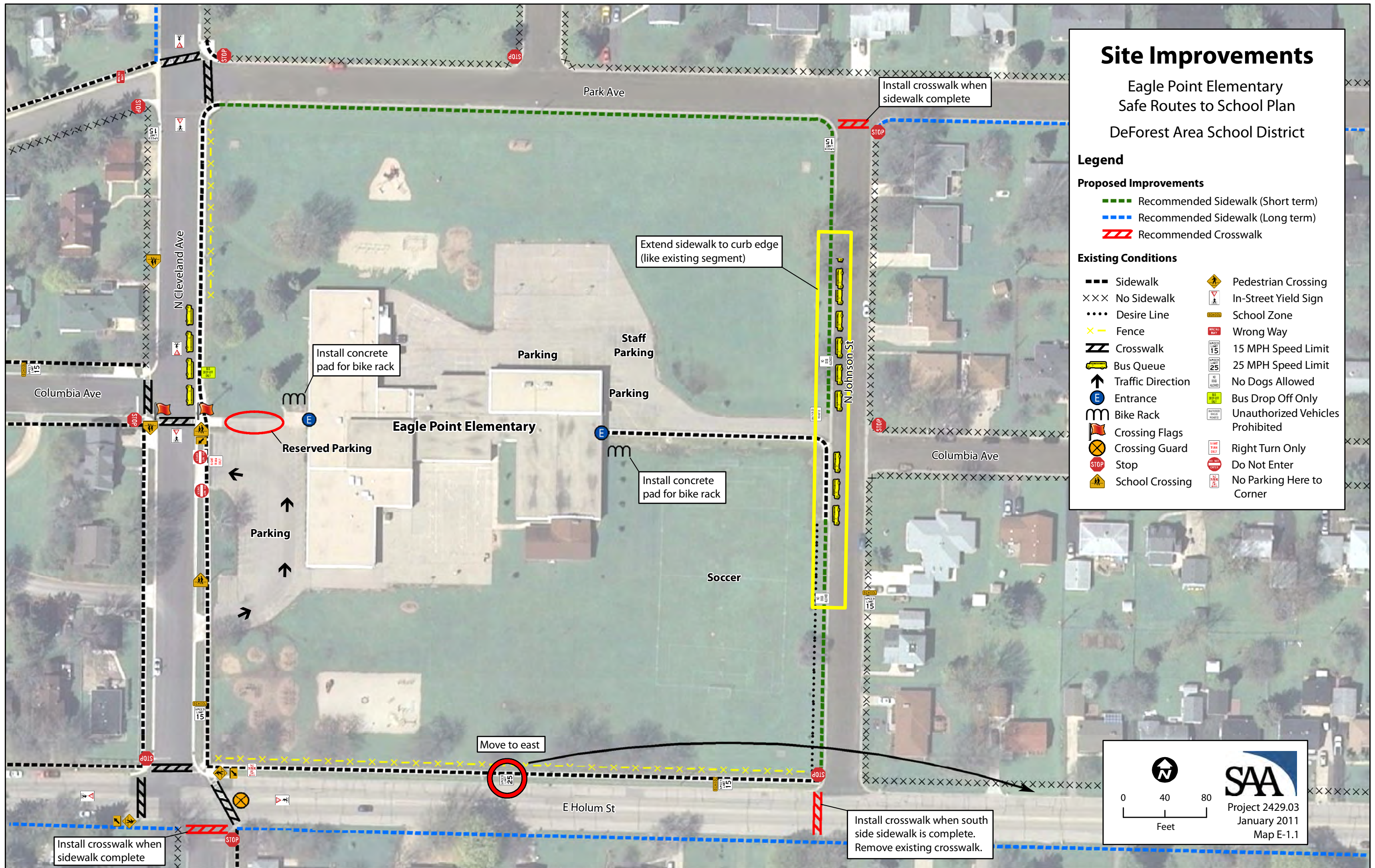
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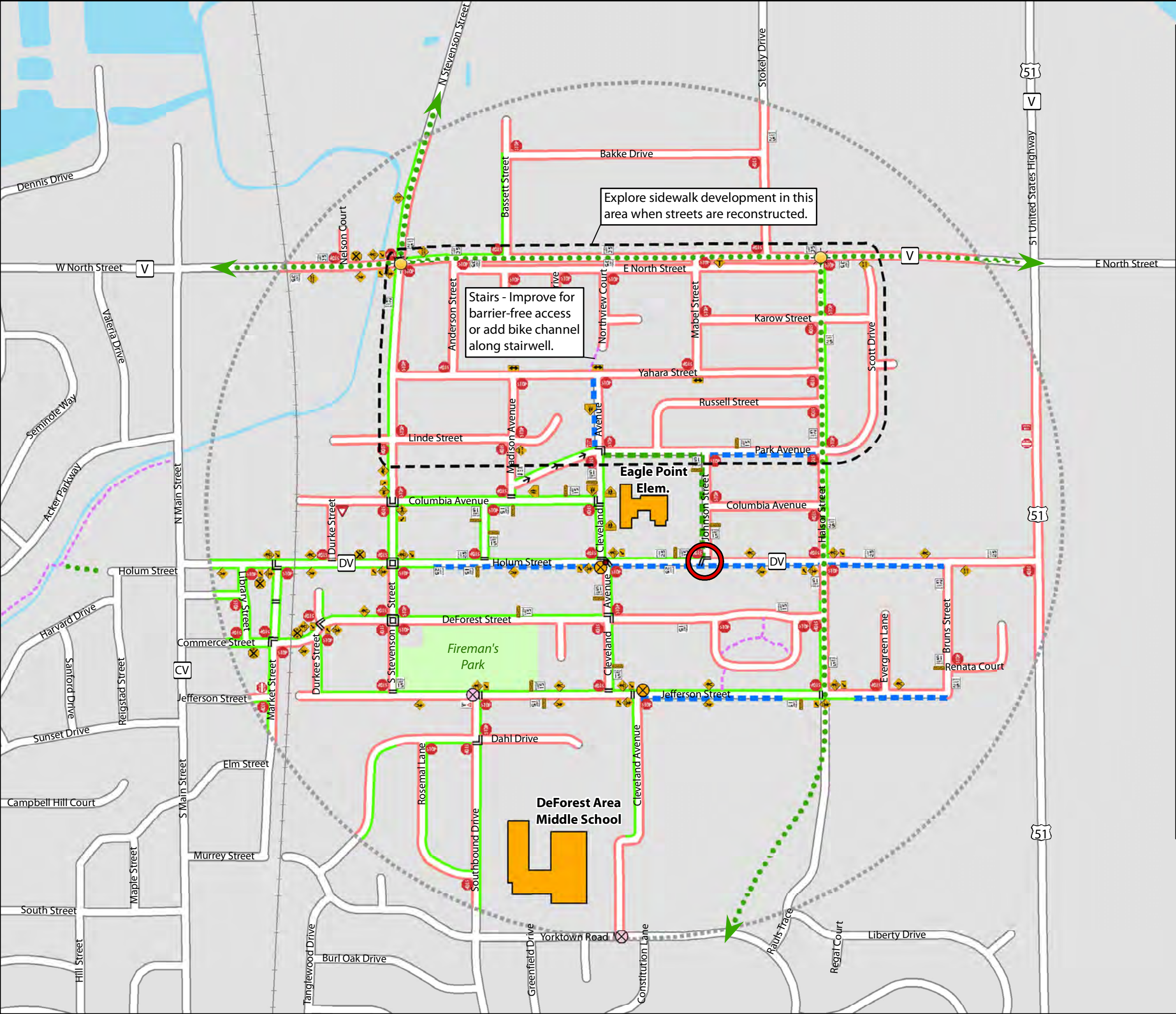
Proposed Improvements

- Recommended Sidewalk (Short term)
- Recommended Sidewalk (Long term)
- Recommended Crosswalk

Existing Conditions

- | | | | |
|-----|-------------------|--|----------------------------------|
| --- | Sidewalk | | Pedestrian Crossing |
| xxx | No Sidewalk | | In-Street Yield Sign |
| ... | Desire Line | | School Zone |
| -x- | Fence | | Wrong Way |
| == | Crosswalk | | 15 MPH Speed Limit |
| | Bus Queue | | 25 MPH Speed Limit |
| | Traffic Direction | | No Dogs Allowed |
| | Entrance | | Bus Drop Off Only |
| | Bike Rack | | Unauthorized Vehicles Prohibited |
| | Crossing Flags | | Right Turn Only |
| | Crossing Guard | | Do Not Enter |
| | Stop | | No Parking Here to Corner |
| | School Crossing | | |





Nighborhood Improvements

Eagle Point Elementary
Safe Routes to School Plan
DeForest Area School District

Legend

Proposed Improvements

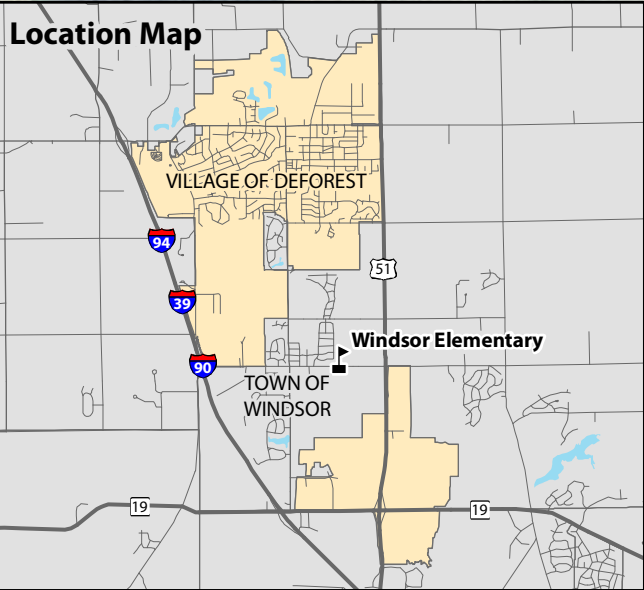
- Crossing Guard
- Pedestrian Crossing Beacon
- Recommended Sidewalk (Short-Term)
- Recommended Sidewalk (Long-Term)
- Planned Multi-Use Path
- Remove southbound crosswalk until sidewalk is constructed

Existing Conditions

- | | |
|------------------------|----------------------------------|
| Sidewalk | Yield to Pedestrians |
| No Sidewalk | One Way |
| Trail | Railroad Crossing |
| Crosswalk | Narrow Bridge |
| Eagle Point Elementary | Do Not Enter |
| 1/2 Mile School Radius | Wrong Way |
| Crossing Guard | Dead End |
| Stop | T Intersection |
| Stop Ahead | Two Directions |
| School Zone | 15 MPH Speed Limit |
| Crosswalk | 15 MPH Speed Limit (School Zone) |
| Crosswalk Ahead | 25 MPH Speed Limit |
| Yield | 35 MPH Speed Limit |

0 300 600
Feet

Project 2429.03
January 2011
Map E-1.2



Site Improvements

Windsor Elementary
Safe Routes to School Plan
DeForest Area School District

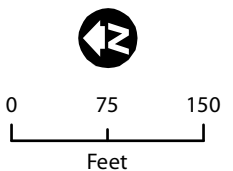
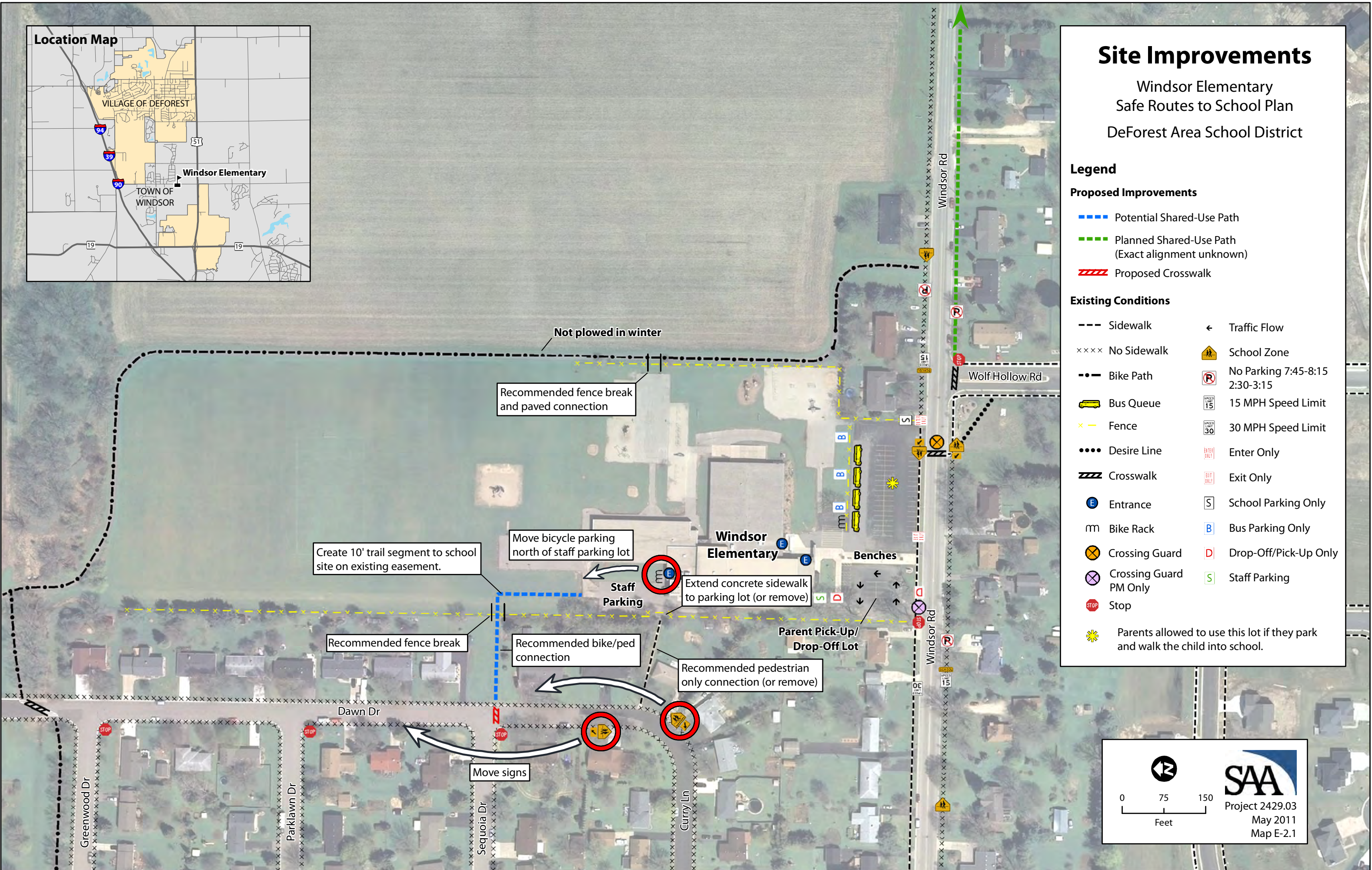
Legend

Proposed Improvements

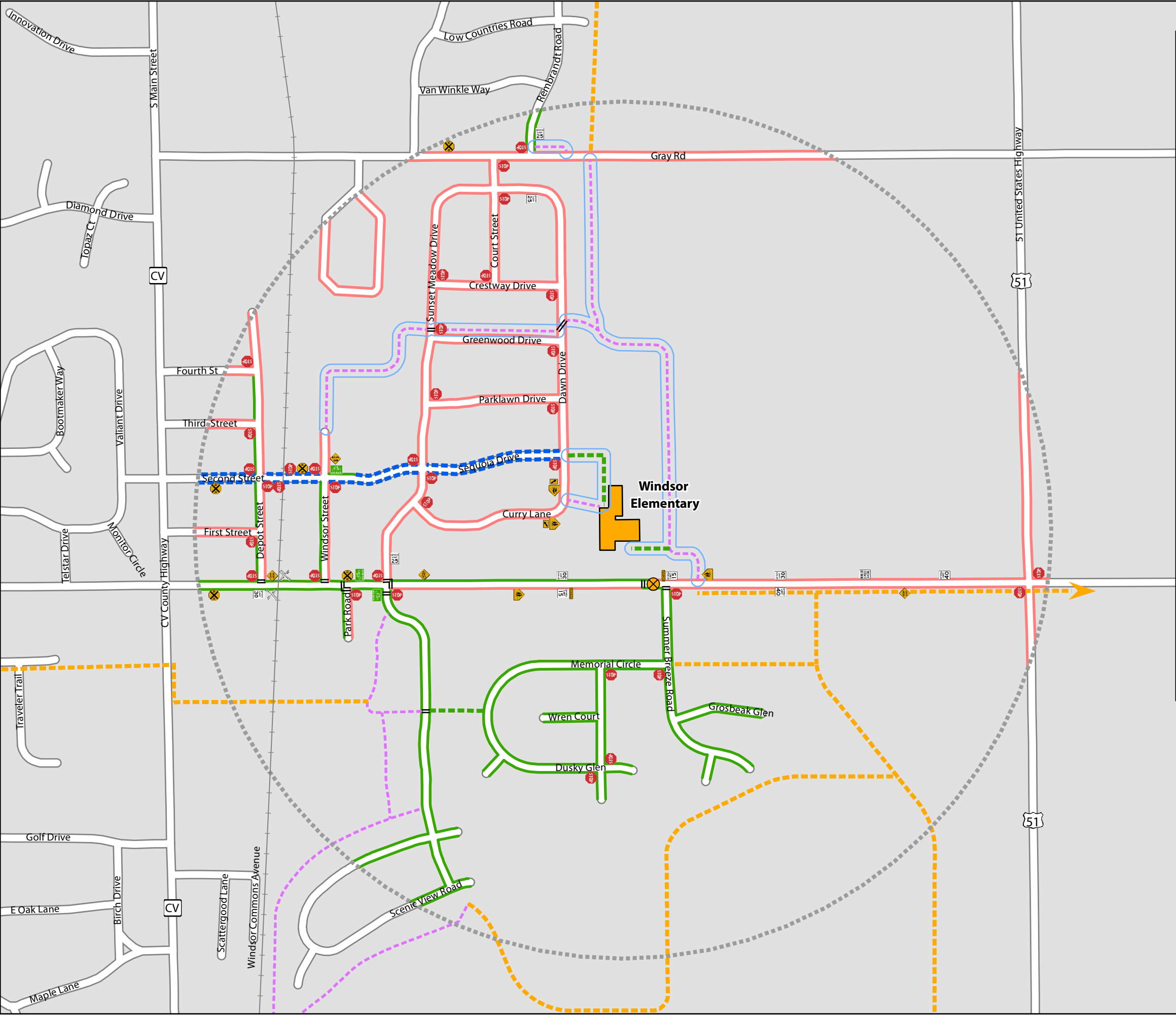
- Potential Shared-Use Path
- Planned Shared-Use Path (Exact alignment unknown)
- Proposed Crosswalk

Existing Conditions

- | | | | |
|-------|--|------------|-----------------------------------|
| --- | Sidewalk | ← | Traffic Flow |
| xxxx | No Sidewalk | ⚠ | School Zone |
| -.-.- | Bike Path | ⛔ | No Parking 7:45-8:15
2:30-3:15 |
| 🚌 | Bus Queue | 🚶 | 15 MPH Speed Limit |
| x--x | Fence | 🚶 | 30 MPH Speed Limit |
| | Desire Line | ENTER ONLY | Enter Only |
| --- | Crosswalk | EXIT ONLY | Exit Only |
| E | Entrance | S | School Parking Only |
| m | Bike Rack | B | Bus Parking Only |
| ⚡ | Crossing Guard | D | Drop-Off/Pick-Up Only |
| ⚡ | Crossing Guard PM Only | S | Staff Parking |
| STOP | Stop | | |
| 🌟 | Parents allowed to use this lot if they park and walk the child into school. | | |



SAA
Project 2429.03
May 2011
Map E-2.1



Neighborhood Improvements

Windsor Elementary
Safe Routes to School Plan
DeForest Area School District

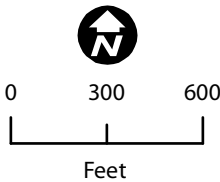
Legend

Proposed Improvements

- Planned Shared-Use Path (Village of DeForest Park & Open Space Plan)
- Recommended Shared-Use Path
- Recommended Sidewalk (Long-Term)
- Plow Trail Segments

Existing Conditions

- | | |
|--------------------|---------------------|
| Sidewalk | Dead End |
| No Sidewalk | 15 MPH Speed Limit |
| Trail | 25 MPH Speed Limit |
| Crosswalk | 30 MPH Speed Limit |
| Windsor Elementary | 40 MPH Speed Limit |
| 1/2 Miles Radius | Reduced Speed Ahead |
| Crossing Guard | Bike Crossing |
| Stop | Bike Route |
| Stop Ahead | Railroad |
| School Zone | Railroad Crossing |




SAA
Project 2429.03
April 2011
Map E-2.2


Site Improvements


Yahara Elementary
Safe Routes to School Plan
DeForest Area School District

Legend

Proposed Improvements


 Do Not Enter

 One Way

 Recommended Trail

Existing Conditions

 Sidewalk

 No Sidewalk

 Crosswalk


 Desire Line

 Entrance

 Crossing Guard


 Bus Queue


 Traffic Direction

 Bike Rack

 School Zone

 Right Turn Only

 No Parking Any Time

 No Parking 7:45-8:15, 2:30-3:15

Yahara Park

Seminole Way

Old Indian Trail

Winn Ct

If formalized access through Yahara Park is developed, install bike racks and concrete pad

Yahara Elementary

Bike racks in warm weather

Narrow sidewalk/icy hill

Parking/queueing lane
Passing/travel lane
Parent pick-up/
drop-off loop

N Lexington Pkwy

Extend sidewalk to curb on school grounds

Install "One-Way" signs

Install "Do Not Enter" signs

Old Indian Trail

Meadow Oak Trail



0 60 120
Feet








Project 2429.03
January 2011
Map E-3.1

Neighborhood Improvements

Yahara Elementary Safe Routes to School Plan DeForest Area School District

Legend

Proposed Improvements

-  Install user-actuated crossing beacon
-  Planned Trail (DeForest Parks and Open Space Plan)
-  Recommended Crosswalk
-  Recommended Sidewalk (Long term)
-  Difficult crossings as identified by stakeholders

Existing Conditions














-  No Sidewalk
-  Sidewalk
-  Trail
-  Crosswalk
-  Yahara Elementary
-  1/2 Mile Radius
-  Stop
-  15 MPH Speed Limit
-  25 MPH Speed Limit
-  35 MPH Speed Limit
-  Dead End
-  School Zone
-  Yield

Image 1



Recommended pedestrian refuge islands

Planned Housing Units

Sidewalk not cleared in winter

See image 1

Yahara Elementary

N Lexington Pkwy

Eaglewatch Drive

Overlook Terrace

Mohican Pass

Acker Parkway

Riverwood Bend

Sunset Drive

Stonebridge Terrace

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

South Street

Mayapple Circle

S Lexington Parkway

River Road

Prairie

Grass Trail

Clover Lane

Mohawk Trail

W Lexington Parkway

Trail Side Drive

Meadow View Lane

Pheasant Lane

Hilltop Circle

V County Highway

Seminole Way

Winn Court

Tara Ct

Cherokee Ct

Cheyenne Ct

Valeria Drive

N Main Street

Harvard Drive

Sanford Drive

Reigstad Street

Core Street

Campbell Hill Court

Maple Street

Hill Street

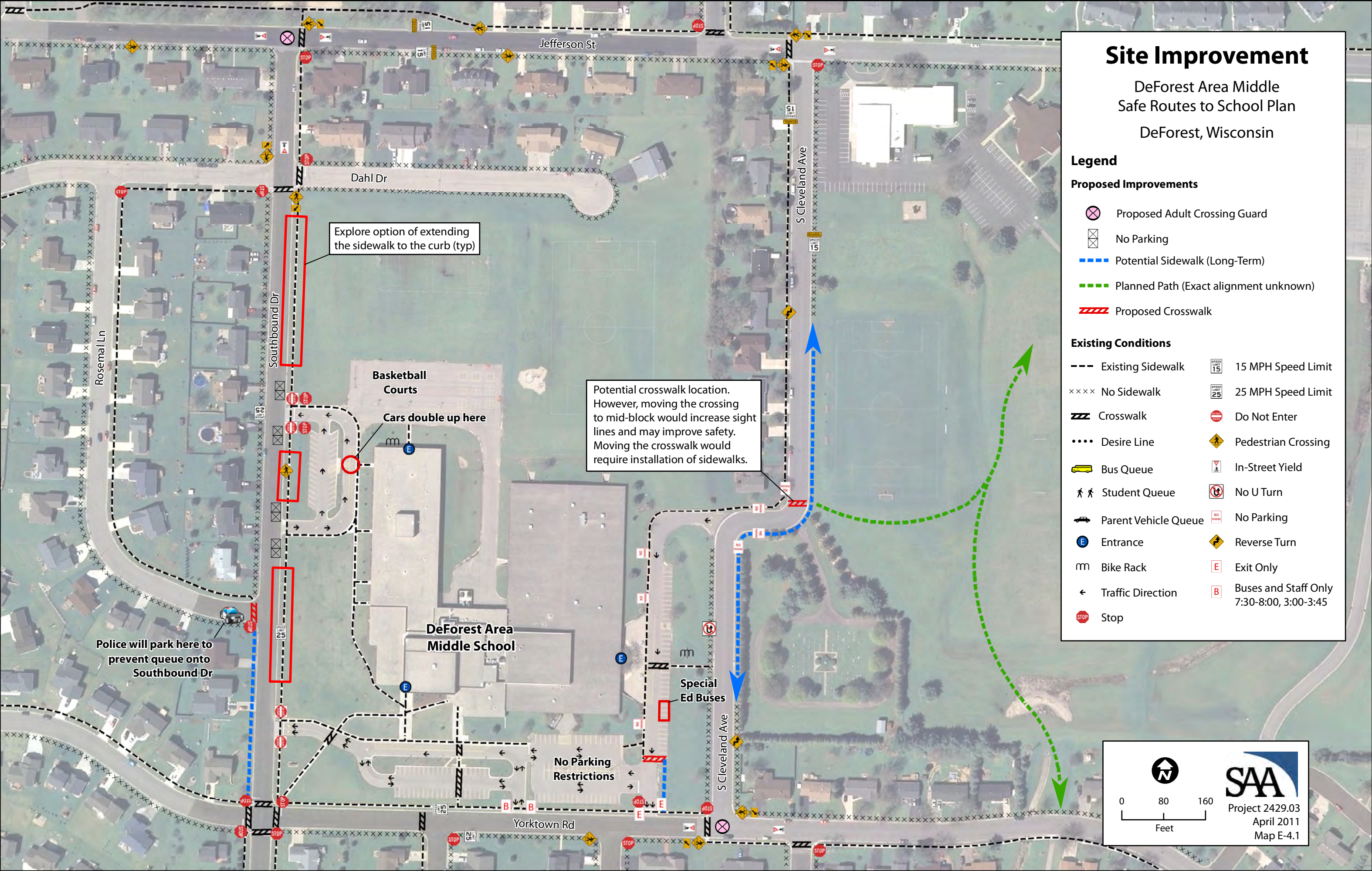
South Street

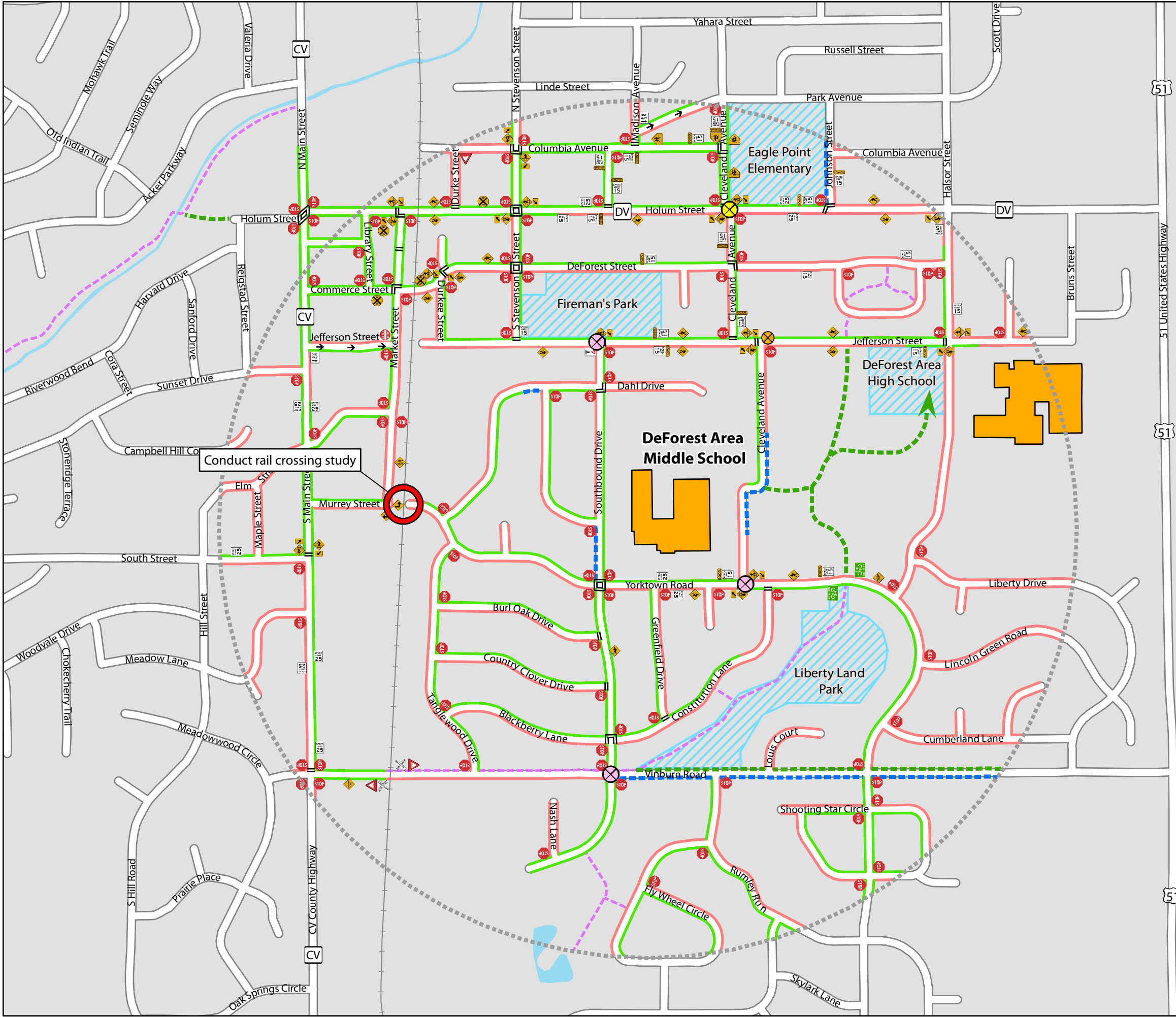
Mayapple Circle

S Lexington Parkway

River Road

Prairie





Neighborhood Improvements

DeForest Area Middle School
Safe Routes to School Plan
DeForest Area School District

Legend

Proposed Improvements

- Recommended Adult Crossing Guard
- Eagle Point Adult Crossing Guard
- Potential Sidewalk (Long-Term)
- Planned Path (Exact alignment unknown)
- Potential Satellite Lot

Existing Conditions

- | | |
|----------------------------------|----------------------|
| Sidewalk | Crosswalk |
| No Sidewalk | Crosswalk Ahead |
| Trail | Railroad Crossing |
| Crosswalk | Railroad Crossing |
| DeForest Area Middle | Do Not Enter |
| 1/2 Mile Radius | Road Narrows |
| Crossing Guard | Bike Crossing |
| Stop | Bike Route |
| Stop Ahead | Yield |
| School Zone | Yield to Pedestrians |
| 15 MPH Speed Limit | Turn |
| 15 MPH Speed Limit (School Zone) | One Way |
| 25 MPH Speed Limit | |

0 300 600
Feet

Project 2429.03
April 2011
Map E-4.2

Appendix F:

Adopting Resolution

RESOLUTION 2011-048

A RESOLUTION DECLARING THE INTENTION OF THE DEFOREST VILLAGE BOARD TO ENCOURAGE MORE OF DEFOREST'S CHILDREN TO TRAVEL TO SCHOOL SAFELY, USING NON-MOTORIZED TRANSPORTATION, AND TO ENCOURAGE EFFORTS TO IMPROVE THE ROUTES THOSE CHILDREN TAKE TO TRAVEL TO AND FROM SCHOOL SAFELY.

WHEREAS, there is a decline in the extent to which DeForest children walk to school; and

WHEREAS, when new schools are built without connections to neighborhoods children need to be driven to school and cannot walk or bike to school; and

WHEREAS, walking and biking to school supports childhood health by encouraging active lifestyles and reducing childhood obesity; and

WHEREAS, walking and biking to school increases children's ability to interact socially within the community environment; and

WHEREAS, walking and biking to school increases the readiness of students to learn when they arrive at school; and

WHEREAS, more children walking and biking to school will reduce automobile traffic congestion in school zones, resulting in improved air quality and reduced fuel consumption; and

WHEREAS, the United States Congress has set aside grant monies for Safe Routes to School Projects through the State of Wisconsin, Department of Transportation; and

WHEREAS, the Village of DeForest applied for and received grant monies to develop a Safe Routes to School Plan; and

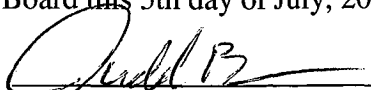
WHEREAS, the Task Force comprised of community, school, and civic leaders has successfully prepared a Safe Routes to School Plan; and

WHEREAS, physical infrastructure and programming improvements to increase community attention to pedestrians and bicyclists, primarily aimed at helping school children walk and bike to school safely, will benefit the entire community.

NOW, THEREFORE, BE IT RESOLVED, that this Village Board endorses the DeForest Safe Routes to School Plan.

BE IT FURTHER RESOLVED, that this Village Board will participate with other agencies and organizations, both public and private, in developing and promoting strategies to implement safer non-motorized routes to school.

Adopted at a regular meeting of the Village Board this 5th day of July, 2011.


Judd Blau, Village President

Attest: 
LuAnn Leggett, Village Clerk

Vote: 6-0 Date Adopted: 7-5-2011

RESOLUTION NUMBER _____

SAFE ROUTES TO SCHOOL

A RESOLUTION DECLARING THE INTENTION OF THE DASD BOARD OF EDUCATION TO ENCOURAGE MORE OF DEFOREST'S CHILDREN TO TRAVEL TO SCHOOL SAFELY, USING NON-MOTORIZED TRANSPORTATION, AND TO ENCOURAGE EFFORTS TO IMPROVE THE ROUTES THOSE CHILDREN TAKE TO TRAVEL TO AND FROM SCHOOL SAFELY.

WHEREAS, there is a decline in the extent to which DeForest children walk to school; and

WHEREAS, when new schools are built without connections to neighborhoods children need to be driven to school and cannot walk or bike to school; and

WHEREAS, walking and biking to school supports childhood health by encouraging active lifestyles and reducing childhood obesity; and

WHEREAS, walking and biking to school increases children's ability to interact socially within the community environment; and

WHEREAS, walking and biking to school increases the readiness of students to learn when they arrive at school; and

WHEREAS, more children walking and biking to school will reduce automobile traffic congestion in school zones, resulting in improved air quality and reduced fuel consumption; and

WHEREAS, the United States Congress has set aside grant monies for Safe Routes to School Projects through the State of Wisconsin, Department of Transportation; and

WHEREAS, the Village of DeForest applied for and received grant monies to develop a Safe Routes to School Plan; and

WHEREAS, the Task Force comprised of community, school, and civic leaders has successfully prepared a Safe Routes to School Plan; and

WHEREAS, physical infrastructure and programming improvements to increase community attention to pedestrians and bicyclists, primarily aimed at helping school children walk and bike to school safely, will benefit the entire community.

NOW, THEREFORE, BE IT RESOLVED:

That DASD Board of Education endorses the DeForest Safe Routes to School Plan.

BE IT FURTHER RESOLVED:

That this DASD Board of Education will participate with other agencies and organizations, both public and private, in developing and promoting strategies to implement safer non-motorized routes to school.

PASSED AND ADOPTED this 22nd day of August, 2011.

ATTEST:

Kate Lind
Board Clerk

APPROVED:

Janis Berg