

OSCEOLA SAFE ROUTES TO SCHOOL PLAN

2022







Prepared for:

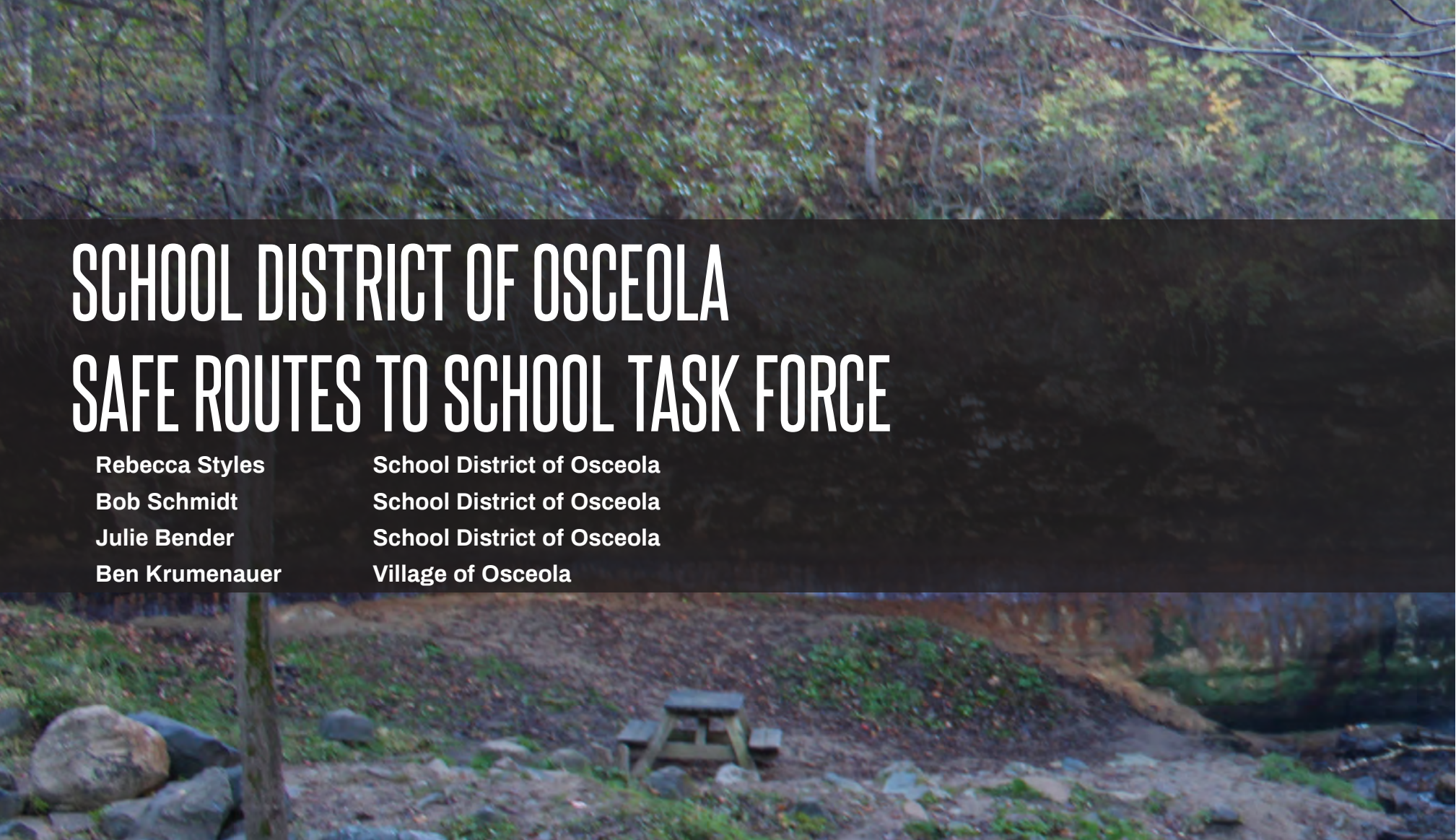
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SCHOOL DISTRICT OF OSCEOLA SAFE ROUTES TO SCHOOL TASK FORCE

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SRTS 2022



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EXECUTIVE SUMMARY

Executive Summary

Safe Routes to School (SRTS) is an international movement that promotes walking and biking to school. SRTS began in the 1970s in Denmark in response to an alarming number of child injuries and fatalities due to vehicle-pedestrian accidents. SRTS reached the United States in 1997, when The Bronx, New York City received local funds to implement a SRTS program. The success of the program convinced other communities to adopt similar measures. By 2000, SRTS programs had spread nationwide. In 2005, Congress recognized the importance of these programs and consequently signed a federally funded SRTS program into law.

The SRTS program has its roots in both health and transportation safety. The major program goals are to make the school trip safer for walking and biking and to encourage children to walk and bike to and from school. SRTS strives to reduce congestion around schools, improve the health of school-aged children through increased physical activity, reduce vehicle emissions and fuel consumption, increase community security, enhance community accessibility, increase community involvement, and improve partnerships among schools, local municipalities, parents, and other community groups.

In September 2021, the School District of Osceola, and Village of Osceola started working on their SRTS Plan. In 2022 the plan was completed for the entire district.



During the planning process, WCWRPC met with staff from the district to help determine issues and opportunities for each school. Together, the schools and task force worked together to identify issues and opportunities, and then developed possible recommendations to make walking and biking to and from each school safer for students.

As part of the planning process, collecting and analyzing existing conditions and data are extremely important. The task force members discussed existing conditions, both for the entire district and for individual schools, and summarized a list of key district-wide findings shown here.

The complete list of district-wide findings can be found in Section IV, and school-specific findings can be found on the detailed school pages found in Section III.

KEY FINDINGS INCLUDE:

Due to existing conditions, the district allows busing for all or the vast majority of students.

Speeding and inattentive drivers are extremely common adjacent to schools and along routes where students are walking/biking.

Due to speed of traffic and safety of intersections, parents and school staff view certain areas around schools as dangerous for walkers/bikers.

There is strong local interest to significantly increase the number of students walking/biking to school.

Opportunities exist for an increase in SRTS programs and projects.

Adult crossing guards do not have consistent uniforms or signage.



Strategies

The SRTS framework recommends using six categories for analyzing issues and developing strategies. These are called the Six Es. Recommendations in the plan were developed using all six Es (Engagement, Equity, Engineering, Encouragement, Education, and Evaluation). All proposed strategies were reviewed by staff at each respective school along with the SRTS task force.

Each school has a SRTS map in their respective four-page section. When applicable, the map shows the school's safe route to school corridors. All maps were reviewed and approved by the respective school and the task force.

Funding

This project was funded by School District of Osceola, and the Village of Osceola. A primary funding source for SRTS planning and infrastructure is the Federal Transportation Alternatives Program (TAP). In Wisconsin TAP is administered by the Department of Transportation (WisDOT) and dedicated to projects that focus on non-motorized transit, particularly those projects that address the SRTS focus on biking and walking. Both infrastructure and non-infrastructure (planning) projects are eligible. Osceola, along with 6 other school districts and WCWRPC, were awarded a TAP grant to develop new SRTS Plans.

Other grants may be appropriate for smaller projects. Other funding sources from both health and transportation sources are listed and described in Section VI.





SECTION I. INTRODUCTION

Safe Routes to School Program

Safe and enjoyable environments for students to walk and bike to/from school should not be viewed as an extreme concept. Rather, it should be a basic component of how we design a community. In other parts of society we protect people from vehicles with pedestrian zones, higher speeding fines, traffic calming, and reduced speed limits. We should enact the same types of precautions adjacent to our schools and along corridors to our schools.

An active SRTS program will help the Osceola area create safer, easier, and more enjoyable walking and biking routes to school so more students choose walking and biking as their main mode of transportation. There are a number of benefits to the entire community when walking and biking conditions are improved.

Safer Routes

One of the reasons parents do not allow their children to walk and bike to school is because the routes to school are too dangerous. Problems such as incomplete, poorly maintained, or missing sections of sidewalks and trails, congested streets, high traffic speeds, and unsafe crossings in the vicinity of schools discourage walking and biking to school. SRTS programs help communities identify and fix these problems making it safer for all residents and visitors to the area.



Healthier Children

In the past few decades, the number of active children in the United States has decreased and the number of overweight children has almost doubled. As of 2018, Wisconsin Department of Health Services reports that 67% of adults and 42% of high school students in the state are overweight or obese. In addition, children spend far less time being active than at any time in the past. Numerous health organizations and associations recommend that children participate in at least 60 minutes of moderate to vigorous physical activity every day. One of the ways to achieve a large portion of this goal is to walk or bike to school. Overall, SRTS programs encourage children to be more active by walking and biking to school.

Cleaner Environment

Emissions from vehicles pollute the air our children breathe and can cause serious health problems such as asthma and bronchitis. Motor vehicle use is now generally recognized as the source of more air pollution than any other single human activity. In order to decrease air pollution, communities should look to reduce the number of vehicles on the roads, and especially the masses of vehicles that converge and idle in the vicinity of schools. Fewer cars emitting pollutants will improve the air quality, thus decreasing health problems in children. SRTS programs aim to decrease the number of cars in the vicinity of schools thereby creating a cleaner environment.

Other Desired Outcomes of Safe Routes to School:

- » Enhanced community accessibility.
- » Increased community involvement.
- » Reduced fuel consumption.
- » Increased community security.
- » Improved partnerships among schools, local municipalities, parents, and other community groups.

6 Es

In order to accomplish the goals of SRTS programs, the school district and Village will use the “Six Es” framework: Engagement, Equity, Engineering, Encouragement, Education, and Evaluation. This comprehensive approach allows communities to maximize the number of students walking and biking to school.

Engagement

All SRTS initiatives should begin by listening to students, families, teachers, and school leaders and working with existing community organizations, and build intentional, ongoing engagement opportunities into the program structure.

Equity

It is important to work to support safe, active, and healthy opportunities for children and adults in lower-income neighborhoods, people with disabilities, minorities, and beyond. Throughout the implementation process, it is vital to incorporate equity concerns throughout the other E’s to understand and address obstacles, create access, and ensure safer and equitable outcomes.



Engineering

Problems with the physical environment around schools such as damaged or missing sidewalks, high traffic speeds, or unsafe crosswalks prevent children from walking and biking safely and easily to and from school. These problems can be dangerous enough to cause pedestrian injuries and fatalities, often to children. Clearly, a safer physical environment is necessary for enabling children to walk and bike to school. Therefore, certain federal funds can be used to make infrastructure improvements that will fix these problems and make the physical environment safer for children. Improving the physical environment near schools is necessary for a successful SRTS program. In addition, other measures are needed, in tandem with those improvements, to get students walking and biking to school.

Encouragement

Another key component to the SRTS program is encouraging children to walk and bike to school. Convincing children, as well as parents and guardians, that walking and biking to school is safe, fun, and healthy can be a difficult task, especially since changing habits may challenge a parent's already busy schedule or established routine of driving their child to school. That is why a comprehensive SRTS program offers activities and events that promote walking and biking to school that are fun, safe, and easy. This will help to ease the safety concerns of parents and guardians in their decision to allow their children to walk and bike to school.

Education

Educating children and parents is an important part of SRTS. Children as well as parents need to learn about biking and walking safety and about the benefits of walking and biking to school. Equally important is educating drivers about safe driving around schools. These programs will help walkers, bikers, and drivers to think about safety first.

Evaluation

Assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach are essential in implementing an effective SRTS plan. Evaluation techniques such as surveys will help communities see the current walking and biking behaviors and understand the attitudes that parents and children have towards walking and biking. With this information, communities can make the necessary adjustments to change behaviors and attitudes.

Evaluation of the program will be vital to continuing SRTS programming. The ability to show improvements by comparing before and after data is very helpful in maintaining local commitment to the program. Even more, evaluation can show what techniques did or did not work so that adjustments can be made in the future.

Background

The School District has a total enrollment of 1,493 K-12 students. Students attending the school district primarily live in the Village of Osceola and the Towns of Farmington, Alden and Garfield. Large rural areas in the towns of Farmington, Osceola, Alden and Garfield are also served by the district. The School District of Osceola contains one elementary schools (grades K-2), one intermediate school (3-5), one middle school (6-8), and one high school (9-12). In the 2021-2022 enrollment year the school district had 314 elementary school students, 378 intermediate school students, 387 middle school students, and 521 high school students.

Osceola's 2020 population was 2,642. Some school attendance areas have experienced more growth than others, and it is anticipated that in the near future there will be additional residential development within the School District of Osceola boundary. However, a significant percentage of the areas where development will occur will not be located in areas where students will be able to easily walk or bike to school, primarily due to distance.

Economic status of students is closely monitored in Wisconsin by the Wisconsin Department of Public Instruction (DPI). Students are considered economically disadvantaged if the student is a member of a household that meets the income eligibility guidelines for free or reduced-price meals (less than or equal to 185% of Federal Poverty Guidelines) under the National School Lunch Program (NSLP). In the

2020-21 school year, 31.2% of Osceola students were considered economically disadvantaged. This can be further broken down as 45.5% of elementary students, 29% of intermediate school students, 30.5% of middle school students, and 26.7% of high school students. The percent economically disadvantaged is given for each school in Section III of this plan. Data show that the percent of School District of Osceola considered to be economically disadvantaged has been on the rise over the past 15 years. Economically disadvantaged students are more likely to rely on walking and biking to and from school.

Safe Routes to School Task Force

A SRTS task force is a group of people who represent different stakeholders of the SRTS program in the community and work together to develop and implement a plan to increase the number of students walking and biking to school. The Osceola SRTS Task Force developed a vision and goals for their SRTS program, considered relevant issues, and discussed strategies to overcome the barriers to walking and biking. This was done through meetings, school walk/bike audits, classroom tally sheets, and parent surveys. In addition to the task force, the planning process also included gathering input from representatives of each school.



Previous Safe Routes to School Work

This is the first SRTS Plan work that has been done by the Village of Osceola and School District of Osceola. However, in recent years, the Village has completed three Safe Routes to School infrastructure projects. Those projects include sidewalk connectivity and a trail through the Village. You can see those project on the map to the right. 1) Sidewalk connectivity along Highway 35. 2) Bicycle and Pedestrian Trail. 3) Sidewalk connectivity to new residential development.

Vision and Goals

A vision and two goals were developed to bring the SRTS program into focus and to ensure it fits the specific needs and desires of school district and municipalities. It is important to revisit the vision and goals throughout the planning and implementation stages of the program to ensure that projects are heading in the intended direction and in a coordinated manner. There may be times when the vision and goals need to be updated to meet changes in the local environment. Kept current, they will help to lead toward a unified implementation and realization of the vision.

The vision statement for Osceola is found on page 11. VIEWS is used as an acronym for the five points that encompass the framework for the SRTS program. Village collaboration, Innovative ideas, Equitable opportunities, Well-Connected systems, and Safe habits.

Goals:

- » Make walking and bicycling safe ways to get to school
- » Encourage more children to walk or bike to school for increased physical activity



SECTION II. EXISTING CONDITIONS



Safe Routes to School Task Force

The Osceola SRTS Task Force met four times beginning in September 2021. There were a variety of district-wide and school specific issues and opportunities that were brought up and discussed during the meetings. In addition, the task force reviewed all the survey data and parent comments from the surveys.

The Task Force also reviewed all the results from the walk and bike audits and the concerns that were brought up. Lastly, the Task Force reviewed all the proposed SRTS maps and made recommendations for changes and improvements.

Walk and Bike Audit

Walk and bike audits were performed at all schools in September 2021. Morning (during school drop-off) audits were conducted at all schools. WCWRPC facilitated the audits, and volunteers at each school assisted and provided input on issues and opportunities. These audits gave an opportunity to identify issues that affect kids walking and biking to school.

Excessive traffic speed and inattentive drivers were identified as a top concern district-wide. In addition, a variety of other issues, such as unmarked crosswalks, and incomplete sidewalks were noted at multiple schools. Possible ideas for improvements were noted and are detailed for each school in Section III.



Classroom Tally Sheets

Classroom tally sheets were used to find out what modes of transportation were used by students going to and from school over a one-week period. The tally sheets were completed in late September 2021. All SDO schools, except the OHS completed the classroom tally sheets. Altogether, two percent of the trips were students walking to/from school and one percent of the trips were students biking to/from school (Figure 1) at SDO.

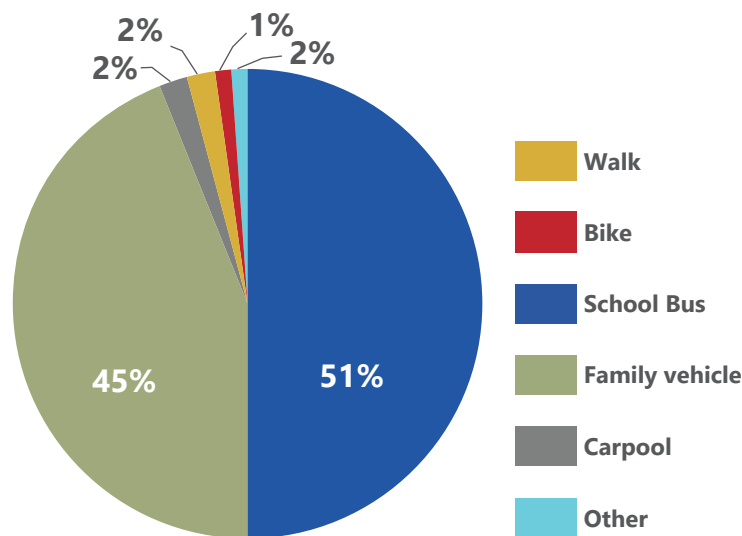


Figure 1: Chart showing total district student travel mode to/from school in percent (Classroom tally).

As is common at most every school, the classroom tally sheet showed that more students walk home than walk to school. This shows that many students that only walk home have the ability to walk to school in the A.M. as well. Figure 2 shows the results from each school along with the percentage of students that walk and bike to/from school.

Parent Surveys

The parent survey was made available for parents with children at all schools in the School District. There were a total of 428 responses to the survey. The number of surveys returned from each school ranged from 113 surveys at Osceola High School to 216 surveys at Osceola Middle School.

District-wide, the three most cited reasons why parents choose to not allow their children to walk or bike to/from school, other than distance, are related to traffic and intersection safety: 1) speed of traffic (43%), 2) sidewalks and pathways (36%), and 3) safety of intersections and crossings (31%). The table on page 24 shows which issues are most important at each school.

Attendance Area & Walk Zones

An important part of the planning process included reviewing each school's respective walk zone and how that walk zone relates to the school's attendance area. Walk zones are the



WALK/BIKE TO SCHOOL PERCENTAGES

School	Walk	Bike	Walk + Bike
Elementary School	1.61%	1%	1.61%
Intermediate School	1.59%	0.91%	2.49%
Middle School	2.57	1.24%	3.82%

Figure 2: Percentage of students that walk or bike to school based on total attendance at each school as determined from 2021 classroom tally.

designated areas considered to be walkable and where bus transportation is not provided. Some districts have specific distances for walk zones. School District of Osceola does not have a current walk zone. However, there has been previous talk and consideration for implementing one.

Crossing Guards

The School District of Osceola has volunteer crossing guards as well as staff assigned crosswalk crossing guards as a duty of their position.

Crash Data

Pedestrian and bicycle crash data from the State of Wisconsin and Village were used to locate areas with high crash numbers.

Data shows that over an 10-year time period, from 2011-2020, there were a total of 2 reported crashes involving a bicyclist within the Village boundaries.

Sidewalks

Sidewalks are the most important infrastructure to ensure safe walking in a community. In addition, due to road and traffic conditions, bicyclists often use sidewalks instead of riding in the street. It is important for a community to have a connected and expansive sidewalk system. Without sidewalks, pedestrians and many bicyclists are extremely more susceptible to being involved in a crash. The map on page 26 show where the Village has sidewalks and where it does not have sidewalks.

Walksheds

A walkshed is the network of streets within a defined walking distance of a specific location, such as a school. They are a more accurate way to identify actual walking routes and distances to destinations. Unlike approaches that measure straight-line distance to a destination, walksheds attempt to consider gaps in the network where streets don't connect and where there are physical barriers, cul-de-sacs, etc. Mapping walksheds on the street network helps identify individual street segments that pedestrians and cyclists are likely to take to a specific destination within a given walking distance or time.

Existing Conditions

ISSUES - “Which of the following issues affect your decision to not allow your child to walk or bike to/from school?” (from parent survey)



Schools	Number of surveys	Distance	Convenience of driving	Time	Child's participation in after-school activities	Speed of traffic	Sidewalks or pathways	Safety of intersections	Violence or crime	Weather or climate
High School	92	82%	7%	21%	16%	42%	35%	29%	16%	20%
Middle School	177	81%	5%	18%	12%	39%	33%	28%	16%	16%
Intermediate School	170	85%	3%	26%	9%	42%	32%	30%	14%	19%
Elementary School	161	81%	3%	24%	4%	50%	42%	38%	14%	20%
All surveys	600	83%	4%	22%	10%	43%	36%	31%	15%	19%



School District of Osceola Attendance Area

The map to the right shows the attendance area for the School District of Osceola

Legend



Schools

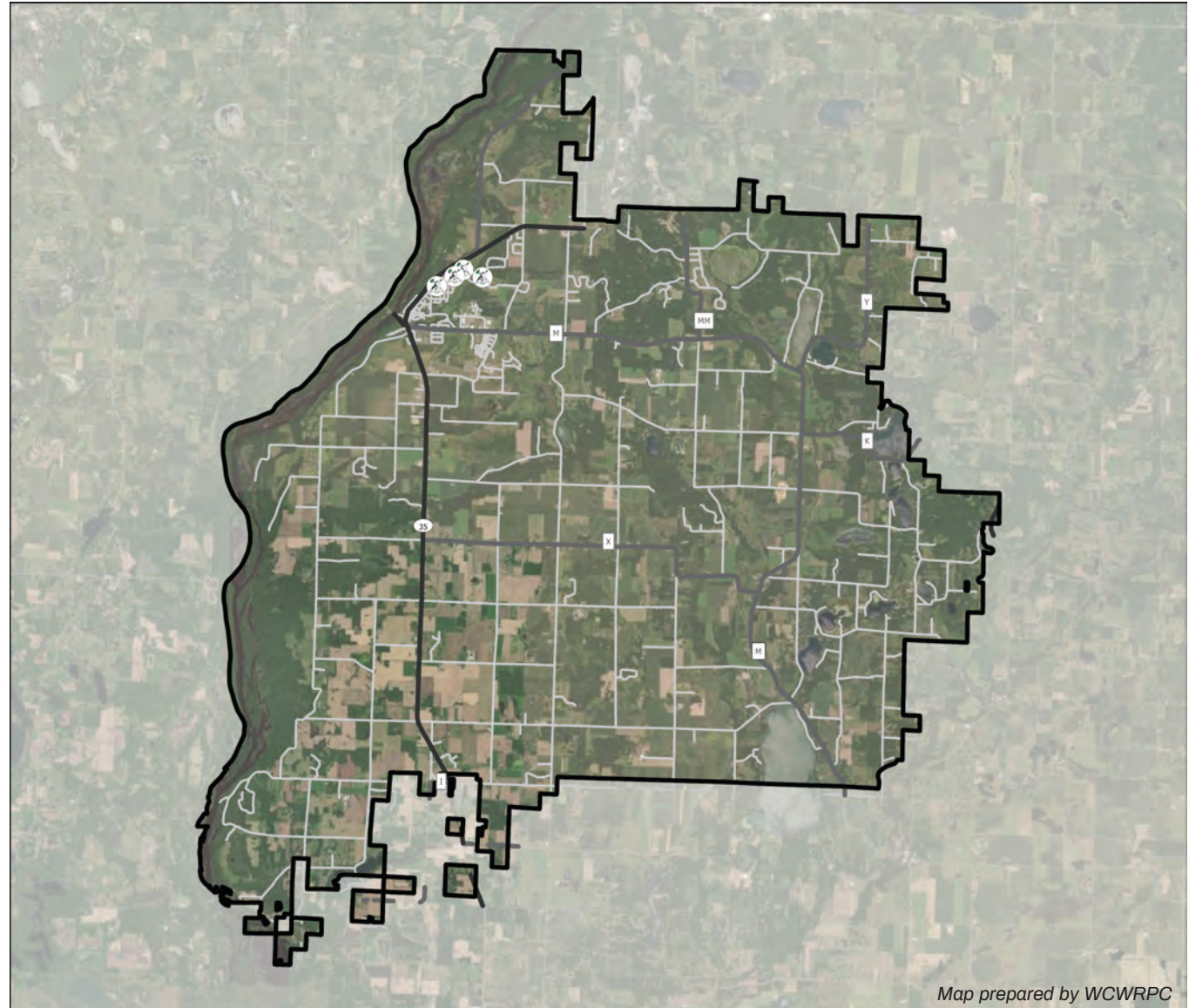


School District of Osceola
Boundary

October 2021



Data Sources:
2018 Aerial Image (USDA)
School District of Osceola
Village of Osceola








Map prepared by WCWRPC

Sidewalks

The map to the right shows the locations for existing sidewalks and the areas where there are no existing sidewalks.

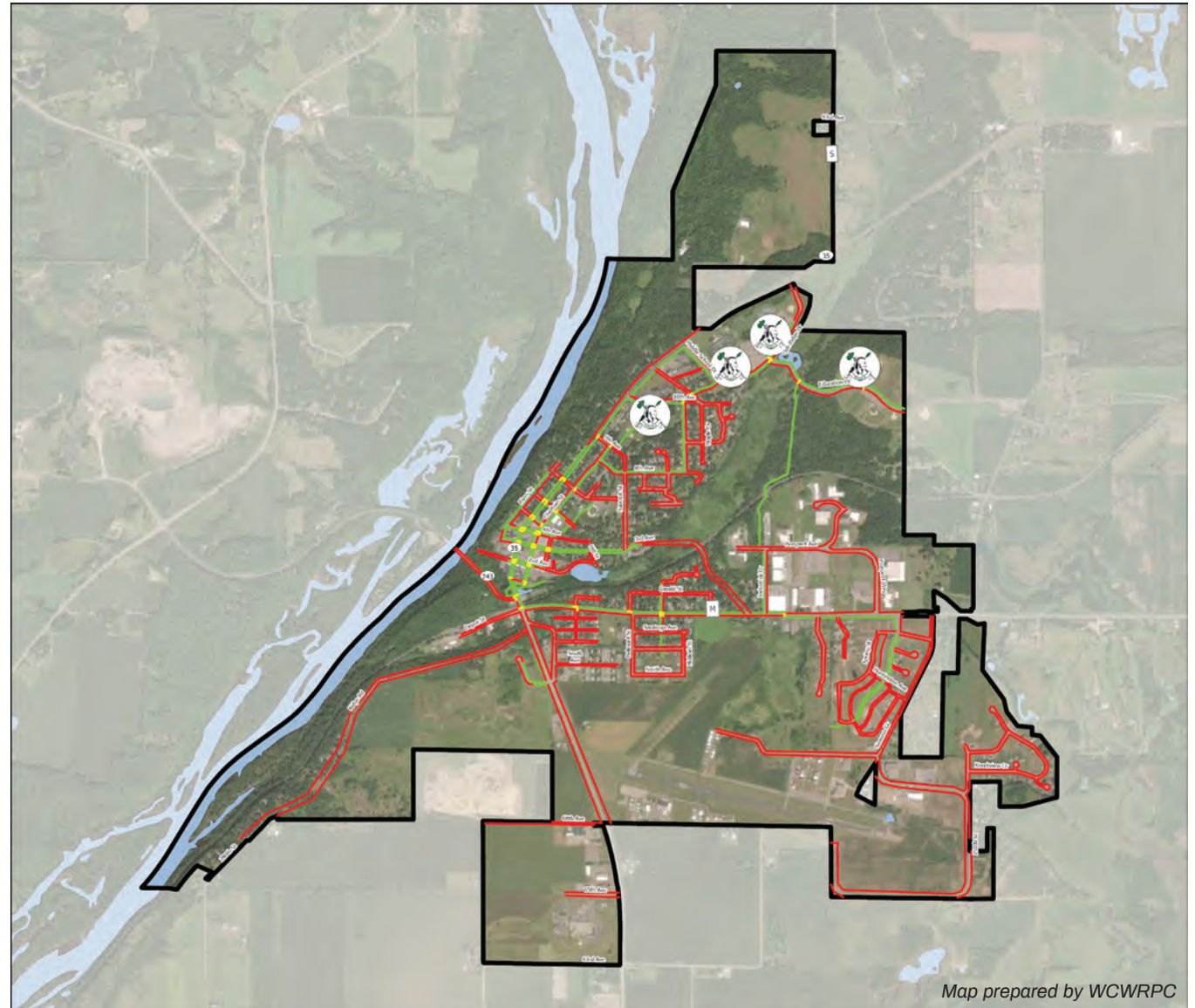
Legend

-  Schools
-  Crosswalk
-  No Sidewalk
-  Existing Sidewalk
-  Village of Osceola Boundary

October 2021

0 0.25 0.5 1
Miles

Data Sources:
2018 Aerial Image (USDA)
School District of Osceola
Village of Osceola










Heat Map

The map to the right shows the locations for crashes between 2011 and 2020. It also shows the most dense area of crashes.

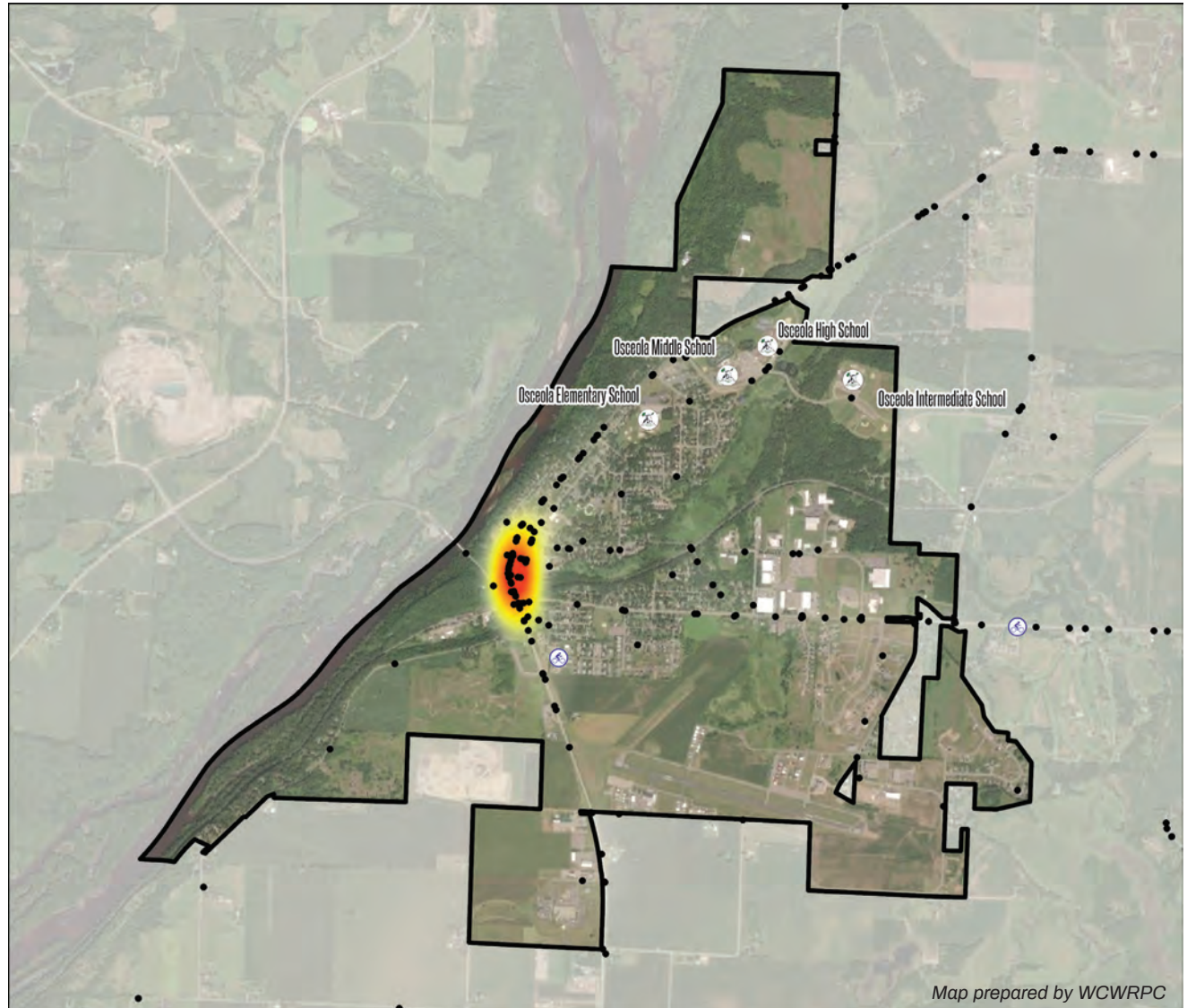
Legend

-  Schools
-  Crash Location (260)
-  Bicycle Involved (2)
-  Village of Osceola Boundary
- Crash Density
 Low High

October 2021

0 0.25 0.5 1 Miles

Data Sources:
 2018 Aerial Image (USDA)
 School District of Osceola
 Village of Osceola









Map prepared by WCWRPC

Walkshed and Sidewalks

The map to the right shows the 1 mile and 1/2 mile walkshed to the high school. It also shows the areas within the walkshed that has existing sidewalks and where no sidewalks are present.

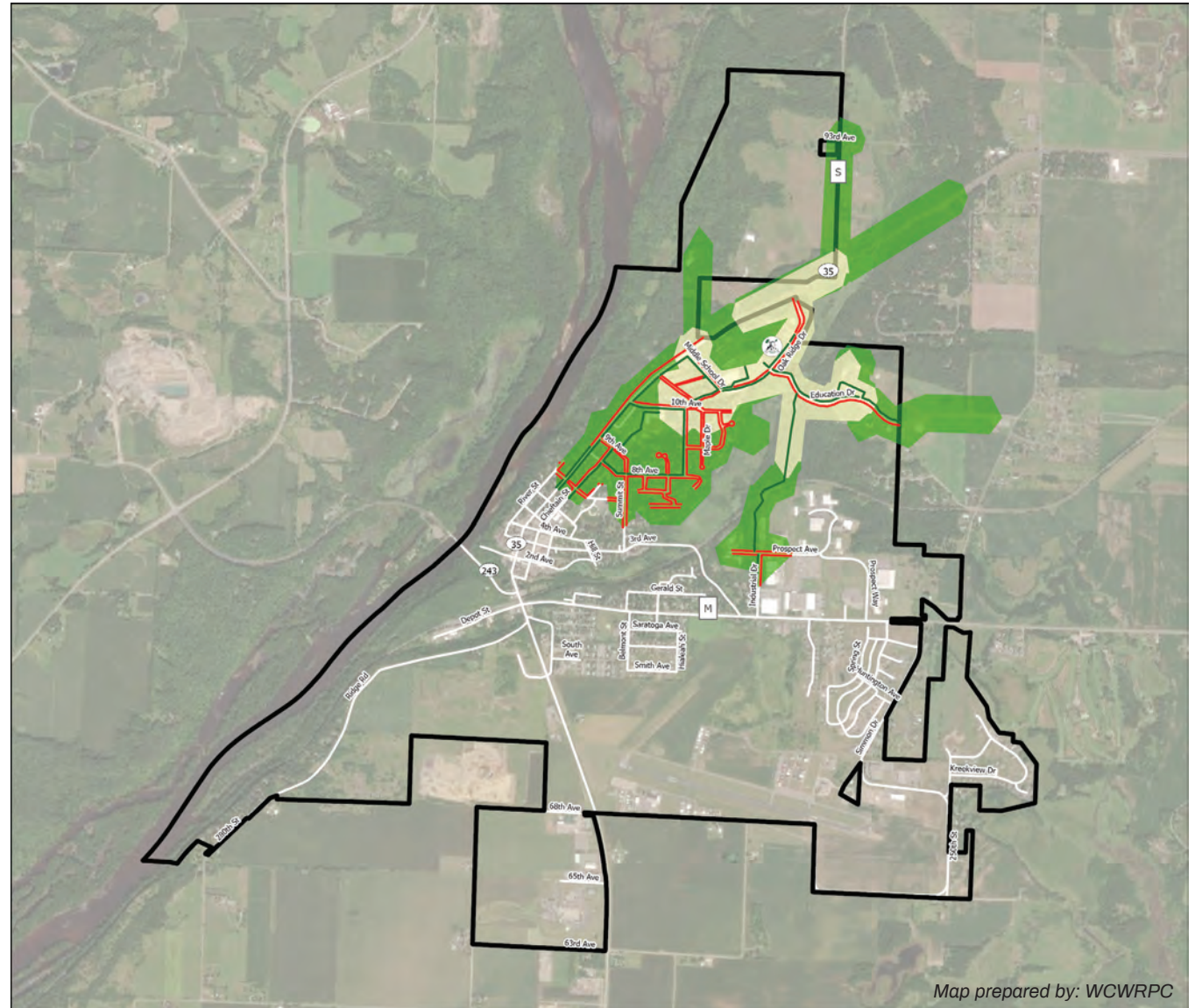
Legend

-  Schools
-  No Sidewalks
-  Existing Sidewalks
-  1 Mile Walkshed
-  1/2 Mile Walkshed
-  Village of Osceola Boundary

October 2021



Data Sources:
2018 Aerial Image (USDA)
School District of Osceola
Village of Osceola









Map prepared by: WCWRPC



Walkshed and Sidewalks

The map to the right shows the 1 mile and 1/2 mile walkshed to the middle school. It also shows the areas within the walkshed that has existing sidewalks and where no sidewalks are present.

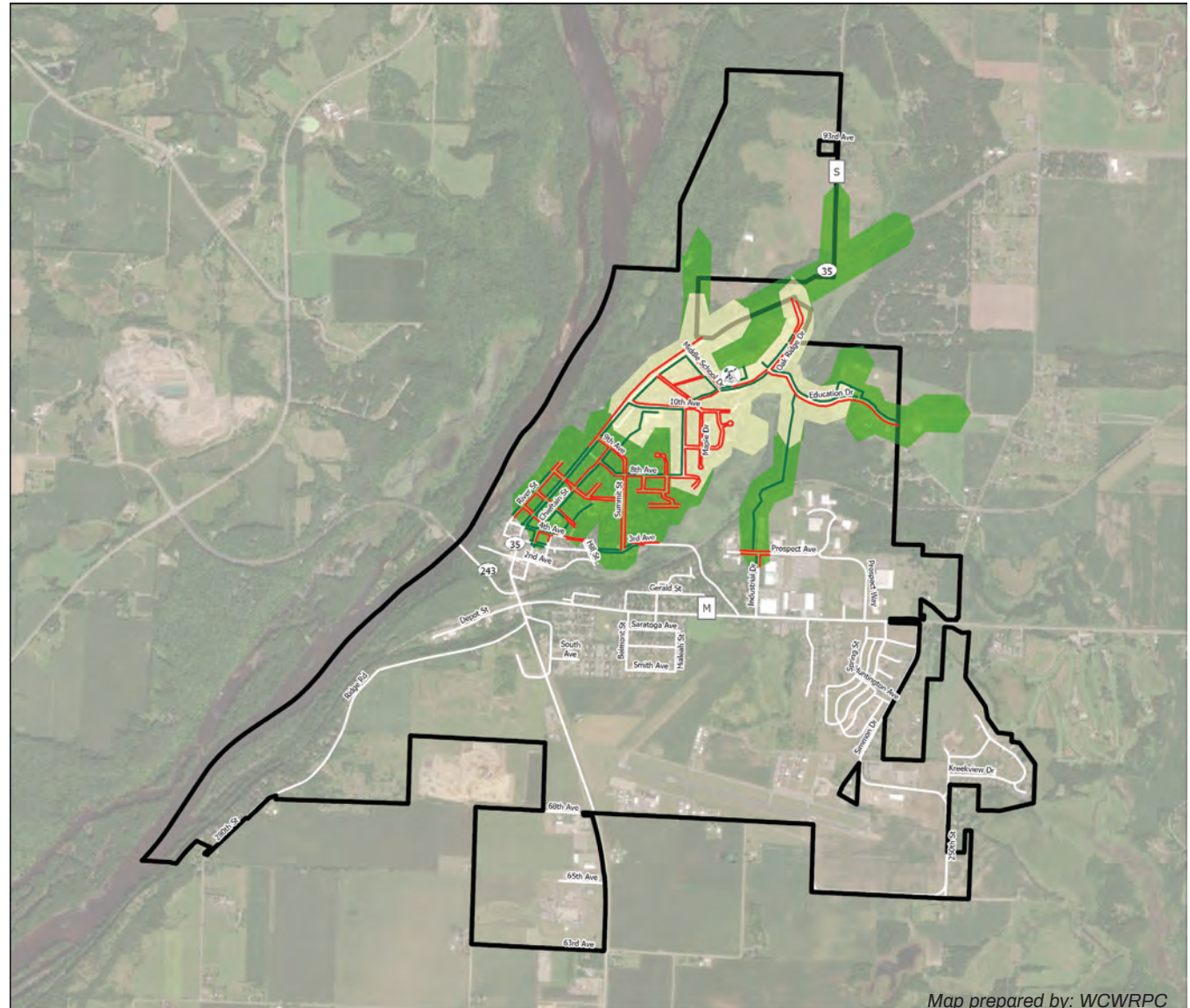
Legend

-  Schools
-  No Sidewalks
-  Existing Sidewalks
-  1 Mile Walkshed
-  1/2 Mile Walkshed
-  Village of Osceola Boundary

October 2021



Data Sources:
 2018 Aerial Image (USDA)
 School District of Osceola
 Village of Osceola









Map prepared by: WCWRPC

Walkshed and Sidewalks

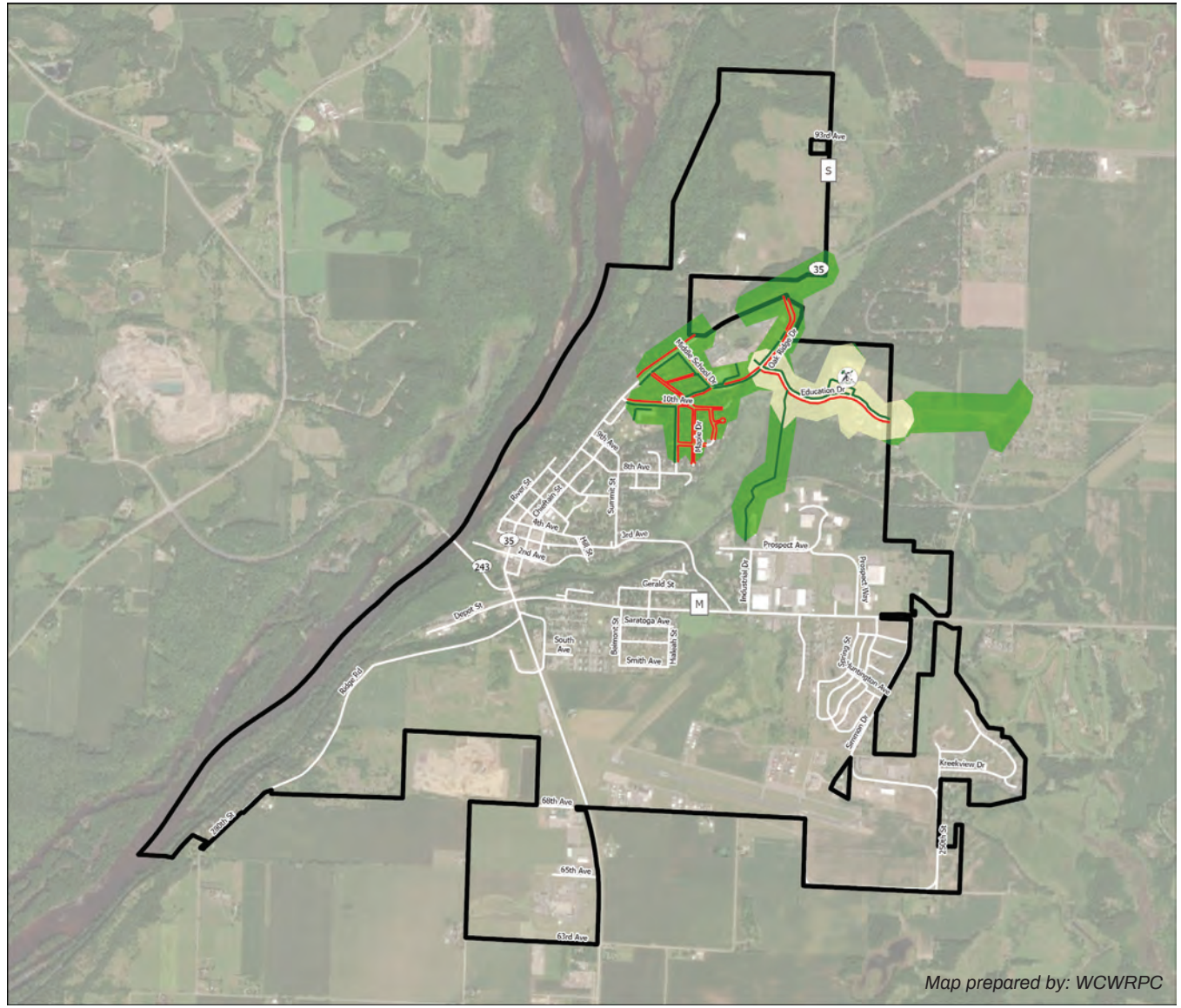
The map to the right shows the 1 mile and 1/2 mile walkshed to the intermediate school. It also shows the areas within the walkshed that has existing sidewalks and where no sidewalks are present.

Legend

-  Schools
-  No Sidewalks
-  Existing Sidewalks
-  1 Mile Walkshed
-  1/2 Mile Walkshed
-  Village of Osceola Boundary



Data Sources:
 2018 Aerial Image (USDA)
 School District of Osceola
 Village of Osceola









Map prepared by: WCWRPC



Walkshed and Sidewalks

The map to the right shows the 1 mile and 1/2 mile walkshed to the elementary school. It also shows the areas within the walkshed that has existing sidewalks and where no sidewalks are present.

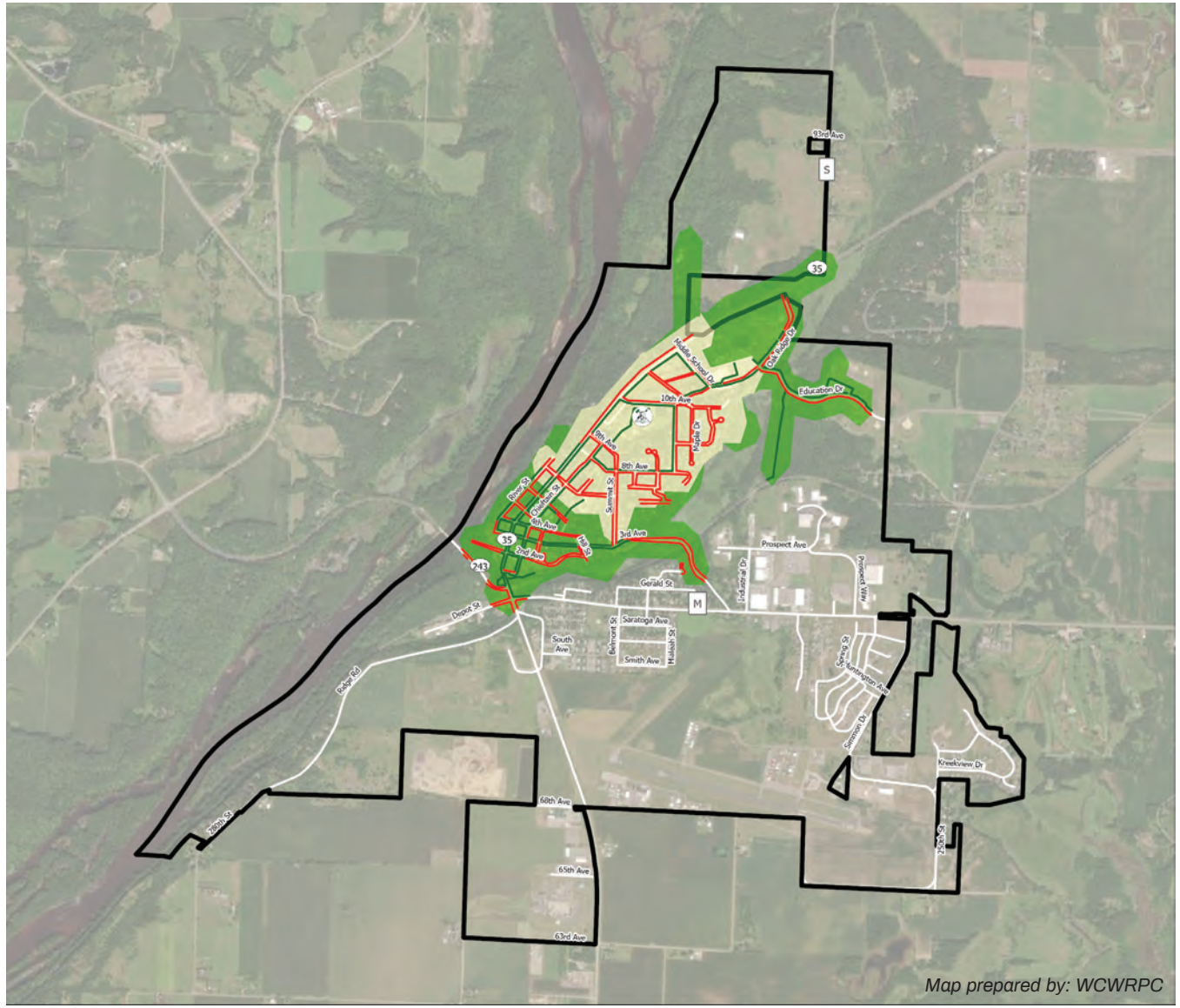
Legend

-  Schools
-  No Sidewalks
-  Existing Sidewalks
-  1 Mile Walkshed
-  1/2 Mile Walkshed
-  Village of Osceola Boundary

October 2021



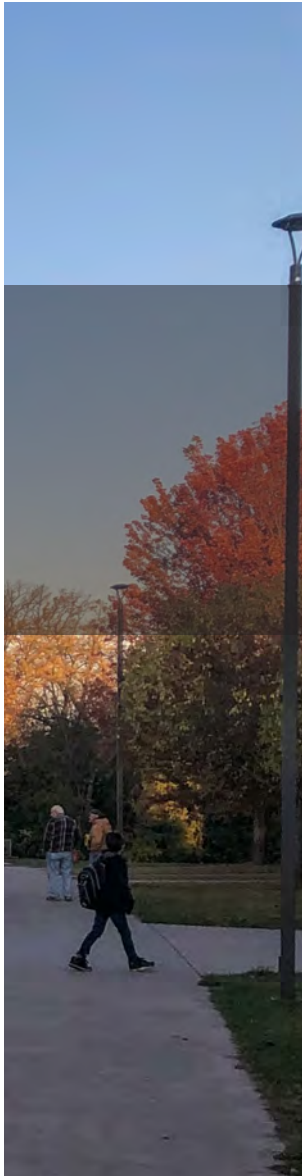
Data Sources:
2018 Aerial Image (USDA)
School District of Osceola
Village of Osceola



Map prepared by: WCRPC

SECTION III. SCHOOL ISSUES AND STRATEGIES





Through parent surveys, walk/bike audits, and classroom tally sheets, valuable information was gathered. In addition, discussions with school staff was very important.

From these discussions, valuable local knowledge of past, existing, and possible future issues were discussed. These meetings consisted of district and Village staff. Many of the proposed recommendations from WCWRPC stemmed from these meetings.

The following pages include lists of strengths, issues, and strategies/opportunities for each individual school. In addition, there is a SRTS map and selected data for each school. On the SRTS maps, there are SRTS corridors that travel outside of the respective walksheds, however, because there have been previous SRTS work done in the Village, those routes should also be included into the SRTS corridors.

The SRTS maps are designed to show the safest routes for students to walk and bike to school. Some routes identified in the plan will benefit from improvements like signage, crosswalks, and sidewalks, as described in the individual school sections, Section IV. Recommended Community Strategies, and Section V. Implementation.

Of all parents surveyed,
43% & 36%
ranked **Speed of traffic** and **Safety of intersections and crossings** as their biggest concerns for allowing their children to walk or bike to school.



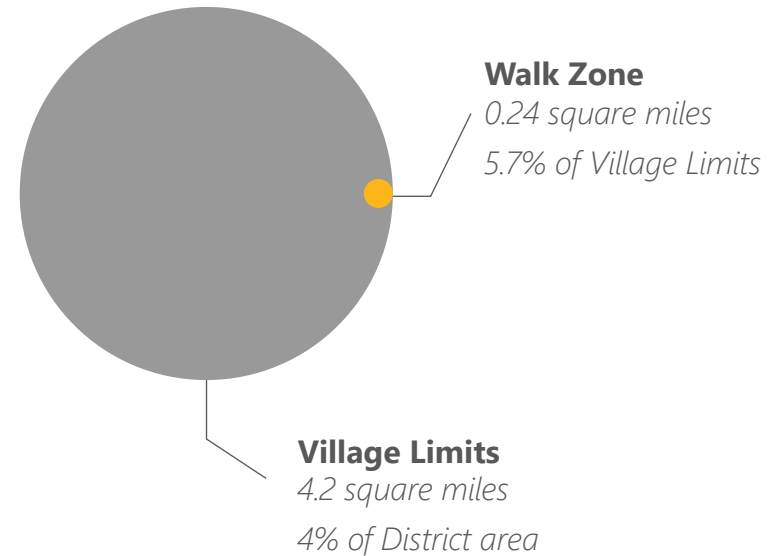
Number of Students
506

Economically Disadvantaged
27%

OSCEOLA HIGH SCHOOL

The graphic to the right shows the proportion of the walk zone in relation to the size of the attendance area for the school.

The graph below shows the number of students that walk or bike to school, the number of students who live in the walk zone, and total enrollment for the school. Estimates of the number of students that walk or bike to school were taken from classroom tally sheets that were administered to students.





Map of School District of Osceola's Safe Routes

The map to the right shows the School District of Osceola's designated Safe Routes to School. These are the routes that students who walk or bike to school should take.

Legend



Schools



Safe Routes

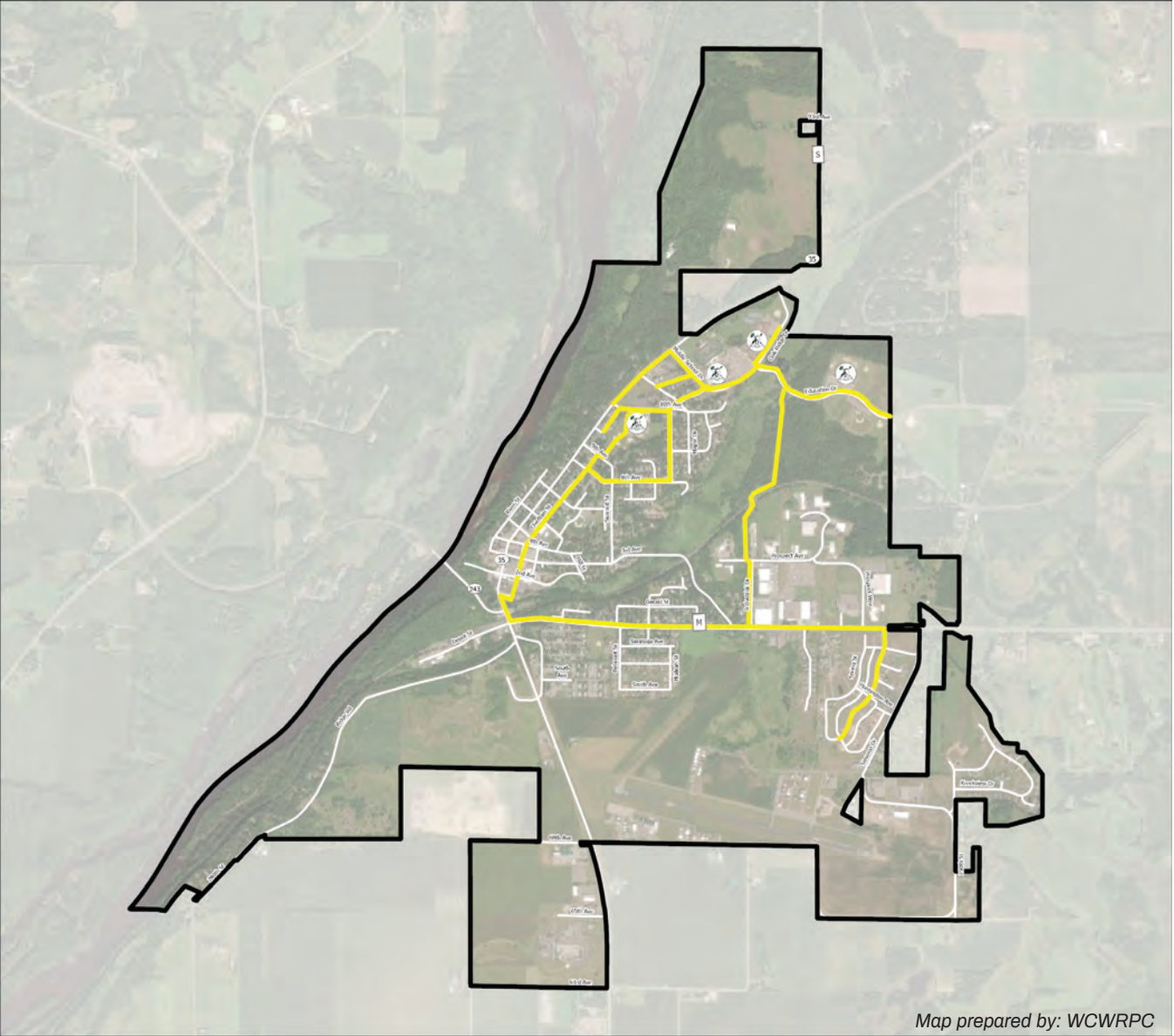


Village of Osceola Boundary

October 2021



Data Sources:
2018 Aerial Image (USDA)
School District of Osceola
Village of Osceola



Map prepared by: WCWRPC

Strengths

1. There is bike parking available at the entrance of the school.
2. There is a yellow painted crosswalk through the parking lot.

Issues

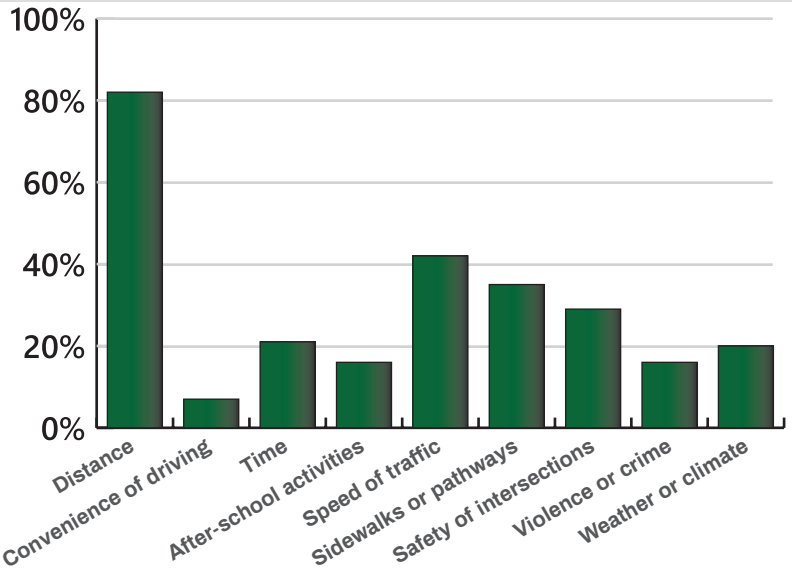
1. There is inconsistent signage along Oak Ridge.
2. Traffic needs to be slowed on all streets adjacent to school.
3. There are many neighboring corridors lacking sidewalks.
4. There is a sidewalk connecting to Frontage but no destination sidewalk on north side of Middle School Dr.
5. Sidewalk along Oak Ridge is unlit.
6. Intersection of Oak Ridge and Education is considered dangerous.
7. Osceola Trail is unlit.

Strategies/Opportunities

1. Replace outdated signage with safety green School Zone and pedestrian crossing signs.
2. Implement traffic calming measures on all roads adjacent to the school.
3. Where they do not exist, construct sidewalks along Safe Route corridors.
4. Construct a sidewalk connection between Frontage and Middle School.
5. Install streetlights along Oak Ridge. (Medium-term)
6. Install traffic calming devices/treatment at Oak Ridge and Education.

7. Install lighting and other beautification devices along Osceola Trail.





The graph above shows the reasons parents do not allow their children to walk/bike to/from school (parent survey).



Current conditions of Education and Oak Ridge Intersection.



Improved conditions of Education and Oak Ridge Intersection with traffic calming and desired street treatments.



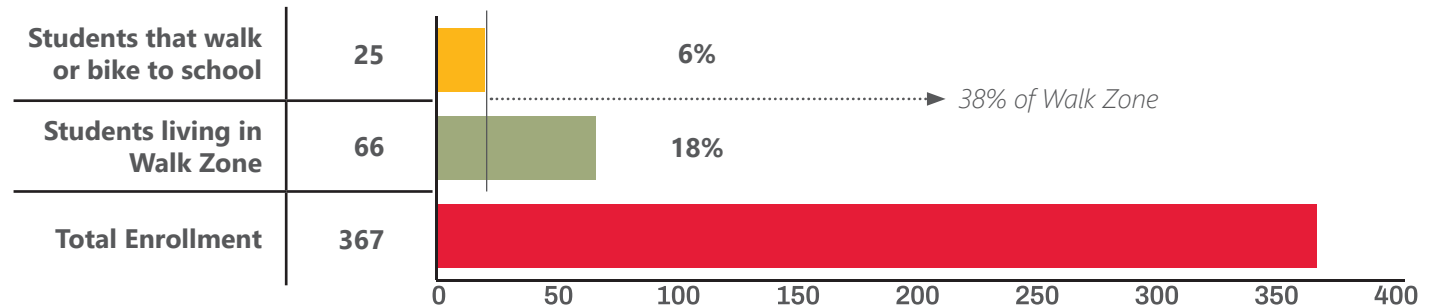
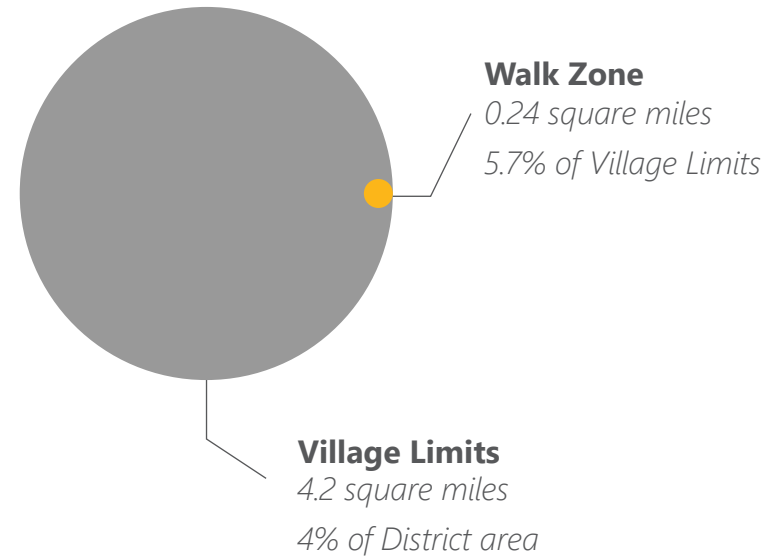
Number of Students
367

Economically Disadvantaged
31%

OSCEOLA MIDDLE SCHOOL

The graphic to the right shows the proportion of the walk zone in relation to the size of the attendance area for the school.

The graph below shows the number of students that walk or bike to school, the number of students who live in the walk zone, and total enrollment for the school. Estimates of the number of students that walk or bike to school were taken from classroom tally sheets that were administered to students.





Map of School District of Osceola's Safe Routes

The map to the right shows the School District of Osceola's designated Safe Routes to School. These are the routes that students who walk or bike to school should take.

Legend



Schools



Safe Routes

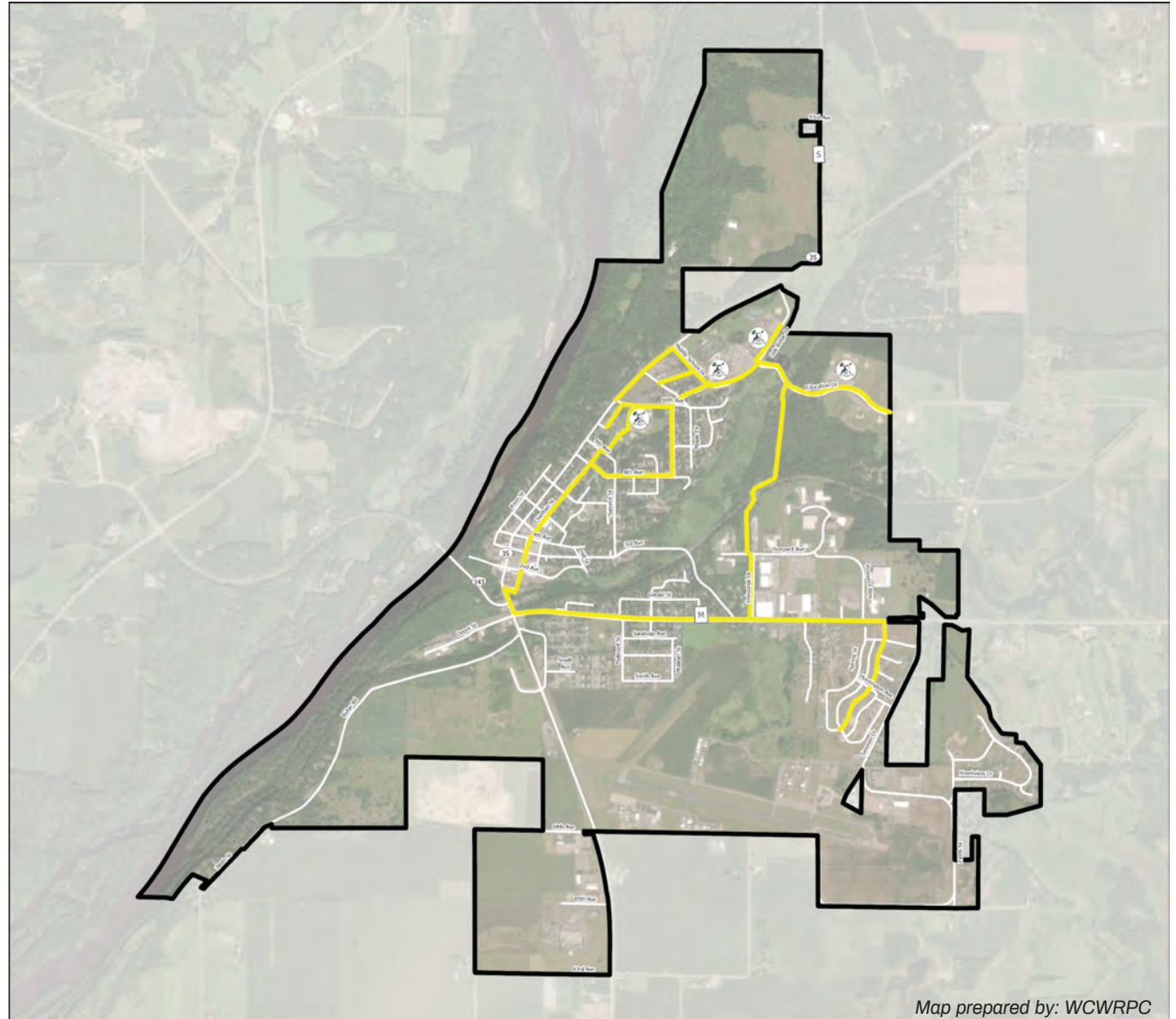


Village of Osceola Boundary

October 2021



Data Sources:
2018 Aerial Image (USDA)
School District of Osceola
Village of Osceola



Map prepared by: WCWRPC

Strengths

1. Bus flow for drop off/pick up works well.
2. Only four car line at drop off at most.
3. Crossing guards in the afternoon are effective.
4. There is a yellow painted crossing in parking lot between the middle school and the high school.

Issues

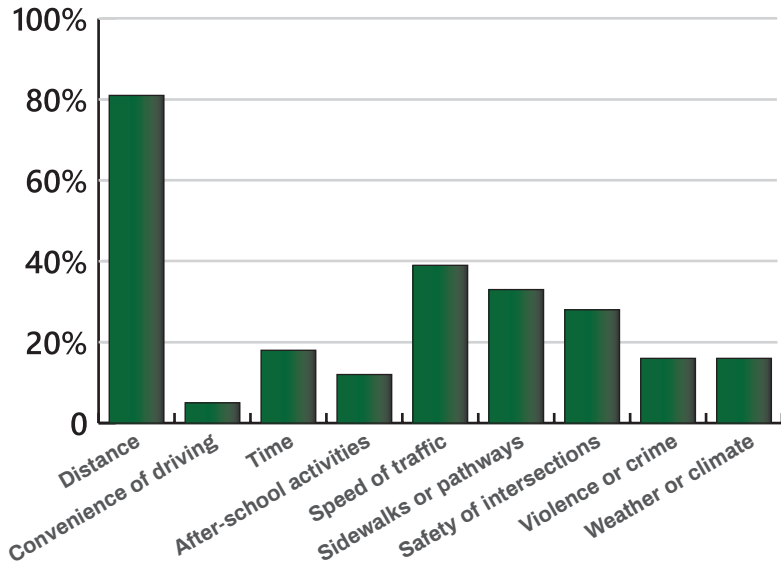
1. There are no crossing guards in the morning.
2. Oak Ridge Dr. has inconsistent signage.
3. Traffic needs to be slowed on all streets surrounding the school.
4. There are many neighboring corridors lacking sidewalks.
5. There is a sidewalk connecting to Frontage but no desination sidewalk on north side of Middle School Dr.
6. Sidewalk along Oak Ridge is unlit.
7. Intersection of Oak Ridge and Education is considered dangerous.
8. Middle school students walk to the high school sparatically and do not go along painted crosswalk through parking lot.

Strategies & Opportunities

1. Research options for adult crossing guards or Student Safety Patrol.
2. Replace outdated signage with safety green School Zone and pedestrian crossing signs.
3. Implement traffic calming measures on all Safe Route corridors adjacent to the school.
4. Where they do not exist, construct sidewalks along Safe Route corridors.

5. Install streetlights along Oak Ridge.
6. Construct boulevard or sidewalk through parking lot to designate safer route for students to walk to and from schools.





The graph above shows the reasons parents do not allow their children to walk/bike to/from school (parent survey).



Wide streets often come with higher travel speeds by vehicles. Traffic calming measures would help reduce traffic speeds.

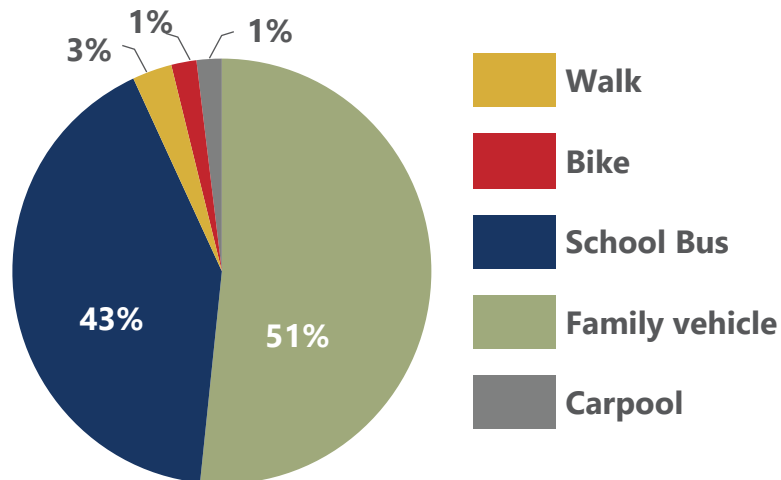


Chart showing student travel mode to/from school in percent (teacher survey tally).



Osceola Trail. Look into improving bicycle facilities and pedestrian safety.



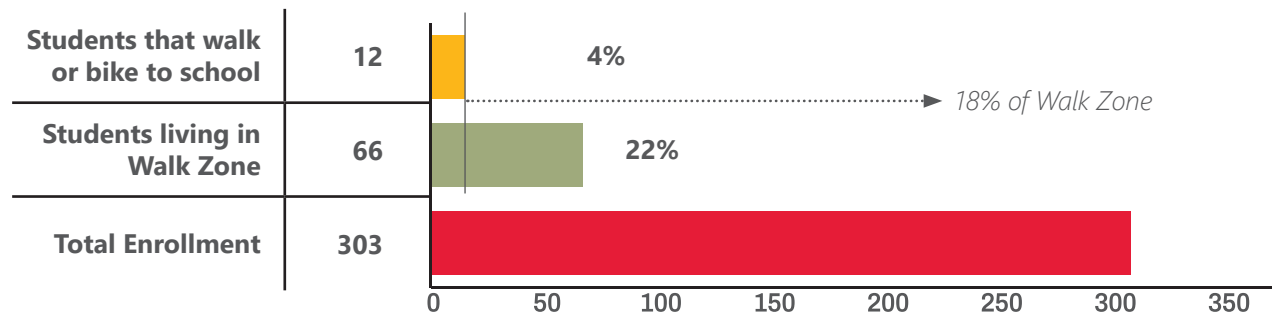
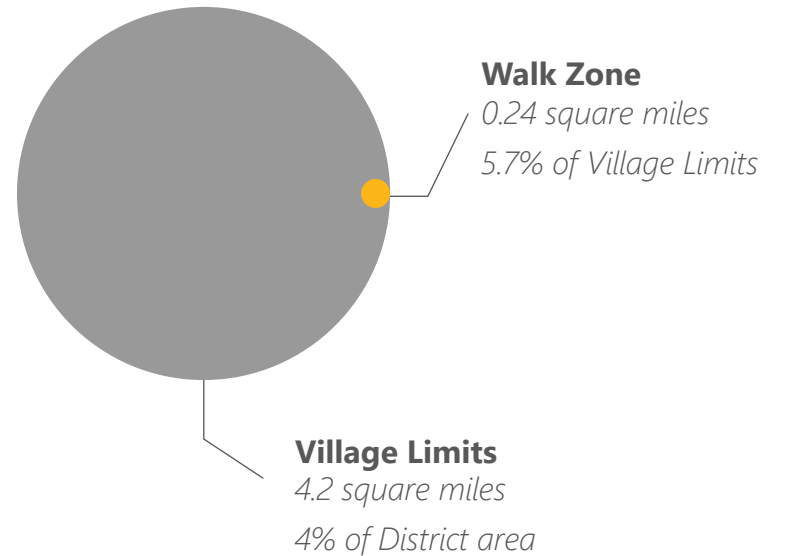
Number of Students
303

Economically Disadvantaged
29%

OSCEOLA INTERMEDIATE SCHOOL

The graphic to the right shows the proportion of the walk zone in relation to the size of the attendance area for the school.

The graph below shows the number of students that walk or bike to school, the number of students who live in the walk zone, and total enrollment for the school. Estimates of the number of students that walk or bike to school were taken from classroom tally sheets that were administered to students.





Map of School District of Osceola's Safe Routes

The map to the right shows the School District of Osceola's designated Safe Routes to School. These are the routes that students who walk or bike to school should take.

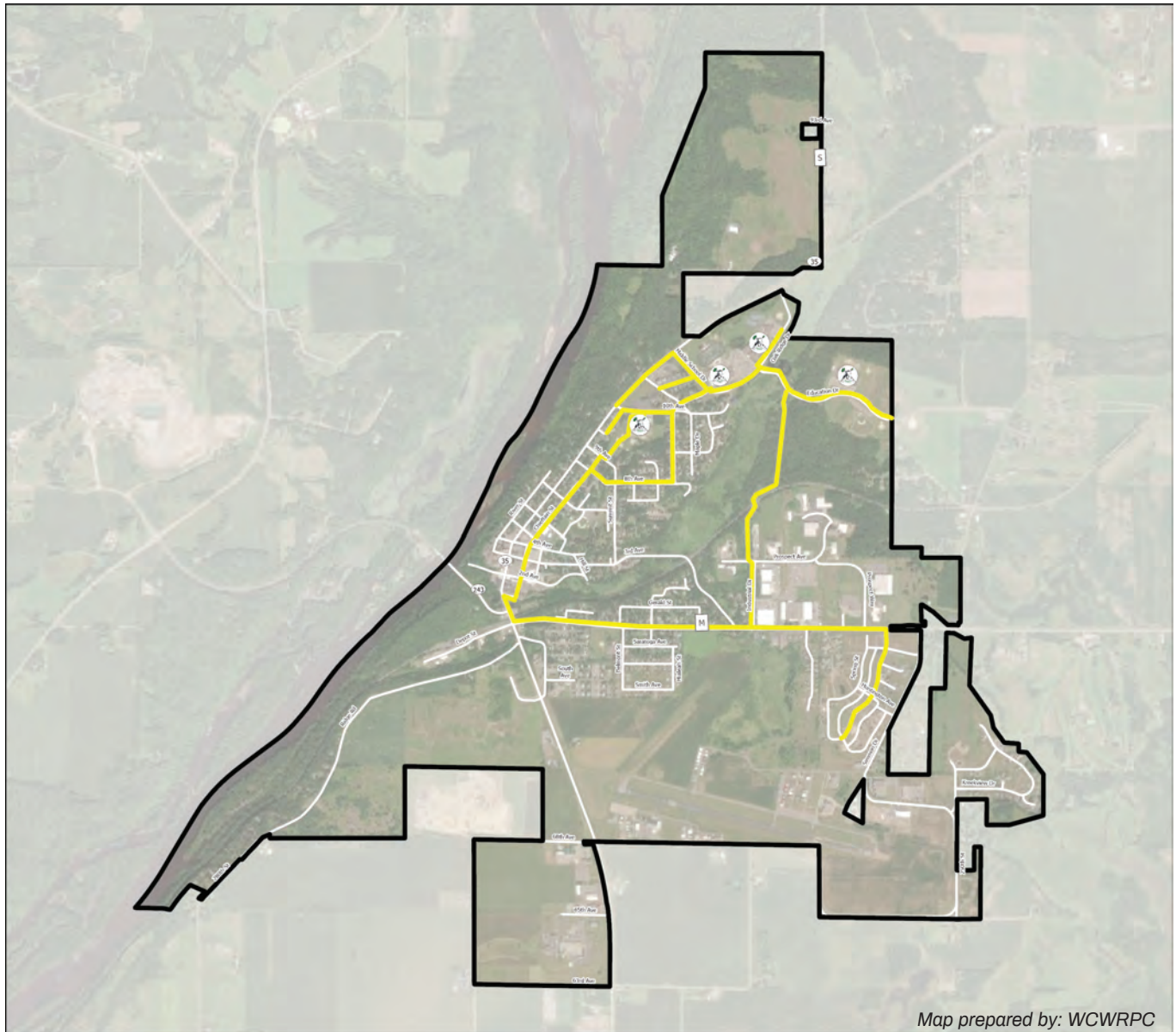
Legend

-  Schools
-  Safe Routes
-  Village of Osceola Boundary

October 2021



Data Sources:
 2018 Aerial Image (USDA)
 School District of Osceola
 Village of Osceola



Map prepared by: WCWRPC

Osceola Intermediate School

Strengths

1. Sidewalks on school property are well lit.
2. Bus/car flow at drop off/pick up works well and keeps pedestrians and bicyclists safe.
3. Crossing guards do well in directing kids when to cross in the parking lot.
4. Bike parking is located on a concrete pad.

Issues

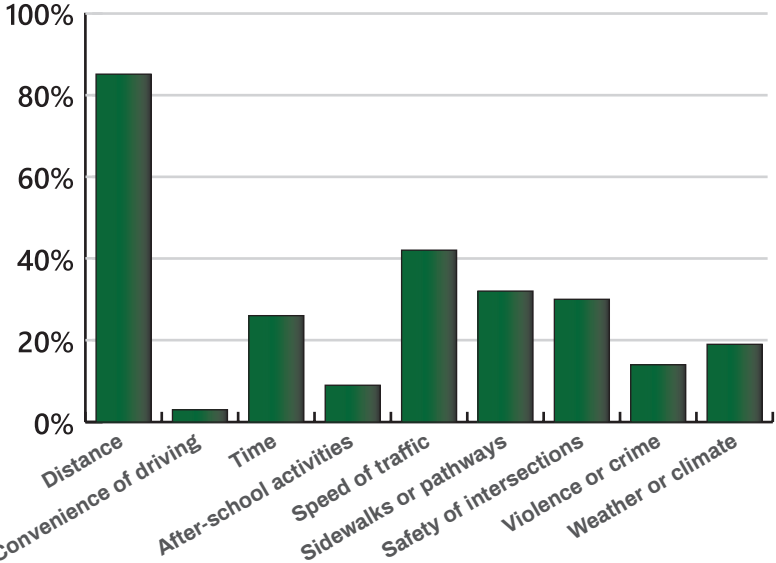
1. There are no traffic calming devices along Education.
2. Traffic travels well above the speed limit on Education.
3. Parking lot paint is faded, including surrounding crosswalks.
4. Signage along Education is faded and inconsistent.
5. There is no stop/yield sign when exiting the parking lot.
6. Crossing guards do not have consistent uniforms or signs.
7. Path along Education ends at City boundary.
8. Intersection of Education and Oak Ridge is dangerous for pedestrians and bicyclists.
9. Bike parking is only accessible from one side, and is insufficient.
10. Osceola trail and crossing are unlit.

Strategies & Opportunities

1. Implement traffic calming measures.
 - Paint edge lines to narrow lanes on Education.
 - Install bump out on Osceola Trail crossing.
2. Repaint crosswalks yearly or as needed to maintain visibility.

3. Replace outdated signage with safety green School Zone and pedestrian crossing signs.
4. Install Stop sign at parking lot exit.
5. Outfit crossing guards in identical safety green vests.
6. Work with the Town of Osceola on the continuation of Education path to 248th.
7. Look into the start of a Student Safety Patrol group.
8. Employ crossing guard for Education and Oak Ridge intersection.
9. Move bike rack so that it is accessible from both sides.
10. Installing lighting and other beautification devices along Osceola Trail.





The graph above shows the reasons parents do not allow their children to walk/bike to/from school (parent survey).

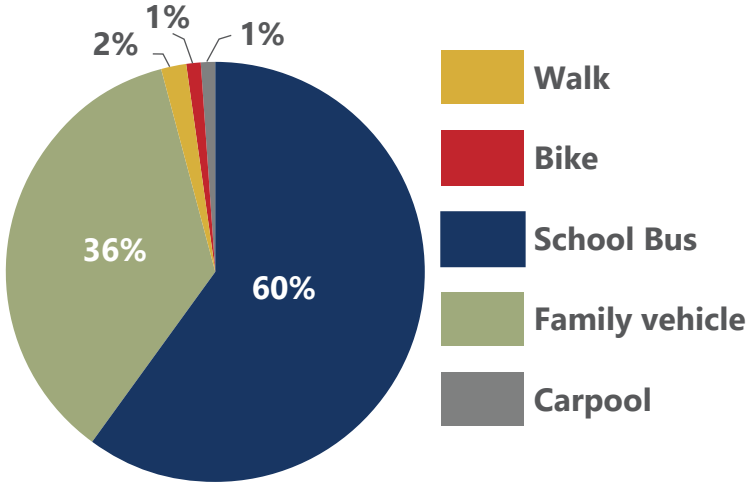


Chart showing student travel mode to/from school in percent (teacher survey tally).



Teachers crossing students in the parking lot at the Intermediate School during drop off times. Outfit crossing guards in matching safety green vests.



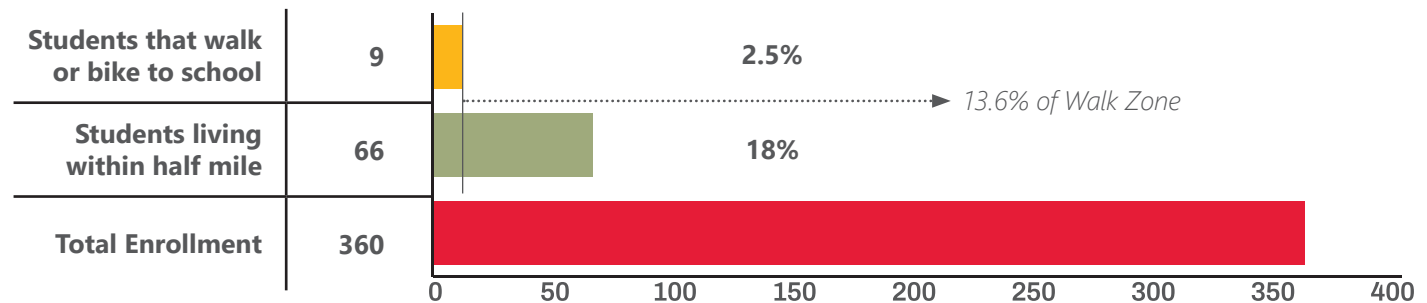
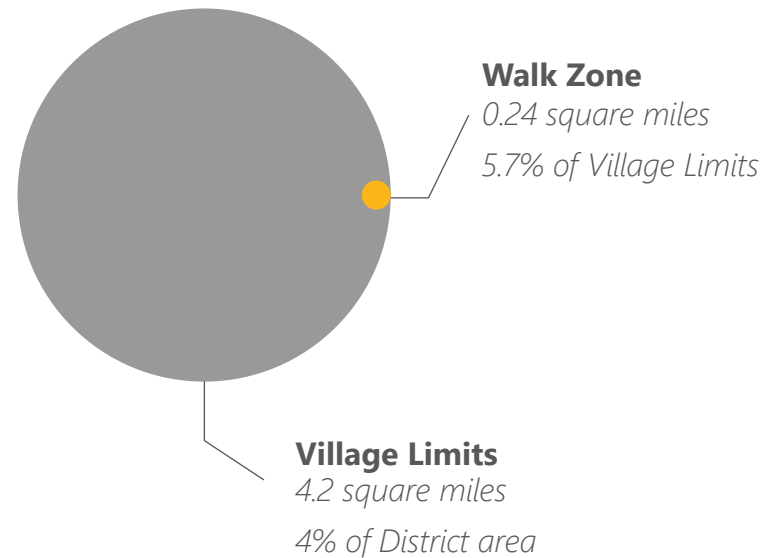
Number of Students
360

Economically Disadvantaged
40%

OSCEOLA ELEMENTARY SCHOOL

The graphic to the right shows the proportion of the walk zone in relation to the size of the attendance area for the school.

The graph below shows the number of students that walk or bike to school, the number of students who live in the walk zone, and total enrollment for the school. Estimates of the number of students that walk or bike to school were taken from classroom tally sheets that were administered to students. With only 33 students living in the walk zone, but 46 walking or biking,





Map of School District of Osceola's Safe Routes

The map to the right shows the School District of Osceola's designated Safe Routes to School. These are the routes that students who walk or bike to school should take.

Legend



Schools



Safe Routes

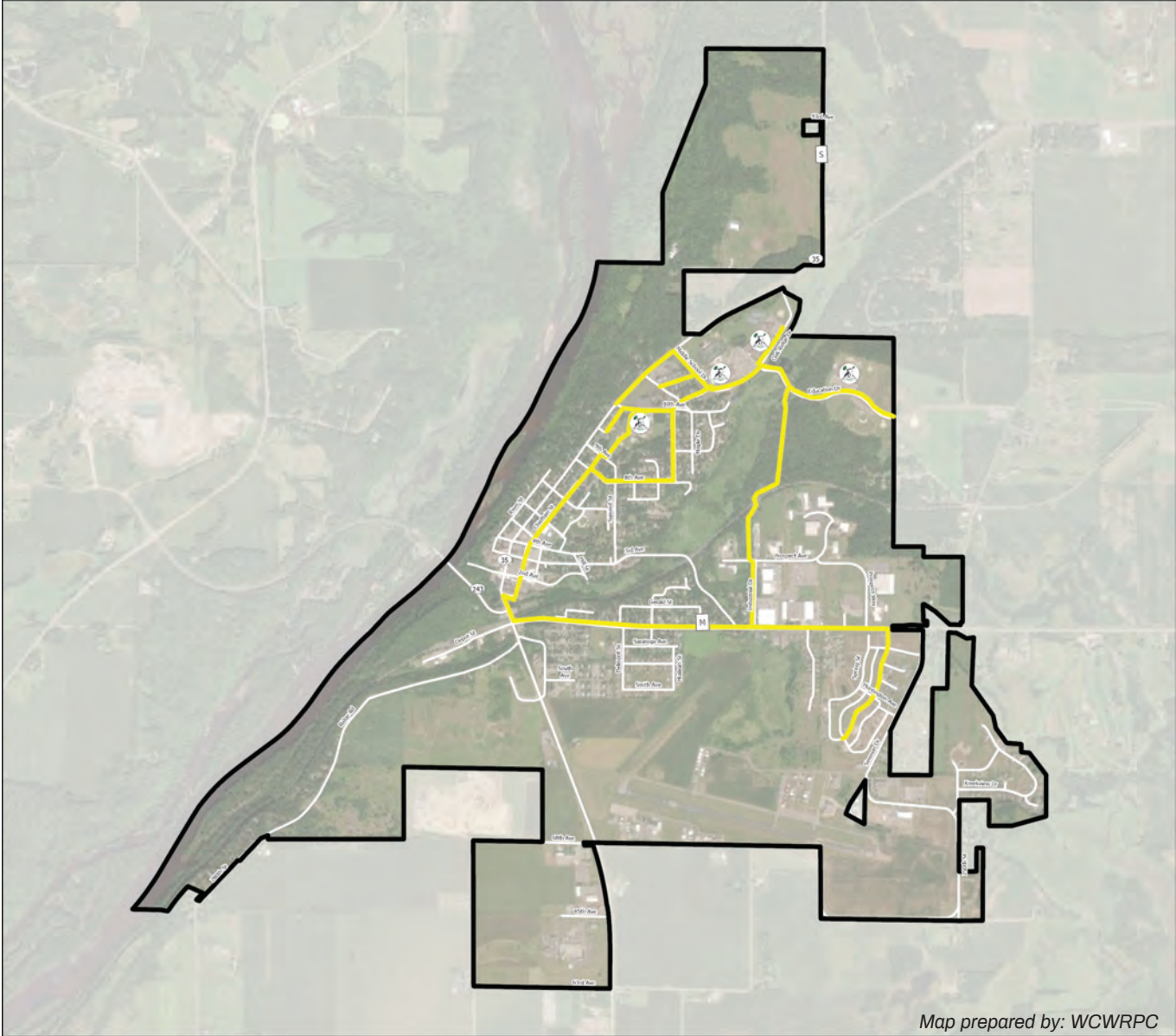


Village of Osceola Boundary

October 2021



Data Sources:
2018 Aerial Image (USDA)
School District of Osceola
Village of Osceola



Map prepared by: WCWRPC

Osceola Elementary School

Strengths

1. Bumpouts are working well and show that they should be deployed at other locations.
2. Crossing guards are effective in slowing down traffic.

Issues

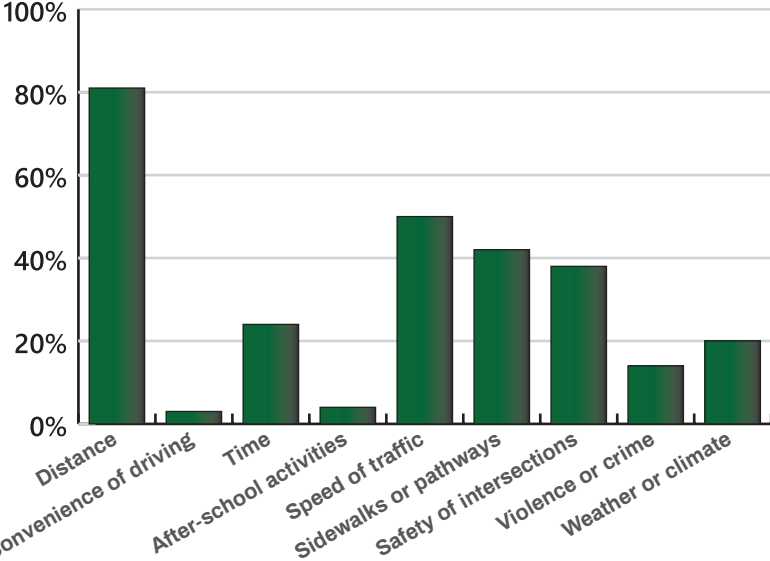
1. Sidewalks are not lit.
2. Buses arrive before crossing guards are in place.
3. No stop/yield signs when exiting the parking lot.
4. Parents park on yellow lined area, which is used as a crosswalk.
5. Across the district, crossing guard procedures are not consistent.
6. Curbs and crosswalks need to be repainted.
7. Intersection of 10th Ave. and Oak Ridge Dr. does not have sidewalks coming from all directions.
8. There are no bike racks.
9. Sidewalks are not continuous from all directions.
10. Path behind school is unlit.

Strategies/Opportunities

1. Install lighting in poorly lit areas.
2. Encourage crossing guards to arrive at their location before buses start to arrive.
3. Educate parents about dropping kids off in yellow painted drop off area. Locate safety green cones in bumpout.
4. Educate parents on the importance of safe intersection crossing habits.

5. Repaint and maintain crosswalks and curbs yearly or as needed.
6. Research options for crossing guard trainings.
7. Research the options for adult crossing guards at 10th and Oak Ridge.
8. Install lights along path behind school.
9. Paint street art as traffic calming and neighborhood beautification at Oak Ridge and 10th.
10. Where they do not exist, construct sidewalks along designated routes.
 - Connect from 10th in front of school to Cascade sidewalk.
 - On both sides of Oak Ridge Dr.





The graph above shows the reasons parents do not allow their children to walk/bike to/from school (parent survey).

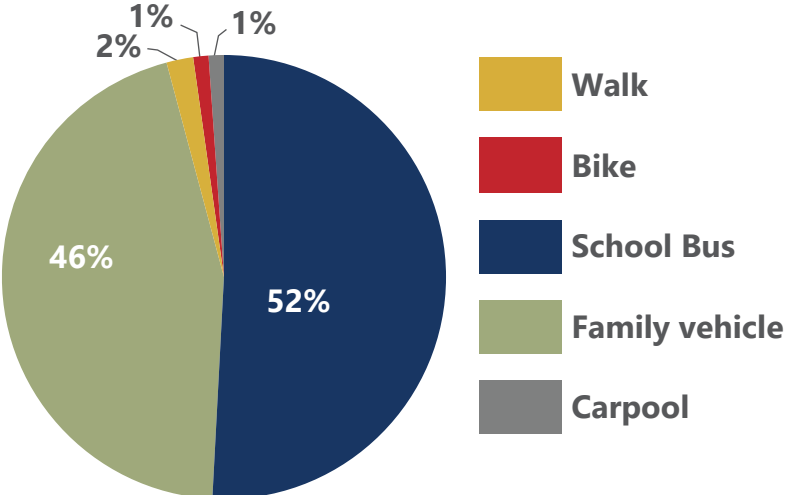


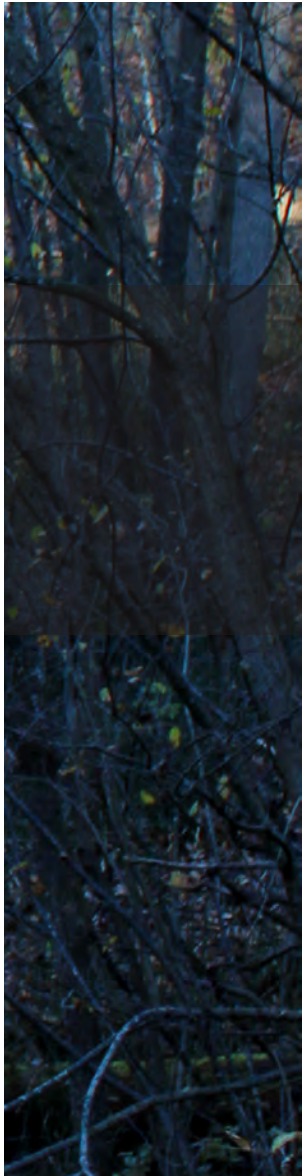
Chart showing student travel mode to/from school in percent (teacher survey tally).



Students walking form Middle School to Elementary School.



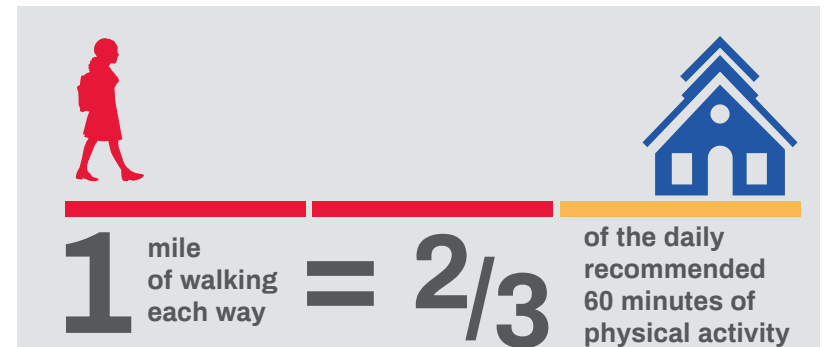
SECTION IV. POSSIBLE COMMUNITY STRATEGIES



This planning process resulted in a number of possible strategies to implement to achieve a successful Safe Routes to School program. It is important to remember that a neighborhood or community that is safe for students to walk and bike to school is also walkable and more livable for everyone. The Osceola area faces some challenges to safer walking and biking to school, including some which are significant. Many students live within one mile of the school and should be able to walk and bike to school if safe routes exist.

As discussed earlier, the majority of parent concerns are related to traffic volume and speed of traffic. High traffic speeds and volumes are legitimate concerns for parents as barriers to walking and biking to/from school. It was observed in many locations along SRTS corridors and in school zones that traffic was traveling over the speed limit and in some cases well over. As can be seen on the graph to the right, death and injury rates increase significantly as a vehicle's speed increases.

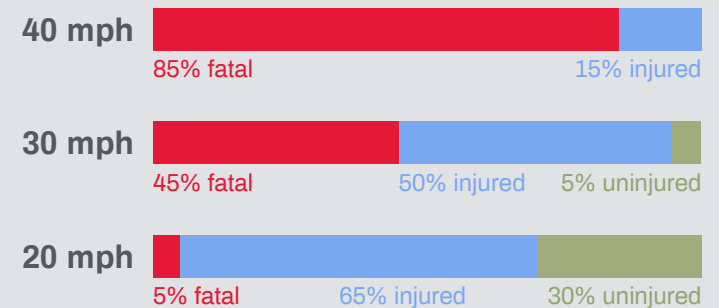
A number of the district-wide recommended strategies pertain to reducing speeds around schools. In addition, there are numerous things the school district and municipalities can do to educate students and parents about SRTS and encourage walking and biking to/from school.



Source: Safe Routes Partnership, 2018

SLOW IT DOWN!

Pedestrian Injuries at Impact Speeds



Source: Traffic Advisory Unit, 1993

There are three different time frames recommended for suggestions to consider to create desired SRTS outcomes for the School District of Osceola, the Village of Osceola or both: ongoing, short-term, medium-term, and long term.

Engagement

School District

- » Include a pedestrian skills section in physical education courses. (Ongoing)
- » Include route maps in the orientation packet for students each year. (Short-term)

Municipalities

- » Share updates on SRTS plan implementation annually. (Short-term)
- » Gather input from community members at opportunities such as the community events, Village Board meetings, etc. (Short-term)

Equity

School District

- » Work with individual schools to make sure all population groups in the respective schools are being positively impacted by SRTS implementation. (Short-term)

Municipalities/School District

- » Continue to incorporate SRTS programs and implement SRTS policies that work with and provide for all demographic groups. (Ongoing)

Engineering

School District

- » Install speed limit signs and speed bumps in school parking lots. (Short-term)
- » Improve bicycle parking areas/facilities at schools with paved parking areas, covered bike parking, and student art. (Medium-term)

Municipalities

- » Annually check school zone signs and remove vegetation and other obstructions to drivers' line of sight to the signs. (Ongoing)
- » Require future developments to meet pedestrian, bicycle, and SRTS policies and needs. (Ongoing)
- » Include SRTS strategies in capital improvement plans. (Short-term)
- » Require all future surrounding development to have adequate pedestrian/bicycle trails, sidewalks, and feeder systems to the school. (Ongoing)
- » Incorporate SRTS principles and recommendations in all applicable village plans and projects. (Short-term)
- » Locate appropriate crosswalk treatment at all SRTS intersection crossings. (Medium-term)
- » Locate pedestrian crossing signage at busier intersections. (Medium-term)

Possible Strategies



Create your own **WALKING SCHOOL BUS**

- » Incorporate speed limits of 25 mph or less adjacent to all schools. (Short-term)
- » Paint crosswalks at all locations with student safety patrol and adult crossing guards. (Short-term)
- » Locate “school zone” or similar wording on street pavement when entering school zone. (Medium-term)
- » Locate “school zone approaching” signs before all 15 mph school zone signs. (Short-term)
- » Locate 15 mph school zone signs before all student safety patrol and adult crossing guard intersections/locations. (Short-term)
- » Monitor bike parking needs and add additional bike parking when needed. (Ongoing)
- » Use medians and/or pedestrian refuge islands for traffic calming and student safety around schools and other pertinent SRTS nodes. (Long-term)
- » Where they do not currently exist, construct sidewalks along all SRTS routes. If existing sidewalks are in poor condition, they should be improved. (Long-term)
- » Where needed, implement the basket-weave approach to controlled intersections along SRTS corridors. (Medium-term)
- » Locate “school zone ends” signs where the school zone ends. (Medium-term)



- Ages 4 to 6** —————> 1 adult per 3 children
Ages 7 to 9 —————> 1 adult per 6 children
Ages 10+ —————> Fewer adults necessary

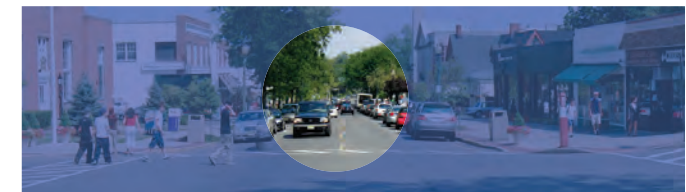
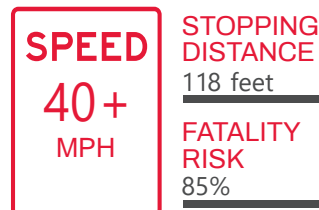
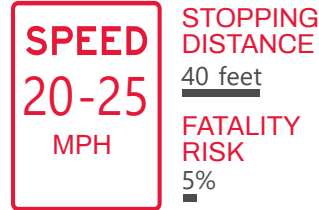


Possible Strategies

- » Paint “no parking” yellow paint on curbs with adult crossing guards and student safety patrol. (Medium-term)
- » Paint yellow hatch lines on the street in front of schools to designate school zone, high pedestrian areas, and loading/unloading area. (Medium-term)

Municipalities/School District

- » Village and school district discuss issues and opportunities for applicable new developments. (Ongoing)
- » Work together with law enforcement, adult crossing guards, and other applicable stakeholders to determine how street designs are working to control speeds in relation to posted speed limits. Incorporate design options that increase the number of vehicles that drive at or below the speed limit. (Medium-term)
- » Incorporate unique signage designating SRTS routes. This can include signage that has a village theme and/or school district theme. (Medium-term)
- » Incorporate street art in high-use pedestrian/bike intersections. (Long-term)
- » Improve lighting along SRTS corridors, where needed. (Long-term)
- » Work with neighborhood groups and/or associations to beautify routes and use techniques to slow and



The graphic above shows the “cone of vision” and how risk of death or injury rises as people travel faster. Lowering speed limits and enforcement protects people. Source: Nelson/Nygaard



calm traffic and make pedestrians and bicyclists feel more welcome. Work to educate neighbors about the existence of SRTS and to expect students along them. (Medium-term)

- » Locate safety green cones in crosswalks and other necessary crossings to slow traffic and create awareness of a school crossing.

Encouragement

School District

- » Create consistency of safety patrol and crossing guard uniforms and flags and replace broken hand-held stop signs. (Ongoing)
- » Require all adult and student crossing guards to wear florescent yellow-green vests. (Ongoing)
- » Distribute maps that shows distances by walking, calories burned, and designated safer routes. Distribute annually. (Short-term)
- » Help facilitate the creation of walking school buses from strategic locations along SRTS routes. (Short-term)
- » Research and consider feasibility of student safety patrol at the middle school and high school. (Short-term)
- » Start a district-wide walk/bike to school day event/activities. This could include larger annual events/activities and smaller monthly/weekly events/activities. (Medium-term)

Municipalities

- » Incorporate pedestrian-crossing flags at specific locations. (Short-term)
- » Locate signage that shows designated safe routes, distance, and calories burned. Possibly incorporate this with a community based theme. (Medium-term)

Municipalities/School District

- » Work with the Village to host bike rodeos at each school or as an annual district-wide event. (Short-term)
- » Distribute reflectors for backpacks as a reward for participating in national bike to school week (first week of May). (Medium-term)
- » Collaborate with community organizations (outdoor groups, health organizations, etc.) and private businesses to help promote walking and biking to/from school. (Medium-term)
- » Provide annual training for crossing guards to review best practices and policies. (Medium-term)

Education

School District

- » Adopt resolution proclaiming the school district as a Safe Routes to School District, raising awareness of plans, strategies, partnerships, and commitment. (Short-term)
- » Distribute an annual letter to parents at the beginning of the school year stating that the school district is a Safe Routes

Possible Strategies

to School District and include a map of designated SRTS corridors for the respective school. (Short-term)

- » Include vehicle/bicycle/pedestrian education in school newsletters. (Short-term)
- » Host fitness speakers at schools that promote walking/biking (athlete/coach, members of the community, etc.). (Medium-term)

Municipalities

- » Locate a sign at major entrances of the village that states that they are a Safe Routes to School community. (Short-term)
- » Adopt a resolution proclaiming village as a Safe Routes To School community, raising awareness of plans, strategies, partnerships, and city commitment. (Short-term)
- » Update comprehensive plans to include SRTS plan as part of an element and/or as an appendix. (Short-term)

Municipalities/School District

- » Continue to strengthen the adult crossing guard program making it part of the culture in the schools, and community members continue to want to participate in it. (Ongoing)
- » Promote SRTS on website and social media. (Short-term)
- » Work with local media in promoting SRTS. (Short-term)
- » Incorporate SRTS into local neighborhood watch programs (Short-term)

- » Work with local driver education programs to continue to encourage the importance of driving safely around schools and in school zones. (Medium-term)
- » Hold an annual best practices training for Safety Patrol. (Medium-term)

Evaluation

School District

- » Designate a staff person to implement the SRTS Plan/Program. (Ongoing)
- » Update applicable committees on SRTS issues, opportunities, and progress. (Short-term)
- » Complete a classroom tally sheet every two years, starting again in fall 2023. (Short-term)
- » Complete a parent survey every two years, starting again in fall 2023. (Short-term)

Municipalities

- » Update relevant committees on SRTS issues, opportunities, and progress. (Ongoing)

Municipalities/School District

- » Continue to meet as a SRTS task force (at least twice a year). (Ongoing)

Possible Strategies



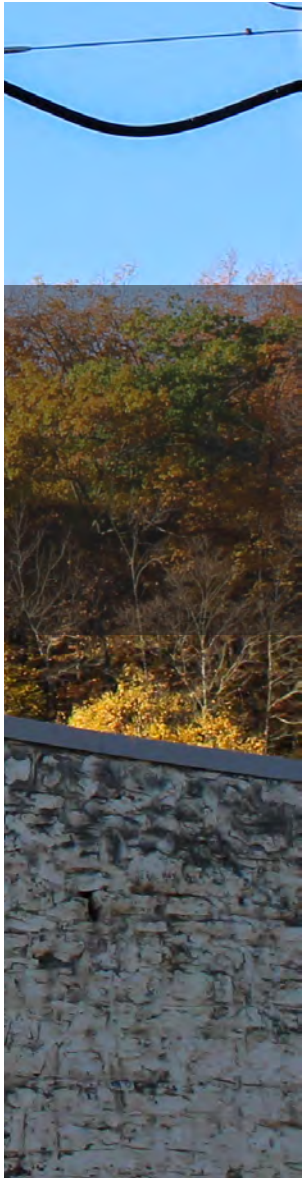
SRTS 2022

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SECTION V. IMPLEMENTATION

THE STAPLE
graphic design • printing • merchant



In order for the recommendations included in this SRTS plan to become reality, it is important that the SRTS task force remain active. The group's role will be to coordinate, track, and evaluate projects, programs, and grant applications. They will serve as the champion of SRTS for the school district and municipalities. It is important to have a representative task force that includes members from School District of Osceola, Village of Osceola, Town of Osceola, and Town of Farmington. Meetings should be held at least twice a year to allow for updates and help keep implementation items on their proposed time line. It is also recommended that the implementation strategies correspond with municipal and school district capital budget cycles to improve the likelihood of implementation as a function of normal municipal planning, engineering, and programming.

The list of district-wide recommendations includes a target time frame for implementation for each recommendation. There are three different time frames for starting implementation: ongoing, short-term, medium-term, and long-term. The ongoing projects are those that are already in progress. The short-term category includes those projects that should be able to start relatively easily and/or with limited financial requirements. Projects included in the medium-term and long-term are longer term projects that either require more coordinated effort, design time, or may need more complex funding schemes. With the correct planning and coordinated effort, some of these could start sooner. Some of these strategies could be eligible for upcoming funding cycles, such as applications to WisDOT

PROJECT/PROGRAM IMPLEMENTATION CHECKLIST:



Identify a project, which will be implemented to produce an identifiable and useable facility or activity



If the project includes non-infrastructure improvements:

- **Work with the task force** to identify costs from similar efforts elsewhere or develop estimates for anticipated costs of programs and events



If the project includes infrastructure improvements:

- **Work with an engineer** to define specific limits of the project and begin preliminary cost estimates
- **Work with county or local municipality** to identify mutual opportunities

for the federal TAP grant program.

The following is a list of criteria that could be used by the SRTS task force. During the planning process, it was discussed that some strategies were of high priority. It is planned that over the coming months and years, the SRTS task force will update the strategies that are to be at highest priority levels. In addition, it should be noted that some strategies can be accomplished easily and that even though they are not the highest priority, these can and should be implemented when the resources are available.

1. Safety
2. Ease of Implementation
3. Usage
4. Cost
5. Healthy Outcomes
6. Time Required

The engineering strategies of highest priority include:

- » Address the inconsistent signage around the middle and high school. Signs should contain the safety green color where applicable. These should be School Zone signs, pedestrian crossing signs and School Zone Ahead signs. In Appendix A there is a map of the proposed ideal sign locations.
- » Address the issues on Oak Ridge/Education.





- » Incorporate sidewalks with safety green colored signage along SRTS corridors.

Potential funding sources are described on the following pages. This list serves as a starting point for some of the major programs that are currently available but is not an exhaustive list, as new programs addressing the health and safety of children are established every year. It is important to partner with local service groups, as well as organizations with children's health and safety as their mission.

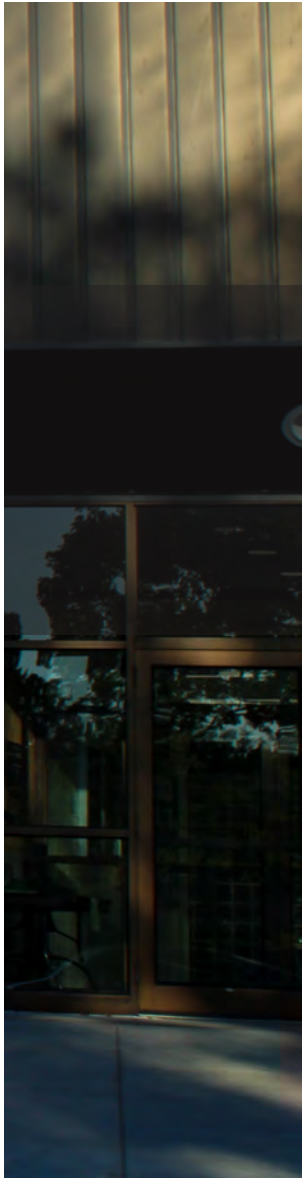
The best means of implementation is an organized and diligent task force working to bring the Village of Osceola, School District of Osceola, Town of Osceola, and Town of Farmington together to guide and evaluate implementation progress and activities. To ensure ongoing efforts are directed towards this program, it is recommended that SRTS implementation be assigned to an existing school district employee or a position is created to coordinate and implement the SRTS program.





**OSCEOLA
HIGH SCHOOL**

SECTION VI. FUNDING & RESOURCES



Additional Funding

Action for Healthy Kids

Action for Healthy Kids helps create healthier schools by bringing all the members of a school community together and equipping them with the tools and resources they need to make change happen. “Game On” grant funds start at \$1,000 for physical activity and/or nutrition initiatives that support schools in implementing comprehensive health programming. “Parents for Healthy Kids” grants are available to parents or parent groups to lead school-based physical activity and/or nutrition initiatives. For more information, visit www.actionforhealthykids.org.

Green & Healthy Schools Program

Green & Healthy Schools Wisconsin (GHSP) empowers, supports and recognizes schools for nurturing healthy kids and sustainable communities. Participating schools may reduce environmental impacts and costs, improve health and wellness, and increase environmental and sustainability literacy and report achievements using a web-based reporting tool. This program is administered through a partnership between the DNR, DPI, and the Wisconsin Center for Environmental Education at UW-Stevens Point. For more information, visit www.ghswisconsin.org.

Mayo Hometown Health Grant

The Mayo Hometown Health Grant supports innovative efforts to improve mental health, prevent obesity, and reduce chronic disease in local schools, workplaces,



and neighborhoods. This grant works in partnership with community-based organizations and residents to translate their vision for healthy communities into visible, concrete changes — and, ultimately, a healthier hometown. For more information, visit www.mayoclinichealthsystem.org/locations/eau-claire/about-us/hometown-health-grant/.

People For Bikes

The People for Bikes Community Grant Program provides funding for important and influential projects that leverage federal funding and build momentum for bicycling in communities across the U.S. These projects include bike paths and rail trails, as well as mountain bike trails, bike parks, BMX facilities, and large-scale bicycle advocacy initiatives. For more information, visit www.peopleforbikes.org.

Recreational Trails Program

Funding for the Recreational Trails Program (RTP) is provided through federal gas excise taxes paid on fuel used by off-highway vehicles and administered by the Wisconsin Department of Natural Resources. Towns, cities, counties, tribal governing bodies, school districts, state agencies, federal agencies and incorporated organizations are eligible to receive reimbursement for development and maintenance of recreational trails and trail-related facilities for both motorized and non-motorized recreational trail uses. Eligible sponsors may be reimbursed for up to 50 percent of the total project costs. Visit dnr.wisconsin.gov/aid/RTP.html for more.

Robert Wood Johnson Foundation

The Robert Wood Johnson Foundation makes grants for a range of health issues, including access to care, childhood obesity, and training for doctors and nurses. Other topics of interest to the foundation include social and economic factors that can impact health, including quality of housing, violence, poverty, and access to fresh food. For more information, visit www.rwjf.org.

U.S. Dept. of Transportation Federal Highway Administration Bike & Pedestrian Program

The Bicycle & Pedestrian Program of the Federal Highway Administration's Office of Human Environment promotes bicycle and pedestrian transportation use, safety, and accessibility. A variety of funding opportunities are available. For more information, visit www.fhwa.dot.gov/environment/bicycle_pedestrian/funding/funding_opportunities.cfm.

Wisconsin Dept. of Transportation Enforcement for Bicycle Safety

WisDOT's Enforcement for Bicycle Safety (EBS) is a training approved by Wisconsin Department of Justice Training and Standards Board for 12 hours Law Enforcement Agency (LEA) officer's credit. The course and manual teach all aspects of bicycle safety, and which laws to emphasize with child and adult bicyclists and with motorists to reduce crashes by up to 90%. Officer awareness of what bicycling is today and how to begin bicycle crash cause identification are a part



of this course. Officer as front line, on-traffic-duty educator is key. Contact Larry Corsi, larry.corsi@dot.wi.gov, WisDOT or visit www.webike.org for more information.

Wisconsin Dept. of Transportation Transportation Alternatives Program

The Transportation Alternatives Program (TAP) is a legislative program that was authorized in Fixing America's Surface Transportation Act (or "FAST Act"), the federal transportation act that was signed into law on December 4, 2015. With certain exceptions, projects that met eligibility criteria for the Safe Routes to School Program, Transportation Enhancements, and/or the Bicycle & Pedestrian Facilities Program are eligible TAP projects. For more information, visit wisconsin.dot.gov/Pages/doing-bus/local-gov/astnce-pgms/aid/tap.aspx.

Wisconsin Medical Society Community Grant

The Wisconsin Medical Society Foundation focuses on providing support for physician-led, community-based or statewide programs to improve health through education and outreach. They seek to support primarily high impact, high visibility programs that support the Foundation's mission. For more information, visit foundation.wismed.org/wisconsin/foundation/Programs/improving-community-health/grants/foundation/programs/grants.aspx.

Related Programs

Alliance for a Healthier Generation

For more than a decade, Healthier Generation has worked with schools, youth-serving organizations, businesses, and communities to empower kids to develop lifelong healthy habits by ensuring the environments that surround them provide and promote good health. Visit www.healthiergeneration.org/.

The Safe Routes Partnership

The Safe Routes Partnership is a national nonprofit organization working to advance safe walking and rolling to and from schools and in everyday life, improving the health and well-being of people of all races, income levels, and abilities, and building healthy, thriving communities for everyone. They work to strengthen and expand the Safe Routes to School effort through funding, advocacy, policy change, grass roots engagement and technical assistance. Visit www.saferoutespartnership.org for more.

National Center for Safe Routes to School

The National Center for Safe Routes to School is part of the University of North Carolina Highway Safety Research Center (HSCR), which in 2016 received funding from USDOT to lead the Collaborative Sciences Center for Road Safety, a National University Transportation Center. They work closely with the Pedestrian and Bicycle Information Center (PBIC), which is also part of HSRC and serves as the USDOT's clearinghouse

for pedestrian and bicycle research and tools. See www.saferoutesinfo.org for more information.

Safe Kids Worldwide

Safe Kids works with more than 400 coalitions in 49 states and the District of Columbia across the country. The coalitions consist of incredibly dedicated and caring volunteers who operate programs such as car seat checkup events, pedestrian safety workshops, bike rodeos, sports safety clinics, and expectant mother courses. For more information, visit: www.safekids.org/united-states-0.

Wisconsin Department of Health Services Nutrition, Physical Activity, and Obesity Program

The Nutrition and Physical Activity Program provides statewide leadership to decrease overweight and obesity, increase physical activity and improve nutrition. Located in the Wisconsin Department of Health Services, the program and its partners have developed and are implementing the Wisconsin Nutrition, Physical Activity, and Obesity State Plan to accomplish the overall goal of preventing obesity and chronic disease. For more information, visit www.dhs.wisconsin.gov/physical-activity/index.htm.

Wisconsin Department of Public Instruction Coordinated School Health

Healthy kids make better students and better students

make healthy communities! This belief is the cornerstone to coordinated school health and the reason why organizations and agencies representing public health, higher education, school districts, parents, and other groups have joined the Department of Public Instruction (DPI) in supporting CSH initiatives. DPI incorporates a variety of strategies to address critical health behaviors and they include funding opportunities; technical assistance; free resources through printed publications, internet, and media resources; and professional development events. For more information, visit dpi.wi.gov/sspw/coordinated-school-health.

Wisconsin Department of Public Instruction Local Wellness Policy

With the passing of the Child Nutrition and WIC Reauthorization Act of 2004, school districts participating in federally subsidized child nutrition programs (e.g., National School Lunch Program, School Breakfast Program, Special Milk Program and After School Snack Program) are required to establish a local school wellness policy. In 2010, Congress passed the Healthy, Hunger-Free Kids Act and added new provisions for local school wellness policies related to implementation, evaluation, and publicly reporting on progress of local school wellness policies. Part of Wisconsin's School Wellness Policy requires schools to set goals for physical activity for their students. Safe Routes to School Programs will help meet these goals. For more information visit: dpi.wi.gov/school-nutrition/program-requirements/local-wellness-policy.



Wisconsin Department of Public Instruction School Health Award

The Wisconsin School Health Award is a way to recognize and celebrate schools with policies, programs, and the infrastructure to support and promote healthy eating, physical activity, parental and community involvement, and staff wellness. The goal of this award is to motivate and empower Wisconsin schools as they create and maintain healthy school environments. To learn more or to apply, visit: dpi.wi.gov/sspw/coordinated-school-health/wisconsin-school-health-award.

Other Resources

Healthy Places by Design

Healthy Places by Design is a strategic partner for communities and those who invest in them, helping turn visions of health into equitable and lasting impact. At local, state, and national scales, they connect community leaders with inspiring success stories, lessons learned, and each other to deepen their capacity as change makers. Drawing on their experience supporting hundreds of partnerships, they strengthen assets and enhance efforts to grow an enduring culture of health and wellbeing. For more information, visit healthyplacesbydesign.org.

Wisconsin Bike Fed

The Wisconsin Bike Fed is the only statewide organization that advocates for better bicycling for everyone who rides a

bike, whether for transportation, fitness or recreation. They work with the governor's office, the state legislature, and all relevant government agencies. They attend key meetings, track legislation and budgets and keep their members informed about how decisions and dollars will affect them. The Bike Fed is actively involved with Safe Routes to School Programs. For more information, visit wisconsinbikefed.org.

Girls on the Run

The mission of Girls on the Run is to inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running. Meeting in small teams or connecting virtually, trained volunteer coaches inspire girls to build confidence and other important life skills through dynamic, interactive lessons and physical activity. The curriculum is through after-school programs, recreation centers and other non-profit settings. For more information, visit www.girlsontherun.org.

Kid Power

Kid Power is a global non-profit leader dedicated to providing empowering and effective child protection, positive communication, and personal safety skills for all ages and abilities by using millions of people to successfully to create cultures of respect and safety and to prevent and stop harm all over the world. For more information, visit www.kidpower.org.

APPENDIX A.

Proposed Sign Locations 15 mph School Zone Signs and School Zone Ahead Signs

The map to the right shows the locations of where School Zone signs should be located.

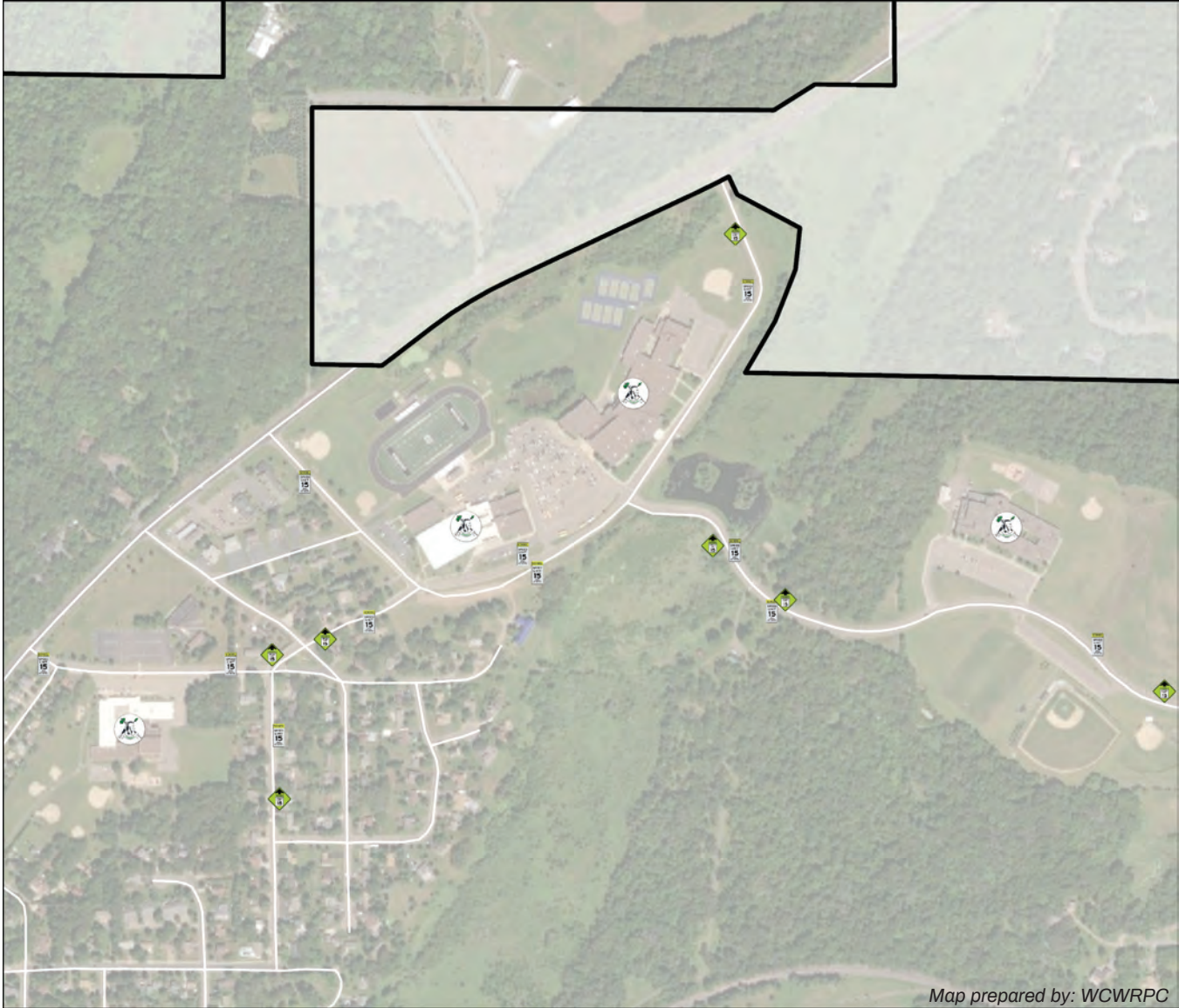
Legend

-  School
-  School Zone Ahead Sign Location
-  School Zone Sign Location
-  Village of Osceola Boundary

December 2021



Data Sources:
2018 Aerial Image (USDA)
School District of Osceola



Map prepared by: WCWRPC

APPENDIX A.

Proposed Sign Locations Uncontrolled Intersection Crossings

The map to the right shows the locations in Osceola that have pedestrian crossings at uncontrolled intersections that are along Safe Route to School Corridors.

Legend



School



Uncontrolled Intersections

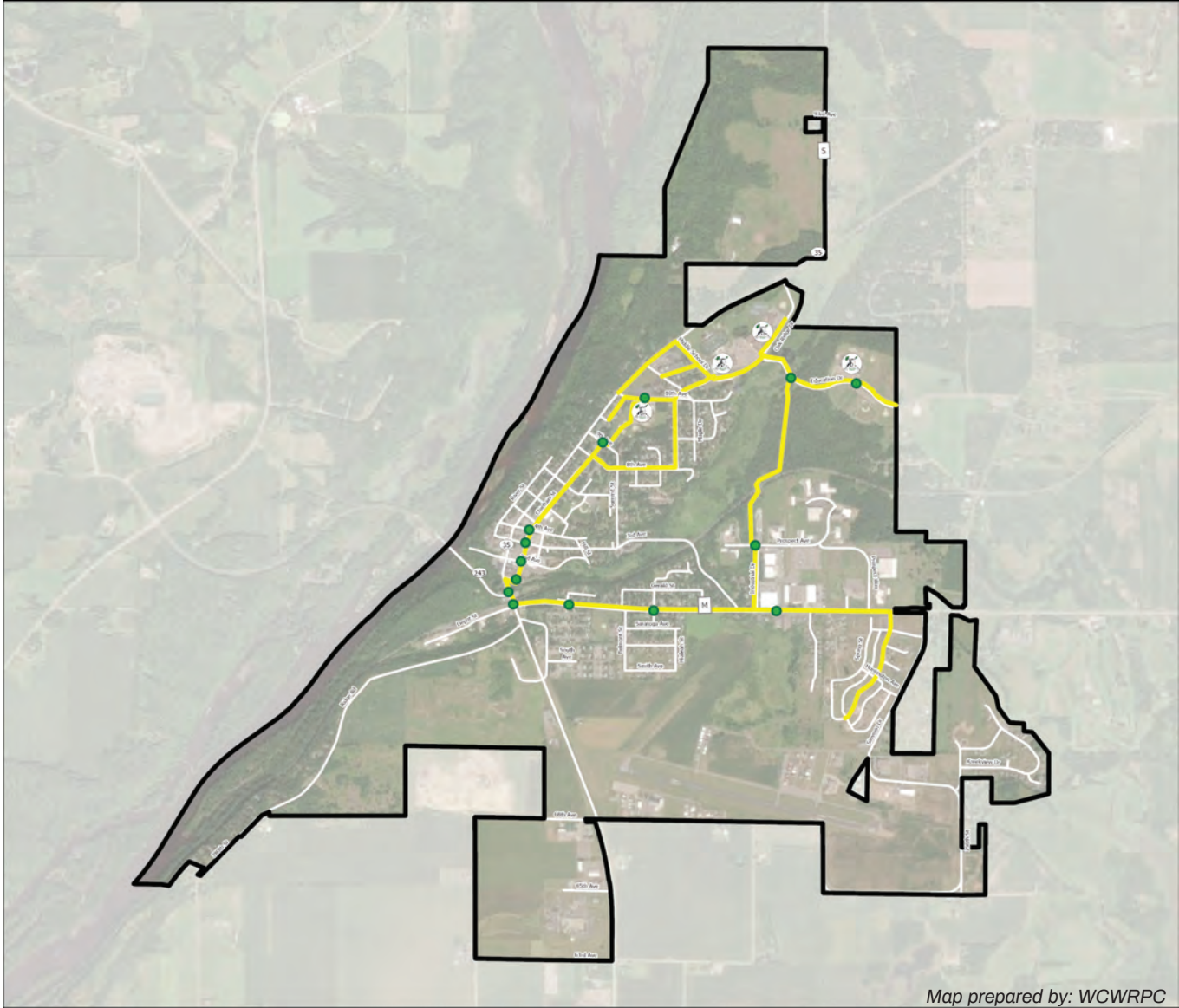


Village of Osceola Boundary

October 2021



Data Sources:
2018 Aerial Image (USDA)
School District of Osceola
Village of Osceola



Map prepared by: WCWRPC

APPENDIX B.

Education and Oak Ridge Intersection **Before**



APPENDIX B.

Education and Oak Ridge Intersection **After**







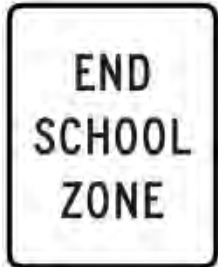
APPENDIX C.

Signage and Crossing Visual Clues

Consistent visual clues along designated safe routes and in school zones will help ensure student safety. This guide should be used to determine signage, color, and style.



Denotes start of school speed limit zone. Place at start of school property or leading up to. Color should be safety green and white.



Place opposite of School Speed Zone Signs.



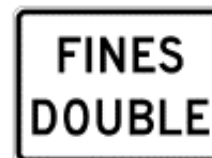
At the crosswalk facing all traffic directions. Arrow points to crosswalk. Should be safety green color.



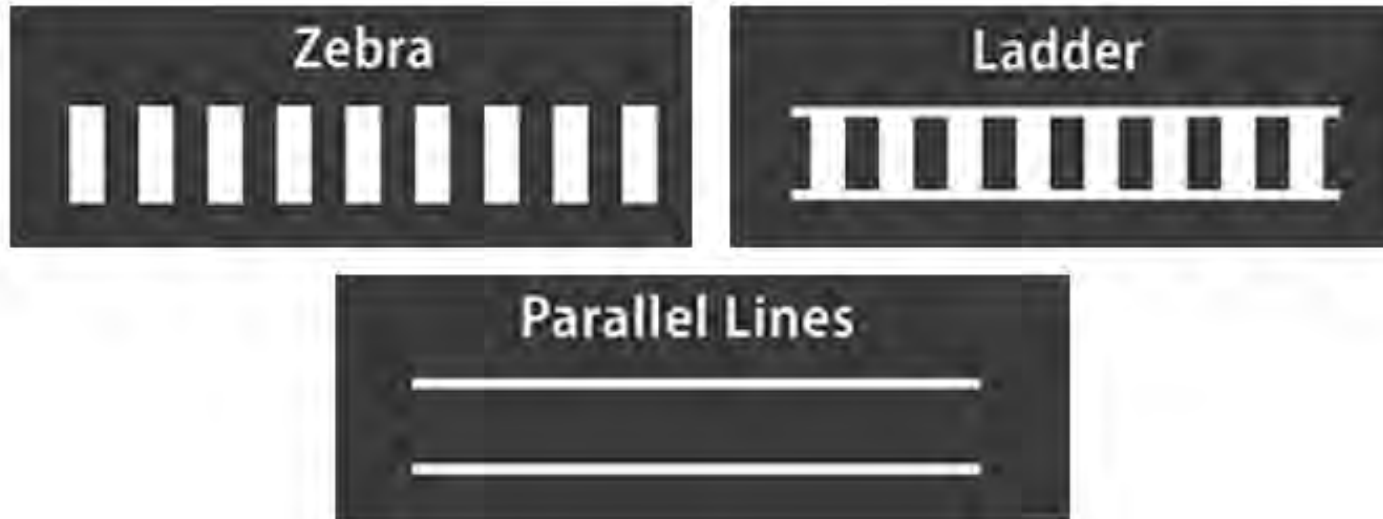
Use preceding school-designated crossings outside of school zone. Assemble with "AHEAD" text sign. Should be safety green color.



Centered in crosswalk facing both traffic directions. Use at high traffic or habitually problematic intersections.



Placed below School Speed Zone Sign.



All intersections along SRTS corridors should have clearly marked crossing locations including paint markings on the road surface. Zebra or ladder style crosswalk markings are preferred over standard parallel line markings at uncontrolled crossing locations. Parallel line crosswalks are suitable for crossings at intersections controlled by a stop sign. A bold “stop here” line should precede the crossing.



All official and school-sanctioned crossing guards, both students and adults, should wear a safety green vest and carry a safety green patrol flag while on duty. Adult crossing guards may also carry a hand held stop sign which may include flashing lights.



Where constructed bump-outs do not exist, safety-green cones can be placed in the road approximately eight feet (8') from curb as temporary bump-outs during crossing guard staffing. The cones reduce crossing distance and serve as traffic-calming measure by constricting the roadway and increasing driver awareness and visibility of the crossing.



#ExcellenceInOsceola

