

# CHIPPEWA FALLS AREA UNIFIED SCHOOL DISTRICT



Safe Routes to School Plan 2021

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EWA FALLS





# CFAUSD SAFE ROUTES TO SCHOOL TASK FORCE

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The Chippewa Falls area Safe Routes to School is a program to create a safer environment for students walking and biking to and from school.



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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.

This SRTS plan is a five-year update to the Chippewa Falls Area Unified School District (CFAUSD) original SRTS plan, which was completed in 2015. The Chippewa Falls SRTS Task Force consisted of representatives from CFAUSD, McDonell

### CHIPPEWA FALLS'S SRTS VISION

Chippewa Falls Area Unified School District will work with the McDonell Area Catholic Schools, the communities it serves, parents, and students in a well-educated partnership to provide and encourage safe and enjoyable environments for walking and biking to school. The environments will start at the entrance of the schools and disperse into the surrounding neighborhoods. The partnership will focus on a comprehensive approach with a focus on safety and well-connected routes to school, throughout the Chippewa Falls area.

Area Catholic Schools (MACS), and the City of Chippewa Falls. Due to the size of CFAUSD and the number of schools, individual schools also played an important role in the planning process. The project was facilitated by the West Central Wisconsin Regional Planning Commission (WCWRPC).

During the planning process, WCWRPC met with staff from the districts and individual schools to help determine issues and opportunities for each school. Together, the schools and task force worked together to identify issues and opportunities throughout the two communities, and then developed strategies 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:

Many of the schools are located in areas with limited sidewalks.

Due to existing conditions, most of the schools allow busing for all or the vast majority of students.

Student and adult crossing guards have consistent uniforms and signage.

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.



### 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 current walk zone boundary (where no bus service is provided), and 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 CFAUSD and Chippewa-Eau Claire Metropolitan Planning Organization. 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. The CFAUSD, along with the Altoona and Eau Claire school districts and WCWRPC, were awarded a TAP grant to continue with the ongoing Chippewa Valley SRTS Partnership.

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 Chippewa Falls 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 two school districts and City 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.

**A successful SRTS program relies on the use of all six Es.**

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

CFAUSD has a total enrollment of 4,987 K-12 students. Students attending CFAUSD primarily live in the City of Chippewa Falls and Village of Lake Hallie. Large rural areas in the towns of Lafayette and Anson are also served by the district. CFAUSD contains six elementary schools (grades K-5), one middle school (6-8), one high school (9-12), and one secondary-level alternative education program (9-12). In the 2019-2020 enrollment year CFAUSD had 2,447 elementary school students, 1,087 middle school students, and 1,453 high school students.

In addition to CFAUSD, this plan also includes SRTS planning for McDonell Area Catholic Schools (MACS) of Chippewa Falls, which has a total enrollment of 471 students. MACS schools include one primary school (K-2, 104 students), one elementary school (3-5, 95 students), one middle school (6-8, 116 students), and one high school (9-12, 156 students).

Chippewa Falls' 2010 population was 13,661, and its estimated 2020 population is 14,405. The Village of Lake

Hallie's 2010 population was 6,448, and its estimated 2020 population is 7,121. Anson and Lafayette totaled 2,076 and 5,765, respectively, in 2010. In 2020, those towns are estimated to have populations of 2,266 and 6,179. 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 CFAUSD 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 2019-20 school year, 41.5% of CFAUSD students were considered economically disadvantaged. This can be further broken down as 42.6% of elementary students, 44.1% of middle school students, and 37.7% 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 CFAUSD considered to be economically disadvantaged has been on the rise over the past 15 years. Economically disadvantages 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 CFAUSD 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 CFAUSD and MACS school.

### Previous Safe Routes to School Work

This plan is a five-year update to CFAUSD's original SRTS plan, first developed in 2015. The update process included repeating many of the original data gathering techniques, including school audits, classroom tallies, a parent survey, and gathering input from school staff and volunteers. This updated included MACS significantly more than in 2015.

### 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.

#### *Vision:*

Chippewa Falls Area Unified School District will work with the McDonell Area Catholic Schools, the communities it serves, parents, and students in a well-educated partnership to provide and encourage safe and enjoyable environments for walking and biking to school. The environments will start at the entrance of the schools and disperse into the surrounding neighborhoods. The partnership will focus on a comprehensive approach with a focus on safety and well-connected routes to school, throughout the Chippewa Falls area.

#### *Goals:*

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

A photograph showing a row of bicycles parked against a brick wall. The bicycles are of various colors, including blue, black, and white. The wall is made of red bricks and has a window on the left side. The text "SECTION II. EXISTING CONDITIONS" is overlaid in white, bold, sans-serif font across the middle of the image.

## SECTION II. EXISTING CONDITIONS

A photograph of a street scene. A yellow school bus is visible on the right side of the road, with the word "CHIPPEWA" partially visible on its side. Several cars are parked along the side of the road. The road has a double yellow line in the center. The sky is clear and blue.

## Safe Routes to School Task Force

The CFAUSD SRTS Task Force met four times beginning in August 2020. 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 from meeting with the individual schools. 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 2020. Both morning (during school drop-off) and afternoon (during school dismissal) audits were conducted at all schools except CFAUSD's Stillson and Jim Falls elementary school and MACS's Holy Ghost Elementary, which were audited in the morning only. WCWRPC facilitated the audits, and volunteers at each school assisted and provided input on issues and opportunities. As a plan update, these audits gave an opportunity to identify which issues from the 2015 plan have been resolved, which remain, and if any new issues have arisen.

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, incomplete sidewalks, and congestion at the drop-off site were noted at multiple schools. All issues and 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 2020. All CFAUSD and MACS schools completed the classroom tally sheets. Altogether, seven percent of the trips were students walking to/from school and two percent of the trips were students biking to/from school (Figure 1) at CFAUSD.

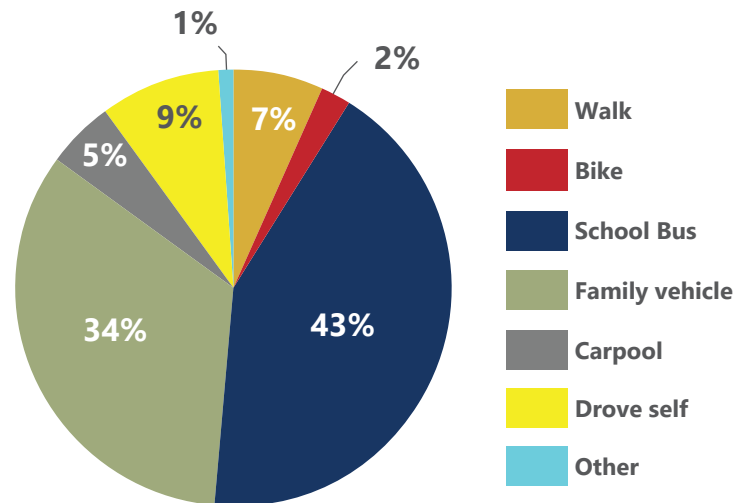


Figure 1: Chart showing total district student travel mode to/from school in percent (Classroom tally).

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 compared to the percentage of students that live in the walk zone of the school that walk or bike to school. Compared to 2015 data, all schools stayed within two percent of their 2015 walk or bike totals, except Stillson, which recently moved and had a decrease of 4%.

## Parent Surveys

The parent survey was made available for parents with children at all schools in CFAUSD and MACS. There were a total of 1,112 responses to the survey. The number of surveys returned from each school ranged from 11 surveys at Chippewa Valley High School to 213 surveys at Chippewa Falls High School. Of the responses, 32 percent stated that they lived within one mile of their 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 and weather, are related to traffic and intersection safety: 1) speed of traffic (45%), 2) safety of intersections and crossings (42%), and 3) sidewalks and pathways (26%). The table on page 24 shows which issues are most important at each school.



## WALK/BIKE TO SCHOOL PERCENTAGES

School	Walk	Bike	Walk + Bike	% of Walk Zone*
Halmstad	11%	1%	12%	139%
Hillcrest	9%	4%	13%	48%
Jim Falls	1%	0%	1%	NA
Parkview	3%	1%	4%	NA
Southview	7%	2%	9%	94%
Stillson	0%	1%	1%	NA
CF Middle School	8%	3%	11%	68%
CF High School	8%	1%	9%	52%
Holy Ghost	2%	0%	2%	NA
St. Charles	3%	0%	3%	NA
Notre Dame MS	6%	5%	11%	NA
McDonell HS	5%	1%	6%	NA

Figure 2: Percentage of students that walk or bike to school based on total attendance at each school as determined from 2020 classroom tally. All MACS schools have

\*Note: This column shows the percentage of students that live in the walk zone of the school that walk or bike to school.

The opposite table shows solutions to the issues identified, and how fixing the issues would change a parent's opinion on letting their child walk or bike to school. The most cited variables with potential to drive change included 1) safety of intersections (54%), 2) amount of traffic along route and sidewalks or pathways (53%), and 3) speed of traffic (52%).

Another key finding from the parent survey is the parent's perception of how schools encourage or discourage walking and biking to/from school. Eighty-one percent of the parents stated that their child's school neither encourages or discourages walking and biking to/from school. Seventeen percent of the respondents answered that the school encouraged or strongly encouraged walking and biking to/from 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 designated areas considered to be walkable and where bus transportation is not provided. Some districts have specific distances for walk zones. Walk zones for CFAUSD schools are determined by safety of crossings. These walk zones can be seen on the map on page 28. Most schools in CFAUSD do not have walk zones. The largest walk zones are 2 square miles for Chippewa Falls High School and Chippewa Falls Middle School.

# 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)**

40-50% 50-60% 60%+

Schools	Number of surveys	Distance	Convenience of driving	Time	Child's participation in after-school activities	Speed of traffic	Adults to walk with	Sidewalks or pathways	Safety of intersections	Crossing guards	Violence or crime	Weather or climate	My child always walks/bikes to/from school
CF HS	213	56%	17%	21%	15%	25%	5%	14%	29%	6%	20%	40%	18%
CF MS	198	72%	9%	25%	22%	43%	15%	22%	35%	7%	27%	43%	12%
Chippewa Valley HS	11	55%	0%	9%	0%	18%	0%	27%	36%	0%	9%	36%	27%
Halmstad	102	47%	5%	16%	5%	51%	20%	32%	41%	8%	29%	36%	18%
Hillcrest	130	43%	9%	22%	9%	44%	19%	15%	43%	11%	29%	42%	12%
Holy Ghost	19	84%	16%	21%	5%	42%	26%	26%	53%	5%	37%	42%	0%
Jim Falls	39	80%	8%	18%	8%	46%	13%	15%	28%	0%	10%	46%	0%
McDonell HS	27	52%	22%	19%	26%	30%	7%	26%	30%	7%	37%	41%	4%
McDonell MS	21	62%	0%	24%	24%	52%	5%	33%	43%	14%	43%	43%	14%
Parkview	112	43%	13%	18%	11%	51%	23%	30%	62%	13%	29%	38%	9%
Southview	91	68%	7%	21%	3%	41%	11%	17%	33%	2%	19%	32%	18%
St. Charles	31	81%	16%	26%	13%	32%	29%	16%	42%	10%	13%	42%	0%
Stillson	117	68%	9%	28%	11%	79%	16%	65%	64%	9%	28%	43%	2%
<b>All surveys</b>	<b>1112</b>	<b>60%</b>	<b>11%</b>	<b>22%</b>	<b>13%</b>	<b>45%</b>	<b>15%</b>	<b>26%</b>	<b>42%</b>	<b>8%</b>	<b>26%</b>	<b>41%</b>	<b>12%</b>

# Existing Conditions



**SOLUTIONS - “Would you let your child walk/bike to/from school if this problem was changed/improved?” (from parent survey)**

40-50% 50-60% 60%+

Schools	Distance	Convenience of driving	Time	Child's participation in after-school activities	Speed of traffic	Amount of traffic	Adults to walk with	Sidewalks or pathways	Safety of intersections	Crossing guards	Violence or crime	Weather or climate
CF High	58%	36%	45%	38%	50%	52%	31%	45%	49%	32%	41%	52%
CF Middle	63%	34%	49%	42%	57%	59%	42%	55%	57%	48%	48%	53%
Chippewa Valley HS	73%	18%	46%	36%	18%	18%	27%	64%	64%	46%	36%	46%
Halmstad	54%	35%	42%	39%	58%	55%	58%	62%	62%	55%	48%	50%
Hillcrest	48%	29%	40%	41%	55%	53%	52%	49%	55%	52%	50%	43%
Holy Ghost	37%	11%	37%	11%	32%	42%	47%	47%	47%	37%	37%	32%
Jim Falls	59%	26%	39%	36%	51%	54%	51%	54%	49%	41%	33%	46%
McDonell HS	52%	30%	37%	30%	37%	41%	26%	37%	37%	30%	41%	52%
McDonell MS	52%	43%	48%	38%	48%	48%	29%	52%	48%	30%	33%	43%
Parkview	46%	33%	38%	31%	54%	57%	53%	56%	63%	50%	49%	46%
Southview	52%	26%	33%	28%	40%	39%	39%	41%	45%	37%	36%	34%
St. Charles	52%	26%	42%	20%	42%	42%	45%	45%	48%	42%	29%	29%
Stillson	52%	21%	37%	26%	62%	64%	48%	66%	62%	47%	39%	45%
<b>All surveys</b>	<b>54%</b>	<b>31%</b>	<b>42%</b>	<b>35%</b>	<b>52%</b>	<b>53%</b>	<b>44%</b>	<b>53%</b>	<b>54%</b>	<b>44%</b>	<b>43%</b>	<b>47%</b>

## Crossing Guards

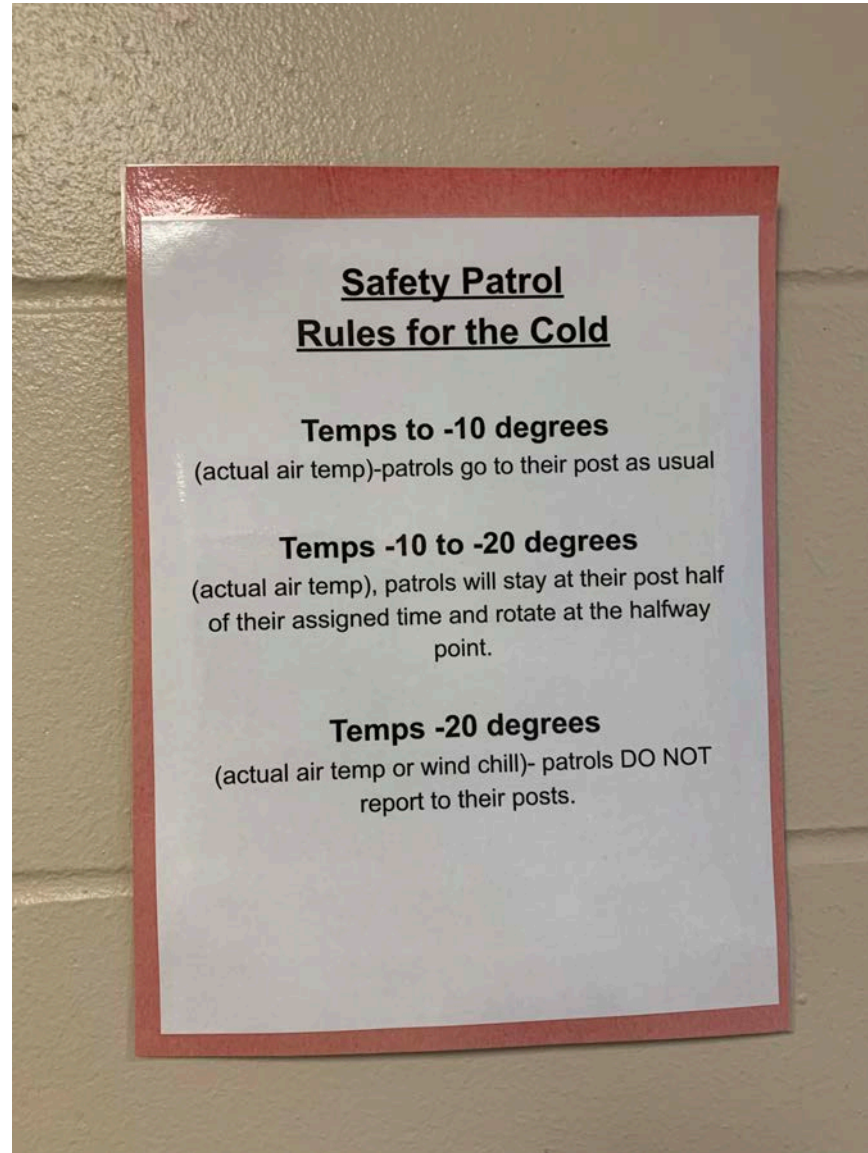
While CFAUSD does not employ adult crossing guards, many schools have adult supervision of student crossing guards. During the walk and bike audits, there were opportunities to have discussions with the supervisors at some of the schools. These discussions were valuable and shed light on what was working well and what issues need to be addressed. These issues ranged from minor suggestions to very pressing issues. The main concerns brought up by supervisors included speed of traffic, unmarked intersections, and vehicles not obeying traffic controls.

## Crash Data

Pedestrian and bicycle crash data from the State of Wisconsin and City were used to locate areas with high crash numbers. Data show that over an 11-year time period, from 2009-2019, there were a total of 68 reported crashes involving a pedestrian or bicyclist (Figure 3). This total averages to 6.2 reported crashes per year or approximately one crash every other month.



## Additional Items

In addition, other data and information were reviewed. This included speed limits in close proximity to schools and along SRTS corridors, crosswalk locations, and general urban design.



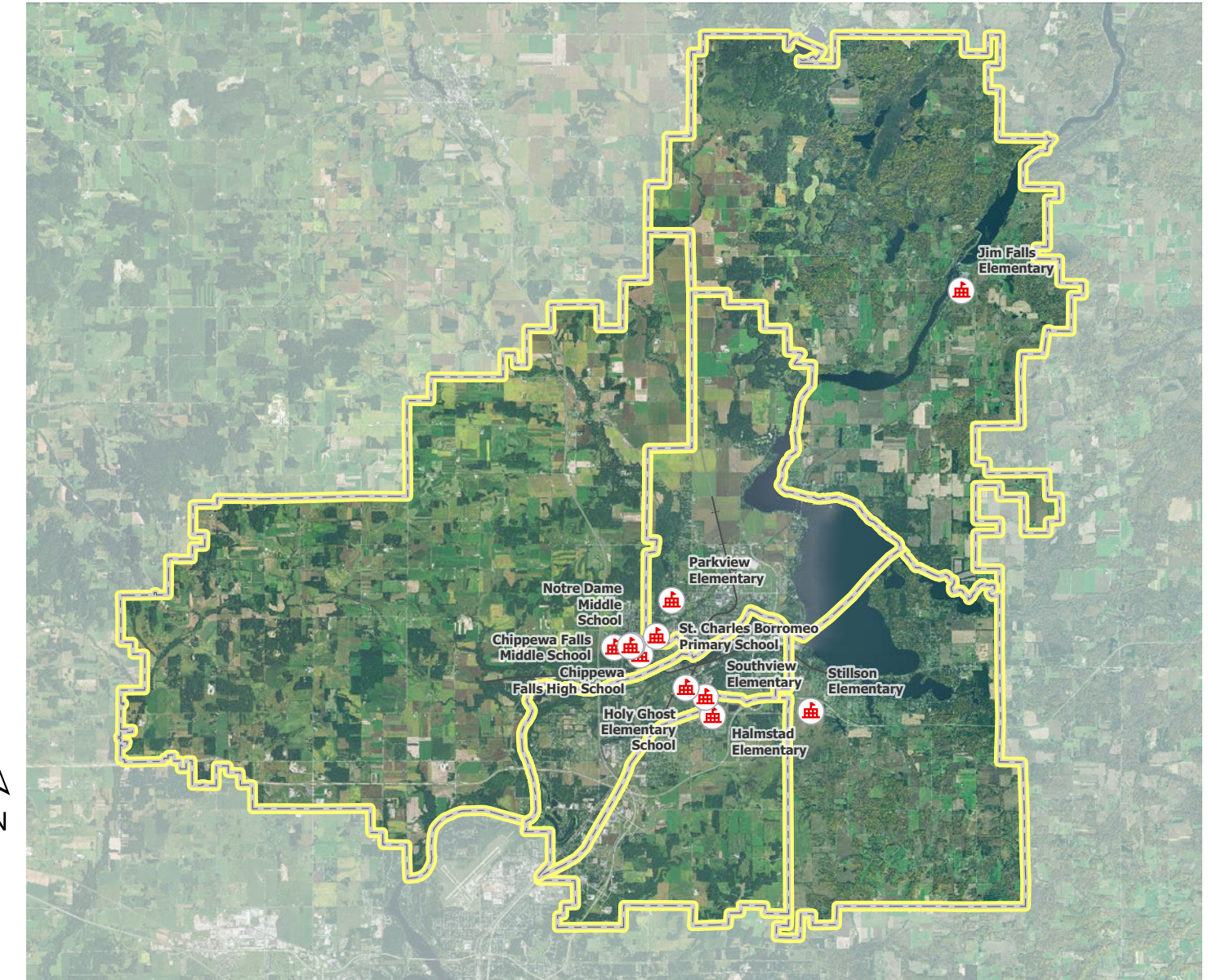
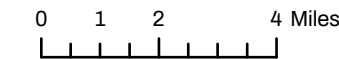
## CFAUSD ATTENDANCE AREAS

The map to the right shows the location of all schools in the district, with the corresponding attendance areas for each elementary school.

-  School
-  Attendance Areas

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, Chippewa Falls Area  
Unified School District



## WALK ZONES & SIDEWALKS

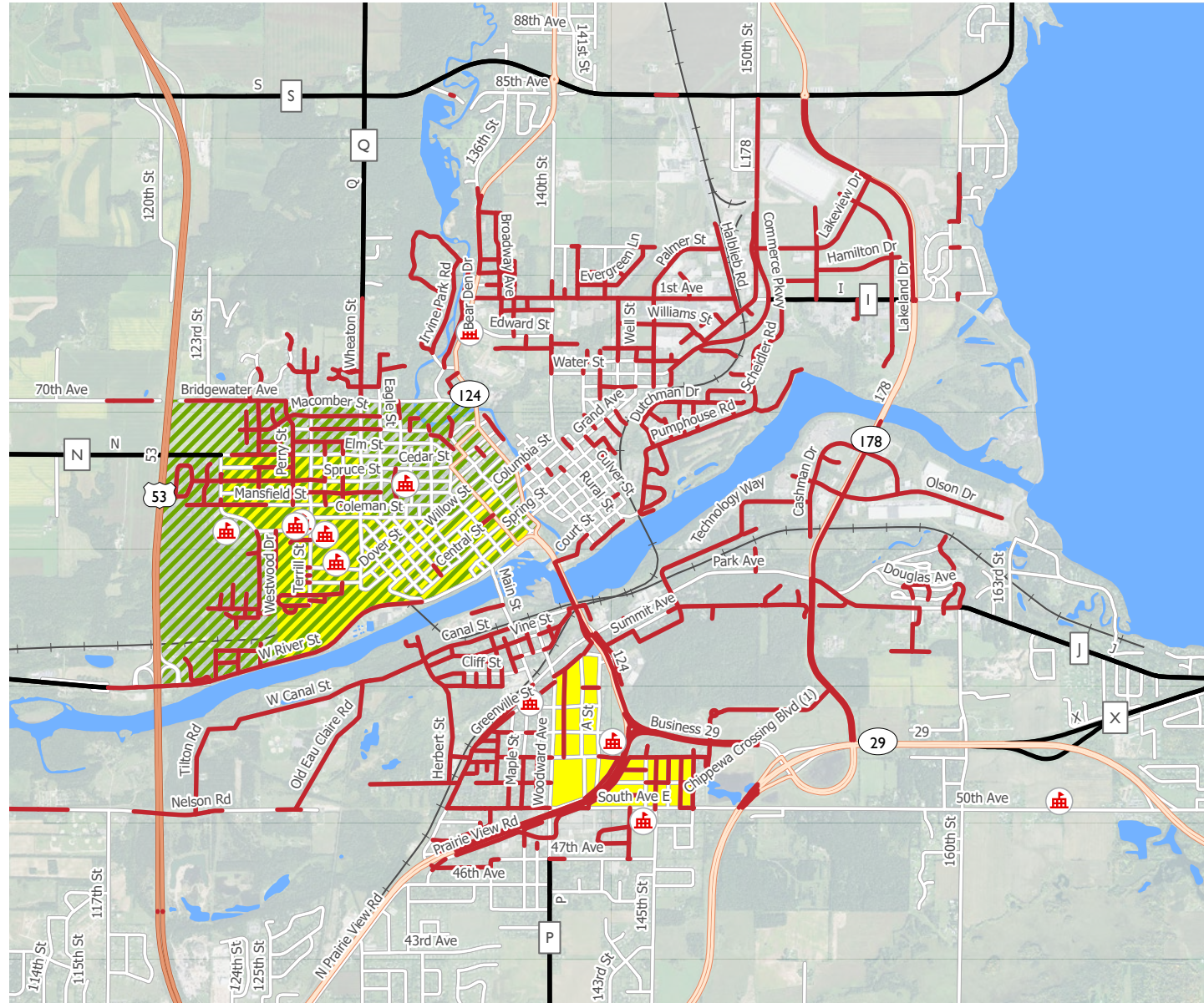
The map to the right shows the walk zone for all public schools in the City of Chippewa Falls and road segments without sidewalks.

- Elementary School Walk Zone
- High & Middle School Walk Zone
- No Sidewalk
- School

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, Chippewa Falls Area  
Unified School District

0 0.28 0.55 1.1 Miles



SRTS 2021



## CRASHES INVOLVING PEDESTRIANS OR BICYCLISTS 2009 through 2019

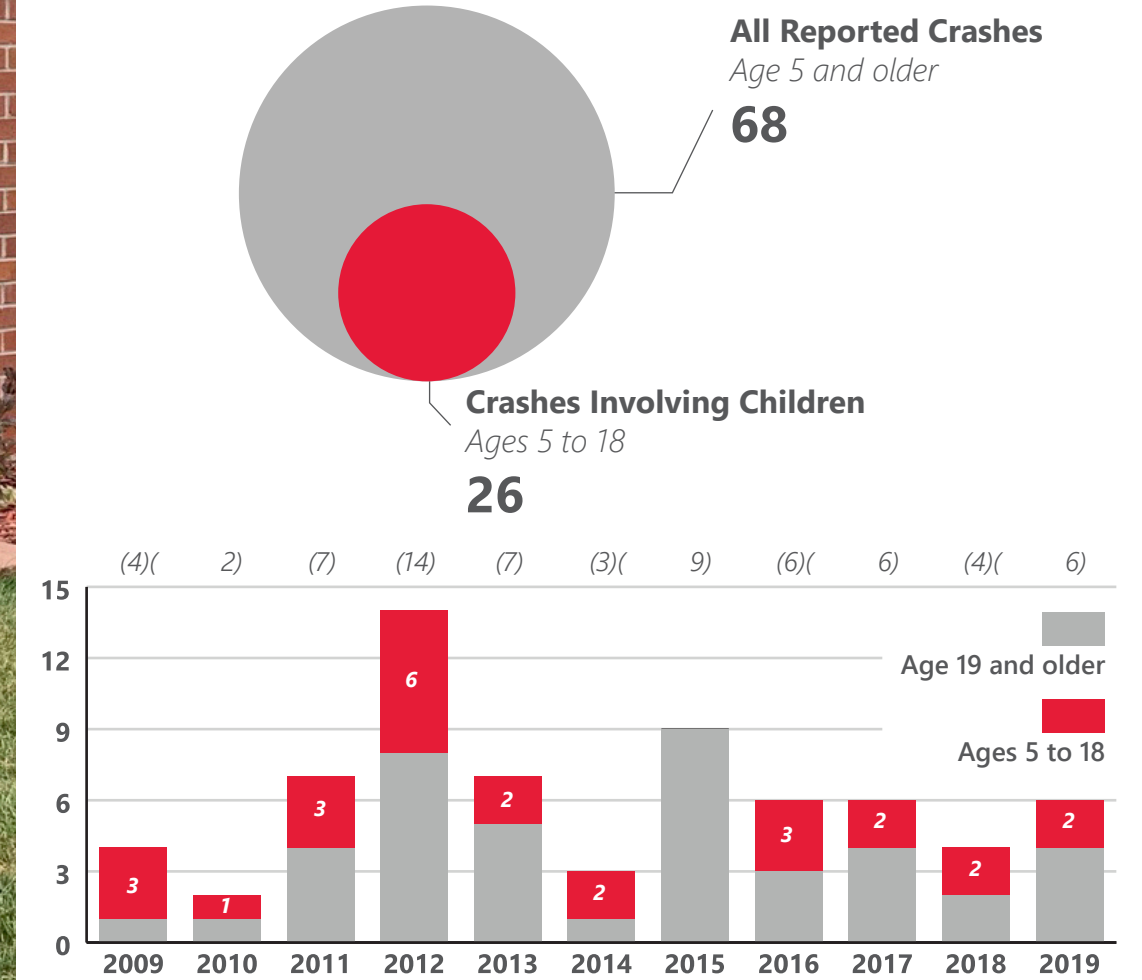


Figure 3: This graph shows the number of reported pedestrian and bicycle crashes each year 2009 through 2019.

## HEAT MAP OF CRASHES AND SCHOOL WALK ZONES

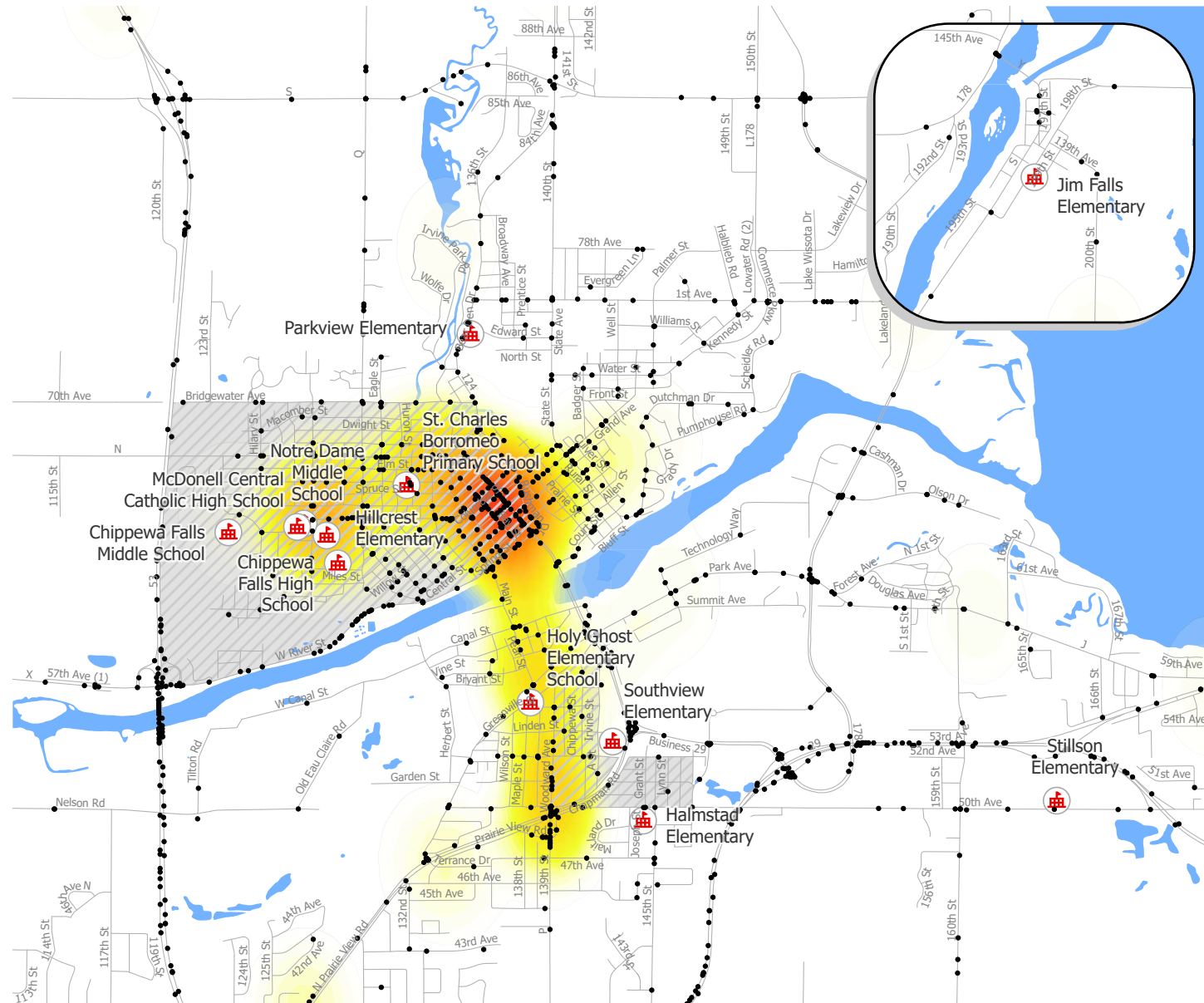
The map to the right shows the location of all crashes reported in the Chippewa Falls Area Unified School District between 2009 and 2019.

- Crash Location (9,961)
  - 🏫 Schools
  - ▨ School Walk Zones
- Crash Density
- Low High
- 

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR Crash Data

0 0.28 0.55 1.1 Miles



## HEAT MAP OF CRASHES AND SCHOOL WALK ZONES

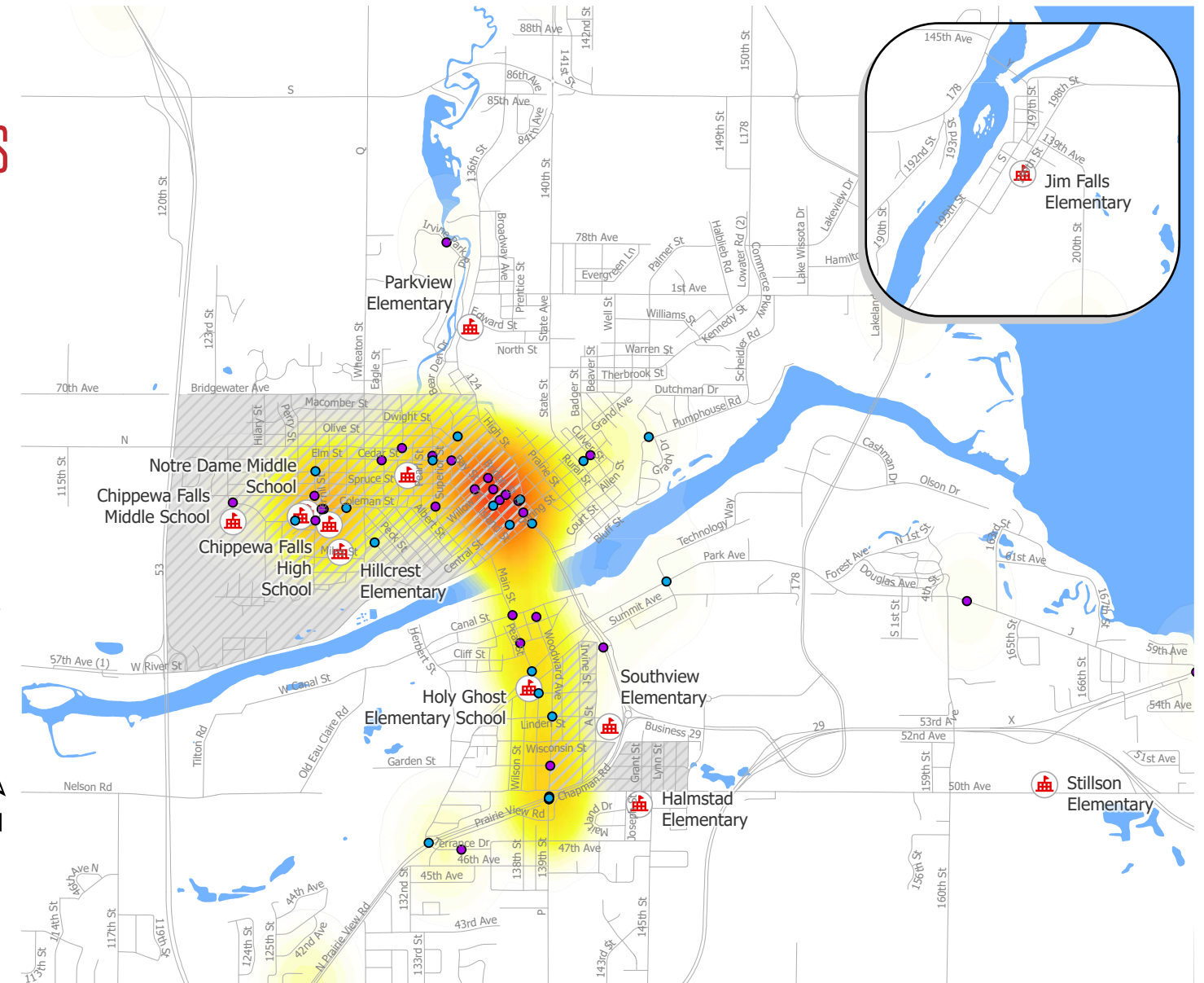
The map to the right shows the location of crashes involving bicycles and pedestrians in the Chippewa Falls Area Unified School District between 2009 and 2019.

- Bicycle Involved (25)
  - Pedestrian Involved (43)
  - 🏫 Schools
  - ▨ School Walk Zones
- Crash Density
- Low High

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR Crash Data


0 0.28 0.55 1.1 Miles







## SECTION III. SCHOOL ISSUES AND STRATEGIES



Working closely with the individual schools in CFAUSD and MACS was an important and significant portion of the planning process. 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. Most of these meetings consisted of discussion with the school principal, other school staff, and sometimes one or more parent. Many of the proposed strategies 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 some of the SRTS maps, there are SRTS corridors that travel outside of the respective walk zone, where bus service is available. Even though bus service is available to students in these areas, it is unrealistic to think that students will not walk and/or bike to/from school from these locations. With that, in some cases routes were shown that present the safest crossing from across a walk boundary.

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,

**45% & 42%**

ranked **Speed of traffic and Safety of intersections and crossings** as their biggest concerns for allowing their children to walk or bike to school.

Of all parents surveyed,

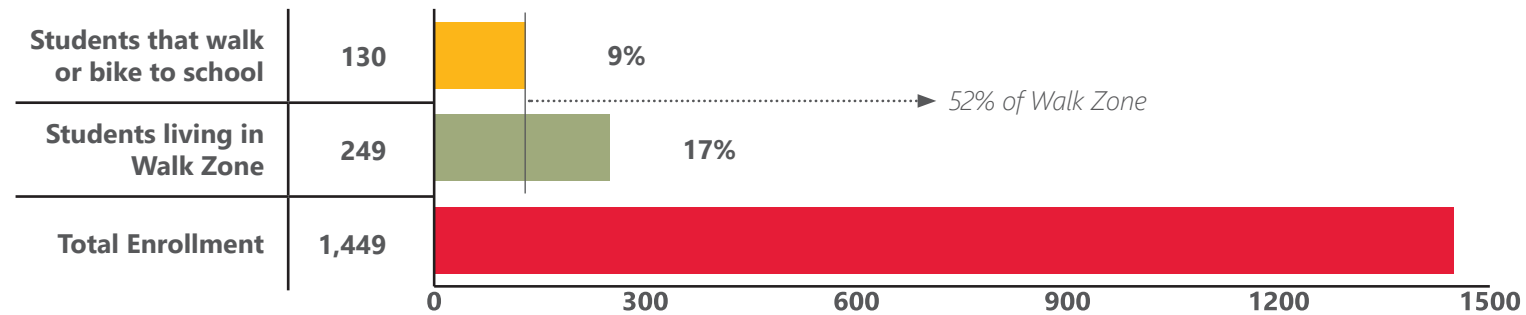
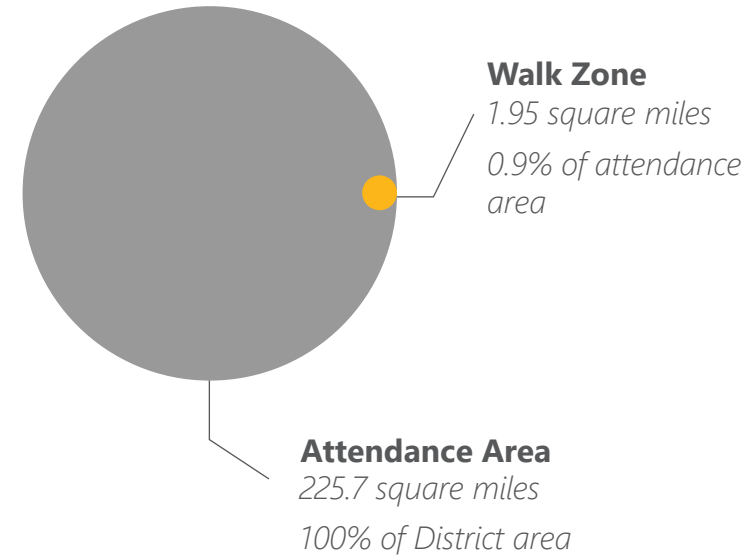
**54%-52%**

indicated that **Safer intersections, incorporating more sidewalks/pathways, and reducing speed of traffic,** would help them feel more comfortable with allowing their child to walk or bike to school.

# CHIPPEWA FALLS 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. Along with the Middle School, Chippewa Falls High School has the largest school attendance area and the largest walk zone in the district.

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. Chippewa Falls High School has one of the lower percentages (52%) of students walking/biking compared to the number of students in their walk zone.

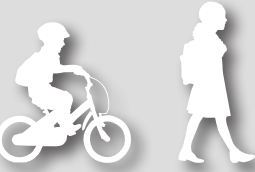


**Year School Built**  
1958

**Number of Students**  
1,449

**Economically Disadvantaged**  
38%

# Chippewa Falls High School



SRTS 2021

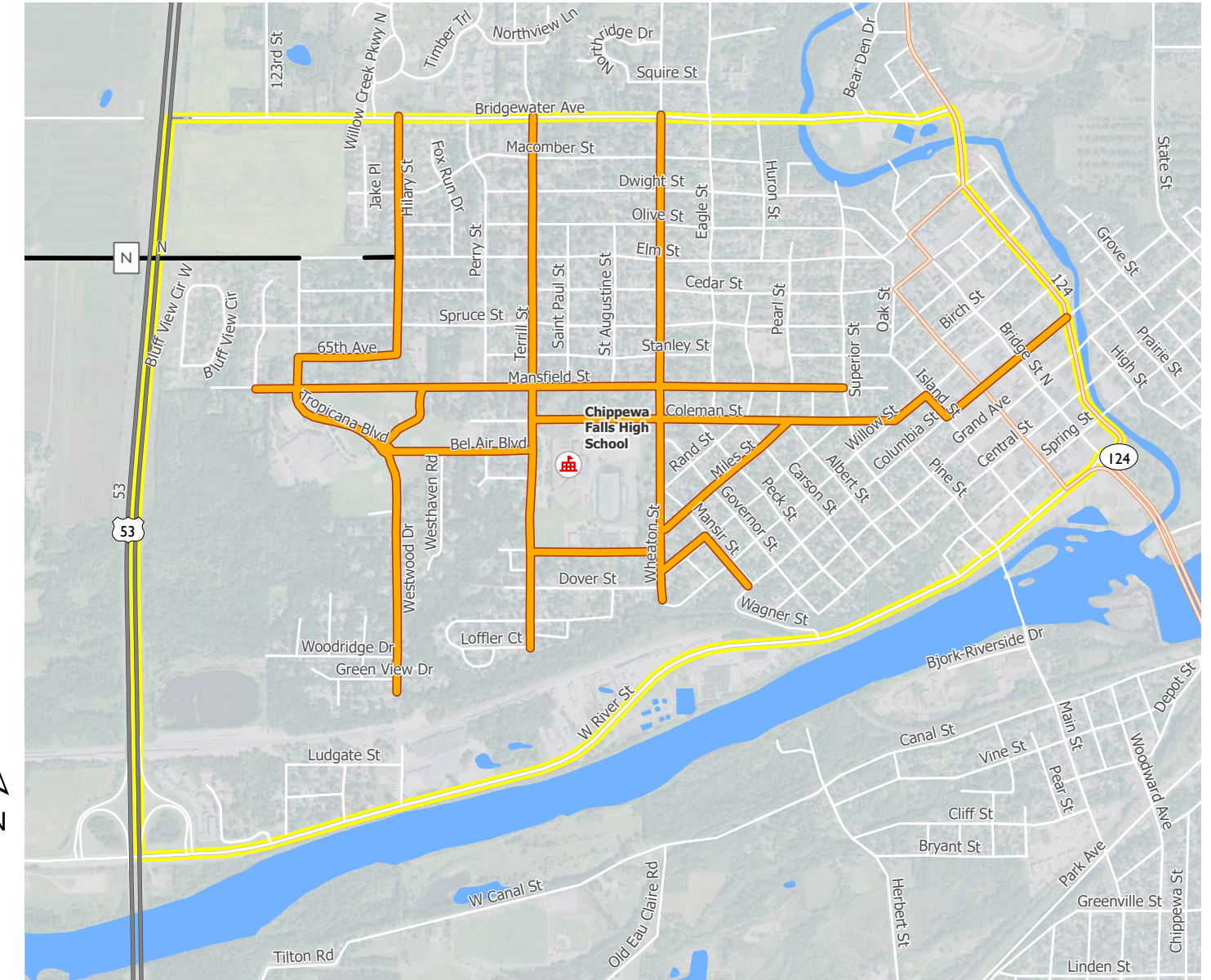
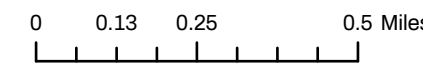
# CHIPPEWA FALLS HIGH SCHOOL

The map to the right shows the walk zone and designated safe routes for the school.

- School
- Walk Zone
- Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image





## Strengths

1. Sidewalks surrounding school on all sides.
2. Bus drop-off and pickup works well. Buses tend to yield to pedestrians.
3. Stop lines are painted ahead of crosswalks at intersections with stop signs.

## Issues

1. It can be difficult to cross Terrill on Coleman, no stop sign for traffic on Terrill.
2. Terrill and Bel Air is an uncontrolled intersection with high pedestrian use and heavy traffic volume during drop-off and pickup times.
3. No curb cut on northwest side of crosswalk at Terrill and Bel Air.
4. Cars leaving school parking lot tend not to stop for pedestrians on sidewalk.
5. Cars often park or stop along Terrill, despite "No Parking" signs.
6. A large amount of garbage and litter was noted along Coleman.
7. High school aged drivers tended to not observe the school zone speed limit.

## Strategies/Opportunities

1. A four-way stop or round-a-bout at Terrill and Coleman.
2. Look into options to increase safety and traffic flow at Terrill and Bel Air.
3. Add accessible curb cut to all crosswalk at northwest corner of Terrill and Bel Air.

4. Add crosswalk paint and "Stop for Pedestrians" sign at parking lot entrance/exit to encourage cars to stop for pedestrians.
5. Repaint all crosswalks annually or as-needed to maintain visibility. Use high-visibility techniques at Terrill and Bel Air.
6. Straighten crossing in bus drop-off; as students ignore the angle and cross straight to sidewalk.
7. Either allow parking along Terrill in front of high school or change "No Parking" signs to "No Parking, Stopping, or Standing" signs and enforce illegal parking/stopping.
8. Look into options to improve parent drop-off/pick up traffic flow. Consider adding a pull-off lane somewhere to reduce congestion in the street.
9. Add school zone sign along eastbound Coleman.
10. Have students perform litter removal around school property.
11. Ensure young drivers understand school zone implications for speed limit and associated higher fines.
12. Paint the pavement at the Bel Air and Terrill intersection for neighborhood beautification and traffic calming. This artwork could include a CFAUSD and MACS theme and/or City of Chippewa Falls theme.

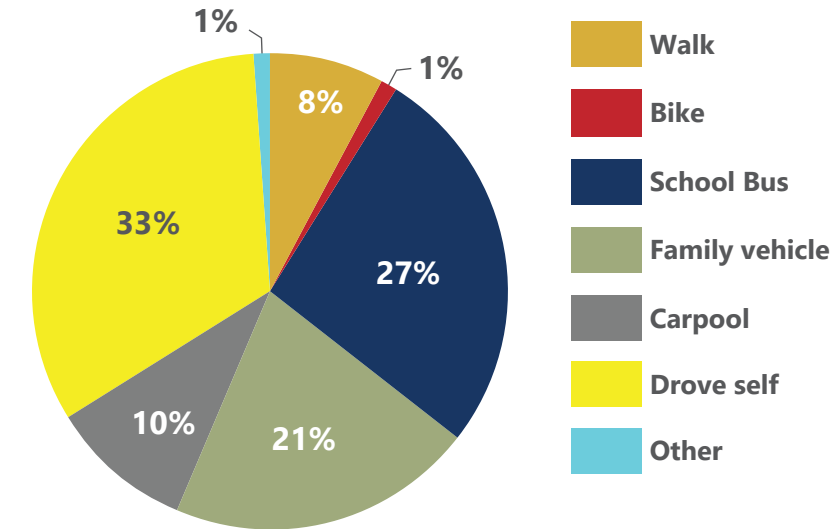
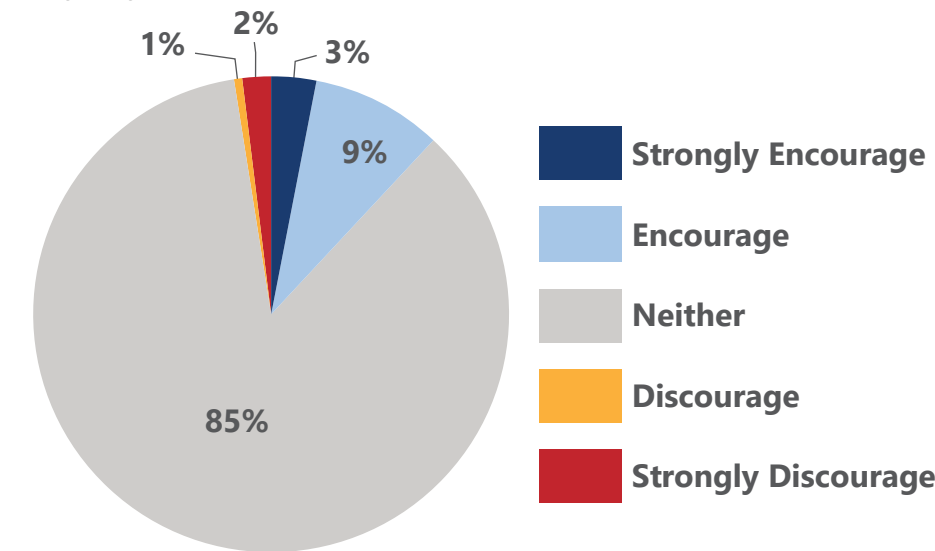
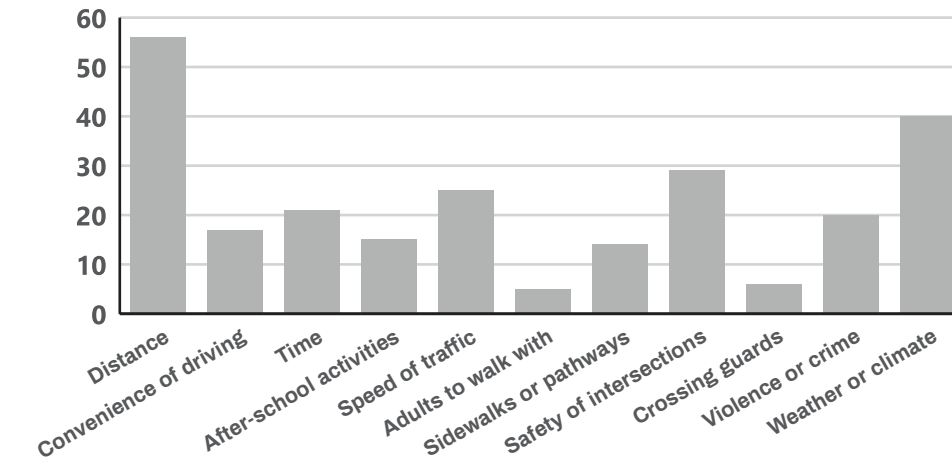


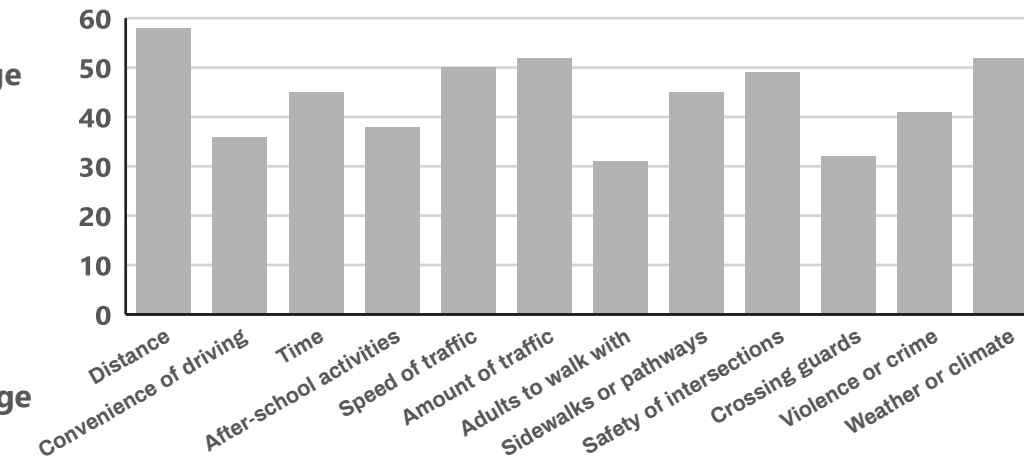
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage walking/biking to/from school?"



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

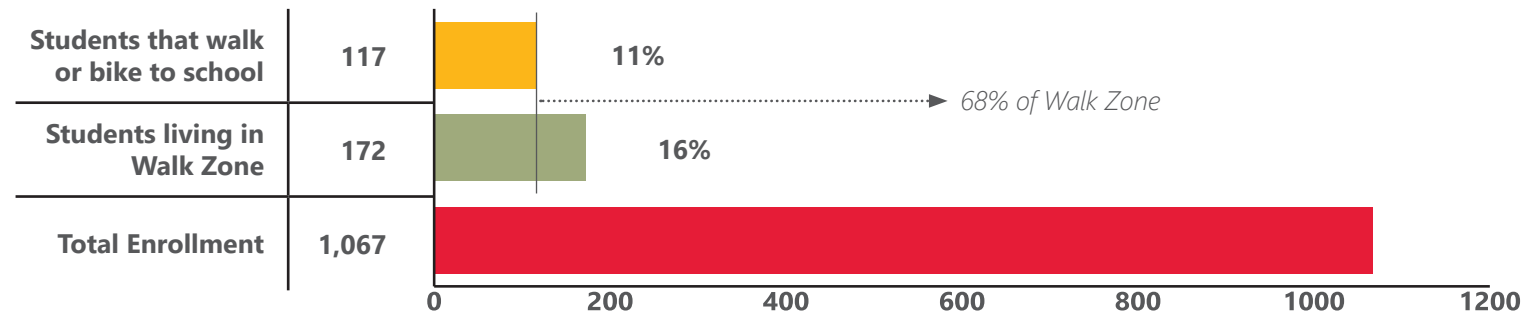
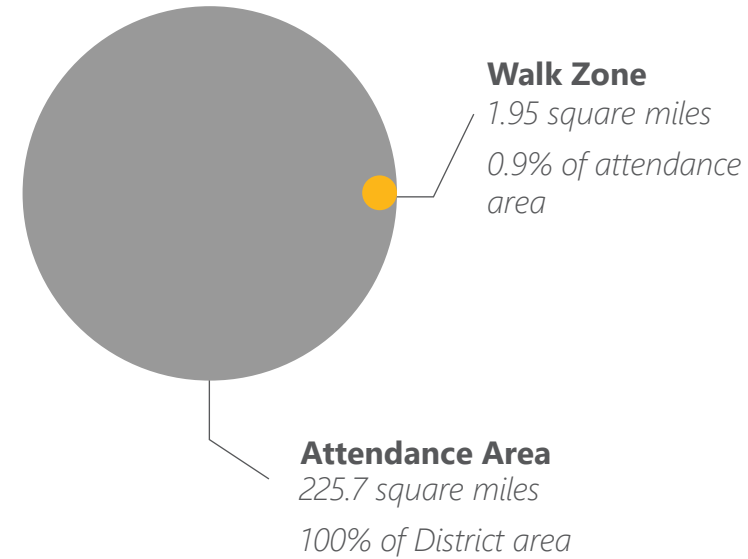


The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# CHIPPEWA FALLS 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. Along with the High School, Chippewa Falls Middle School has the largest school attendance area and the largest walk zone in the district.

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. Chippewa Falls Middle School has 68 percent of students walking/biking compared to the number of students in their walk zone.



**Year School Built**  
1977

**Number of Students**  
1,067

**Economically Disadvantaged**  
44%

# Chippewa Falls Middle School



SRTS 2021

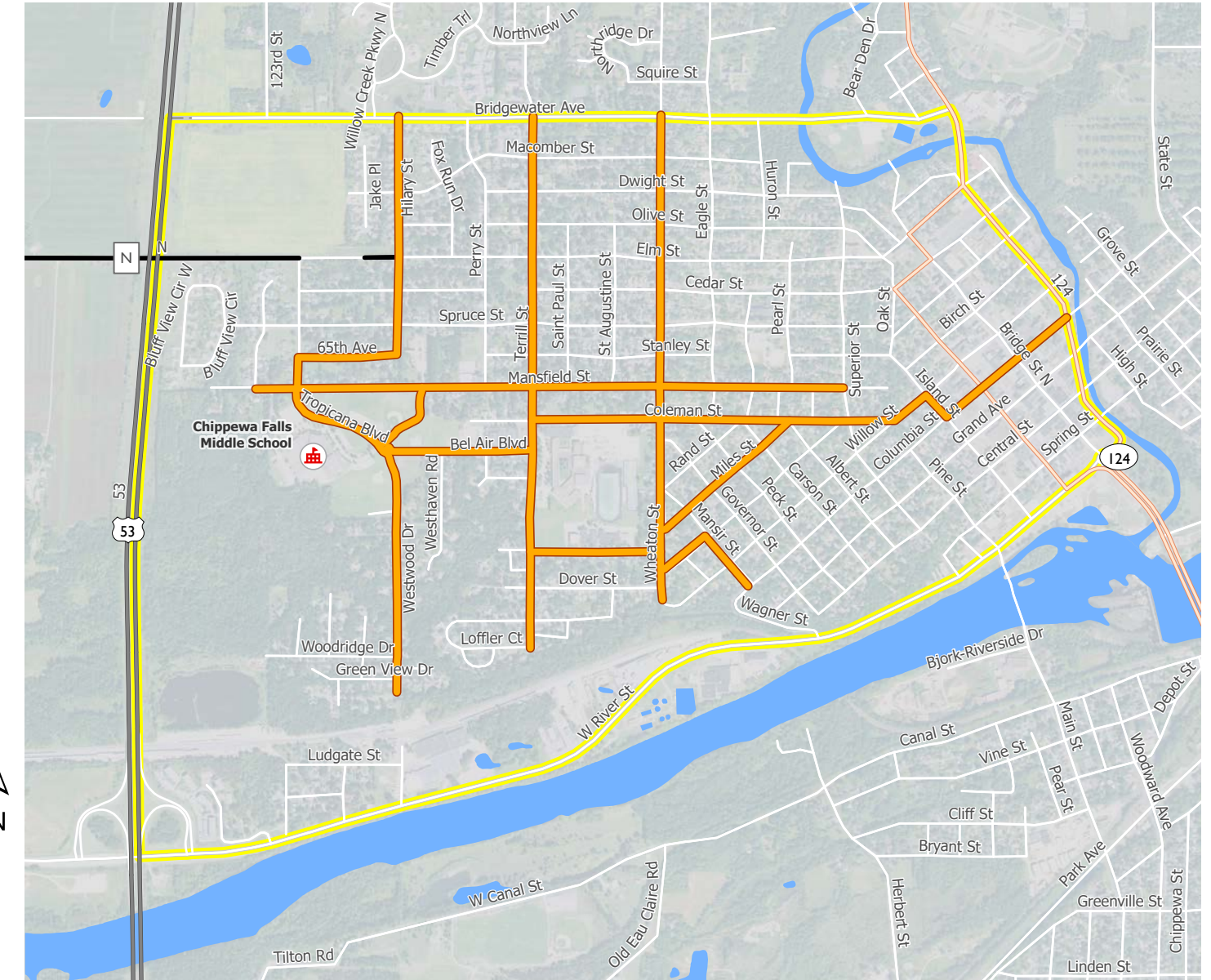
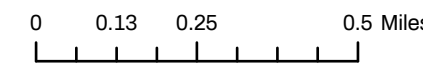
# CHIPPEWA FALLS MIDDLE SCHOOL

The map to the right shows the walk zone and designated safe routes for the school.

- School
- Walk Zone
- Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image





## Strengths

1. New bus drop off area reduces congestion between buses family vehicles, and pedestrians.
2. Sidewalks are present on both sides of street from Mansfield from Tropicana to Bel Air.
3. Crosswalk newly painted on Tropicana north of Bel Air.
4. Large quantity of bike racks.
5. Tropicana and Bel Air are very wide and would be ideal for a bike lane.

## Issues

1. Traffic leaving the north parking lot via Mansfield during drop off and pickup gets backed at Tropicana. Students and vehicles traveling south on Tropicana have difficulty crossing Mansfield. Cars tend not to stop for pedestrians who are waiting to cross.
2. There is no painted crosswalk on Mansfield at Tropicana.
3. Bike racks are only located at north entrance, are on grass, and do not have shelter.
4. Path from Mansfield that crosses field empties into street, not at a crossing.
5. Partially uncontrolled intersection at Bel Air, Tropicana, and Westwood is very wide and creates uncertainty in right-of-way for pedestrians and cars.
6. Cars speed up when heading towards McDonell after turning left onto Bel Air from Tropicana, despite still being in a school zone.
7. Additional school zone signs are needed on Mansfield and Bel Air.
8. Not all designated routes have sidewalks or bike lanes.

## Strategies & Opportunities

1. Research options to improve traffic flow at Mansfield and Tropicana.
2. Paint high-visibility crosswalks on Mansfield at Tropicana and add crossing signs with signage, including arrow signs.
3. Add arrows to crosswalk sign on Tropicana by bus entrance.
4. Add bike parking to south side of school where some students depart and arrive.
5. Eliminate both boulevard ramps that empty into Tropicana from the ballfield parcel near the path to encourage students to follow sidewalk to crosswalk locations.
6. Look into feasibility of adding yield stop signs, or a traffic circle at the intersection of Tropicana, Bel Air, and Westwood.
7. Add additional school zone signs on west-bound Mansfield and east-bound Bel Air.
8. Add a bike lane and/or sharrows along Tropicana from Mansfield to Bel Air, continuing along Bel Air to Terrill.
9. Add sidewalks along Westwood and Mansfield where missing.



Students walk in the road on Westwood Dr. towards the school. Sidewalks and/or a bike lane would improve safety for pedestrians on this stretch of road, which is a designated route to school.

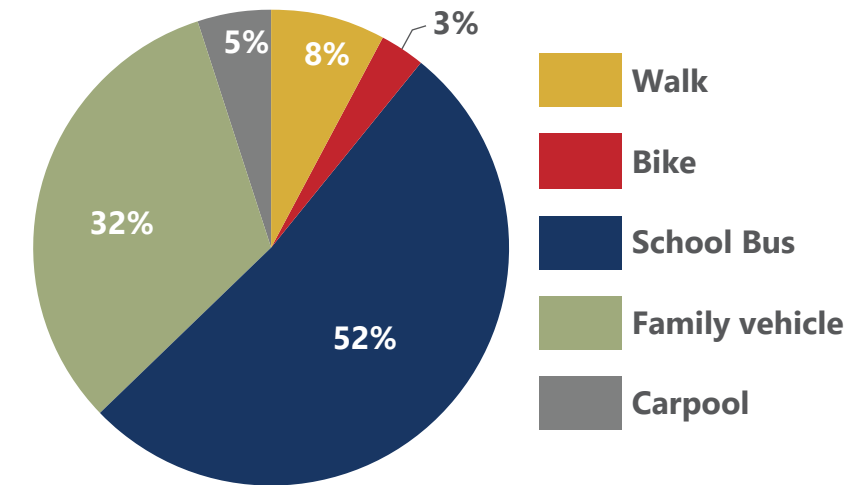
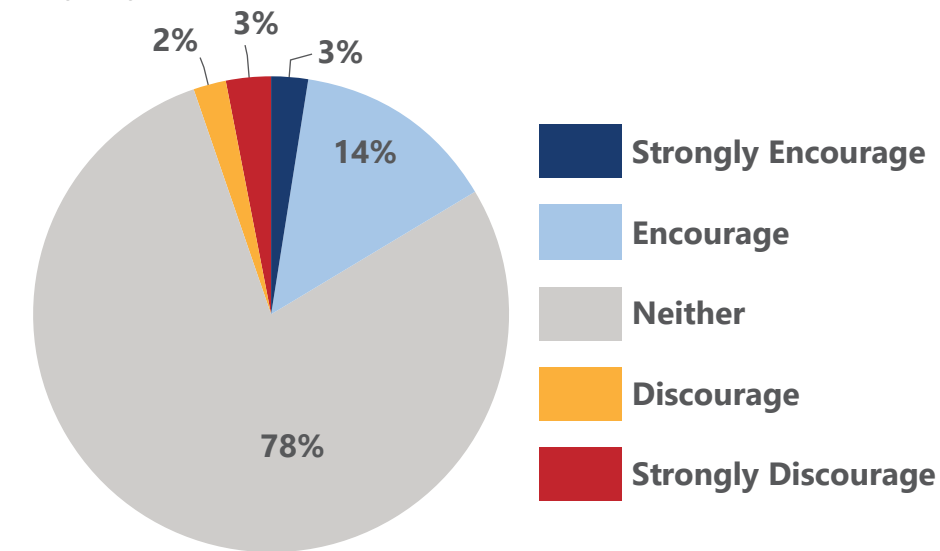
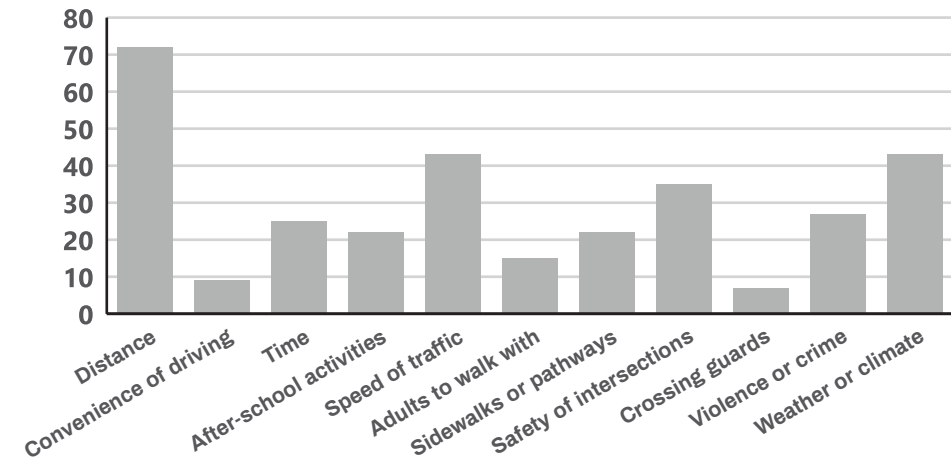


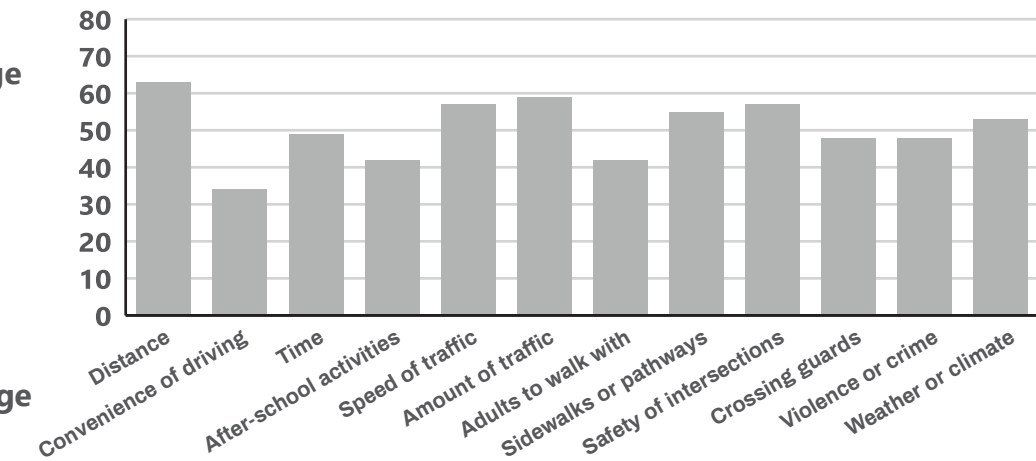
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage waking/biking to/from school?"



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



The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).



**Year School Built**  
1971

**Number of Sections**  
3

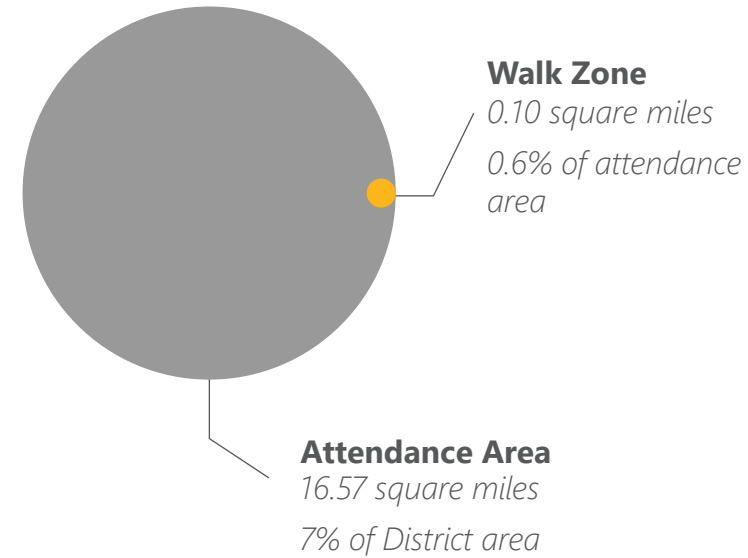
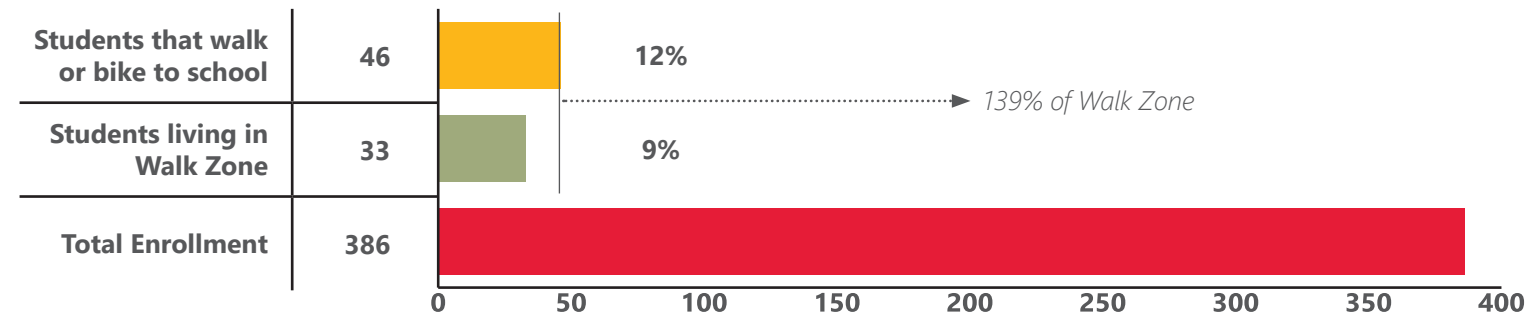
**Number of Students**  
386

**Economically Disadvantaged**  
53%

# HALMSTAD 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. Halmstad has the second smallest elementary school attendance area and an extremely small walk zone.

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, Halmstad is a perfect example of how important safe walking and biking corridors are throughout a community, even beyond walk zones.



# Halmstad Elementary School



SRTS 2021

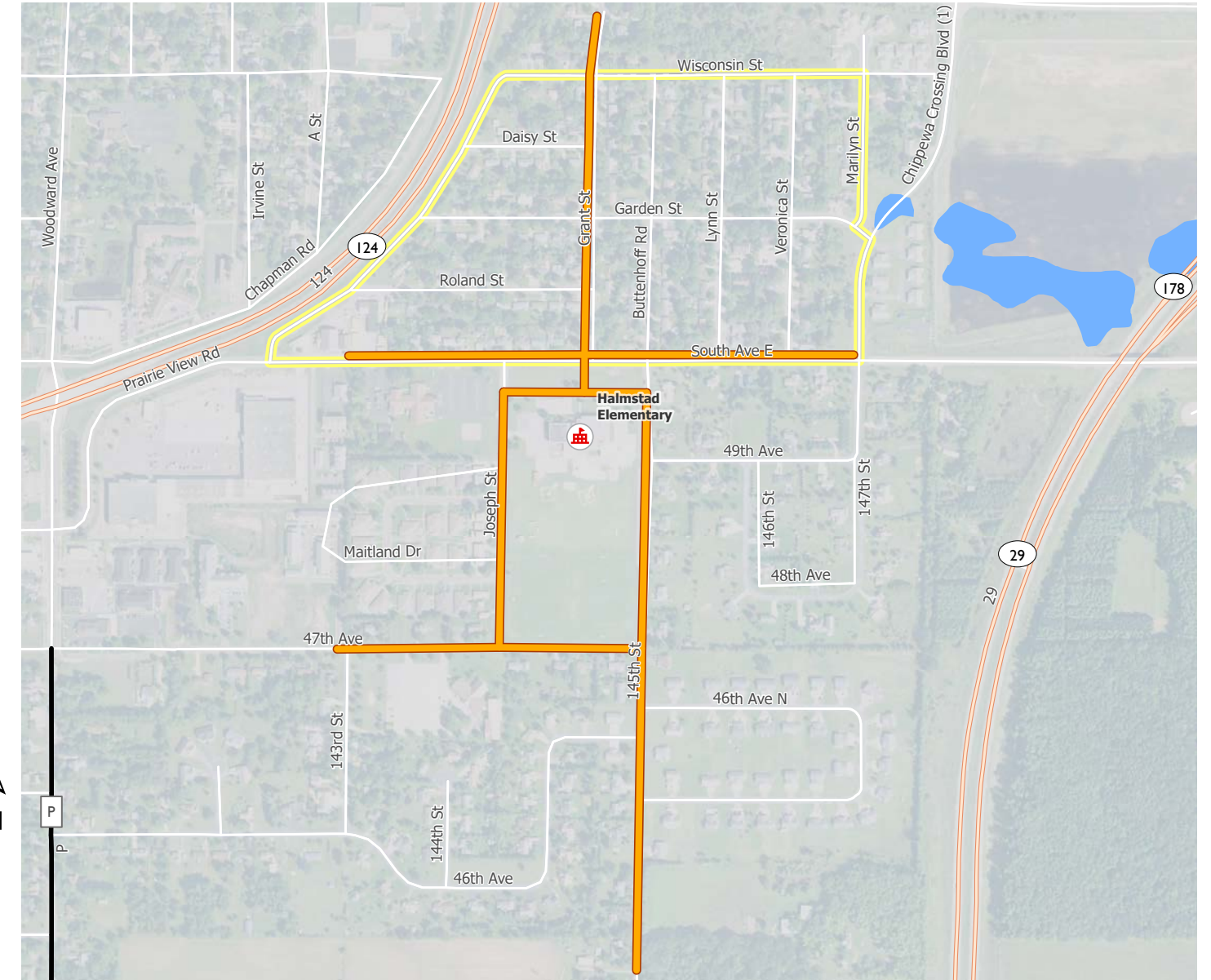
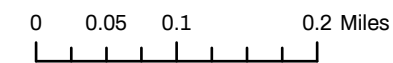
# HALMSTAD ELEMENTARY SCHOOL

The map to the right shows the walk zone and designated safe routes for the school.

- School
- Walk Zone
- Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image





## Strengths

1. Large area in front of school for bus drop-off.
2. Crosswalks in bus loading zone and on South and Buttenhoff have crossing guards at drop-off and pickup.
3. Dedicated concrete area for bike parking.
4. Solar speed sign helps slow traffic on South.
5. Kids from the neighborhood east of school tend to walk in a group.

## Issues

1. There are no sidewalks and only a partial bike path on the school block; none south of the school.
2. Two municipalities with jurisdiction adjacent to school: City of Chippewa Falls to north and west, Village of Lake Hallie to south and east.
3. There are no school zone signs on Joseph.
4. Some school zone signs could be adjusted up or down the street to be more effective.
5. During the audit, several drivers rolled through the stop sign at South and 145th when turning right.
6. Parent pickup in afternoon is congested with parents parking on both sides of Joseph and crossing mid-street at various locations.
7. Safety patrol waves cars on, even if the car wants to stop. This is not in line with safety patrol best practices, and may do more harm than good by creating confusion among drivers, who are generally expected to stop when pedestrians are waiting to cross in a school zone.
8. Student are permitted to use a red "STOP" paddle instead of a

flag. Under Wisconsin law, only police officers or adult crossing guards can stop vehicles.

## Strategies/Opportunities

1. Chippewa Falls and Lake Hallie should work together to increase pedestrian access to the school by adding sidewalks and/or bike lanes on all roads adjacent to the school.
2. Add a bike path along Buttenhoff.
3. Add school zone signs along Joseph.
4. Evaluate and optimize placement of school zone signs on all streets surrounding school.
5. Add flashing lights to top sign at South and 145th to encourage drivers to stop.
6. Add shelter to bike parking area, secure racks to concrete.
7. Repaint crosswalks at Buttenhoff and in drop-off area.
8. Look into adding separate parent pickup/drop-off lane to eliminate street parking and crossing during afternoon pickup.
9. Review safety patrol procedures and best practices to ensure the safest methods are being used.
10. The role of student safety patrol is to assist pedestrians across the street, not to direct traffic. Therefore, student safety patrol should not use the STOP paddle meant for stopping traffic. They should instead use the florescent yellow-green STOP flag.

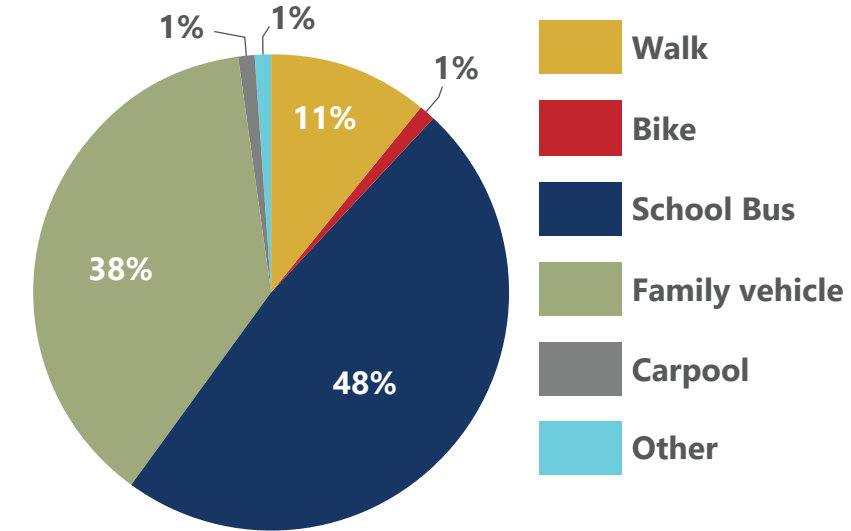
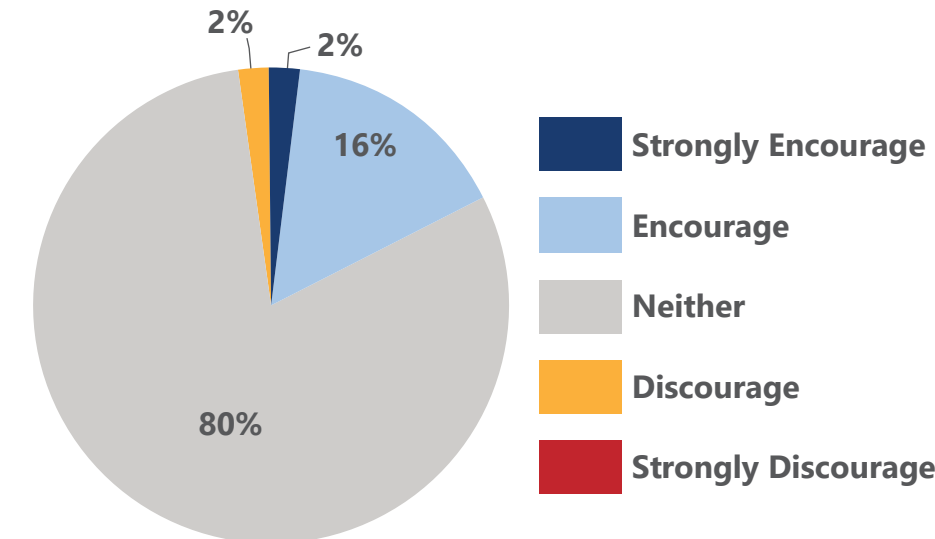
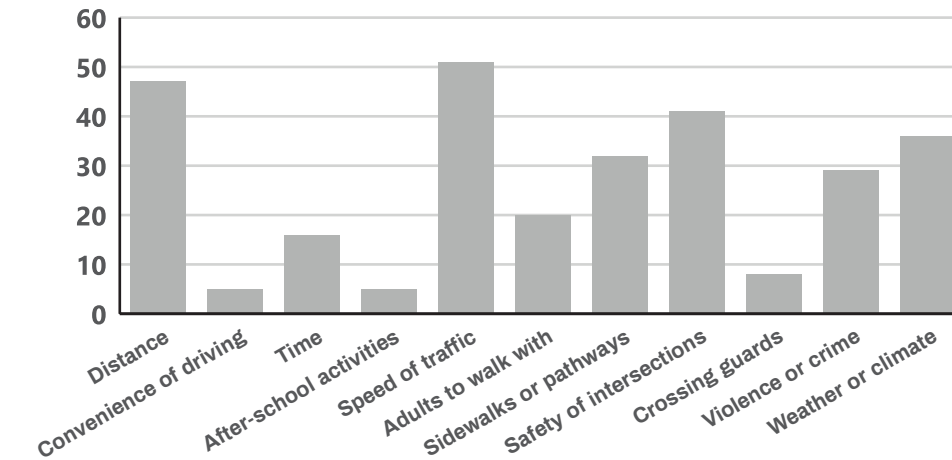


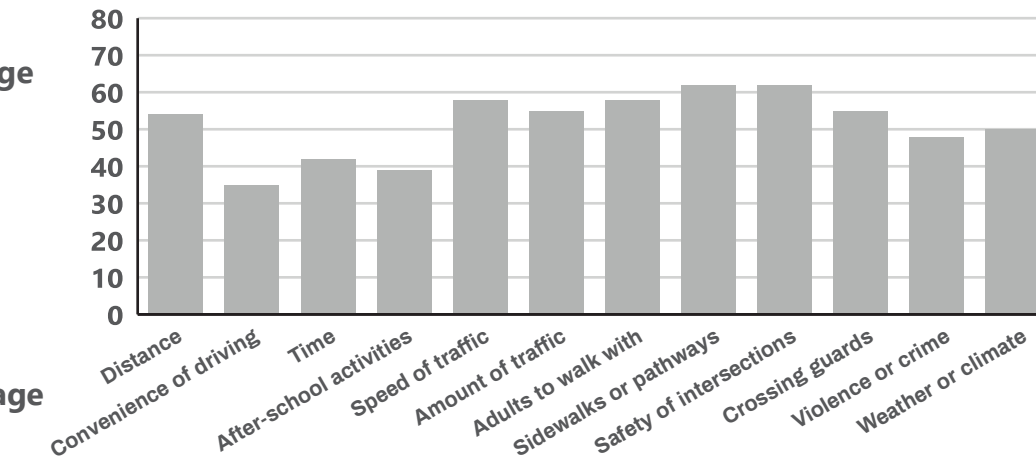
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage waking/biking to/from school?"



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

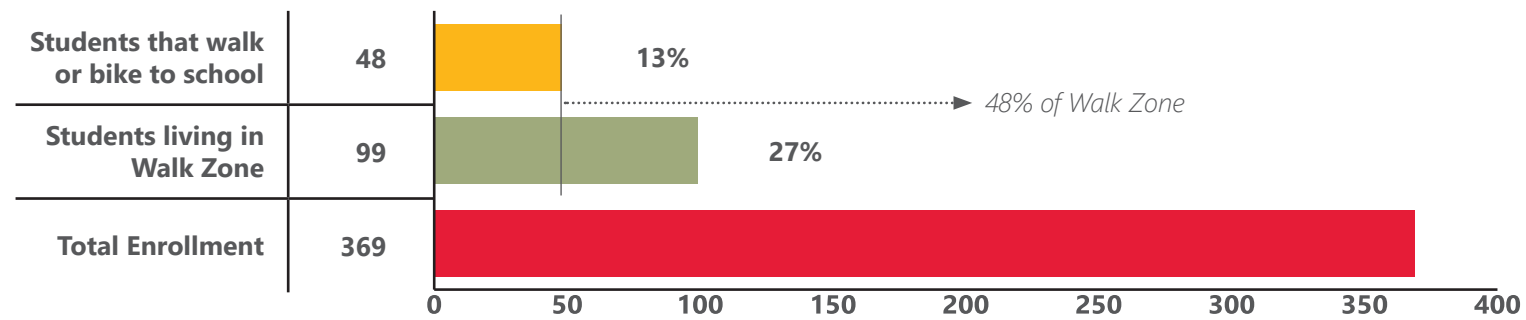
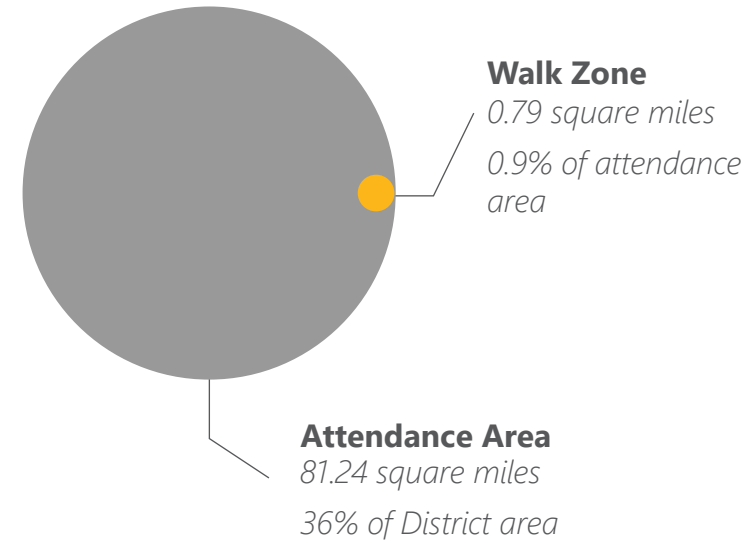


The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# HILLCREST 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. Hillcrest has the largest elementary school attendance area and just under a one square mile walk zone.

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. Hillcrest has the lowest percentage (48%) of students walking/biking compared to the number of students in their walk zone.



**Year School Built**  
1964

**Number of Sections**  
3

**Number of Students**  
369

**Economically Disadvantaged**  
38%



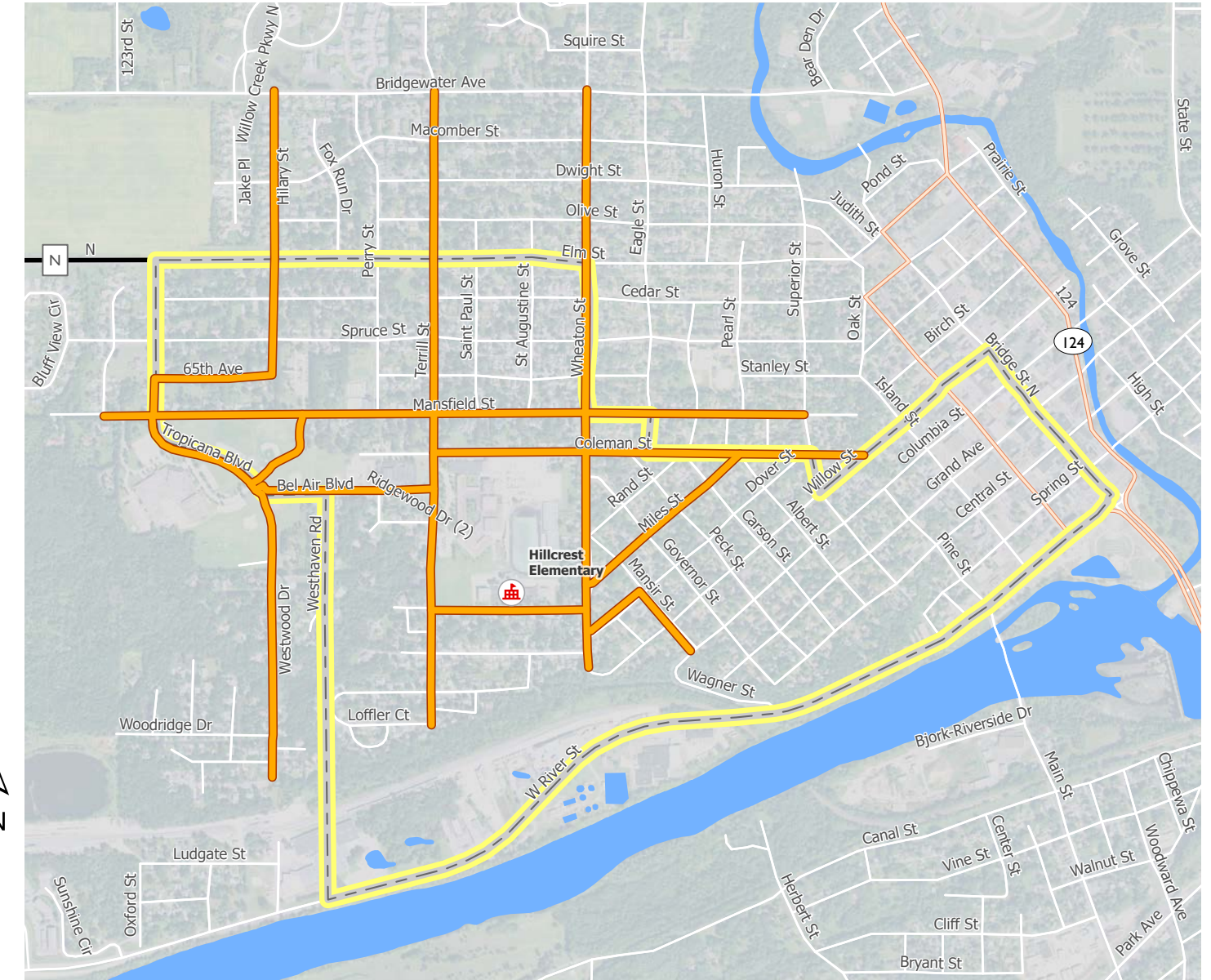
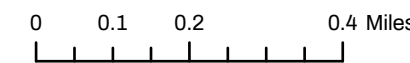
# HILLCREST ELEMENTARY SCHOOL

The map to the right shows the walk zone and designated safe routes for the school.

- School
- Walk Zone
- Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image







## Strengths

1. Separating buses from parent drop off in the morning has helped with congestion in the drop-off zone. This also provides bused students with the benefit of exercise during the walk from the drop-off site to school.
2. Student crossing guards at Miles in front of school and at Miles and Wheaton did a great job and used the proper equipment.

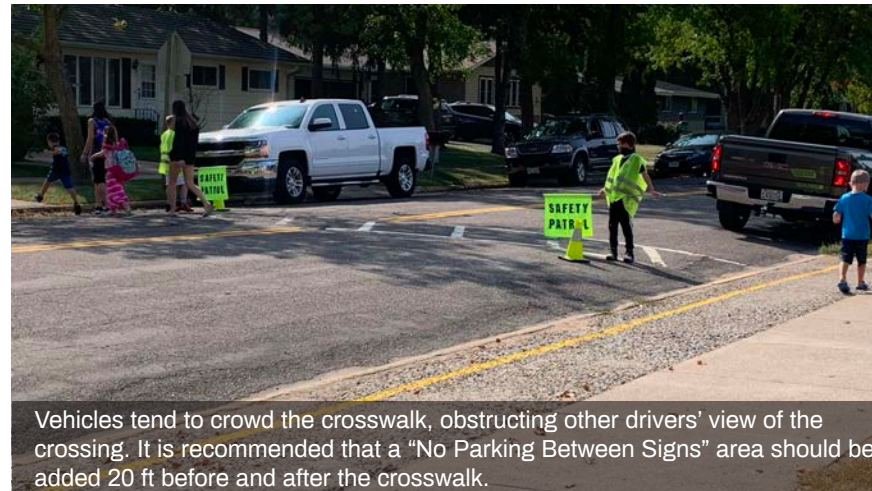
## Issues

1. No curb cuts on Miles crossing out front of school. Observed a child struggling to get her bike up the curb.
2. Parking during pickup times crowds the crosswalk on Miles.
3. Both ends of Miles on school block are uncontrolled intersections.
4. Bike racks are hidden in an alcove and are set on grass.
5. There are no school zone signs present on eastbound Miles.
6. There is no school zone sign on Terrill north of Miles before the high school.
7. Some parents send children across Miles wherever they stop rather than using the crosswalk.
8. The crossing guards at Miles and Wheaton put their cones in street right next to curb. The purpose of the cones is to narrow the road width to draw attention to the crosswalk and force traffic to slow down. Cones should be placed 6-8 ft from the curb.

## Strategies/Opportunities

1. Add curb cuts to Miles crossing.
2. Repaint crosswalks annually or as-needed. All crosswalks at uncontrolled intersections should be zebra-striped.

3. Add "No Parking Between Signs" area 20 feet before and after crosswalk on Miles.
4. Relocate bike parking to area with high visibility from inside the school that is on concrete to encourage biking to school and provide a safe and secure place to store bikes during the school day.
5. Look into adding a pull-off area for buses to reduce street congestion during drop off and pickup.
6. Communicate with parents about drop off procedures and use of crosswalk for those being dropped off on the south side of Miles.
7. Review crossing guard best practices and ensure students are following guidelines with periodic supervision.



Vehicles tend to crowd the crosswalk, obstructing other drivers' view of the crossing. It is recommended that a "No Parking Between Signs" area should be added 20 ft before and after the crosswalk.

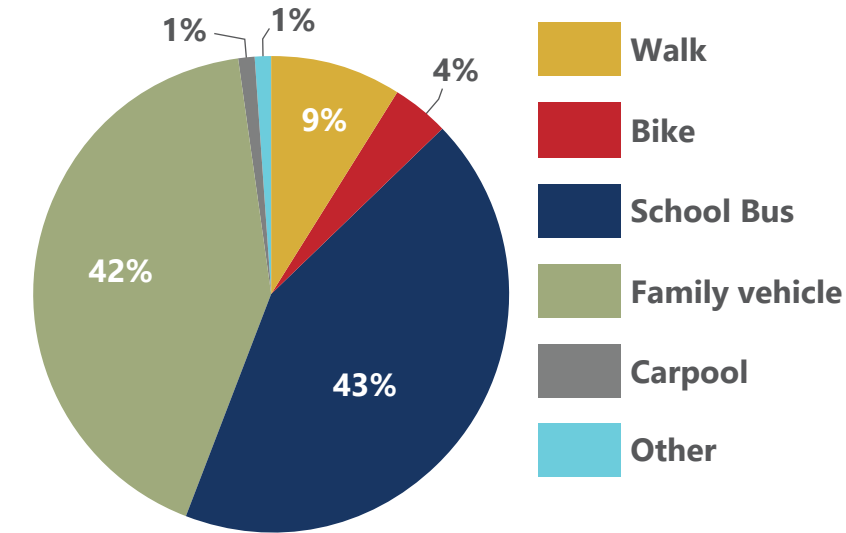
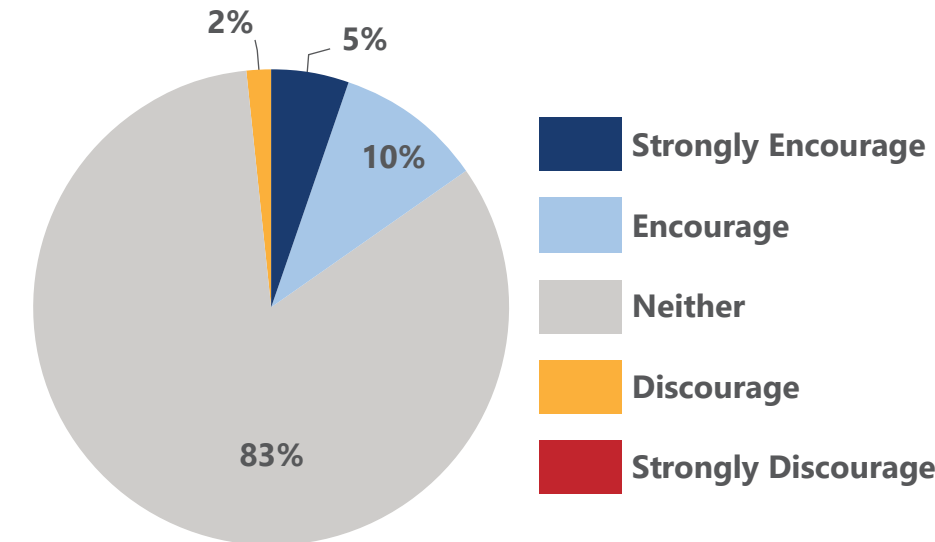
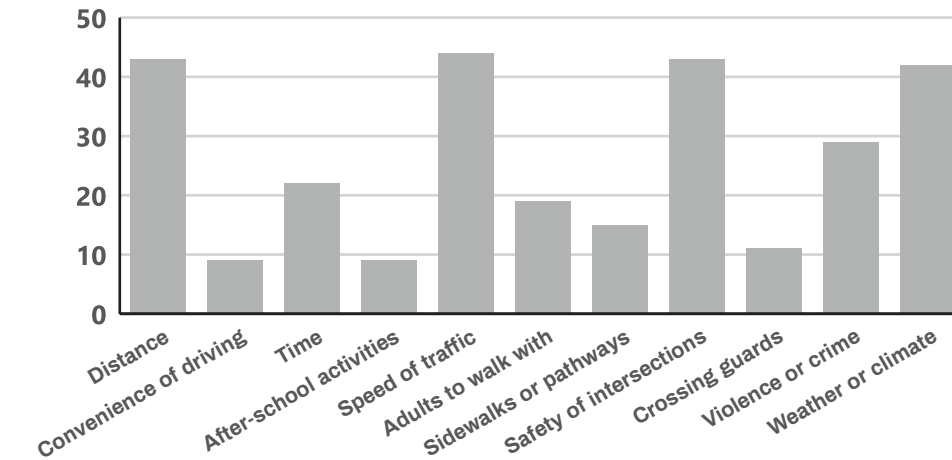


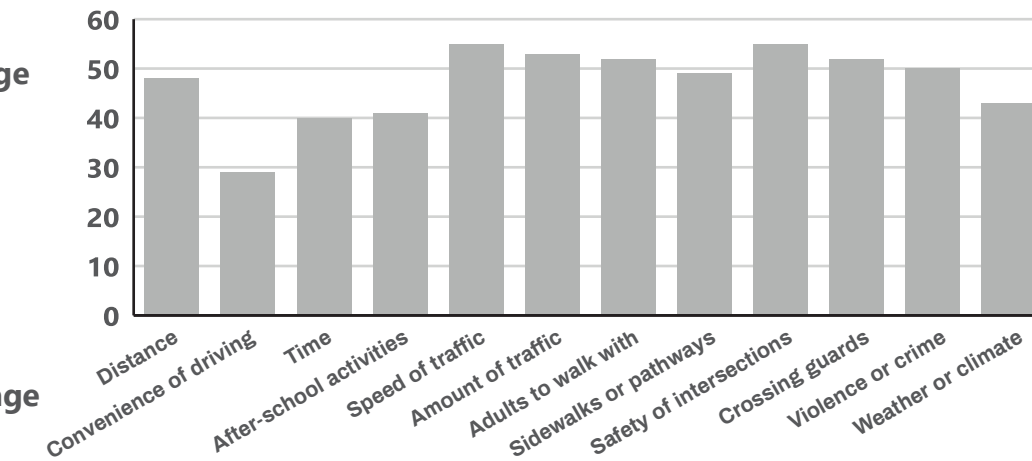
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage waking/biking to/from school?"



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

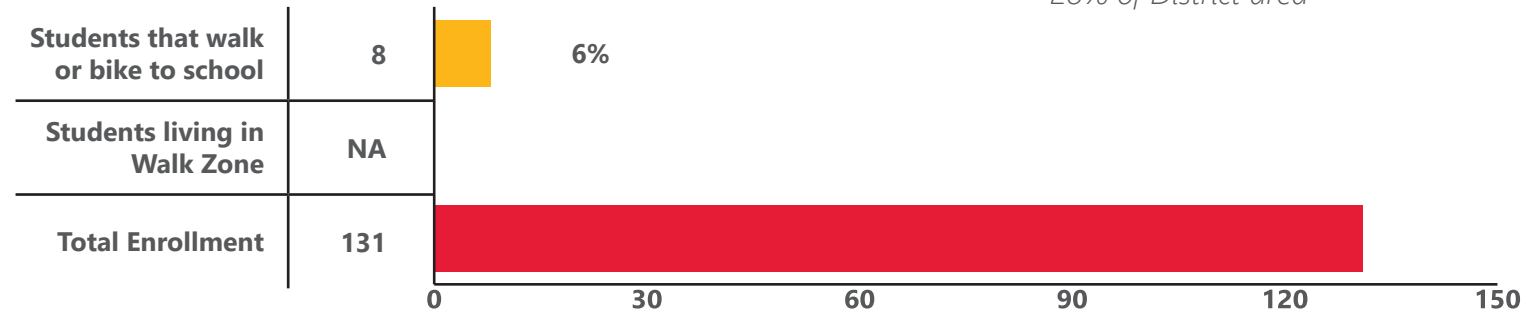
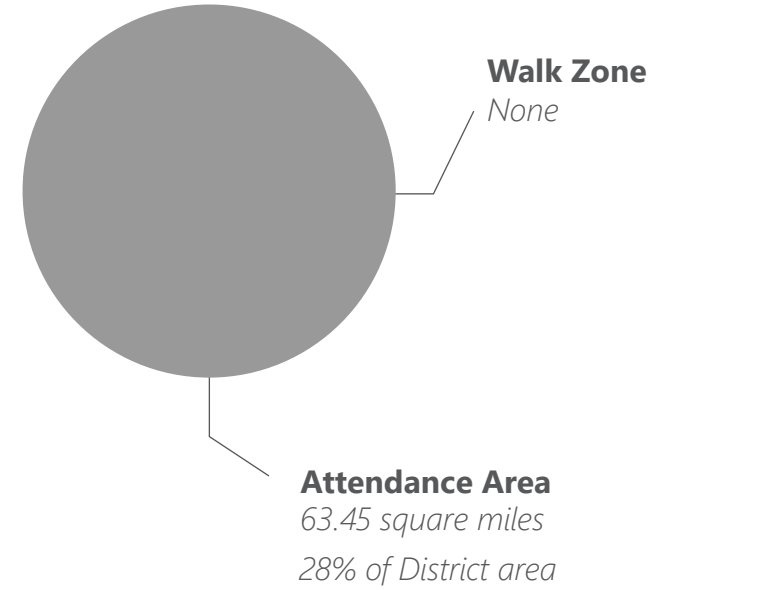


The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# JIM FALLS 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. Jim Falls has the second largest elementary school attendance area and does not have a designated walk zone.

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. Even though there is no designated walk zone, some students still walk and/or bike to school.



**Year School Built**  
1964

**Number of Sections**  
1

**Number of Students**  
131

**Economically Disadvantaged**  
25%

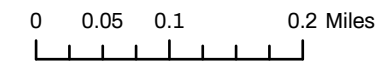
# JIM FALLS ELEMENTARY SCHOOL

The map to the right shows the designated safe routes for the school.

- School
- Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image





## Strengths

1. Student crossing guards are very professional and do a great job helping students cross from the parent drop off parking lot to the school.
2. Many parents walk their children across the street via the crosswalk.
3. Bus drop off on school side of road works well. Students follow the path around to the fenced in playground area.
4. Most traffic drove an appropriate speed past the school.

2. Ensure crossing guards are properly trained on how to use their equipment, and revisit guidelines as needed.
3. Arrows should be removed from "Crossing Ahead" signs and relocated to new signs added directly at the crossing.
4. Clear additional brush and make an official access from school lot to bike trail.
5. Relocate school zone signs along 198th for maximum effectiveness.
6. Move bike rack to the front of the school to encourage more students to walk or bike to school by making it more prominent.
7. Include the Town of Anson in SRTS planning, give a presentation to the town board so they understand the effort and goals of the plan.



Student crossing guards at Jim Falls help students from the drop-off parking lot to the school grounds.

## Issues

1. A few drivers exited the parking area by pulling straight ahead into the road rather than backing up and leaving through the exit.
2. Crossing guards were using cones but the cones were not placed far enough into the road. They should be 6-8 ft from the curb to force traffic away from the edges of the road and draw attention to the crossing.
3. No crossing signs are present at the location of the crossing. Arrows are present but not needed at "Crossing Ahead" signs.
4. There are no sidewalks in the community. There is no access to the school from adjacent state bike trail.
5. The school ahead and school zone signs along southbound 198th are too close together and school zone sign is too low.
6. Bike rack is at the back of the school.

## Strategies/Opportunities

1. Look into adding a curb with sidewalk to the drop off area to force traffic to use proper entrance and exit.

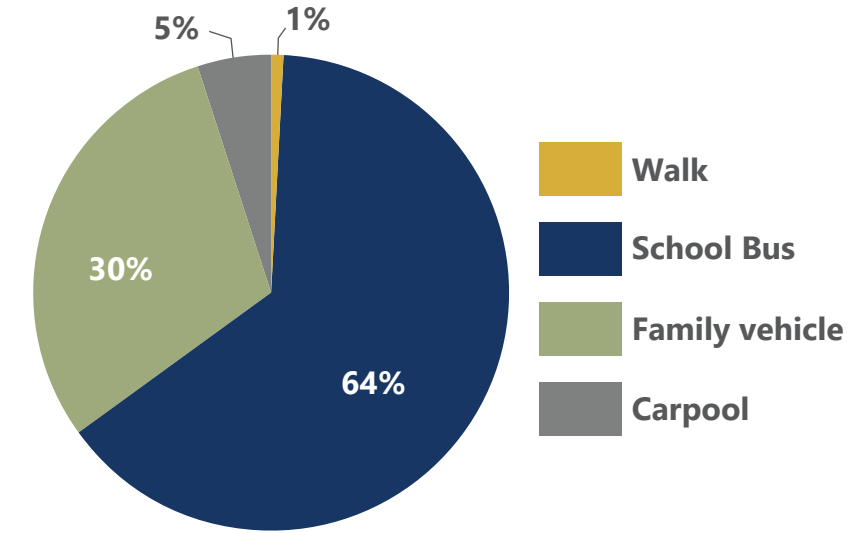
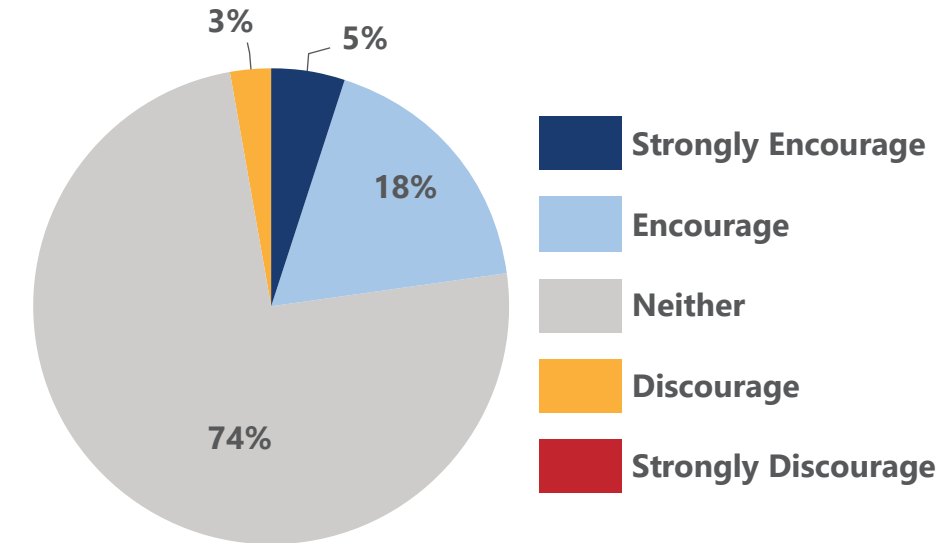
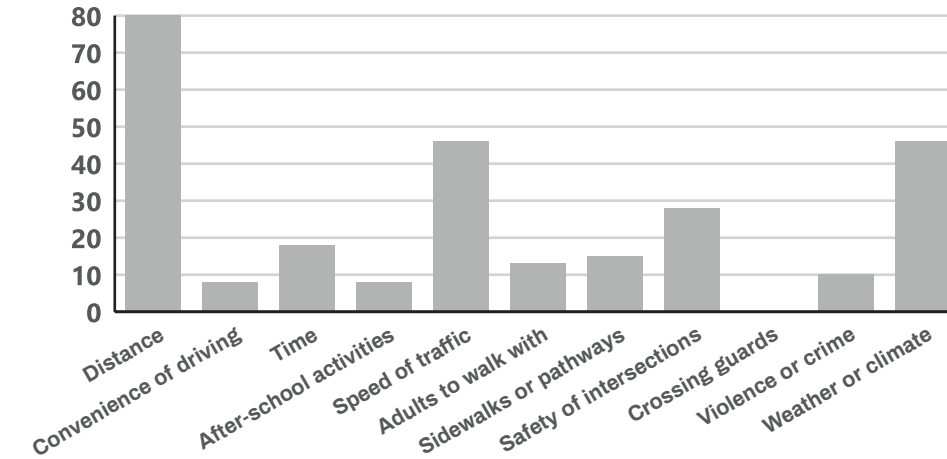


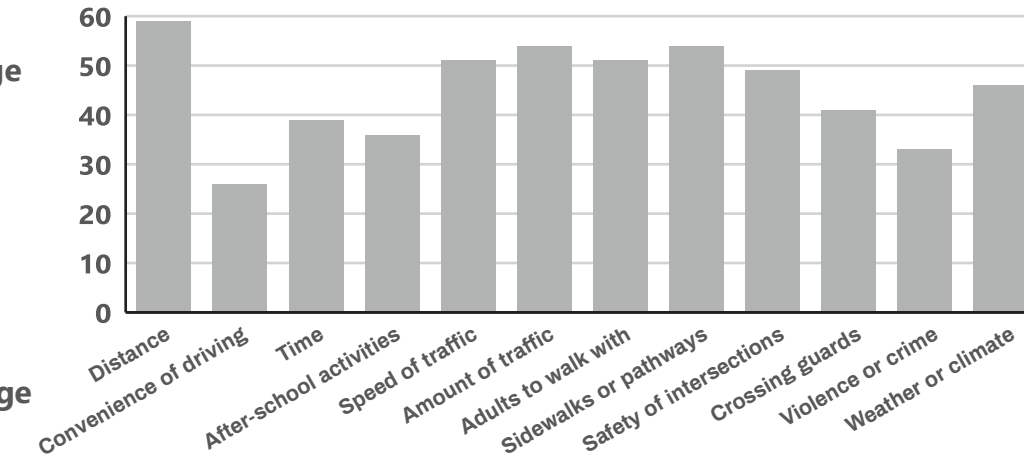
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage walking/biking to/from school?"



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

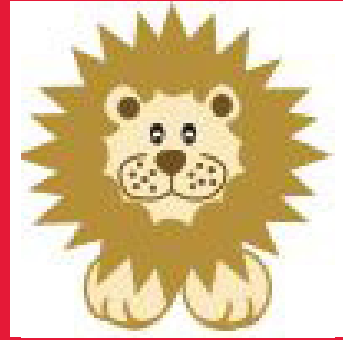
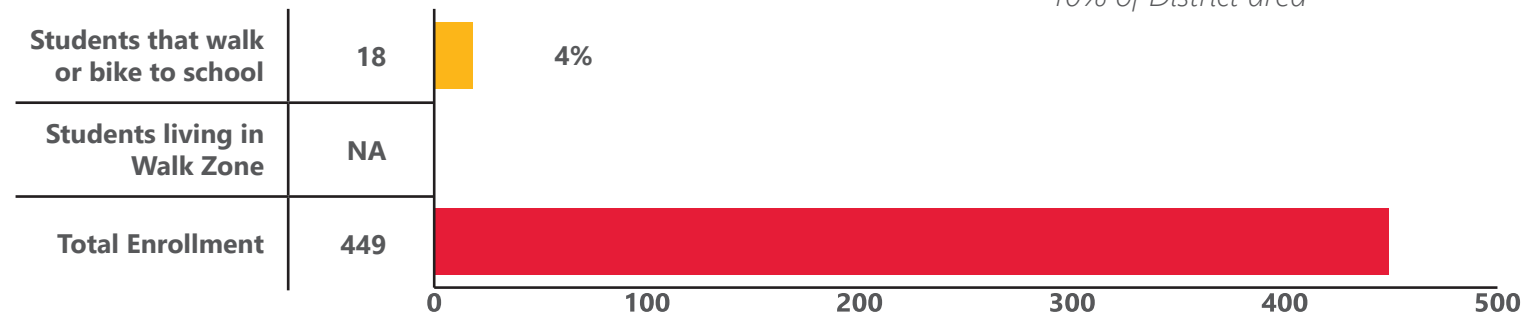
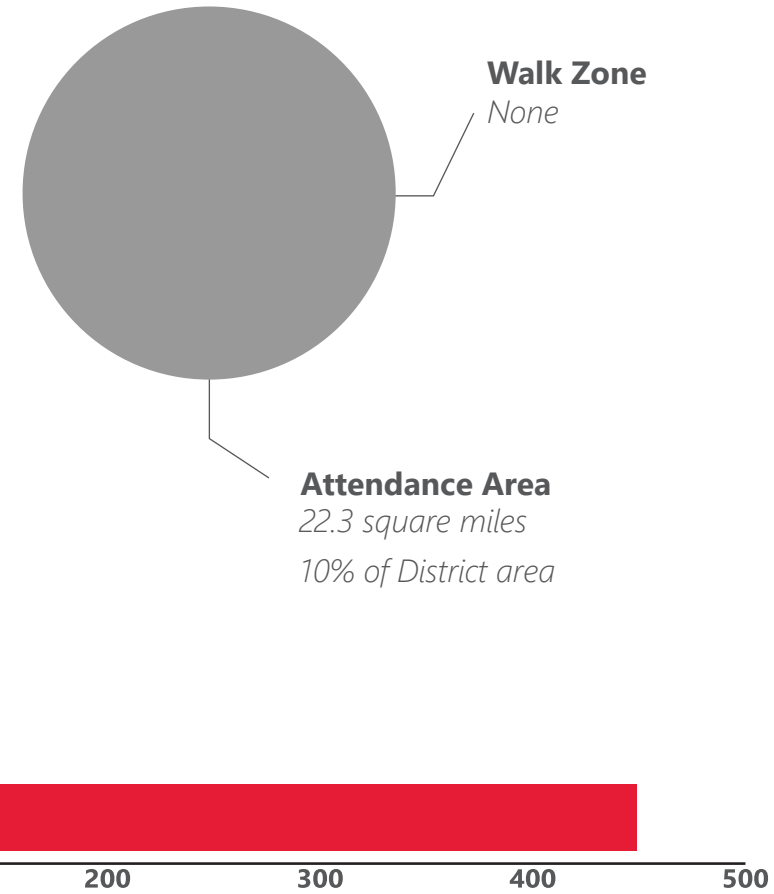


The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# PARKVIEW 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. Parkview has the third smallest elementary school attendance area and no designated walk zone.

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. Parkview is a good example of how important safe walking and biking corridors around schools are, as the school does not have a walk zone, but students still walk and/or bike to school daily.



**Year School Built**  
1995

**Number of Sections**  
4

**Number of Students**  
449

**Economically Disadvantaged**  
63%



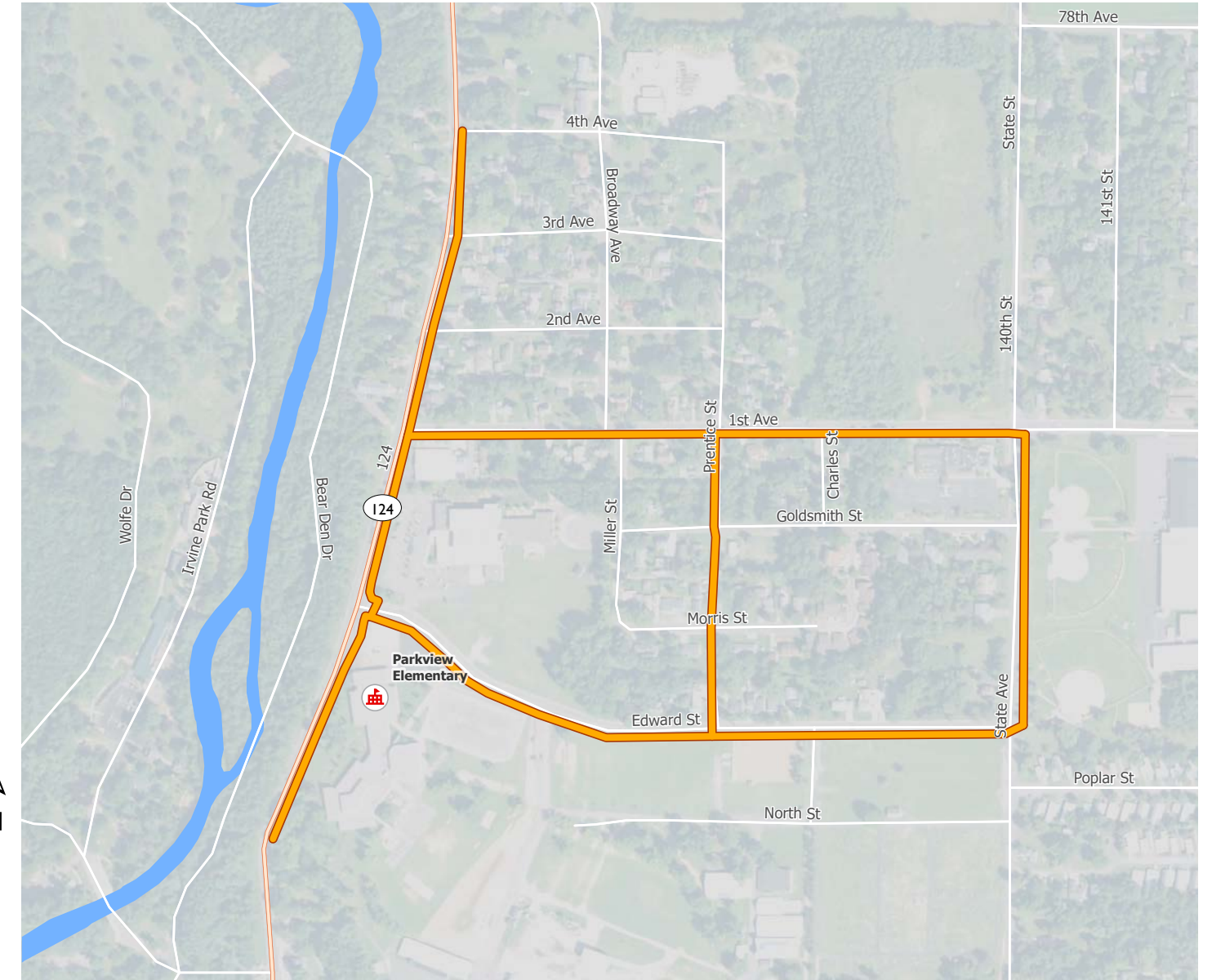
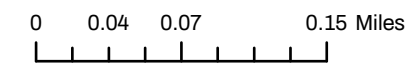
# PARKVIEW ELEMENTARY SCHOOL

The map to the right shows the designated safe routes for the school.

- School
- Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image





## Strengths

1. Student crossing guards do a good job both at Edward and in parking lot for parent-drop off area. Several adult supervisors to help with drop-off and pickup.
2. Bus drop-off is separate from parent drop off and reduces congestion between the two.
3. Staggered release schedule based on transportation method helps ease congestion in the parking lot and around the school.

## Issues

1. The number one concern continues to be the high-use unmarked crossing on Edward from the school lot to the YMCA property.
2. No cars slowed to 15 MPH on Jefferson, despite student pedestrian presence on the sidewalk near the school zone sign.
3. There are no sidewalks on the north side of Edward.
4. Crosswalk at Edward and State is not on a controlled street (no stop sign) and should be zebra-striped and signed for greater visibility.
5. Crossing on Edward where the asphalt bike lane starts is mid-block and is not zebra-striped or signed. The north side of the crosswalk deposits into the curb, and there is no sidewalk on that side of the road.
6. There are no school zone signs on eastbound Edward between Jefferson and the school.
7. Crossing guards used cones but did not place them far enough into the street.
8. Bike racks are located on grass and not highly visible from inside school.

## Strategies/Opportunities

1. Work with City of Chippewa Falls on options to improve the safety of the unmarked crossing on Edward from the school to the YMCA property. At minimum, this should include painting a zebra-stripe crosswalk, adding crossing signs, and curb cuts.
2. Add a flashing solar speed sign near the school zone sign on Jefferson to draw attention to school zone speed limit violations.
3. Construct a sidewalk along the north side of Edward.
4. The crosswalk on State at Edward should have signage and zebra-stripe paint since it is located on an uncontrolled street.
5. The crosswalk on Edward where the asphalt bike path starts should have signage and zebra-stripe paint since it is located mid-block.
6. Review school zone signage and add/locate/move signs as needed.
7. Ensure crossing guards are properly trained on equipment use and follow best practices for crossing procedures.
8. Crossing ahead and crossing signs for the crossing on Edward at Jefferson is not needed because this is a signed (stop sign) intersection. Reduce sign "pollution" by removing these signs, but add new signs where needed along Edward as mentioned above.
9. Add a bike lane and sharrows along the north side of Edward, from to Jefferson to the crossing where the asphalt lane starts on south side of road.
10. Relocate bike racks to concrete area prominently in front of school to encourage more bike riding.

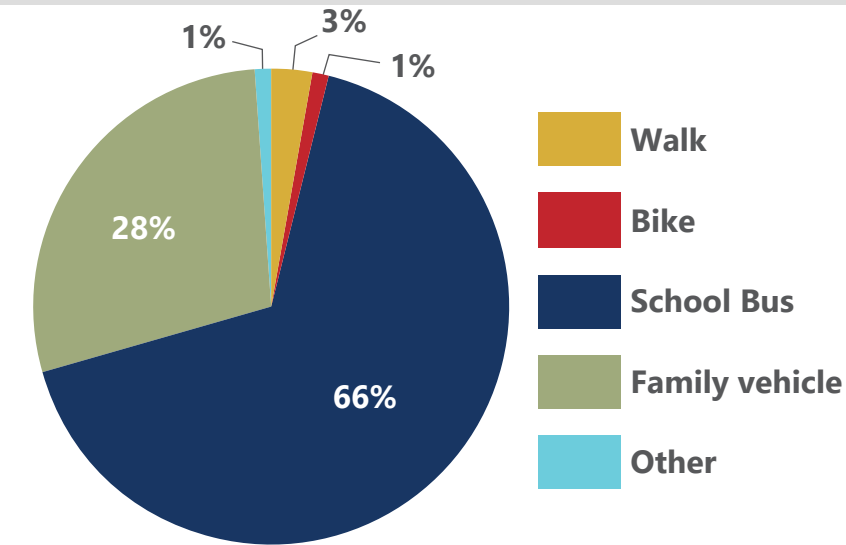
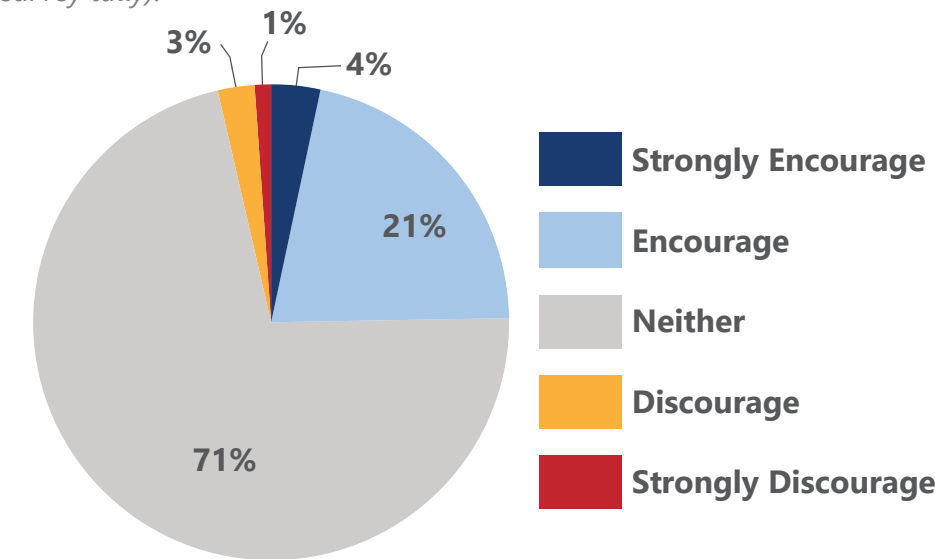
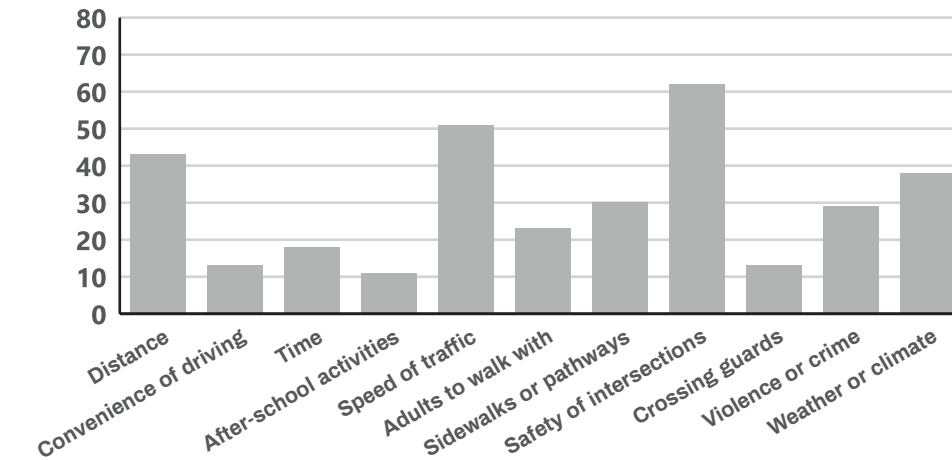


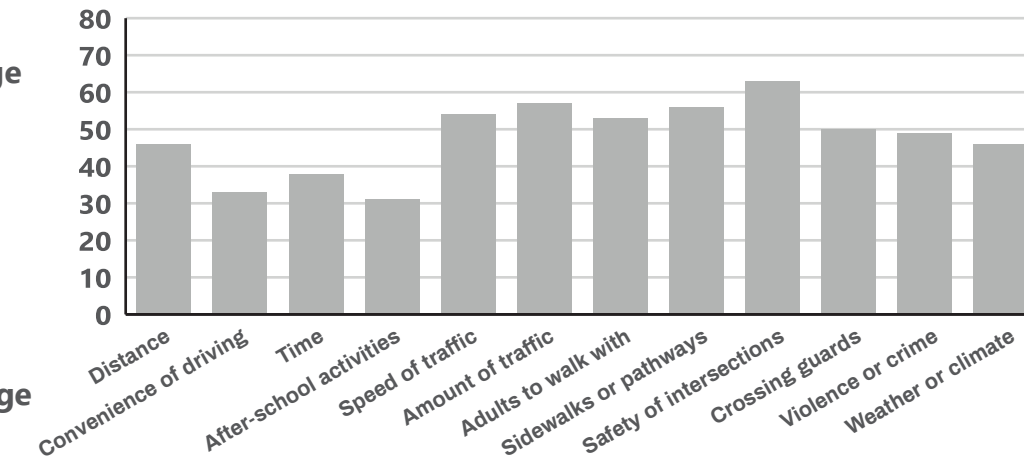
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage waking/biking to/from school?"



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

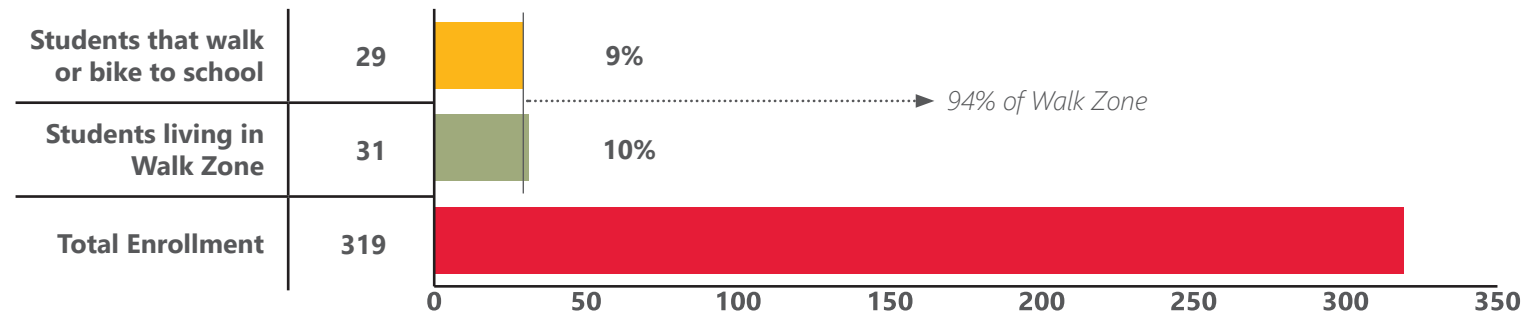
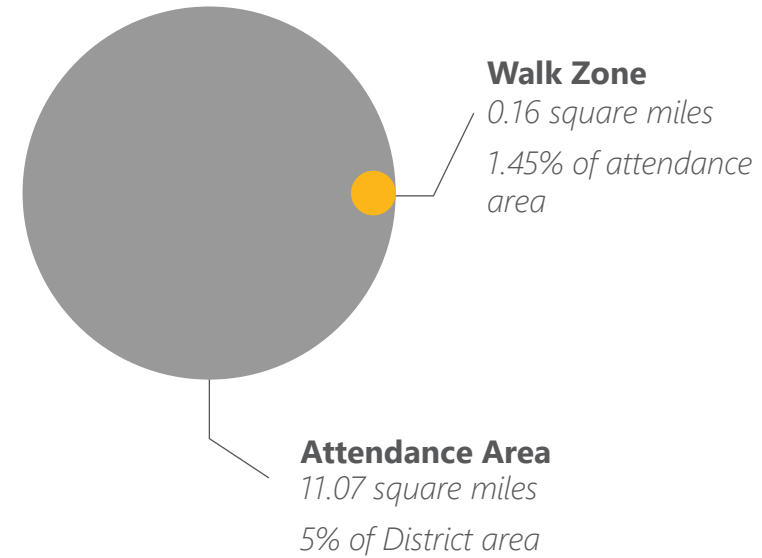


The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# SOUTHVIEW 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. Southview has the smallest elementary school attendance area and an extremely small walk zone.

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 94% of the student number living in the walk zone walking or biking to school, there is a very high probability that some students that walk and/or bike to school come from outside the walk zone.



**Year School Built**  
1952

**Number of Sections**  
3

**Number of Students**  
319

**Economically Disadvantaged**  
54%



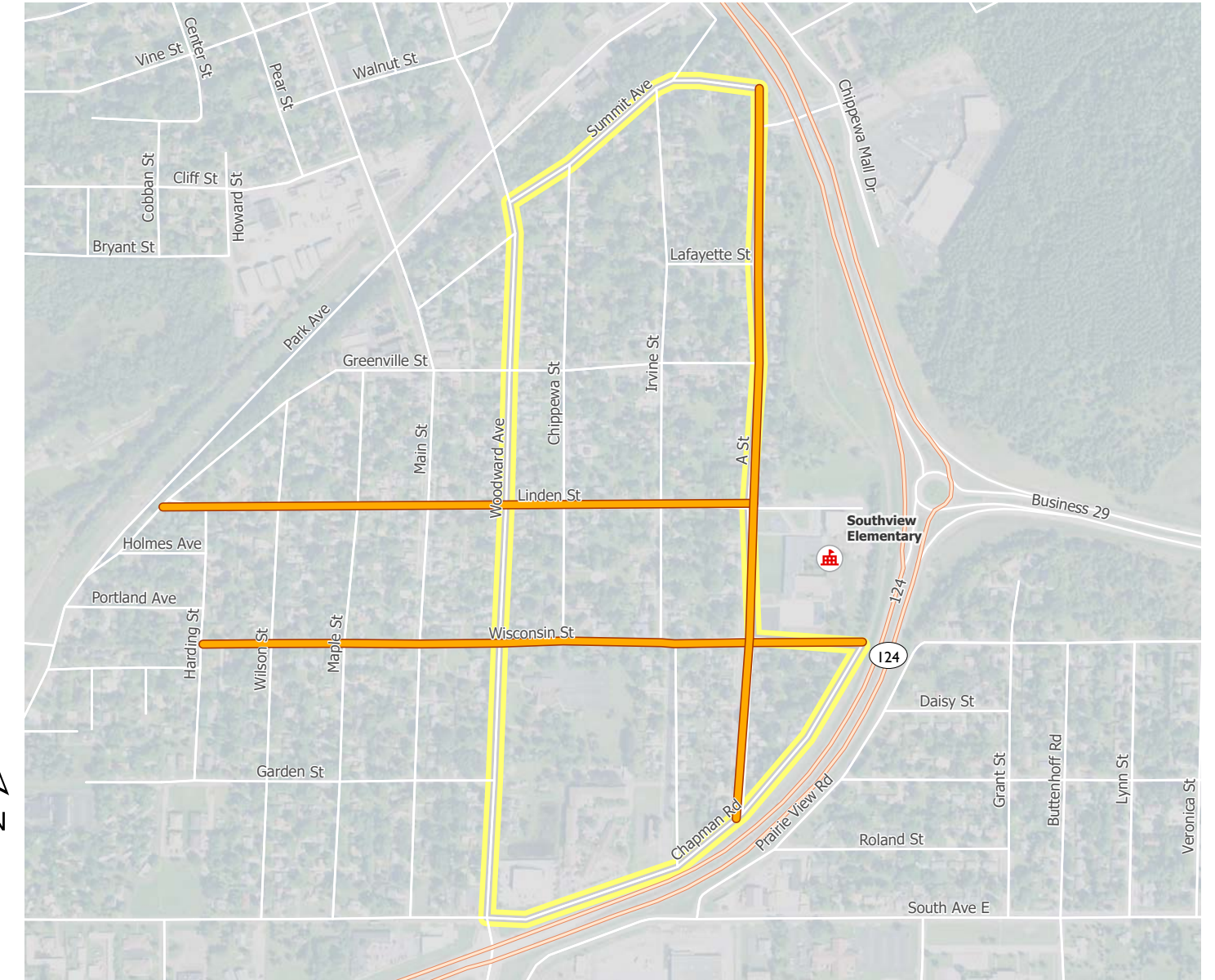
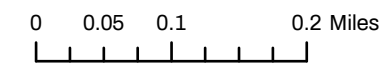
# SOUTHVIEW ELEMENTARY SCHOOL

The map to the right shows the walk zone and designated safe routes for the school.

- School
- Walk Zone
- Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image





## Strengths

1. Sidewalks are located around most of school walk zone.
2. Crossing guards do a great job, supervisors used walkie-talkies for good communication.
3. Early bus arrival helps with drop off congestion.
4. This is a Crime Watch neighborhood.
5. Bikers do a great job remembering to walk their bikes in the crosswalks.
6. Staggered drop off time for buses and family vehicles is working very well.

concrete.

3. Annually check school zone signs for vegetation or other obstructions.
4. Add zebra-striped crosswalks and pedestrian crossing signage on Woodward at Wisconsin.
5. Add sidewalks along Wisconsin east of A St.
6. Look into adding a pull-off lane along A St. for buses and car drop-offs to reduce congestion along the road.
7. Ensure all students understand how to be a safe and alert pedestrian, including following the guidance of the crossing guards.
8. Ensure all crossing guards have vests, flags, and cones and are property trained on crossing guard best practices.



Southview crossing guards do a great job, yet some Southview students don't wait for the crossing guard to start the crossing before they enter the roadway.

## Issues

1. Southbound traffic on A St. is right turn no stop.
2. Bike racks are in grass far from school entrance.
3. School zone sign on A St. is hidden by a tree branch.
4. Crosswalks at Woodward and Wisconsin, a main travel corridor, need new paint and pedestrian crossing signage.
5. No sidewalk on Wisconsin east of A St.
6. Can be congested along A St. with buses and cars parked.
7. Some kids don't wait for the crossing guards.
8. No cones are provided for crossing guards at A St. and Linden.

## Strategies/Opportunities

1. Look into potential to make A St. and Wisconsin a four-way stop.
2. Locate bike racks to solid surface such as concrete pad, locate in area with high visibility from inside the school and secure racks to

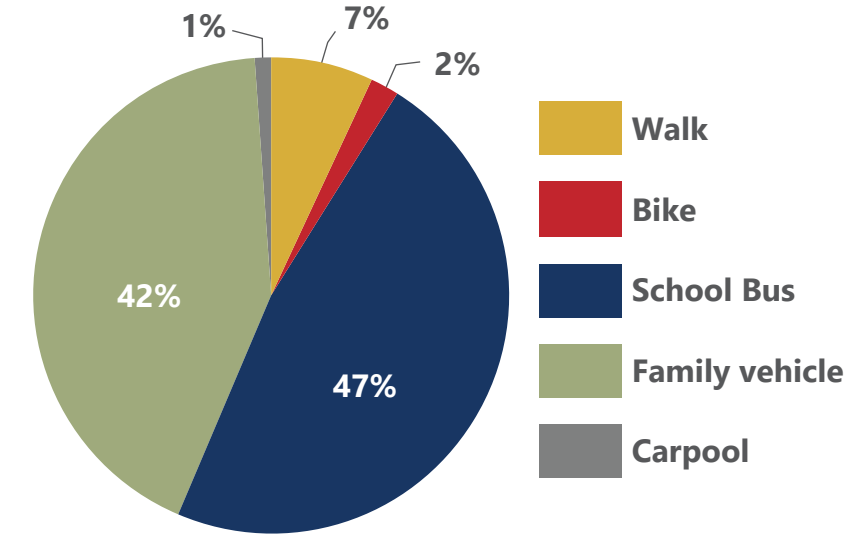
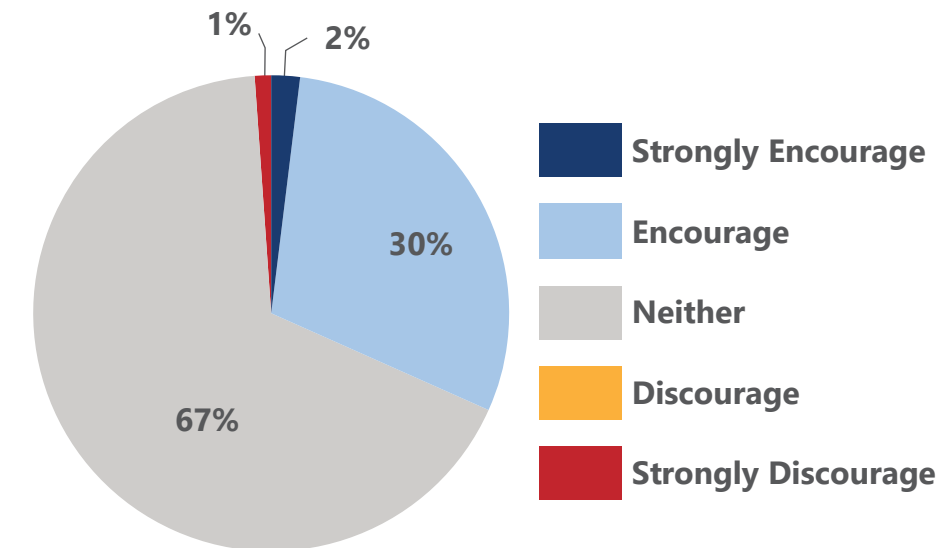
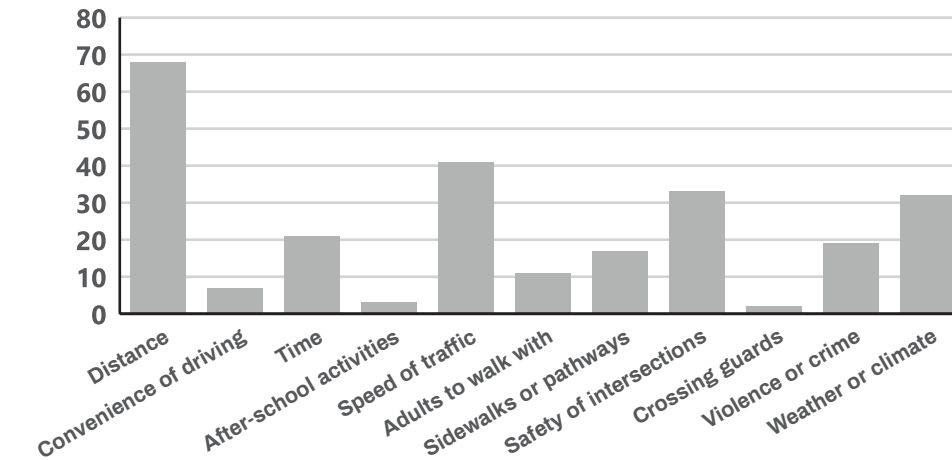


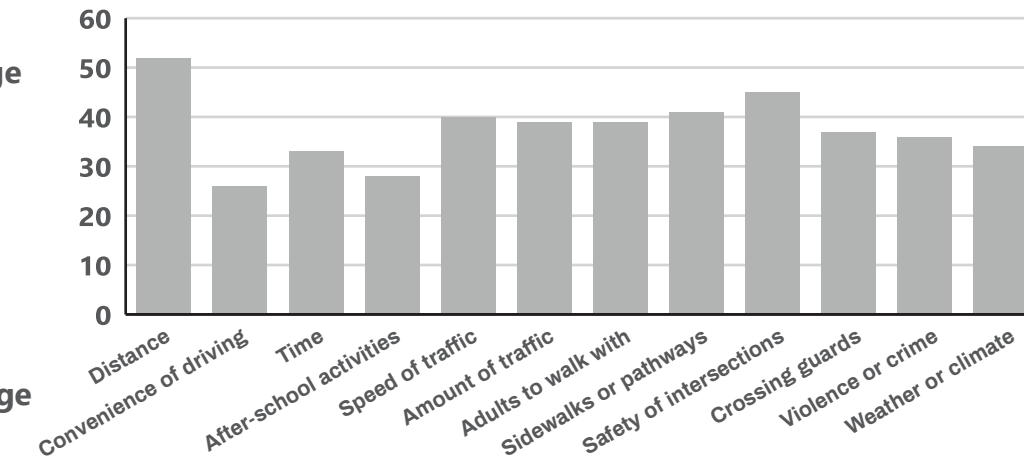
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage walking/biking to/from school?"



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

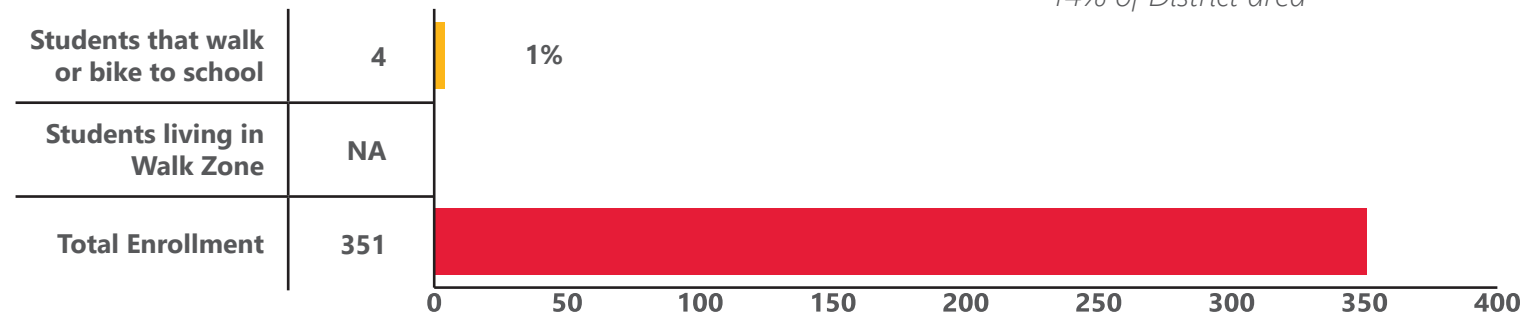
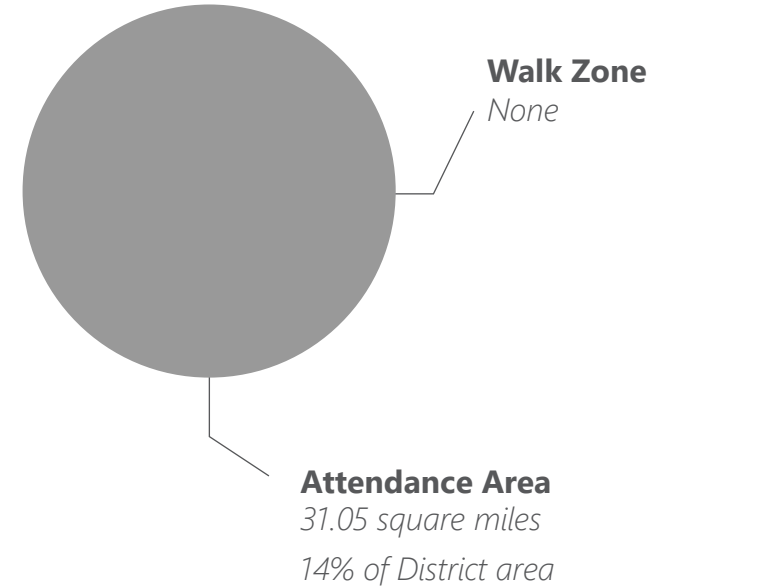


The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# STILLSON 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. Stillson has the third largest elementary school attendance area. However, it is significantly smaller than the largest two.

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. Even though the roads around the new school do not have adequate accessibility for walking and biking, it was found that a limited number of students are still walking/biking.



**Year School Built**  
2020

**Number of Sections**  
3

**Number of Students**  
351

**Economically Disadvantaged**  
28%



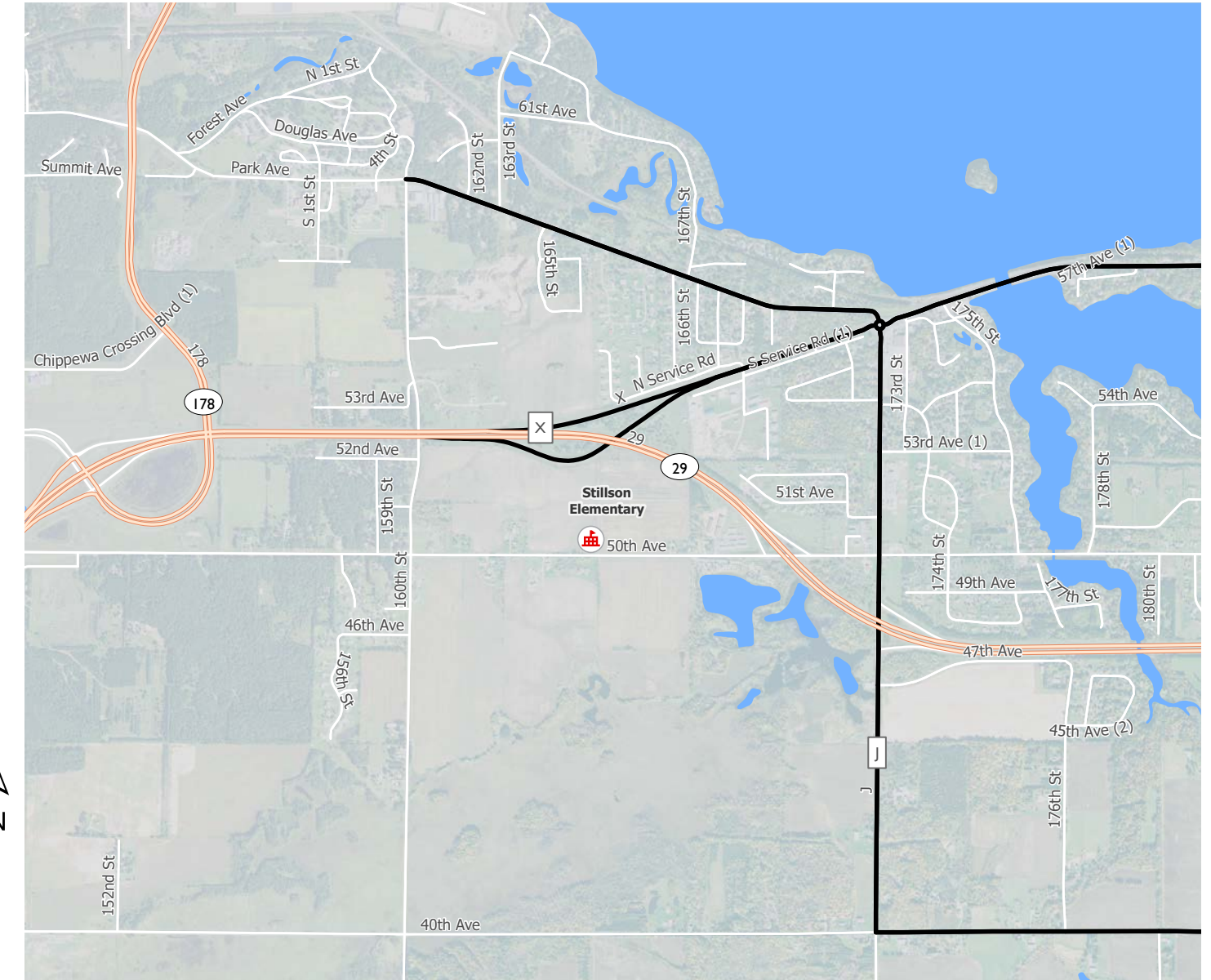
# STILLSON ELEMENTARY SCHOOL

School

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image

0 0.13 0.25 0.5 Miles





## Strengths

1. Brand new school with separate drop off areas for parents and buses.
2. Ideal bike rack area with sufficient quantity, located on concrete, U-racks secured to ground, and near an entrance.
3. Sidewalks lead around parking lot to school from 50th Ave.

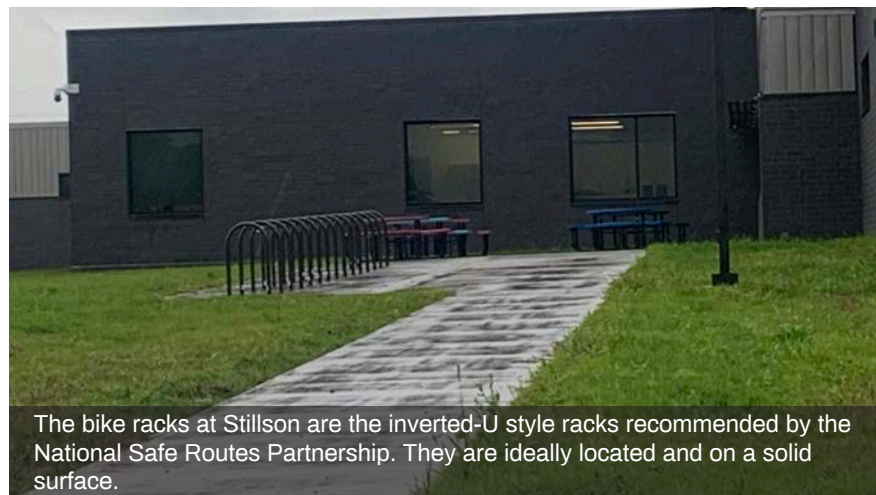
3. Teach students the value of walking and biking by including modules in physical education classes to encourage these habits and work with students to teach them how to be safe and alert pedestrians.

## Issues

1. No bike lane or sidewalks lead to Stillson, currently.
2. The bike racks are ideally located on concrete on the east side of the school, but students have to travel through a small parking lot to get to them.
3. The school is currently difficult to access for pedestrians due to distance from residential areas and lack of pedestrian infrastructure.

## Strategies/Opportunities

1. At the time this plan was written, a WisDOT TAP award had been granted to the Town of Lafayette to install a bike lane across Hwy 29 east of the school. This is a great start, and additional pedestrian infrastructure should be added to increase accessibility to the school.
2. To resolve the issue of students having to bike through a parking lot to get to the bike racks, either 1) add a sidewalk west of the small parking lot from the main sidewalk leading north to bike racks, or 2) add a sidewalk east of the small parking lot from the main sidewalk leading north and paint a zebra-striped crossing through the parking lot to the sidewalk that leads to the bike racks.



The bike racks at Stillson are the inverted-U style racks recommended by the National Safe Routes Partnership. They are ideally located and on a solid surface.

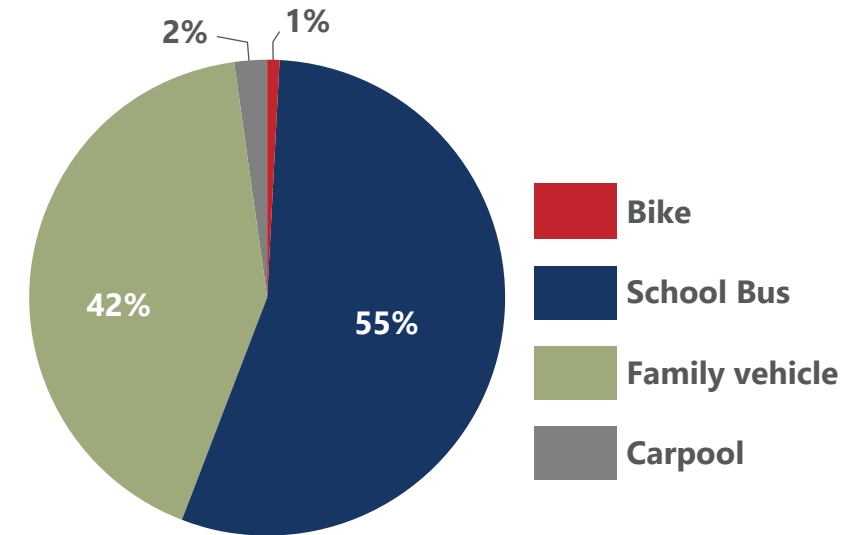
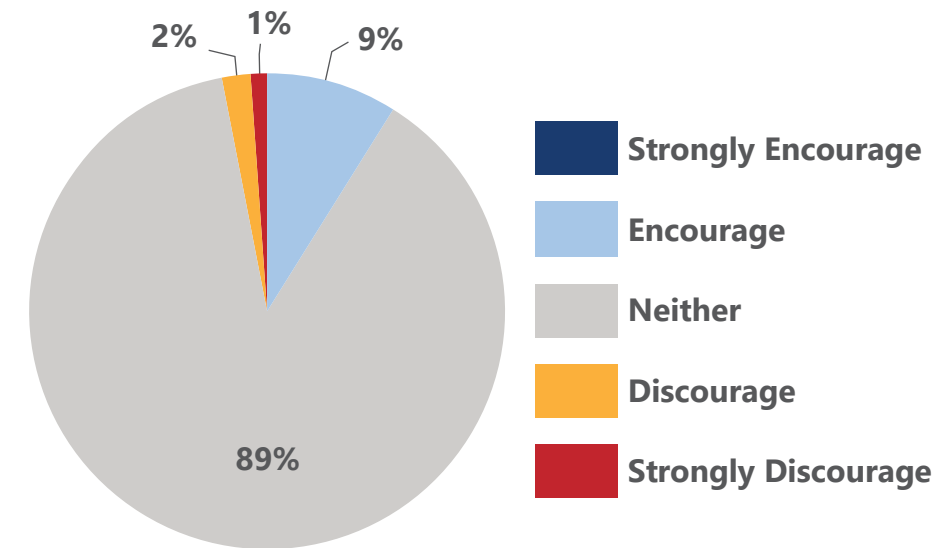
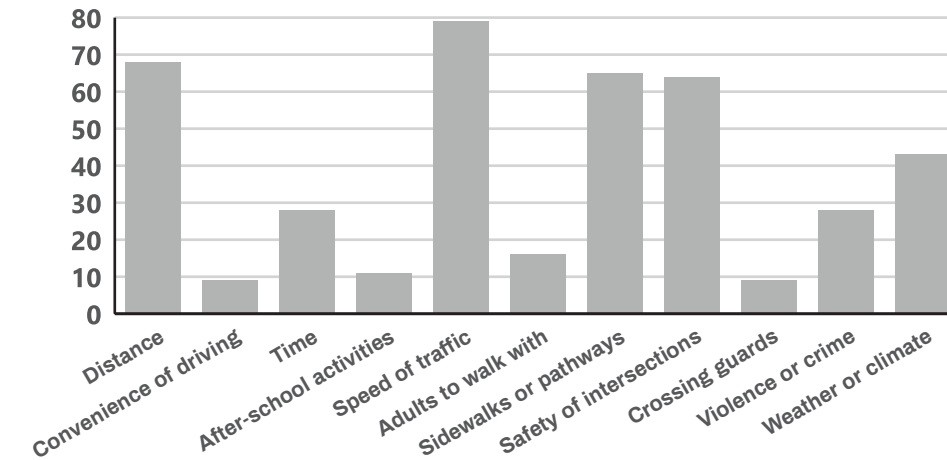


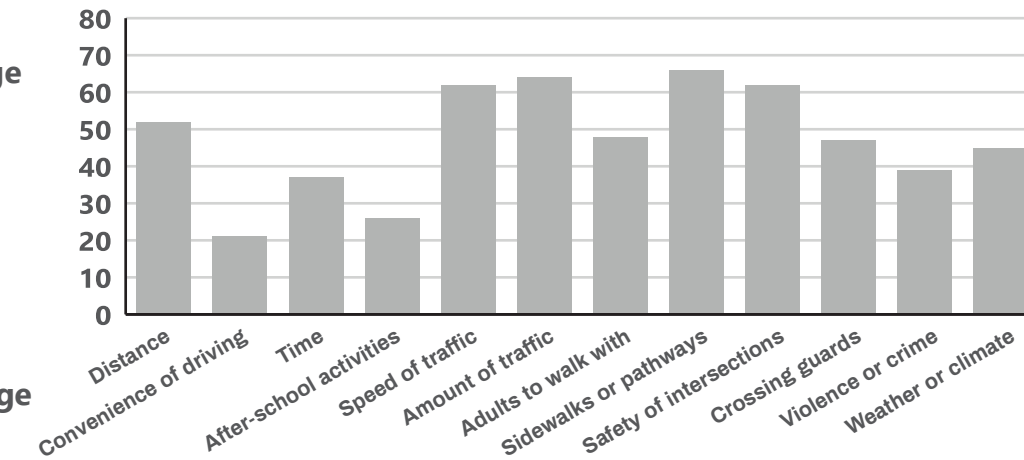
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage walking/biking to/from school?"



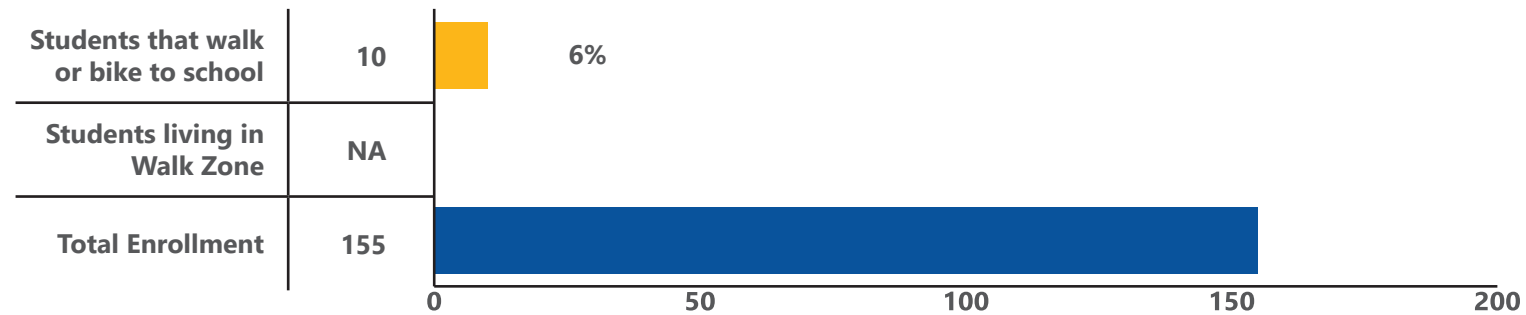
The graph above shows the reasons parents do not allow their children to walk/bike to/from school (parent survey).



The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# MCDONELL HIGH SCHOOL

The graph below shows the number of students that walk or bike to school. McDonnell Area Catholic Schools do not have walk zones or school boundaries. Even though the vast majority of students do not live within a distance that they can walk or bike to school, it is still important that safe walking and biking corridors exist within proximity to the respective schools for students that are able. In most instances, these schools are in close proximity to schools in the CFAUSD, so they can share safe walking and biking corridors.



**Year School Built**  
1964

**Number of Students**  
155

**Economically Disadvantaged**  
NA

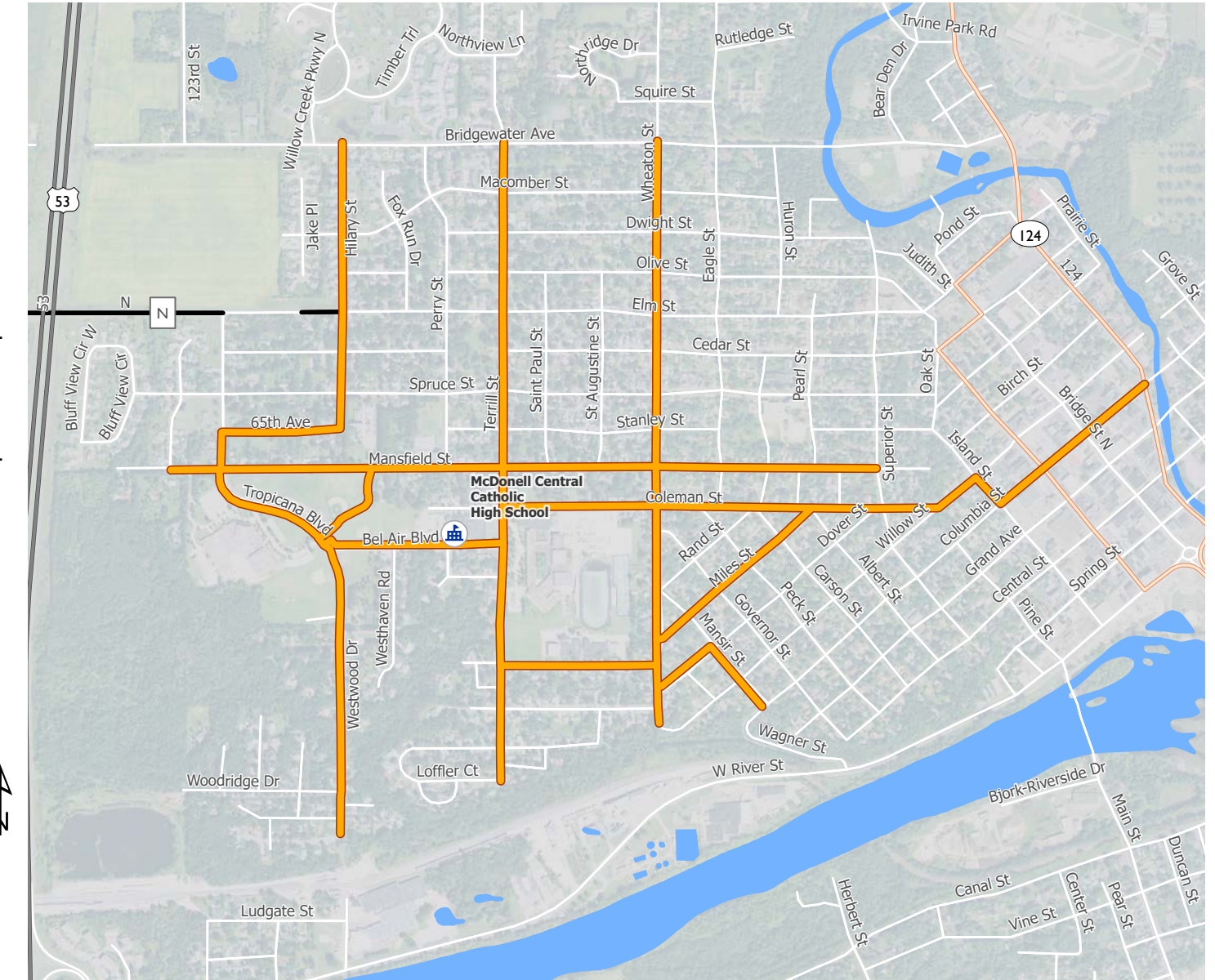
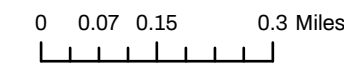


# MCDONELL HIGH SCHOOL

-  School
-  Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image





## Strengths

1. Sidewalks surrounding school on all sides.
2. Have a concrete pad near entrance for bike rack.
3. Bus drop-off and pickup works well. Buses tend to yield to pedestrians.
4. School zone signs near school on both sides of Bel Air.

4. Add crosswalk paint and "Stop for Pedestrians" sign at parking lot entrance/exit to encourage cars to stop for pedestrians.
5. Repaint all crosswalks annually or as-needed to maintain visibility. Use high-visibility techniques at Terrill and Bel Air.
6. Change "No Parking" signs to "No Parking, Stopping, or Standing" signs along Terrill, communicate with parents about pickup/drop off procedures.
7. Add school zone sign along eastbound Coleman.
8. Have students perform litter removal around school property.
9. Ensure young drivers understand school zone implications for speed limit and associated higher fines.
10. Add a crosswalk from the school across Bel Air towards the CFAUSD Special Education and Pupil Services building.



The east-facing curb at the northwest corner of Terrill and Bel Air does not have an accessible ramp/curb cut.

## Issues

1. It can be difficult to cross Terrill on Coleman, no stop sign for traffic on Terrill.
2. Terrill and Bel Air is an uncontrolled intersection with high pedestrian use and heavy traffic volume during drop-off and pickup times.
3. No curb cut on northwest side of crosswalk at Terrill and Bel Air.
4. Cars parking on the south side of Coleman sometimes park too close to the stop sign at Terrill.
5. Cars often park or stop along Terrill, despite "No Parking" signs.
6. High school aged drivers tended to not observe the school zone speed limit.

## Strategies/Opportunities

1. Look into potential for a four-way stop at Terrill and Coleman.
2. Look into options to increase safety and traffic flow at Terrill and Bel Air.
3. Add accessible curb cut to all crosswalk at northwest corner of Terrill and Bel Air.

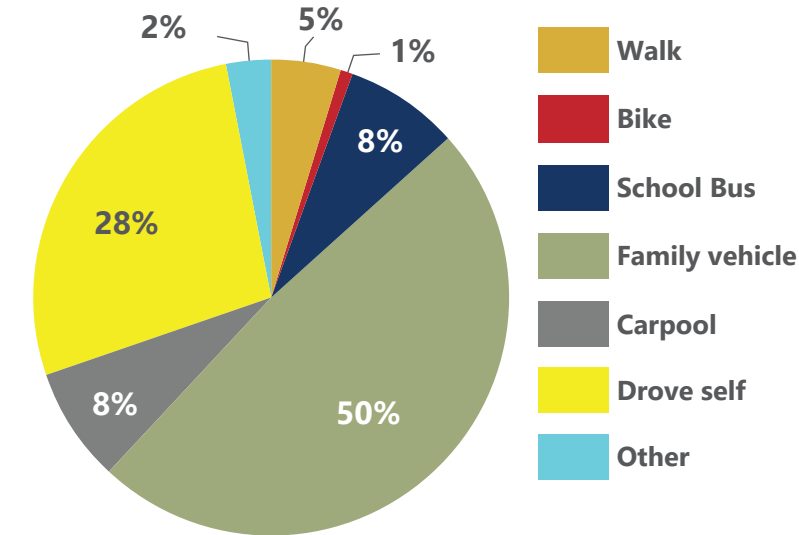
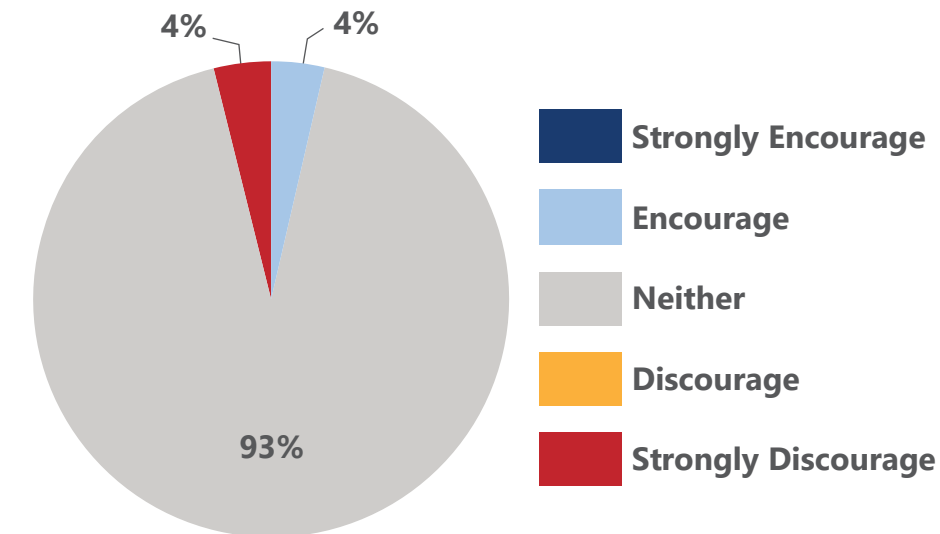
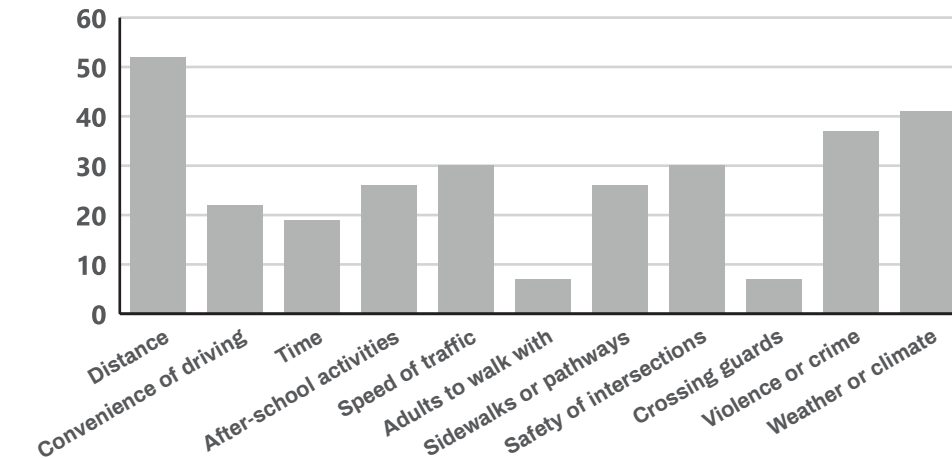


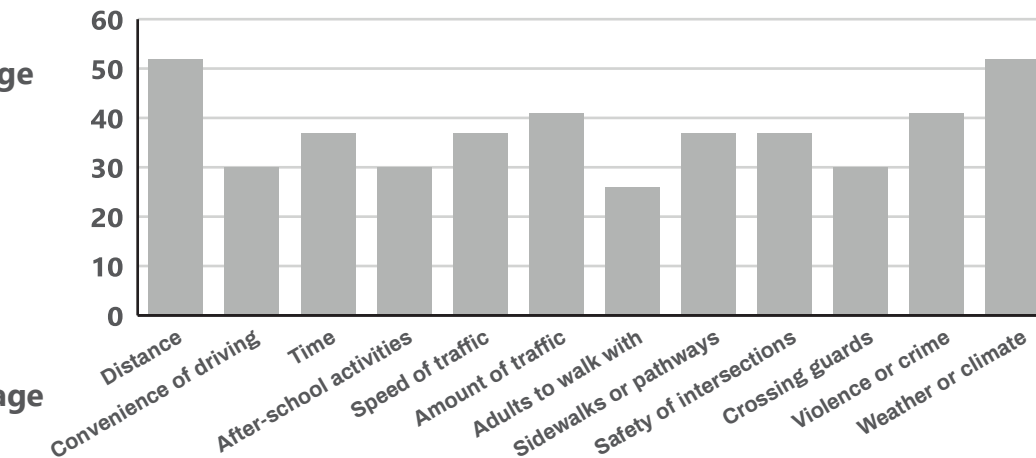
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage walking/biking to/from school?"



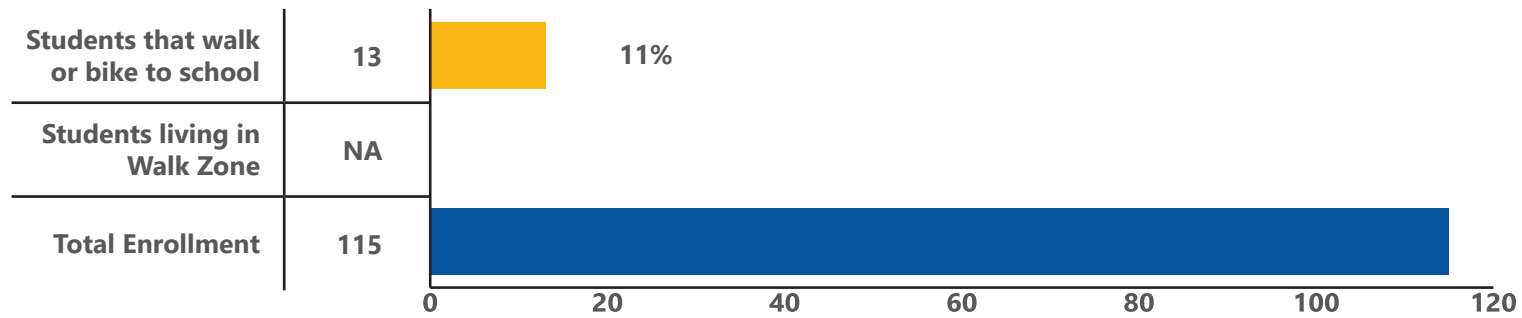
The graph above shows the reasons parents do not allow their children to walk/bike to/from school (parent survey).



The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# NOTRE DAME MIDDLE SCHOOL

The graph below shows the number of students that walk or bike to school. McDonell Area Catholic Schools do not have walk zones or school boundaries. Even though the vast majority of students do not live within a distance that they can walk or bike to school, it is still important that safe walking and biking corridors exist within proximity to the respective schools for students that are able. In most instances, these schools are in close proximity to schools in the CFAUSD, so they can share safe walking and biking corridors.



**Year School Built**  
1964

**Number of Students**  
115

**Economically Disadvantaged**  
NA

# Notre Dame Middle School



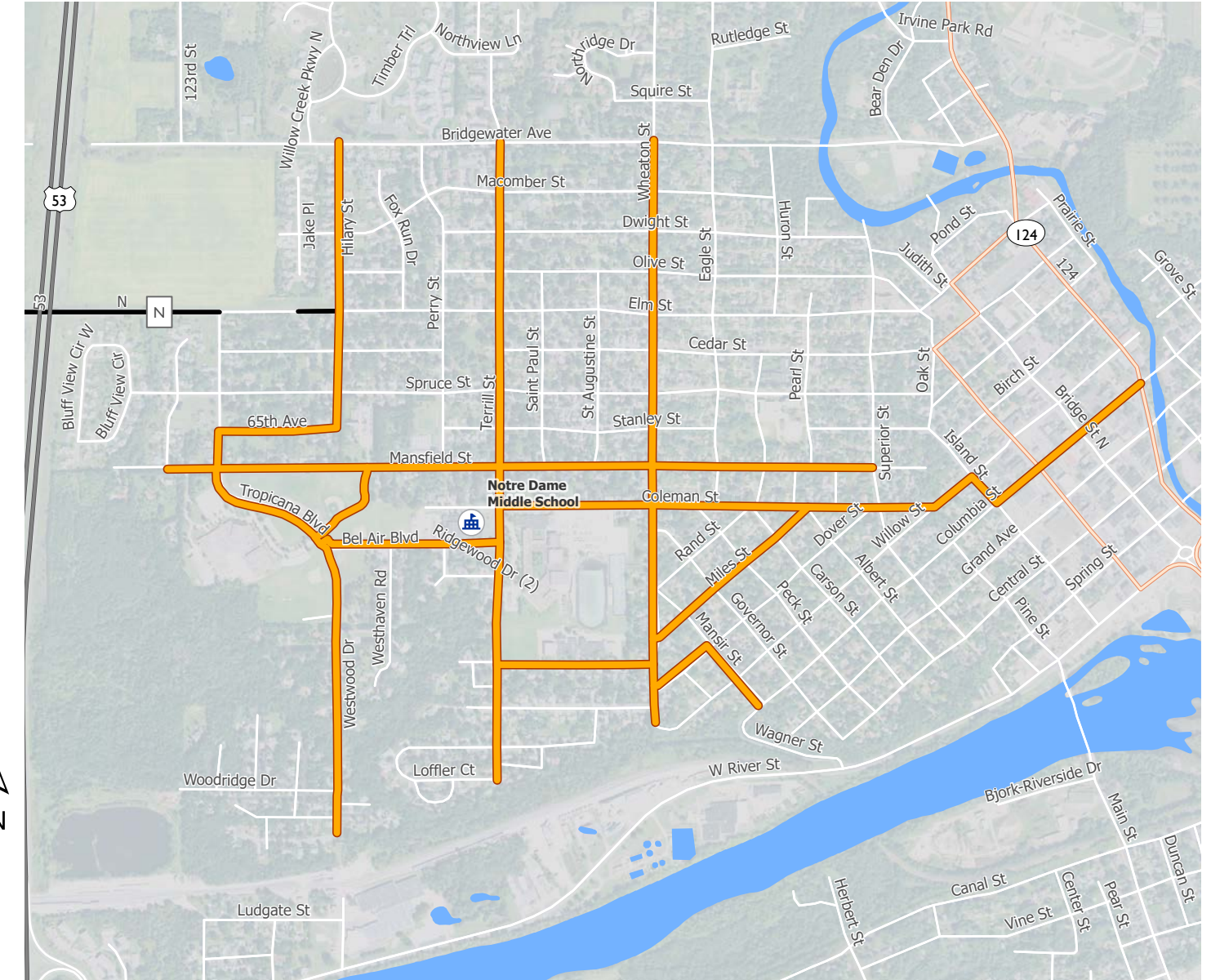
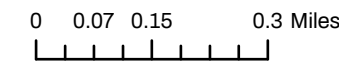
SRTS 2021

# NOTRE DAME MIDDLE SCHOOL

- School
- Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image



## Strengths

1. Sidewalks surrounding school on all sides.
2. Have a concrete pad near entrance for bike rack.
3. Bus drop-off and pickup works well. Buses tend to yield to pedestrians.
4. School zone signs near school on both sides of Bel Air.

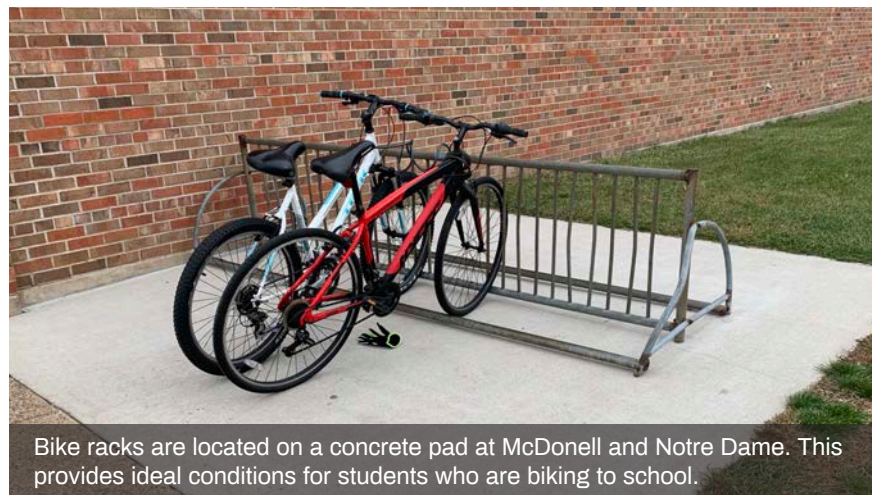
## Issues

1. It can be difficult to cross Terrill on Coleman, no stop sign for traffic on Terrill.
2. Terrill and Bel Air is an uncontrolled intersection with high pedestrian use and heavy traffic volume during drop-off and pickup times.
3. No curb cut on northwest side of crosswalk at Terrill and Bel Air.
4. Cars parking on the south side of Coleman sometimes park too close to the stop sign at Terrill.
5. Cars often park or stop along Terrill, despite "No Parking" signs.
6. High school aged drivers tended to not observe the school zone speed limit.

## Strategies/Opportunities

1. Look into potential for a four-way stop at Terrill and Coleman.
2. Look into options to increase safety and traffic flow at Terrill and Bel Air.
3. Add accessible curb cut to all crosswalk at northwest corner of Terrill and Bel Air.

4. Add crosswalk paint and "Stop for Pedestrians" sign at parking lot entrance/exit to encourage cars to stop for pedestrians.
5. Repaint all crosswalks annually or as-needed to maintain visibility. Use high-visibility techniques at Terrill and Bel Air.
6. Change "No Parking" signs to "No Parking, Stopping, or Standing" signs along Terrill, communicate with parents about pickup/drop off procedures.
7. Add school zone sign along eastbound Coleman.
8. Have students perform litter removal around school property.
9. Add a crosswalk from the school across Bel Air towards the CFAUSD Special Education and Pupil Services building.



Bike racks are located on a concrete pad at McDonell and Notre Dame. This provides ideal conditions for students who are biking to school.

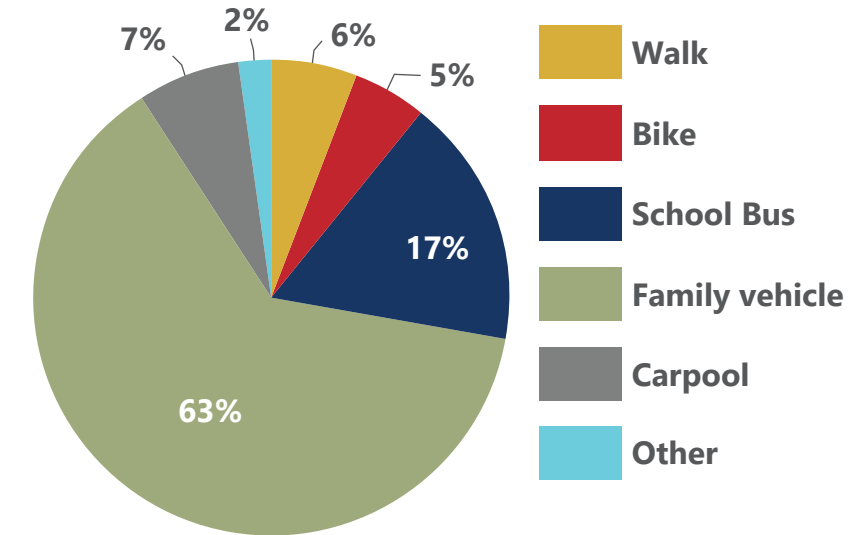
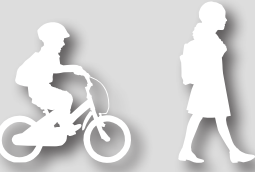
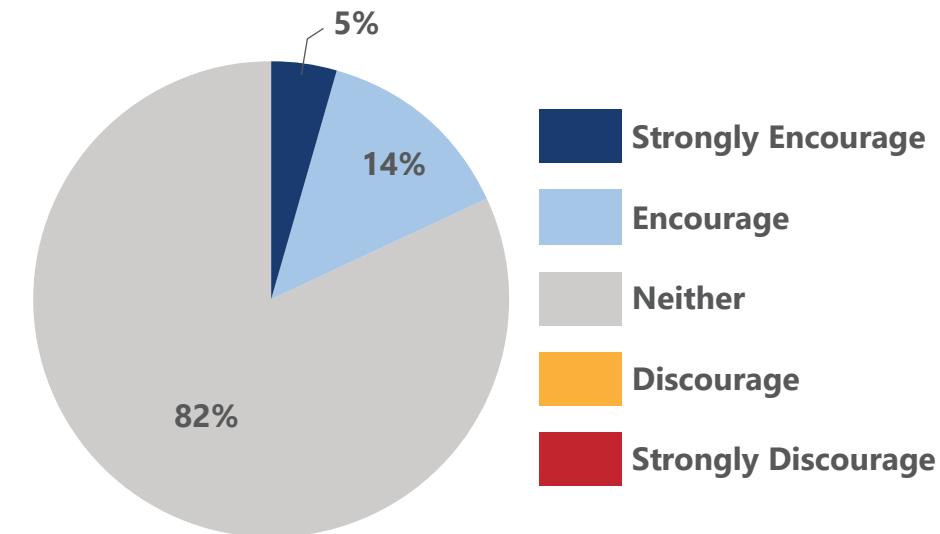
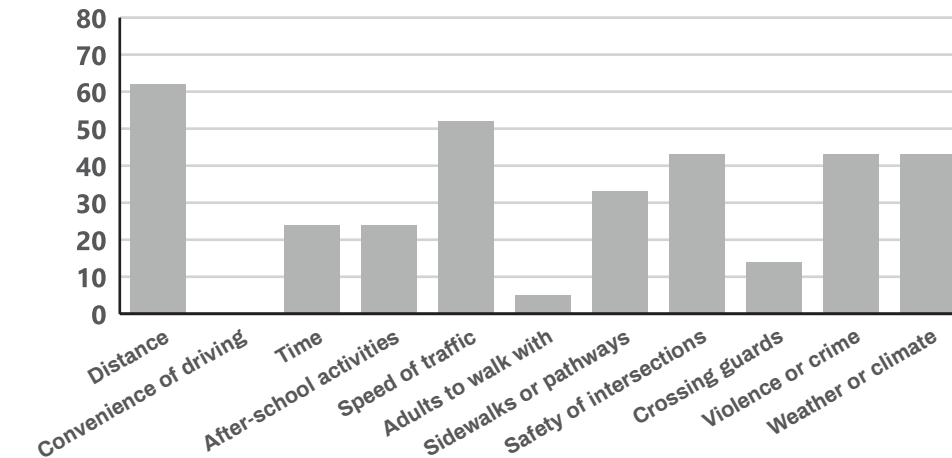


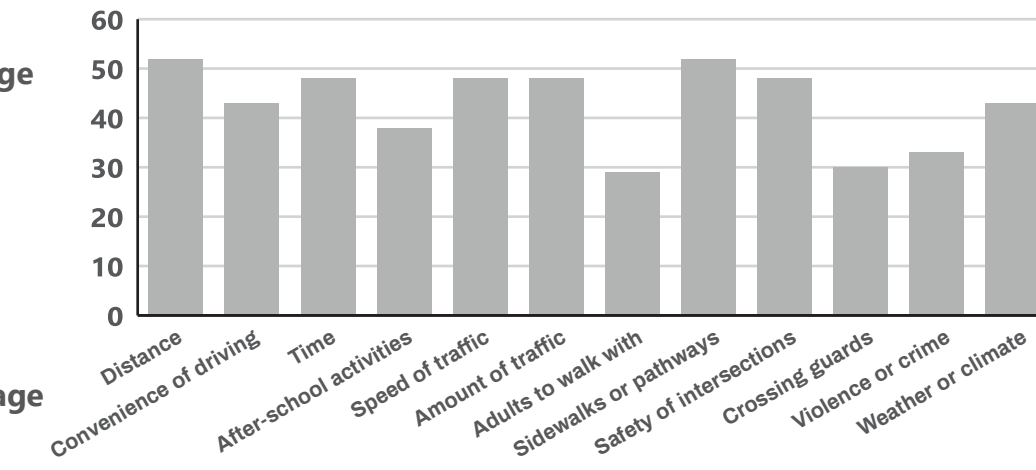
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage waking/biking to/from school?"



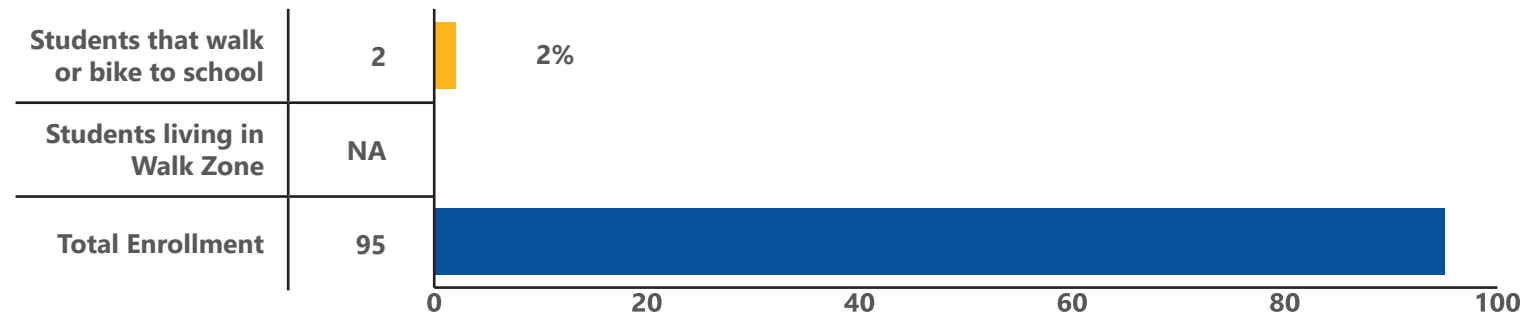
The graph above shows the reasons parents do not allow their children to walk/bike to/from school (parent survey).



The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# HOLY GHOST ELEMENTARY SCHOOL

The graph below shows the number of students that walk or bike to school. McDonell Area Catholic Schools do not have walk zones or school boundaries. Even though the vast majority of students do not live within a distance that they can walk or bike to school, it is still important that safe walking and biking corridors exist within proximity to the respective schools for students that are able. In most instances, these schools are in close proximity to schools in the CFAUSD, so they can share safe walking and biking corridors.



**Year School Built**  
1948

**Number of Sections**  
?

**Number of Students**  
95

**Economically Disadvantaged**  
NA

# Holy Ghost Elementary School



SRTS 2021

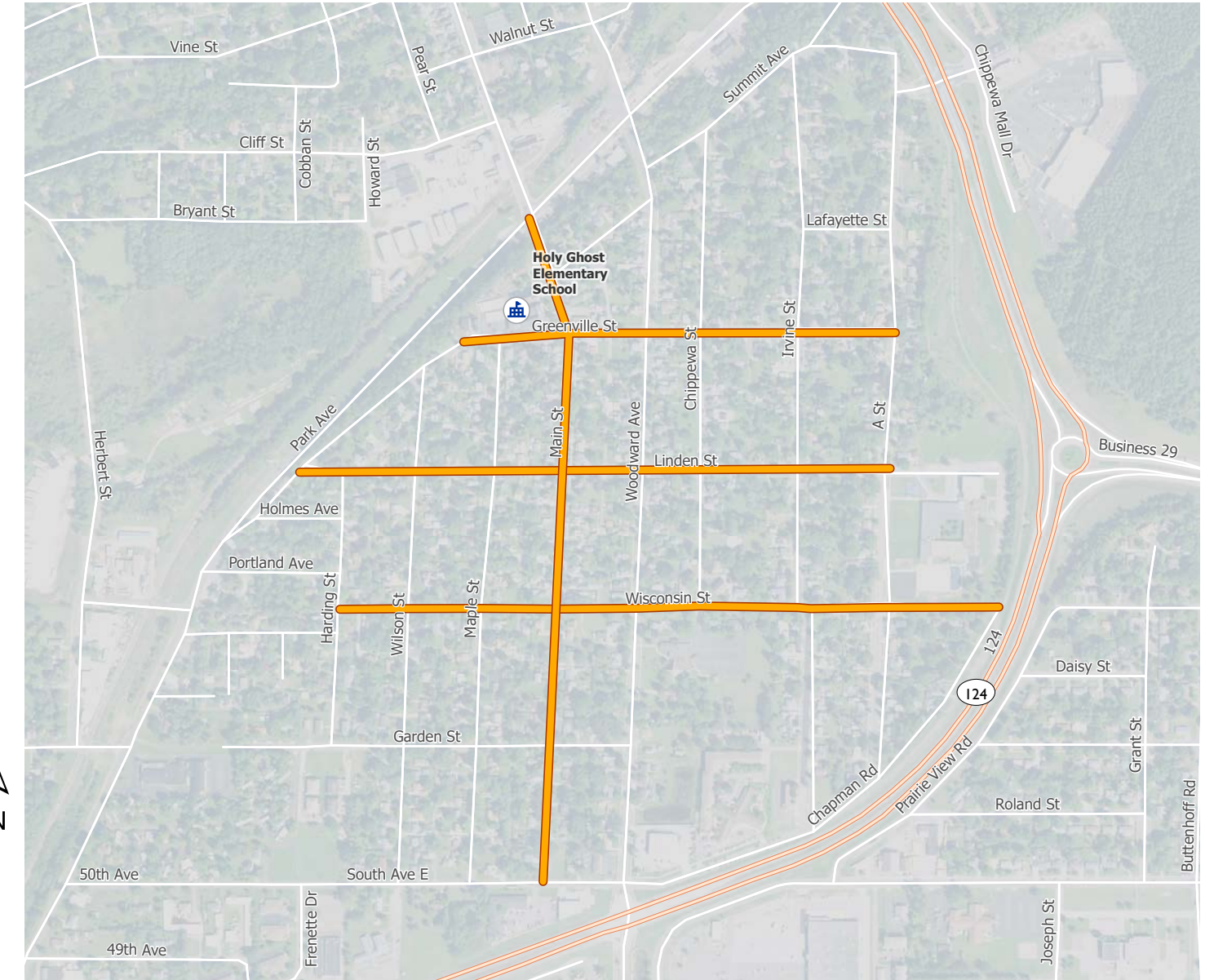
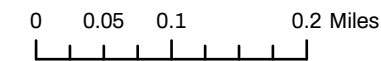
# HOLY GHOST ELEMENTARY SCHOOL

The map to the right shows the designated safe routes for the school.

- School
- Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image

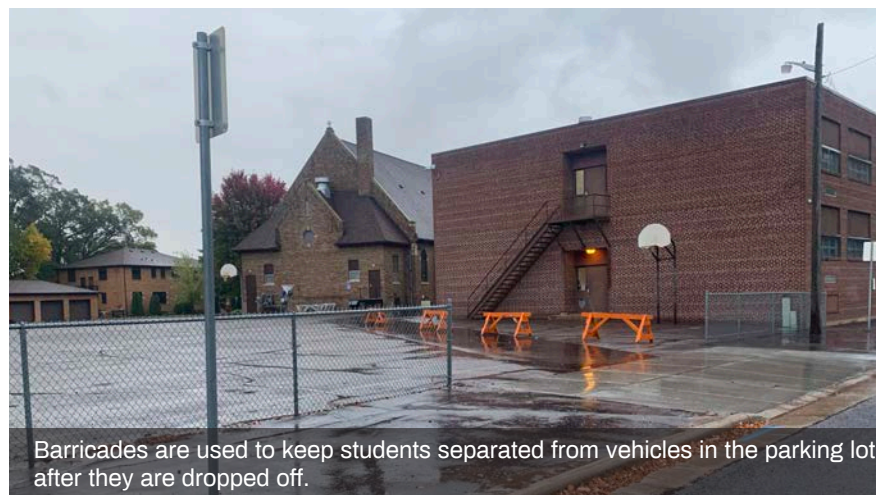




## Strengths

1. Student crossing guards are posted at Main and Greenville and do a great job watching for students who walk or bike to school.
2. The curbside bus drop off works well.
3. Parent drop off in the parking lot and after-school pickup procedures are working well.
4. Barricades keep students away from vehicles entering the parking lot.
5. During pickup, parents wait to leave until all picked up students are safely in their vehicles.

- does not stop" to stop-signed roads at intersection of Main and Greenville, since southbound Main does not stop.
4. Add a sign with arrow at for eastbound traffic on Greenville indicating the crossing near Maple.



## Issues

1. Traffic tends to drive too fast on Main.
2. No street lights out front of school, which is problematic during evening sporting events with cars parked on Main.
3. At intersection of Main and Greenville, southbound Main does not stop.
4. Crossing at Greenville near Maple is well marked but is missing a crossing sign on the north side of the road for east-bound traffic.

## Strategies/Opportunities

1. Add a flashing speed sign along Main to draw attention to the school zone and speed violations.
2. Work with City of Chippewa Falls to add street lights along Main in front of school.
3. To increase safety of the intersection add "oncoming traffic does not stop," "traffic from right does not stop," and "traffic from left

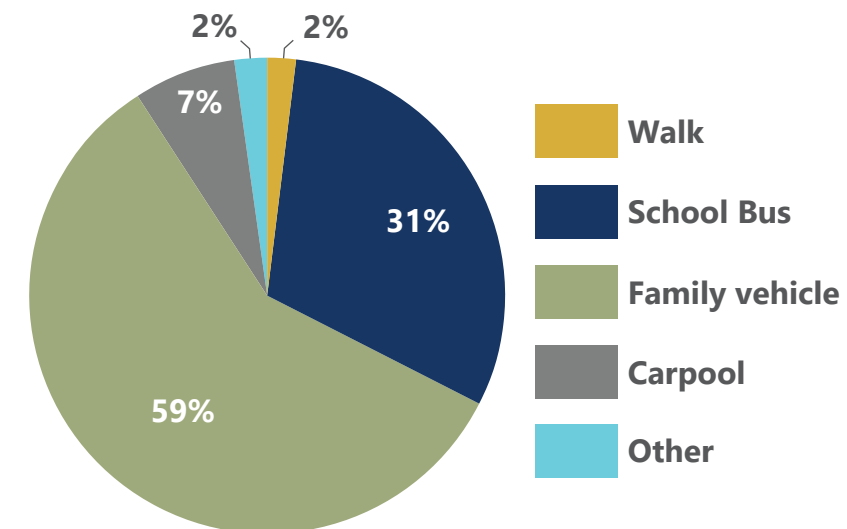
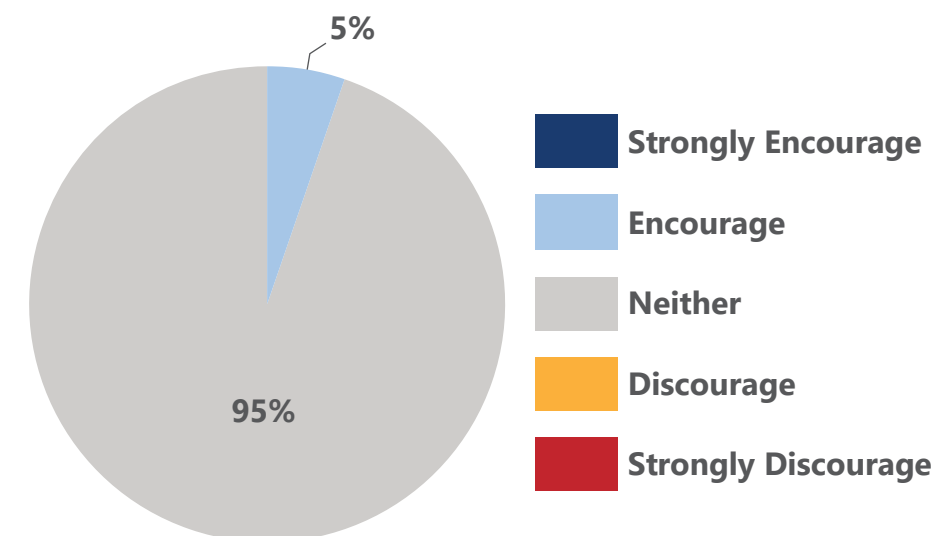
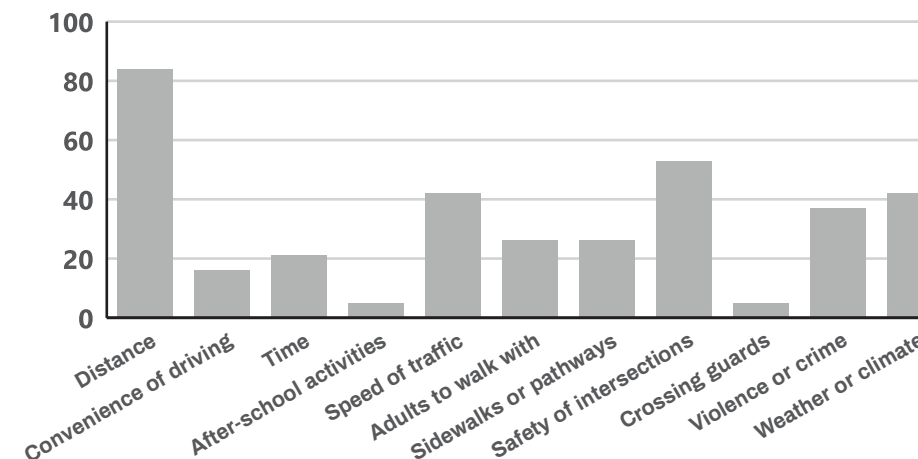


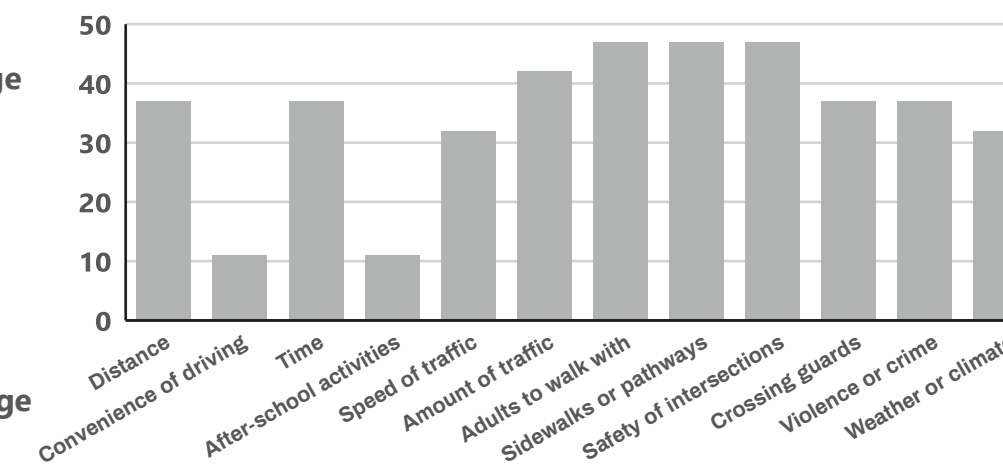
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage waking/biking to/from school?"



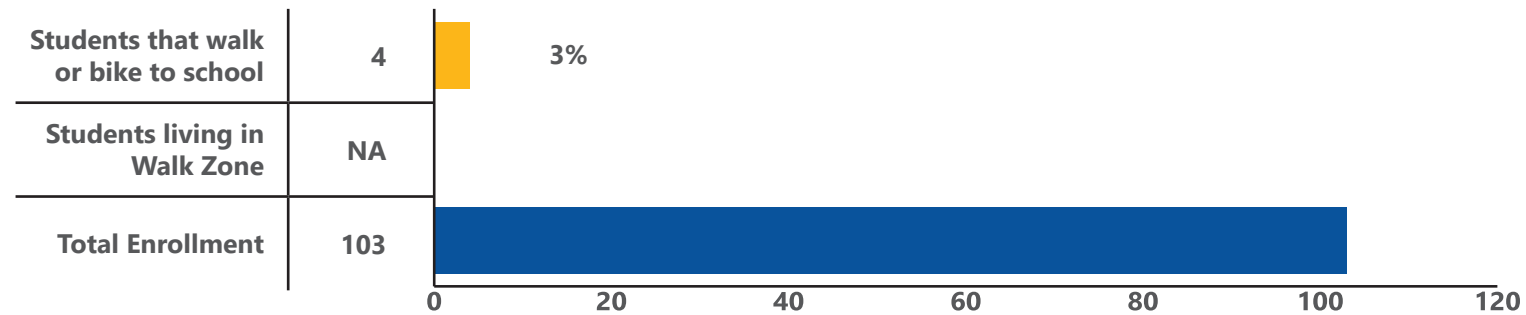
The graph above shows the reasons parents do not allow their children to walk/bike to/from school (parent survey).



The graph above shows which issues, if resolved, would result in parents allowing their children to walk/bike to/from school (parent survey).

# ST. CHARLES BORROMEIO PRIMARY SCHOOL

The graph below shows the number of students that walk or bike to school. McDonnell Area Catholic Schools do not have walk zones or school boundaries. Even though the vast majority of students do not live within a distance that they can walk or bike to school, it is still important that safe walking and biking corridors exist within proximity to the respective schools for students that are able. In most instances, these schools are in close proximity to schools in the CFAUSD, so they can share safe walking and biking corridors.



**Year School Built**  
1928

**Number of Sections**  
?

**Number of Students**  
103

**Economically Disadvantaged**  
NA



# St. Charles Borromeo Primary School



SRTS 2021

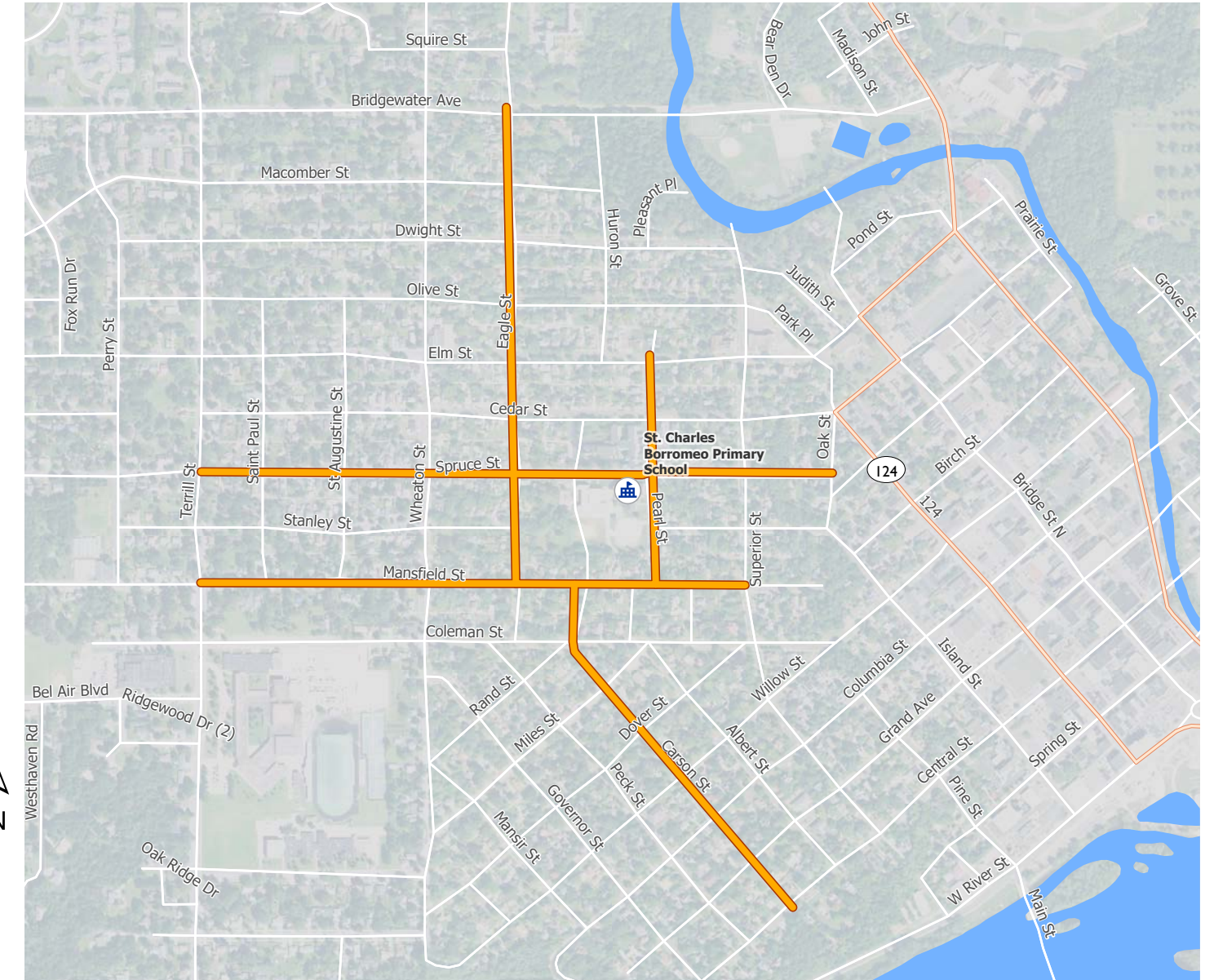
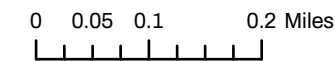
## ST. CHARLES BORROMEIO PRIMARY SCHOOL

The map to the right shows the designated safe routes for the school.

-  School
-  Safe Routes

January 2021

Data Sources:  
WisDOA, WCWRPC,  
WISLR, 2017 Aerial Image







## Strengths

1. Sidewalks are present on all streets adjacent to the school.
2. Bus drop off and parent drop off are somewhat staggered and work well.

## Issues

1. Traffic does not always slow to 15 MPH along Spruce.
2. Due to attendance geography and age of students, there are not many who are able to walk or bike to school.

## Strategies/Opportunities

1. Look into adding a flashing solar speed sign to enforce school zone traffic speed and bring driver's attention to their own speed.
2. As a school, develop activities and programs to teach kids about pedestrian safety and give them real-world experience. This will encourage healthy walking and biking habits as the students get older and more independent.



Like Holy Ghost, St. Charles uses barricades to help separate students from traffic in the parking areas and help control traffic.

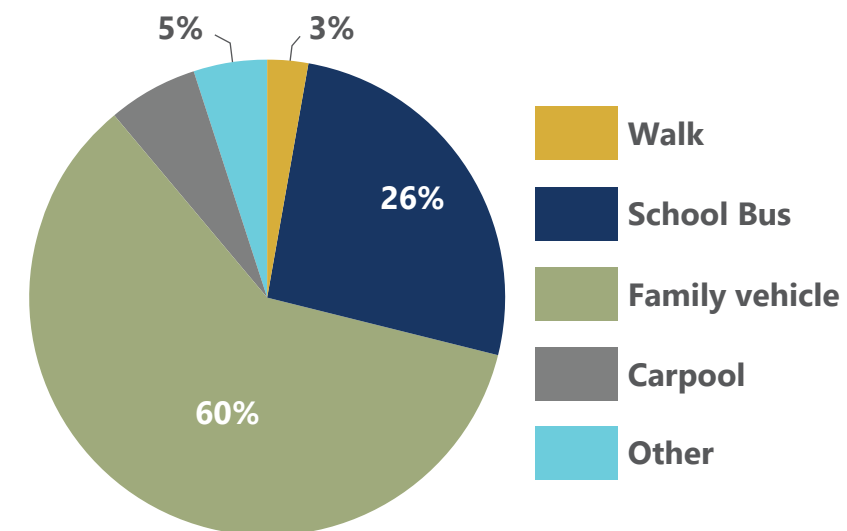
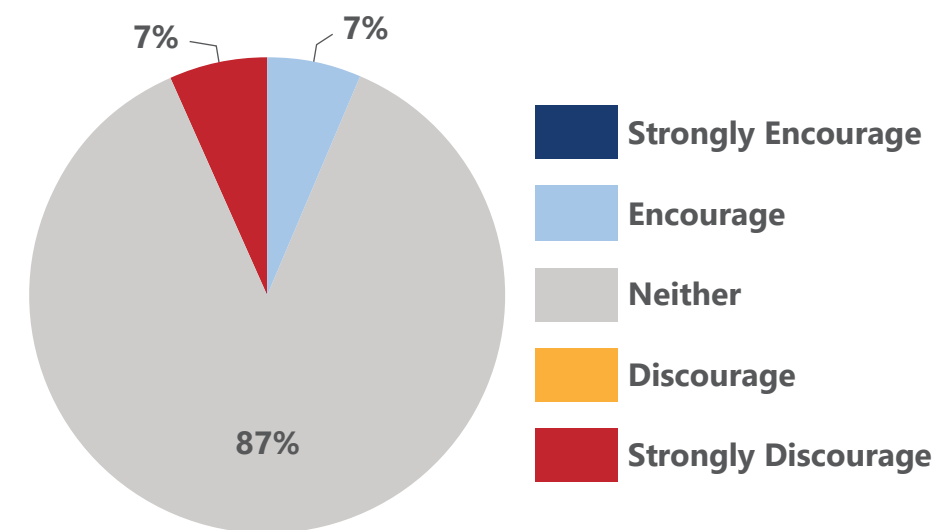
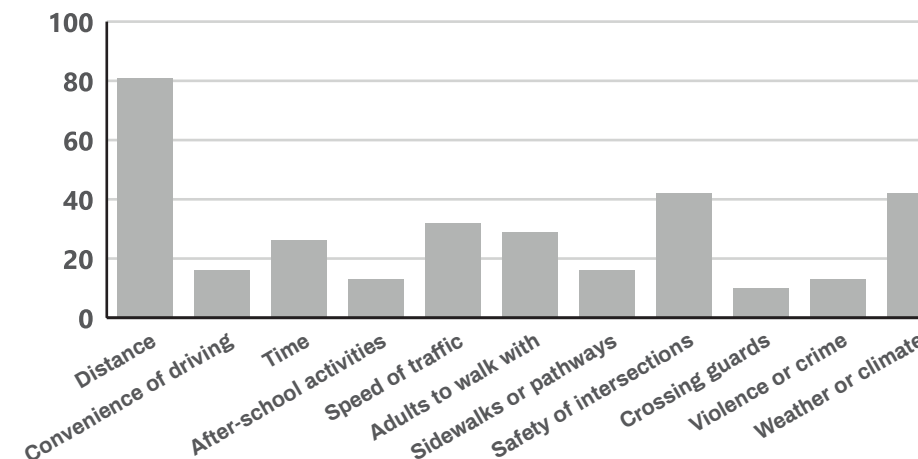


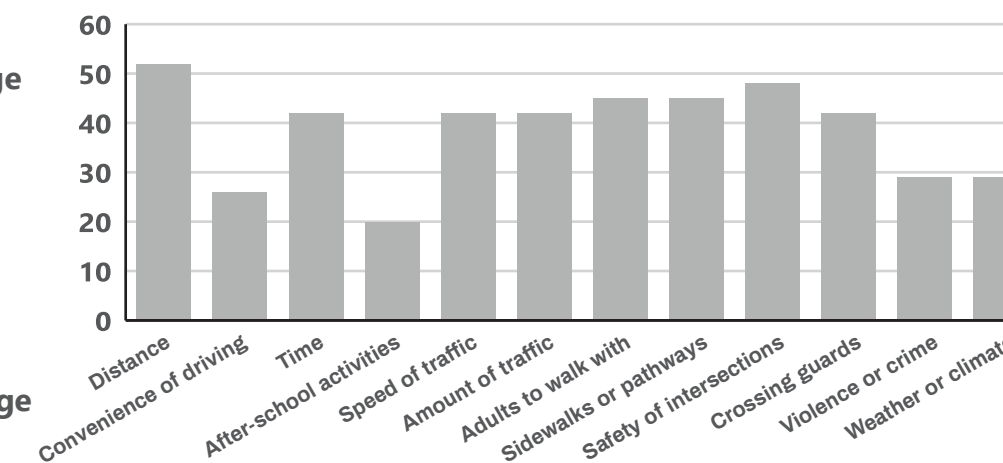
Chart showing student travel mode to/from school in percent (teacher survey tally).



Results of parent survey question: "How much does your child's school encourage or discourage walking/biking to/from school?"

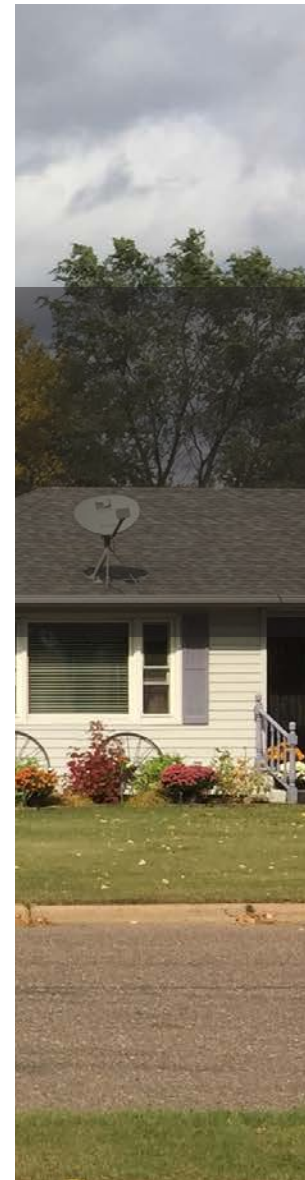


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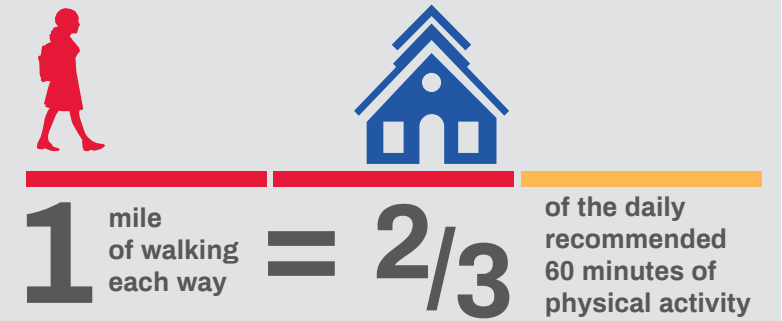
# SECTION IV. RECOMMENDED COMMUNITY STRATEGIES



This planning process resulted in a number of recommendations 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 Chippewa Falls area faces some challenges to safer walking and biking to school, including some which are significant. There are some schools in the district where a significant percentage of students live within one mile of the school and should be able to walk and bike to school if safe routes exist. In addition to making school more accessible for education purposes, schools also function as neighborhood parks when school is not in session.

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.

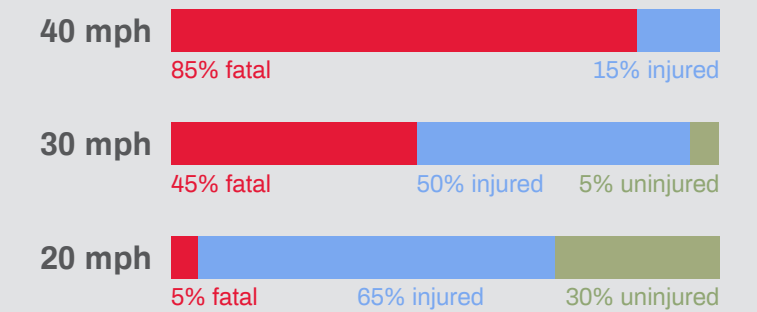
A number of the district-wide recommended strategies pertain to reducing speeds around schools. In addition, there are numerous things the school district and municipalities can do to educate students and parents about SRTS and encourage walking and biking to/from school.



Source: Safe Routes Partnership, 2018

## SLOW IT DOWN!

### Pedestrian Injuries at Impact Speeds



Source: Traffic Advisory Unit, 1993

## Recommended Strategies

There are three different time frames recommended for implementation of strategies: ongoing, short-term (2021-2023), and medium-term (2024-2025).

### 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 Northern Wisconsin State Fair, city council 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 development to meet pedestrian, bicycle, and SRTS policies and needs. (Short-term)
- » 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. (Short-term)

- » Incorporate SRTS principles and recommendations in all applicable city plans and projects. (Short-term)
- » Locate appropriate crosswalk treatment at all SRTS intersection crossings. (Short-term)
- » Locate pedestrian crossing signage at busier intersections. (Short-term)
- » 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. (Short-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)
- » Create bike parking ordinances. Ten percent of elementary school design population. Five percent of middle and high school design population. (Short-term)
- » Use medians and/or pedestrian refuge islands for traffic calming and student safety around schools and other pertinent SRTS nodes. (Medium-term)
- » Where they do not currently exist, construct sidewalks

## Recommended Strategies



### Create your own WALKING SCHOOL BUS



#### Adult-Child Ratios:

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



## Recommended Strategies

- » along all SRTS routes. If existing sidewalks are in poor condition, they should be improved. (Medium-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)
- » 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)

**SPEED**  
**10-15**  
MPH

**STOPPING DISTANCE**  
25 feet

**FATALITY RISK**  
2%



**SPEED**  
**20-25**  
MPH

**STOPPING DISTANCE**  
40 feet

**FATALITY RISK**  
5%



**SPEED**  
**30-35**  
MPH

**STOPPING DISTANCE**  
75 feet

**FATALITY RISK**  
45%



**SPEED**  
**40+**  
MPH

**STOPPING DISTANCE**  
118 feet

**FATALITY RISK**  
85%



*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 protect people. Source: Nelson/Nygaard*

### Municipalities/School District

- » Allow school district to be able to comment on all new subdivision and rezoning applications. (Short-term)
- » 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 city theme, high school theme, elementary school theme, and/or

## Recommended Strategies



**SRTS 2021**

- » neighborhood theme. (Medium-term)
- » Incorporate street art in high-use pedestrian/bike intersections. (Medium-term)
- » Improve lighting along SRTS corridors, where needed. (Medium-term)
- » Work with neighborhood groups and/or associations to beautify routes and use techniques to slow and 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, perhaps with a mailing or outreach through neighborhood associations. (Medium-term)

## 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 Chippewa Falls Police Department 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 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 city that states that they are a Safe Routes to School community. (Short-term)
- » Adopt a resolution proclaiming city 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 student safety patrol program

making it part of the culture in the schools, and students 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 include importance of driving safely around schools and in school zones. (Medium-term)
- » Hold an annual best practices training for Student Safety Patrol supervisors. (Medium-term)

### Evaluation

#### School District

- » Employ 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 2022. (Short-term)
- » Complete a parent survey every two years, starting again in fall 2022. (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)

## SECTION V. IMPLEMENTATION



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 CFAUSD, MACS, Chippewa Falls, Lake Hallie, Lafayette, and Anson. 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 (2021-2023), and medium-term (2024-2025). 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 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 for the federal TAP grant program.

### 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

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:

- » School zones district-wide: Install traffic calming measures and appropriate signage around schools to significantly reduce vehicle speeds in school zones and along SRTS corridors.
- » Address the Edward crossing at Parkview School. If the district wants to keep the student crossing at the entrance, signage and a crosswalk are needed. If there is no provided safety features, students should not be crossing at that location.



- » Incorporate sidewalks with appropriate signage along SRTS corridors.
- » Address the issues between Coleman/Terrill and Miles/Terrill.

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 City of Chippewa Falls, Village of Lake Hallie, towns of Anson and Lafayette, CFAUSD, and MACS 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.



## SECTION VI. FUNDING & RESOURCES



### Additional Funding

#### Action for Healthy Kids

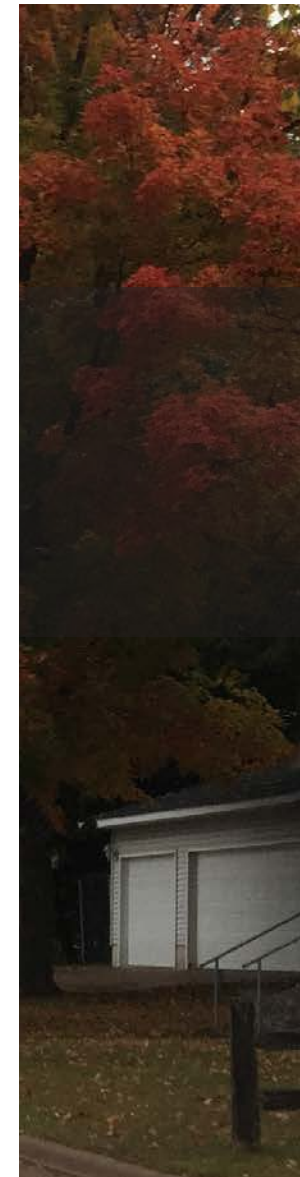
Action for Healthy Kids helps create healthier schools by bringing all the members of a school community together and equipping them with the tools and resources they need to make change happen. “Game On” grant funds start at \$1,000 for physical activity and/or nutrition initiatives that support schools 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](http://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](http://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/](http://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](http://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](http://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](http://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](http://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](mailto:larry.corsi@dot.wi.gov), WisDOT or visit [www.webike.org](http://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.gov/Pages/doing-bus/local-gov/astnce-pgms/aid/tap.aspx](http://wisconsin.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](http://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/](http://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](http://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 (HSRC), 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.kidpower.org).

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## Parent Survey Comments

### Chippewa Falls High School

- Winter would likely become a problem. For the high school we are too far away but my daughter has walked a time or two with friends and from the elementary school, for my son, it would be a long walk in the winter.
- We live very close to all 3 schools so it's always been easy and safe to walk. My only concern is traffic at the Coleman/ Wheaton intersection but my kids were always able to avoid that.
- We currently live 7 miles away, but will be moving within a month and child will start walking since new places will be closer to school. Was hard to answer some of these questions due to change of circumstances.
- There need to have something done at the corner at the one way stop up at chi high when u have busses exiting the school n people wanting to right n kids crossing there needs SOMEONE DIRECTING TRAFFIC U HAVE COPS DRIVING AROUND OR EVEN SITTING THERE SEEING THE TRAFFIC BUILD N THERE IS NOTHING BEING DONE HOW SAFE IS THAT
- The high school parking lot is VERY dangerous. Kids on bikes do NOT ride appropriately; in and out of between cars. I had one this past week hit my vehicle. Can you imagine how I felt?
- Son walked for years to Middle and High school, now likes to drive his own car, though occasionally will walk.
- School needs to have a bike safety class. To many kids do not

- understand that when on a bike they have to follow the rules of the road not pedestrians. They need to be educated
- Our children are not riding the bus because of the mask requirement - that is the only reason that they are not riding AT ALL. They are muzzled ALL DAY at school, at all after school activities, at church, at music lessons.....you name it, they are muzzled. We are NOT adding the many hours that they are required to wear a dirty face diaper. It is over 10-12 hours per day! And it not necessary and unacceptable.
- My child walks a longer way to avoid the 4 way stop - too much traffic, drivers not yielding to crosswalk. There are too many corner crossings without crosswalks on the west hill!
- My child usually has many books in his backpack and oftentimes brings his guitar.. Not taking the bus is usually not an option.
- My child developed a condition on her feet that is irreversible due to the cold wet weather. This has cost me medical bills and my child's discomfort.
- It's mainly the intersection of Terrill & Coleman Street... very dangerous with cars, busses, and students. If it was a 4 way stop, it would be wonderful. The busses seem to keep blinkers on after pulling out of the loop at chi hi & I've watched many close calls of people thinking they are turning onto Coleman, because their blinkers are still on. I avoid that intersection as much as possible, even though it is closest. (A 4 way stop at Elm Street & Tell would be helpful too... very busy there as well)
- If we had time in the morning and we were closer to school and I could go with them and it was nice out we could ride bikes. But that is probably pretty unlikely for our family to bike

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- to school and I want to know they both arrived there safely.
- I would love for the bus to be available for my son to take but we can't get one. It's absolutely absurd that he had to walk over a mile to school
- I ride with them for fun on the bike path but I don't allow them to ride alone because of large equipment (semi, dump and cement trucks) near our neighborhood. We live in the Landmark Addition
- I only worry about the issue of safety for a female student walking with the rumors of "white vans" and mysterious people being around schools. I instruct my daughter to never take a ride from anyone unless I have specifically told her. We discuss safety and awareness of her surroundings. We live close but I still want her to be aware of strange vehicles or people approaching her.
- I hope the survey is helpful. I imagine you are trying to find out if more people would walk if the conditions were better? We moved to the West Hill 4 years ago and our kids enjoy walking
- I have observed other children walking and riding bikes. I pick up my High Schooler and a Middle Schooler every day and park down by the church. The issues I see are people who are driving not paying attention to the children. There should be a walking guard at that crosswalk so those children are safe. Also the people that live on the street parking their multiple boats, trailers & cars to the point they have to put out cones seems to me like it is a hindrance to your line of sight. They take up so much of the road. The Middle School and High School area are just very very difficult with SO many people picking up their children now. I do not feel safe picking them up and can just imagine how the kids feel sometimes...

- I have a teenage daughter. She will never be allowed to walk to/from school.
- I hate that my children have to walk in the winter
- I feel it is very unsafe to make the kids on the West Hill have to walk to school. We did not buy a house in that neighborhood because of it!
- I based many of my answers off my younger son who no longer goes to public schools, but was a walker. However, with all the contact tracing and mask mandates we took him out for the year.
- Crossing guards are still highly recommended and No Parking on Terrill needs to be enforced. As a parent and bus driver. I can't count the unsafe situations I see weekly.

### Chippewa Falls Middle School

- With no lockers backpacks are too heavy. Need a way to leave unneeded items at school.
- When we lived close to school we walked our children to school everyday and as they got older they rode bikes and rode home independently if weather permitted. We moved farther out of town and now the path to get to school is more dangerous and takes quite a bit more time, however they do choose to ride their bikes at times.
- We take our son to the gym in the morning and he walks from DT with a group of friends. We live in the country so no chance he can walk to school.
- We need more bike trails and lower speed limits in all areas of Chippewa Falls!!

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- We live within 1/2 mile of school and it is amazing that she can walk to and from school on most days.
- We live in the walk zone for the middle school. I was so disheartened to learn this as we live 1.2 miles away. It takes my son 30 minutes to walk on a good day and he is only 12. I am EXTREMELY concerned about the level of traffic and lack of crossing guards. My spouse and I both work full time and are unable to drive my son to and from school. I am not left with very many safe and comfortable options and I am very disappointed in the chippewa falls school district regarding this
- We have no choice for my middle schoolers and i don't like them riding bike because its wi and winters are horrible and people don't shovel side walks
- We are on the south end of Bridgewater by Wheaton, it's a 25 minute walk to school. She literally was in the nurses office last year on a 6° day because she had to walk to school. A bus picks up at Terrill and Bridgewater, but my daughter can't ride the bus because it's within the walking distance. It's absolutely ridiculous. We were told if we lived on the other side of the road, she could ride. Traffic is always busy and going double the speed limit. I work full time starting at 7am, which is impossible to give her a ride everyday. We are forced to pay for a cab or rideshare with other families. Safety is a huge concern, not just traffic, but people watching for young people to manipulate. In my opinion, you need to start sticking some money into getting these kids to and from school safely versus making sure they have the latest and greatest of everything. They need an education, and to get to and from there without worry. Get it together.
- We are not on a bus route so he has To walk I feel winter is wrong
- Walking or rides home depends on before and after school activities. If nothing is going on he rides bus to and from school as we live about 15-20 min by car from school so no option to walk.
- Traffic on Bluff View Lane continuing onto Mansfield Street has dramatically increased since the new parking lot and restrictions on Tropicana have been in place. Walking to school on those streets have become very unsafe!
- Too many criminals to trust any child alone!
- There should be a bus available for all students regardless of proximity to the school for safety reasons alone!
- There NEEDS something done on the corner of Mansfield at the middle school. The u shape driveup is not working. When u want to turn right u can wait a good 10min to get thou, busses really don't care they think they HAVE the RIGHTWAY ALL TIMES. AND THERE SHOULD BE NO PARKING BY THE PINE TREES U CAN NOT SEE AT ALL WHEN U NEED TO GET THOU TURING LEFT& RIGHT AND CAN'T A OFFICER DIRECTING TRAFFIC.WHEN THEY CAN SEE TRAFFIC BUILDING N THEY ARE SITTING IN THERE TRUCK. REALLY OR A CROSS GUARD. THAT IS MORE DANGEROUS AT THAT CORNER TRYING TO TURN RIGHT/ LEFT. I DONT EVEN LET MY HIGH SCHOOLER DROPPING OFF HER SISTER UP THERE IT IS VERY DANGEROUS. AND THE DROP OFF PEOPLE CAN'T BE PARK IN THE END OF THE SIDE WALK ENTERING THE SCHOOL CAUSE THAT BACKS UP TRAFFIC WHEN U TRYING TO GET OUT OF THE PARKING LOT.
- The Town of Lafayette and Chippewa County have recently been awarded \$973,760 in Federal Transportation Alternatives Program (TAP) ""Safe Routes To Schools"" funds

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- to construct a new multi-purpose trail from the Old Stillson Elementary school to the new Stillson Elementary school. I believe that the next CFAUSD school that should be looked at for this program is Halmstad. Speeding and inattentive driving pose a major risk to the students' safety in this area. We need to get the walkers and bikers off of the narrow streets and onto a separated sidewalk or path...particularly south of the school where the Village of Lake Hallie has no pedestrian accommodations whatsoever. The County Highway Department would be glad to work with CFAUSD and the two municipalities on a future grant application. The next applications should be available in October 2021. I'm confident that, if the School/County/Village/City all put in a solid application, we would receive serious consideration. Thanks, Brian Kelley - Highway Commissioner, 715-738-2613, bkelley@co.chippewa.wi.us
- The question that asks "if these improved" would you allow walking should have an NA .... if violence/crime is not reason that stops me from allowing my son to walk then I don't need to see it improve to allow more walking.
- The middle school has greatly improved, but as a parent and bus driver, I would highly recommend crossing guards and periodic speed enforcement on Tropicana. I still see numerous unsafe situations weekly.
- My son would have to ride through downtown and by high school with so much traffic from all the schools located there, that it is not safe for him to ride to middle school on a bike
- My middle schooler is forced to walk as the bus company said she's in the walk zone but the distance is further than I'm comfortable with
- My daughter walks or rides the bus,to and from school, depending on which parents house she is going to.
- It would be better for families if the middle and high school kids got done earlier than younger siblings to assist with getting them home and for babysitting opportunities
- I'd like to see crossing guards for middle school students by the middle and high school. I don't like letting my 7th grader walk because everyone is in such a rush. Traffic doesn't flow well and visibility isn't great, the only solution is people directing traffic. Also, better crosswalks and creating a culture where you stop for pedestrians - Chippewa people don't stop at crosswalks.
- I wouldn't trust the traffic to have my kids bike to school. Especially from the distance from downtown.
- I was very disappointed in the district's decision to not allow for busing out of the elementary district for split families.
- With all the human trafficking and attempted kidnapping going on right now, it's scary to let children walk or bike to school by themselves.
- I do not feel my child is safe at ALL walking or biking to school. There are NO crossing guards, people drive too fast and don't yield to the kids trying to cross the street, and there are criminals out there that are watching and waiting to snatch theses kids up.
- I am very concerned about safety. Not just "crime" but recent reports of a child only 2 grades younger than my short and pretty daughter, who was attempted to be picked up by a strange lady in a van. I do NOT feel safe, having her walk home alone on the West Hill, even though she is in 7th grade.
- According to the bus company we live too close to the school

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to bus. My child doesn't have a choice but to walk. In dry summer weather that is fine, but in the cold weather it is a huge concern.

- 1). The question about things that would make us more willing to let our children walk/bike to school doesn't apply if you're already letting your kids do so, so I chose "not sure" for all of those lines. 2) we live on the west hill and families in our neighborhood asked for help with kids crossing Mansir street safely years ago...the district and the city were uninterested in considering posting crossing guards or even putting out a "slow" sign at that point. I am excited to think that we are now ready to reevaluate this issue and help families empower their kids to get to school independently!

## Halmstad Elementary School

- We would allow it if it wasn't along a busy route with no bike lanes or sidewalks.
- We live over 10 miles away from school, our daughter isn't bicycling or walking to school. If we lived a few blocks away she totally would love to.
- We live 3 blocks from school and I work from home so walking is the most convenient option for us.
- We are considering a move to another neighborhood when our child enters secondary school, but the distance that students are required to walk without bus transportation being an option is very concerning. Concerns include high volume of traffic and speed (due to student drivers), the length of the walk being unsupervised and public safety worries (crimes against children), and inclement weather paired with unsafe walking conditions on sidewalks. Additionally, the discontinuation of a transfer bus between nearby elementary

schools after school has been HIGHLY detrimental and inconvenient for our family.

- There should be a bike path on 145th Street. It should go from the school to the South to 40th Ave. there should be another bike path from 40th Ave to the football field and another to the baseball/Soccer field.
- Please train parents more on the drop off line! What a hot mess!!!! Maybe a holding area? Or more direction from adults there?
- Not every school is sage to get to
- My child only bikes (does not take the bus) because of COVID-19
- It is not the time of the school that is the problem. It is my work schedule. I would let them if I had a different shift.
- I really don't like when the elementary schools promote biking to school. My child really wants to bike to school but due to safety concerns we don't allow them to & this causes conflict in our home.
- I live on the west side of Highway P. I just can't fathom any place where it would be safe for walkers or bikers to cross Highway P without a crossing guard. Even if my son crossed at a crossing section by the stoplights (by McDonalds), he would still have to bike nearly a mile on Highway P, which does NOT have sidewalks, and does not have wide sides. Thus, it would be dangerous for any child to bike from my neighborhood to Halmstad.
- I feel I would have to walk with them and I just don't have time to do this.
- Child would love to bike to school, road is too busy with no

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shoulder or sidewalk most of the way.

## Hillcrest Elementary School

- Would allow my child to walk alone to school if I could trust the traffic at the intersection of Dover and Terrill in the morning. Cars don't stop or slow down there because there is no stop sign and it makes me nervous for him to walk alone.
- When we lived on Miles St and Mansfield St we would often walk/bike to school together. This year we have moved out to the country (25 miles away-ish) and obviously can no longer walk to school. Both my child and I enjoyed being able to walk or bike to school... it is something we miss.
- We would love for him to start walking to school alone, but the traffic and spread of is horrible crossing Mansir & Governor! Even some of the vehicles by the poor crossing guards don't slow down
- We love walking to school and I find the pickup option to be Covid safe too.
- We live a ways away from the elementary school and might allow our son to walk next year with his younger brother but it definitely is a ways to walk and he also tends to doddle along the way so he might not always make it on time either which is a fear of ours too.
- Unfortunately, due to the distance from our house to the school, biking is not an option.
- Traffic around hill rest is kinda crazy -especially with high schoolers driving in the neighborhoods. I've seen many accidents over the years. One ended in our yard.
- The intersection crossing at Terrill and Miles is quite

dangerous with the busses and turning traffic. But not as dangerous as the intersection of Bel Air and Terrill with no stop sign at that intersection. If stop signs or crossing guards cannot be provided then flashing lights or other indicator that children are crossing should be added.

- The district has done these surveys before and even made committees. Hillcrest, being as close to the HS as it is, is probably still the unsafest. Staff are on district grounds now (sidewalks) - but parents all know that come bad weather they will not be out there. Every year has been the same.
- The decision to have the buses drop off kids around the block is stupid.
- Seems to be a pretty safe route to school. No problems yet.
- My son is very young to walk to school by himself but he does have an older brother who might be walking to school next year so it might be more of a possibility to walk to school together.
- My son doesn't walk to school but he does walk to his bus stop, which is definitely great exercise. However, he's 8 years old and has to walk when it's sometimes foggy and somewhat dark. We live on a hilly road with quite a bit of traffic. If it were safe I'd definitely be alright with him walking but it's not safe.
- My daughter takes a bus to Kids USA after school not directly to home.
- It's outright dangerous for my child to walk or bike several miles down a busy county highway.
- It would be helpful to families if middle and high school students got out before the elementary kids to assist with walking home and babysitting opportunities

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- I'd love to see stop signs or crossing guards on Miles and Terrill and Terrill and Bel Air Blvd. Such busy intersections and it's hard to get across. Also the city should redo the side walk curb of the intersection of Terrill and Coleman. The ramp portion of the sidewalk does not allow for you to go straight across Coleman if you are on Terrill. Instead you have to bike off the curb and pop your tire up the opposite curb. My kids can't do this and I don't like them biking into on coming traffic on Terrill to use the ramp. We get off our bikes at that intersection and walk across because I feel that's the safest option at that corner. Really the lack of stop signs around the schools is down right scary especially when people don't treat them as uncontrolled intersections. I love having my boys bike but I do worry that there isn't an easier and safer way to get to school.
- I walk with him, he is not allowed to walk alone. I personally have called the PD due to the traffic speed, neglect for respect to the crossing guards, safety of the crossing guards last school year. I have not noticed issues as bad this year other than people (parents dropping kids off) drive too fast. Limited police presence noted during the time frame I walk him to school- I know they can not be everywhere...I would never allow my child to be a crossing guard there. I think its an accident waiting to happen.
- I walk my son and niece to school here every day and the amount of cars flying through the school zone areas is CRAZY! It has me concerned for the safety patrols and children walking. We moved here from a large metro city and I never witnessed parents driving fast through school zones like here. It might be that there was a school resource officer vehicle placed in front of the major crosswalk with lights on to slow people down around the schools which isn't present here. I have also witnessed numerous vehicles here that do

not stop or slow down around the safety patrol which concerns me for the safety patrol, children walking and for the fact that drivers think this is okay in a school zone.

- I don't expect the district to change anything about my son's walk to school. We are working with him to manage the dangerous places he will need to navigate. : )
- I do not feel that elementary age students should be walking/ biking without an adult or responsible older child with them.
- He only has to go down Terrill straight to Hillcrest but there is a lot of traffic and young fast drivers by the high school. At one point, the sidewalks don't have entrance ramps at the intersection so he has to either get off his bike and push it up on the sidewalk or ride the road to the next driveway. More than once he's been pushed into a curb by a car not seeing him. Traffic is definitely the biggest issue. The second issue is winter snow and ice. People don't keep the sidewalks clear enough for him to ride safely and the roads are too dangerous.
- Avery is too young (kindergarten) to walk the path with no sidewalks up the hill, and then I would be nervous for her crossing the street with no crossing guard on terrill.
- Age of child walking completely depends on the child. My older son was good at the end of kindergarten. Another daughter in 3rd I have a little more issues with trusting her.

## Jim Falls Elementary School

- With the increase of convicted sexual assault released in the area and sex trafficking I am not willing to allow my child to bike or walk unless I was with them.

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- I think there could be improvement in the parent pick up process at jim falls. Children basically can cross the street and leave with anyone. Parents should be allowed and required to meet child on other side of street. Kids as Crossing guards are pointless. They are not watching for traffic they are looking at the ground or each other. Afraid someone will get hit or abducted.

## Parkview Elementary School

- With the way the world is today with drunk drivers and poor drivers we are unsure that letting our daughter walk to school would ever be something that would happen without an adult. --Same for biking.
- We live close to the school so I encourage them to walk or bike to get some fresh air and get some energy out since they are not allowed to play outside before school anymore. They may not always like it but it's what is best for them. When the weather gets cooler I make sure they are dressed warmly and most of the time will walk with them to make sure they get there ok. Not very often do I drop or pick up. This may change in the future with getting a second job but they may still be able to walk to where I work and I will help them cross the street when they get there. Being outside as much as possible is my goal as a parent.
- Walking and biking is not an option because we live where there is no safe way. It is almost all highway from eagle point to Parkview
- They arnt old enough to get themselves ready on time and make that walk in the dark.
- She must go to Boys & Girls Club after school as I work in EC until 4:30pm so it wouldn't work for her to ride bike as she'd

have to leave it since a bus takes them there but aside from crossing near the Leinie Lodge & lack of time in the AM's, I would be okay with it.

- Parkview needs a crosswalk to the YMCA side of the road, and a sidewalk on that side, especially for the winter. There are no crossing guards at Jefferson Ave, so the kids can't safely cross there, but there is no sidewalk leading to the other crossing guards.
- Our route feels very safe. I like to walk with the kiddos.
- Never really want my child to walk home alone, not like it was when I was that age. Call it fear if you want.
- My children bike across grand Avenue which is fast traffic on a hill. They also go along state st which has no painted bike lane. As the weather turns I will drive them
- My child is too little to walk by herself
- Mark is not capable to use good safety practices walking or riding a bicycle to/from school due to being autistic n has no real concept of safety.
- Live a mile away - up to child if I drive to school or child walks/ rides bike - traffic is my only real concern
- I've anxiously awaited some improvement for safe routes to school. Our district has talked about it for many years. I don't feel good about it without crossing guards.
- It is mostly an age issue at this point - kindergarten is too young for a 1+ mile jaunt alone.
- I'm only uncomfortable allowing my children to walk due to the high drug use within our community and the severity of trafficking. We are close to the school and the walking path

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is fine. On my days off from work I drive my kids so they can have a break from the mask.

- I bike with my kids (1st/4th grades) whenever the weather permits.
- At this time walking or biking to school is scary with so many registered sex offenders in our area, & of course the ones not yet caught. the bus isn't an option because there were black students calling my child a racist last year because she looked at them while they were screaming & sticking middle fingers out the bus windows. I then got to explain to my child what a racist was, & it certainly wasn't her for looking at another student misbehaving & getting away with it.
- As a bus driver I'm pissed your require us to load children into the kill zone! Even the small ones. I have 12 rows of seats in my bus. The last 4 are called the kill zones between kids die in them when we get rear end. Base on your request I'm horrified I have small children 6 children placed in the kill zone! The virus from all the number we see isnt very deadly for kids and you have request we place kids in danger. I'm very very very upset about this! I think you should up your bussing budget if anything get more driver more buses to keep these kids safe from kill zone. I'm made we had to have our new seating charts in on Tuesday before 11 and you havent notify parent yet instead your taking surveys. Not giving people the chance to find better rides then in the most dangerous place on the bus. Very disappointed in the chippewa school system for once. Honestly hoping you will find a better way to keep kids safe then put them in danger

## Southview Elementary School

- We usually walk to school in the morning, but due to errands

being done after school I pick her up in our car.

- We live on the south side, have concerns with crossing Woodward Ave to get to Southview.
- My kids don't walk to or from school. Too dangerous to cross Woodward and Park Avenue. Let's do a survey on how buses don't transfer anymore because I am not happy with that decision at all!! And I can't be the only parents who isn't happy about it either.
- My child has never walked or biked to school
- It would be nice to have a crossing guard or have crosswalk lights/ signs put up so it is safer for children to walk across on such a busy road.
- It is extremely disappointing that the city has made no attempts to repaint crosswalks on Woodward Ave. after calling several times requesting it to be done.
- If we lived closer to school then biking & walking would be great transportation.
- Id prefer my son not be allowed to ride bike or walk until an age i feel is appropriate
- I did not appreciate when she had to walk in Kindergarten, due to the address being within 1 mile of school, I think that it should be up to the parents to decide what their child is/ isn't responsible enough for, rather then the distance between home and school.

## Stillson Elementary

- Wish the kids could ride their bikes. No sidewalks along the road to Stillson.

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- We will never allow our children to walk or bike to school due to irresponsible drivers and people who commit crimes against children being among us unfortunately.
- We live in Lafayette and don't think traffic or sidewalks will magically appear for our entire route to school so this survey is a waste of time in my opinion
- Walking/biking to Stillson from our home is not feasible due to highway traffic.
- Updates to the bridge on 50th Ave for both the overpass and the lake would increase access for riding or walking for many kids in Lafayette.
- The road the school is located on is quite busy and the speed limit is 45 mph. In addition there is a trailer park near the school, I would under no circumstances feel safe allowing my child to walk this route.
- I strongly dislike the times my child is forced to walk or ride bike to school by the school district or is forced to ride the bus then walk other routes around or near the school to fulfill some ""walk to school day requirements"".
- In the past when Stillson was in its old location I did not appreciate my child either having to walk to school or get dropped off in some back alley by the bus to then walk from there. I would think after the accidents our community has experienced and the loss of children that we would not place our children in danger by forcing them to walk on any road way.
- The walk/ride your bike required days create a hardship for parents who work, since they must choose to either risk their children's life's walking in dangerous areas or accompany their child to school by foot or bike. "

- The new Stillson is great but 50th Avenue is pretty narrow.
- The new 50th ave. from 160th street and closer stillson has made it easier to bike, but because of crossing the road to get into the school and no sidewalk, I still dont feel comfortable letting my 2nd and 4th grader go on their own. I bike with when time and weather permit.
- The location of the school to our house does not allow my child to walk or bike no matter their age. Once he moves onto the middle school and high school, again the location from our house does not allow my child to walk or bike.
- Stillson school does not have a sloped access to the sidewalk at the intersection of the driveway and 50th Ave. The curb for the sidewalk is around a foot tall. It is dangerous for bicycles to try and get onto the sidewalk. The principal told my son that he has to use the sidewalk and not the driveway. Maybe this concern could be addressed.
- Stillson is on a very busy road with no sidewalks...my children will not walk/bike to school regardless.
- Some of these questions really make no sense. I don't imagine sidewalks or pedestrian bridges would be built along the county highways to facilitate a few kids walking to school. It is what it is.
- Provide a bike lane from Cty J to Stillson school
- Not feasible for the distance or climate we're in.
- No sidewalks and very narrow roads for Stillson Elementary
- No sidewalks and bad roads
- My son is only five years old. Given the distance from our home to the school (more than 2 miles), he will not be biking

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or walking to Stillson elementary at any time while he is there.

- My main concern is safety concerning strangers approaching my child in a harmful manner.
- My kids used to walk to Stillson but you built the new one in a poor location for walking and biking. No one can walk or bike there. Why didn't you think of that idiots!
- My children did walk or ride bikes almost every day to the old stillson. Now that the new school is open, it is no way safe to walk or bike. This is due to hwy 29 now being in play, no sidewalk, and school starting early in the morning and not enough light in winter.
- My children currently/will attend Stillson - You built a new school across highway 29 and the only access is across the 2 lane bridge. 96% of the school population lives on the other side of the highway, very intelligent. Now a survey comes out asking about walking/biking to school, sounds like Altoona Elementary all over again. Build a school no one can safely get to and then ask for more money to add a walking/bike trail, only this time we get to modify a bridge as well. Consider this, wait a few years before making any modifications to any of the walking/bike access routes to the schools. The last referendum wasted enough money.
- My children both walked/biked to school at the old location for Stillson and loved it. There is just no safe way for them to bike to school with the new location.
- My child has a new school as Stillson just open this year. It is Located In an area I'm not sure is good for biking or walking as it's located on a very busy road and not near a lot of houses. I would consider this when evaluating taking her walking/biking with Stillson. It's just not safe.

- Most of our township and county roads are narrow with high speed limits. I think adding a wide shoulder for a walking / biking lane would be a great improvement to our community.
- It's nearly impossible to walk or bike to Stillson. The drive is long, with no safe access for pedestrians. The roads leading to the school aren't safe for biking or walking either.
- It would be impossible to safely ride or walk to/from Stillson School. It's on a busy street, and has a long drive to enter, and the only place to walk/ride is with the drop off/pick up traffic.
- I would love a dedicated walking path on 50th Ave.
- I am extremely disappointed that when they built the brand new Stillson building they did not create safe walk/bike route. Especially when this day in age needs forms of exercise. I was hoping to see a walkway over the interstate especially since the school was basically built in the country. Altoona's elem was basically built the same way demographically but they have bike routes to bike and route. Once again very disappointed. We don't feel safe letting our children bike now the way the school is set up right now!
- Healthy/fun is not relevant if they don't walk/ride to school due to traffic.
- Generally speaking, I am not comfortable with any little girl walking or biking by herself to and from school if more than a couple of blocks and in a low traffic area. We also live not far off of 50th, which is very busy, has bridge with water on both sides, no sidewalks, local bar in/out ----simply not a safe path for our daughter.

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## Holy Ghost Elementary School

(No comments received.)

## McDonell High School

- I hate that my child has to walk when weather is bad
- I feel the survey comes around every year. But no positive action is taken upon it. I have had some friends earlier active on the committee and it seems like the schools are not committed for change. I am hoping this year is different.
- Distance/time are the primary factors. 45 minute walk, 30-45 minute bus ride, or 5 minute drive. The drive makes the most sense.

## Notre Dame Middle School

- Due to the traffic and roads w/o sidewalks or a dedicated bike trail is what limits biking to school.
- Biking is healthy, but not always safe!

## St. Charles Borromeo Primary School

- Mom transport child to school since mom works at the court house





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