

SCHOOL DISTRICT OF THORP



Safe Routes to School Plan

2022

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THORP

**ELEMENTARY &
MIDDLE SCHOOL**

NO
PARKING
ANY
TIME





SCHOOL DISTRICT OF THORP SAFE ROUTES TO SCHOOL TASK FORCE

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EXECUTIVE SUMMARY

THORP
HIGH SCHOOL
← AND DISTRICT OFFICE

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.

THORP'S SRTS VISION

The School District of Thorp will work with the City of Thorp and believes that a successful Safe Routes to School program starts with being able to get kids to school safely. Engaging and collaborating with students, staff members and the community; meeting the needs of all students; promoting healthy habits and improving facilities will be the focus for the SRTS Partnership.



This SRTS plan is brand new plan for the School District of Thorp. The Thorp SRTS Task Force consisted of representatives from the School District of Thorp, and the City of Thorp. The project was facilitated by the West Central Wisconsin Regional Planning Commission (WCWRPC).

During the planning process, WCWRPC met with staff from the district and city to help determine issues and opportunities for the school. Together, the task force worked together to identify issues and opportunities throughout the community, and then developed strategies to make walking and biking to and from 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, for the entire district and summarized a list of key district-wide findings shown to the right.

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.

HIGHEST PRIORITY ISSUES

1. There is a severe lack of safe crossings along HWY 73.

Between HWY 29 and CTH X, there are only three intersections connecting both sides of the city. Because there are so few places to cross, there needs to be a strong effort to make these areas safer for bicylists and pedestrians. Painting zebra crosswalks, installing button operated flashing crossing signs, and installing bumpouts are all strategies to slow traffic through the intersections, and help make those crossings safer and easier.

2. Many unsafe intersections surrounding the school.

There are three intersections in which people can access the school, Krych and Clark, Clark and Maple, and Maple and Pine. Vehicles, when traveling through these intersection, have a lack of awareness for the people that might be in close proximity to them. At these intersections, painting stop lines, crosswalks and center lines will all help increase intersection safety. At the Clark and Maple intersection, the student safety patrol could place safety green traffic cones to bring awareness that students are crossing at that location during that time.

3. Lack of sidewalks west of HWY 73/Washington.

Sidewalks are the single most important infrastructure to ensure safe walking in a community. In addition, due to road and traffic conditions, bicylists often use sidewalks instead of riding in the street. As of 2022, 64% of streets in Thorp do not have any sidewalk infrastructure. West of HWY 73 there are very few streets with adequate sidewalks. This creates a lack of safe areas for pedestrians and bicyclists. Working to install sidewalks but focusing on the areas where students are more likely to be, will increase safe and easy walking and biking in the community.



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.

Funding

This project was funded by the School District of Thorp. 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. Thorp, along with five other school districts, were awarded the TAP grant in 2020.

Other grants may be appropriate for smaller projects. Other funding sources from both health and transportation sources are listed and described at WCWSRTS.com.



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 Thorp 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.

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

Background

The School District of Thorp has a total enrollment of 549 K-12 students for the 2021-2022 school year. Students attending Thorp primarily live in the City of Thorp. The school district contains one elementary school (grades K-6), one middle school (7-8), one high school (9-12).

Thorp's 2020 population was 1,795. 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 Thorp School District 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 2021-2022 school year, 44.3% of Thorp students were considered economically disadvantaged. This can be further broken down as 41.4% of elementary students, 44.3% of middle school students, and 38.2% 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 Thorp considered to be economically disadvantaged has been on the rise over the past 15 years. Economically disadvantaged students are more likely to rely on walking and biking to and from school.

Safe Routes to School Task Force

A SRTS task force is a group of people who represent different stakeholders of the SRTS program in the community and work together to develop and implement a plan to increase the number of students walking and biking to school. The Thorp 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.

Previous Safe Routes to School Work

This plan is the first SRTS work done by the School District of Thorp.



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:

The School District of Thorp will work with the City of Thorp and believes that a successful Safe Routes to School program starts with being able to get kids to school safely. Engaging and collaborating with students, staff members and the community; meeting the needs of all students; promoting healthy habits and improving facilities will be the focus for the SRTS Partnership.

Goals:

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





SECTION II. EXISTING CONDITIONS

Safe Routes to School Task Force

The Thorp SRTS Task Force met four times beginning in March 2022. 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 district. 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 in April 2022. Both morning (during school drop-off) and afternoon (during school dismissal) audits were conducted. WCWRPC facilitated the audits, and volunteers assisted and provided input on issues and opportunities. These audits gave an opportunity to identify any issues associated with walking and biking to school

Lack of safe intersections and crossings, and lack of sidewalks were identified as a top concern district-wide. In addition, a variety of other issues, such as unmarked roadways, rolling stops by vehicles, and congestion at the drop-off site were noted. All issues and improvements were noted and are detailed for the district 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 early May 2022. All Thorp schools completed the classroom tally sheets. Altogether, seven percent of the trips were students walking to/from school (Figure 1) at the School District of Thorp.

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

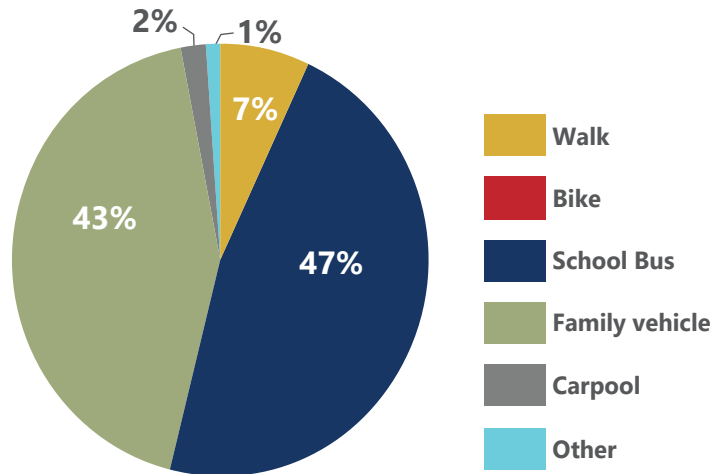


Figure 1: Chart showing total district student travel mode to/from school in percent (Classroom tally).

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.

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. The School District of Thorp does not currently have a walk zone implemented in their district.

Crossing Guards

While Thorp does not employ adult crossing guards, the school has adult supervision of student crossing guards. There is strong interest in the community and the school district to explore opportunities to put an/a adult crossing guard(s) at various locations along HWY 73. Adult crossing guards help ease the concerns many parents have at high-use intersections.



WALK/BIKE TO SCHOOL PERCENTAGES

School	Walk	Bike*	Walk + Bike
Elementary School	6%	0%	6%
Middle School	12%	0%	12%
High School	11%	0%	11%

Figure 2: Percentage of students that walk or bike to school based on total attendance at each school as determined from 2022 classroom tally.

*Note: There were a total of 3 students that biked to school during the week of the classroom tally sheets. However, the percentages come very close to zero percent.

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 10-year time period, from 2011-2020, there were a total of 3 reported crashes involving a pedestrian or bicyclist.

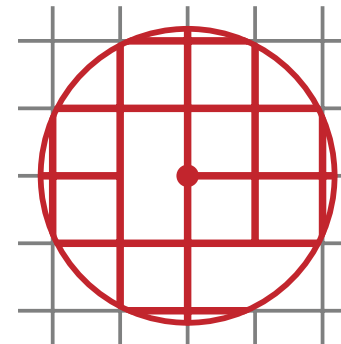
Additional Items

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.

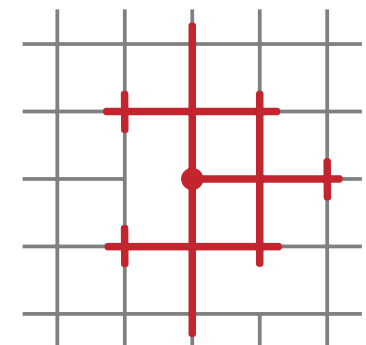
Walksheds

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

Crow Flies Radius Network

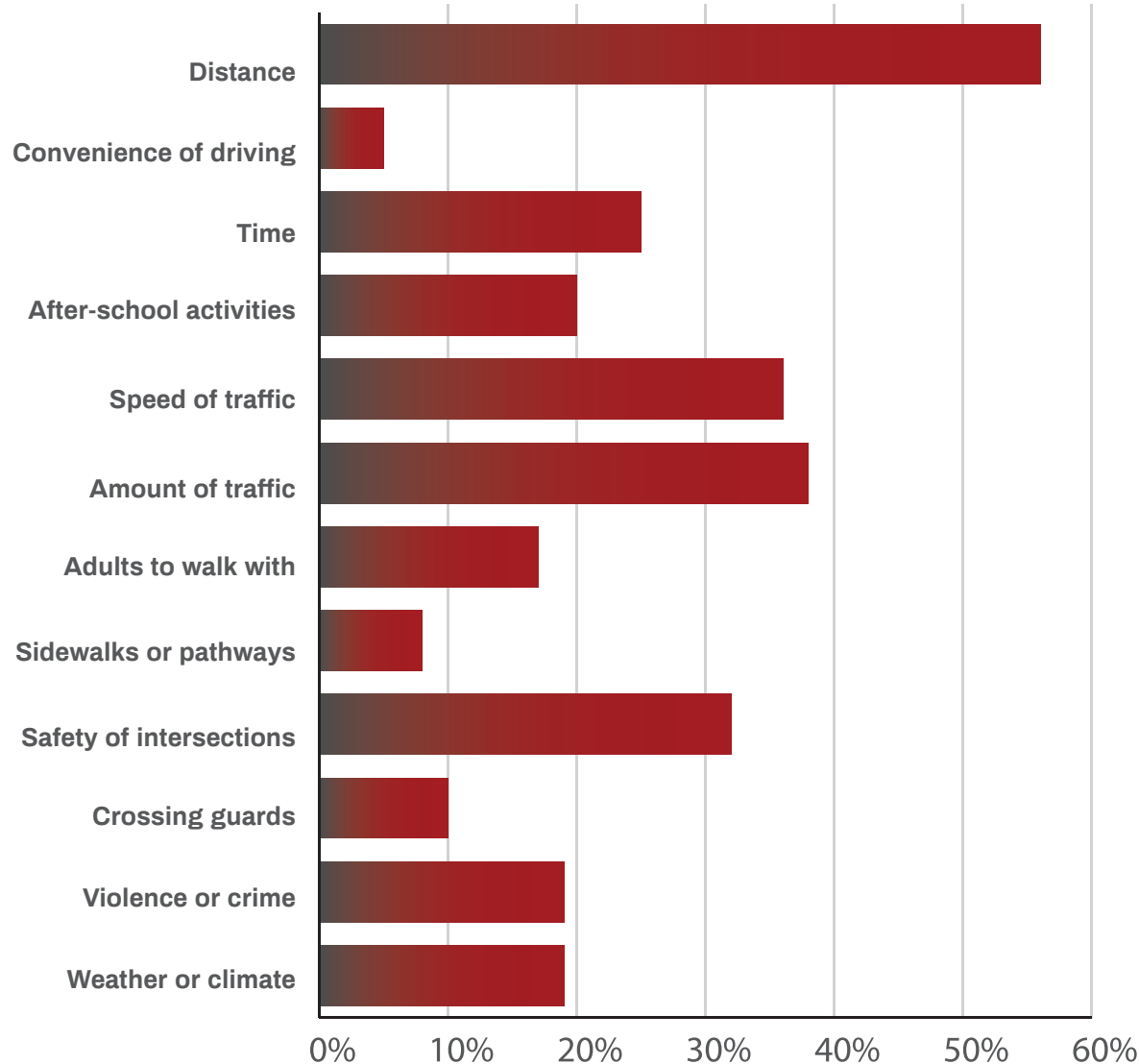


Walkshed Network



Existing Conditions

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



Parent Surveys

The parent survey was made available for all parents of students that attend the School District of Thorp. There were a total of 95 responses to the survey. The number of surveys returned from each school ranged from 4 surveys at the high school to 52 surveys at the elementary school.

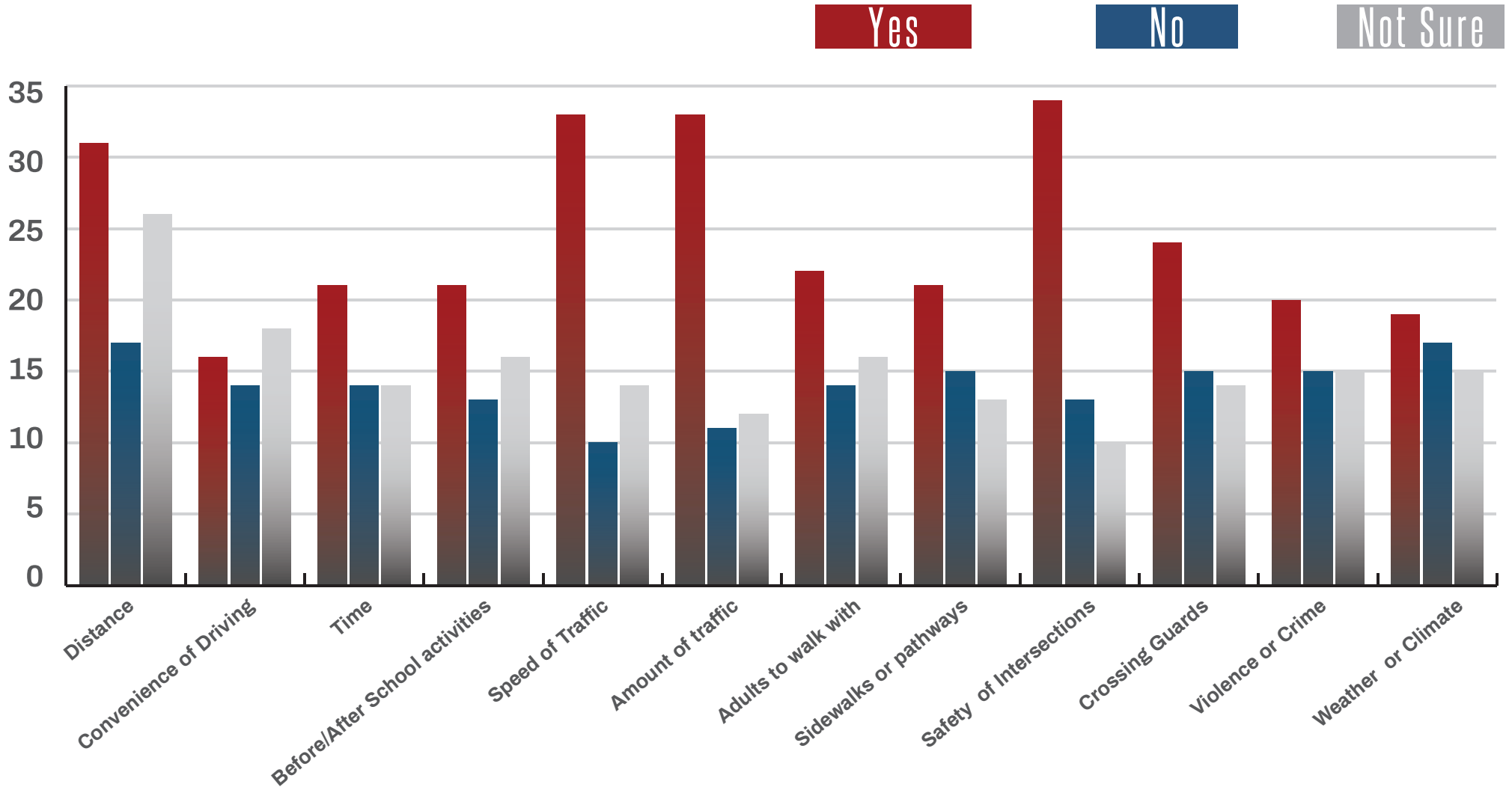
District-wide, the three most cited reasons why parents choose to not allow their children to walk or bike to/from school, other than distance and weather, are related to traffic and intersection safety: 1) amount of traffic (38%), 2) speed of traffic (36%), and 3) safety of intersections (32%). The graph to the left on page 22 shows which issues are most important to parents

The opposite graph 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 (34%), 2) amount of traffic along route and sidewalks or pathways (33%), and 3) speed of traffic (33%).

Existing Conditions



SOLUTIONS - "Would you allow your child to walk or bike to/from school if this problem was changed or improved?"



Attendance Area

The map to the right shows the area covered by the School District of Thorp.

Legend



Schools

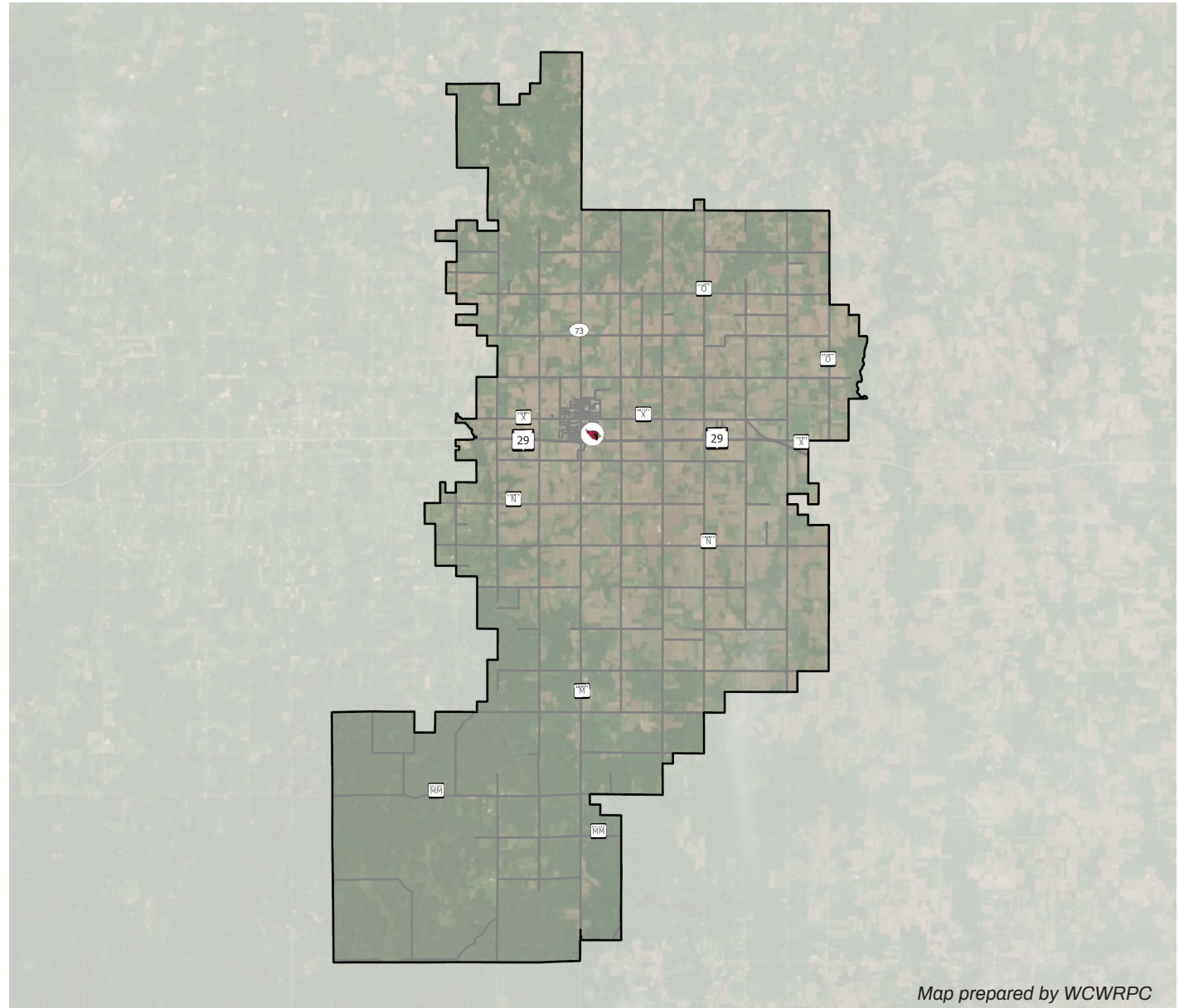


School District Boundary

February 2022



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







Map prepared by WCWRPC



Sidewalks

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

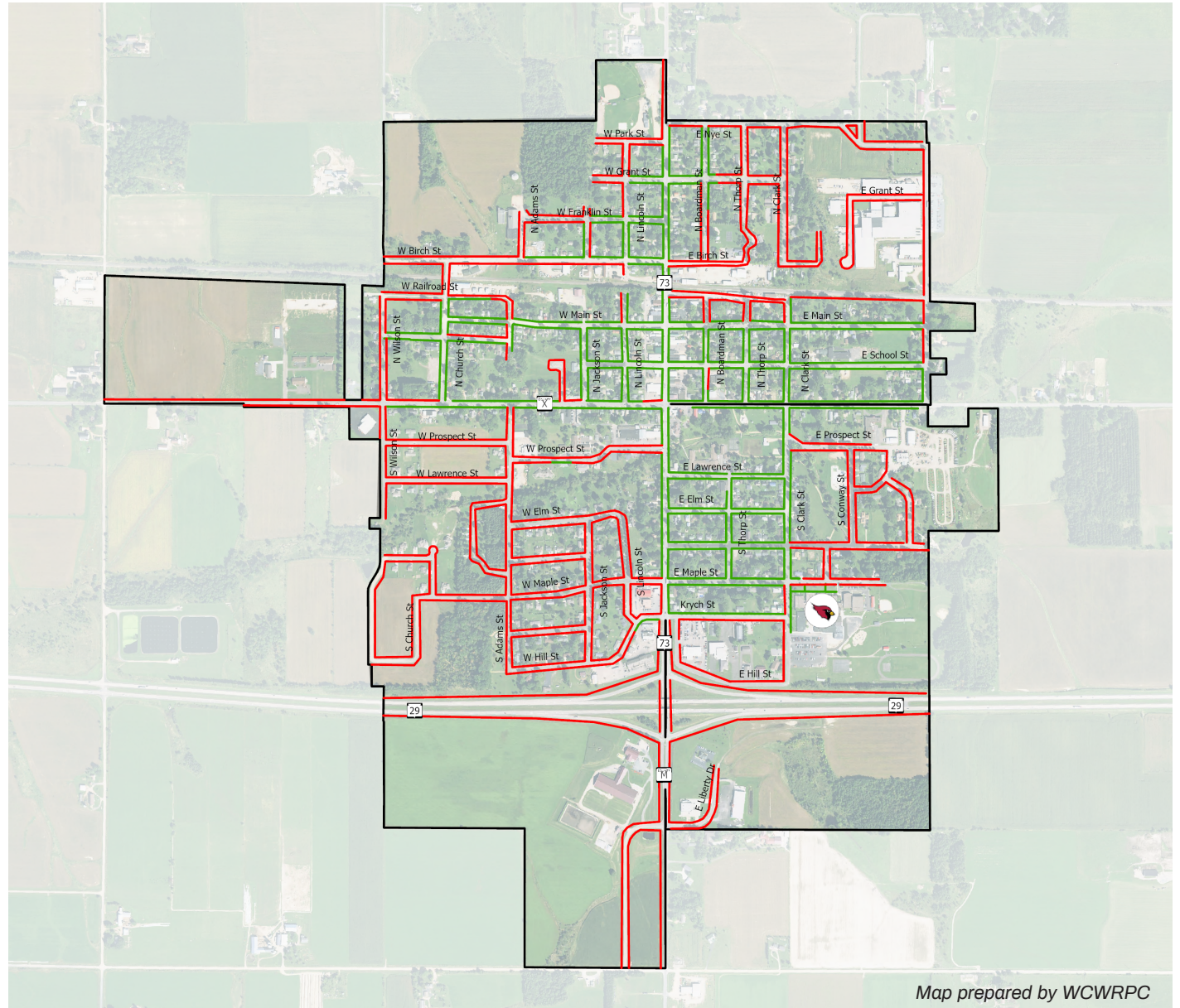
Legend

-  Schools
-  No Sidewalk
-  Existing Sidewalk
-  City of Thorp Boundary

February 2022



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








Map prepared by WCWRPC

Heat Map of Crashes

The map to the right shows the location of all crashes reported in the City of Thorp between 2011-2020.

Legend

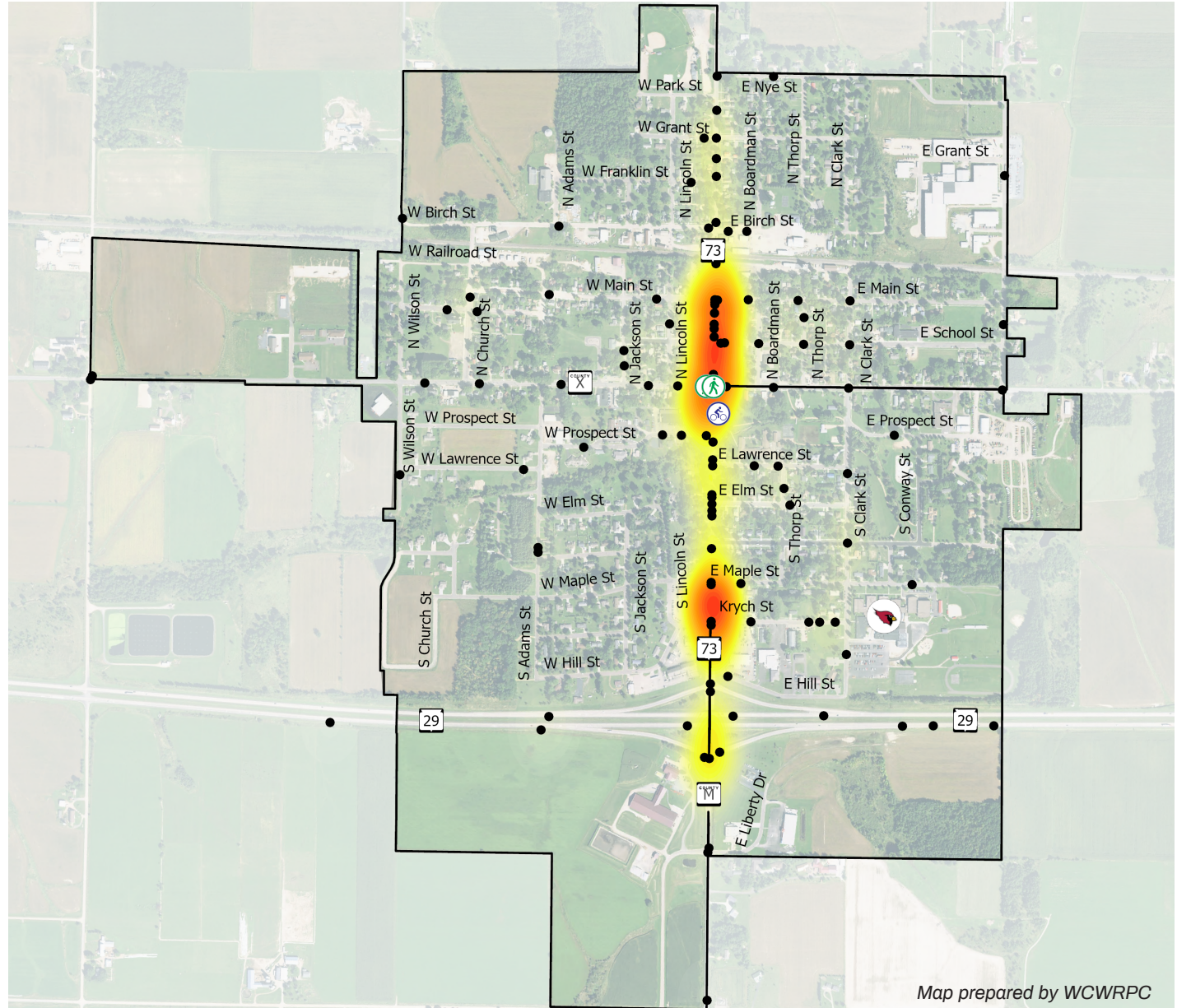
-  School
-  Crash Location (143)
-  Pedestrian Involved (2)
-  Bicycle Involved (1)
-  City of Thorp Boundary



February 2022



Data Sources:
2018 Aerial Image (USDA)
Wisconsin Traffic Operations and Safety (TOPS)
School District of Thorp



Map prepared by WCWRPC







Existing Conditions



Walkshed and Sidewalks

The map to the right shows the 1/2 mile and 1 mile walkshed for School District of Thorp. It also shows the areas where there are existing sidewalks and where there are no sidewalks.

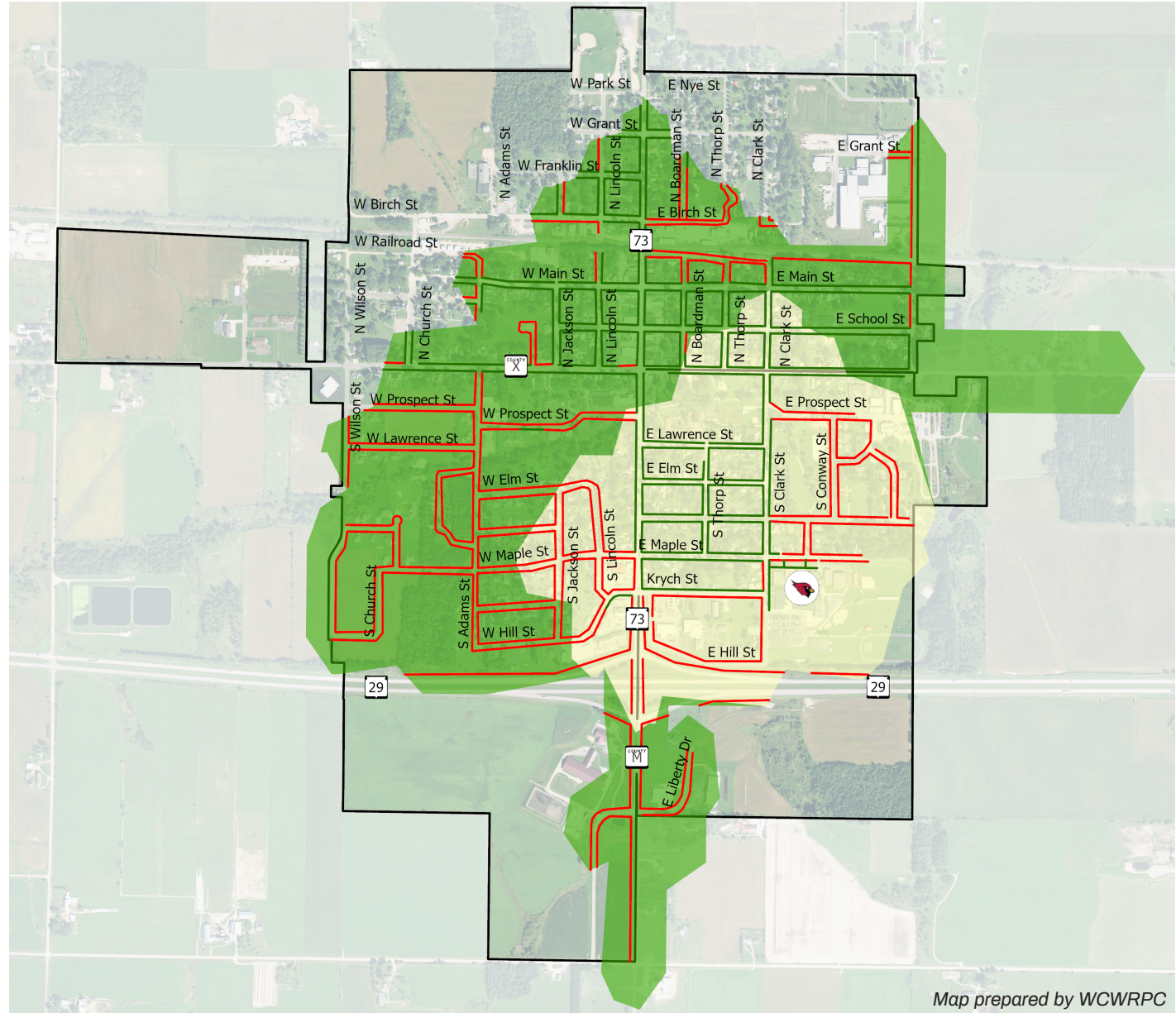
Legend

-  School
-  No Sidewalk
-  Existing Sidewalk
-  1 Mile Walkshed
-  1/2 Mile Walkshed
-  City of Thorp Boundary

February 2022



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



Map prepared by WCWRPC

SECTION III. SCHOOL ISSUES AND STRATEGIES





Working closely with the school district 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.

Because the different schools are essentially all one building, all recommendations on the following pages apply to all schools. The following pages include lists of strengths, issues, and strategies/opportunities for the school district as a whole. In Appendix B., there are before and after visualizations to be used as examples of possible improvements. In addition, there is a SRTS map and selected data. The SRTS map is 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,

38% & 36%

ranked **Amount of Traffic and Speed of traffic** as their biggest concerns for allowing their children to walk or bike to school.

Of all parents surveyed,

34%-33%

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

SCHOOL DISTRICT OF THORP

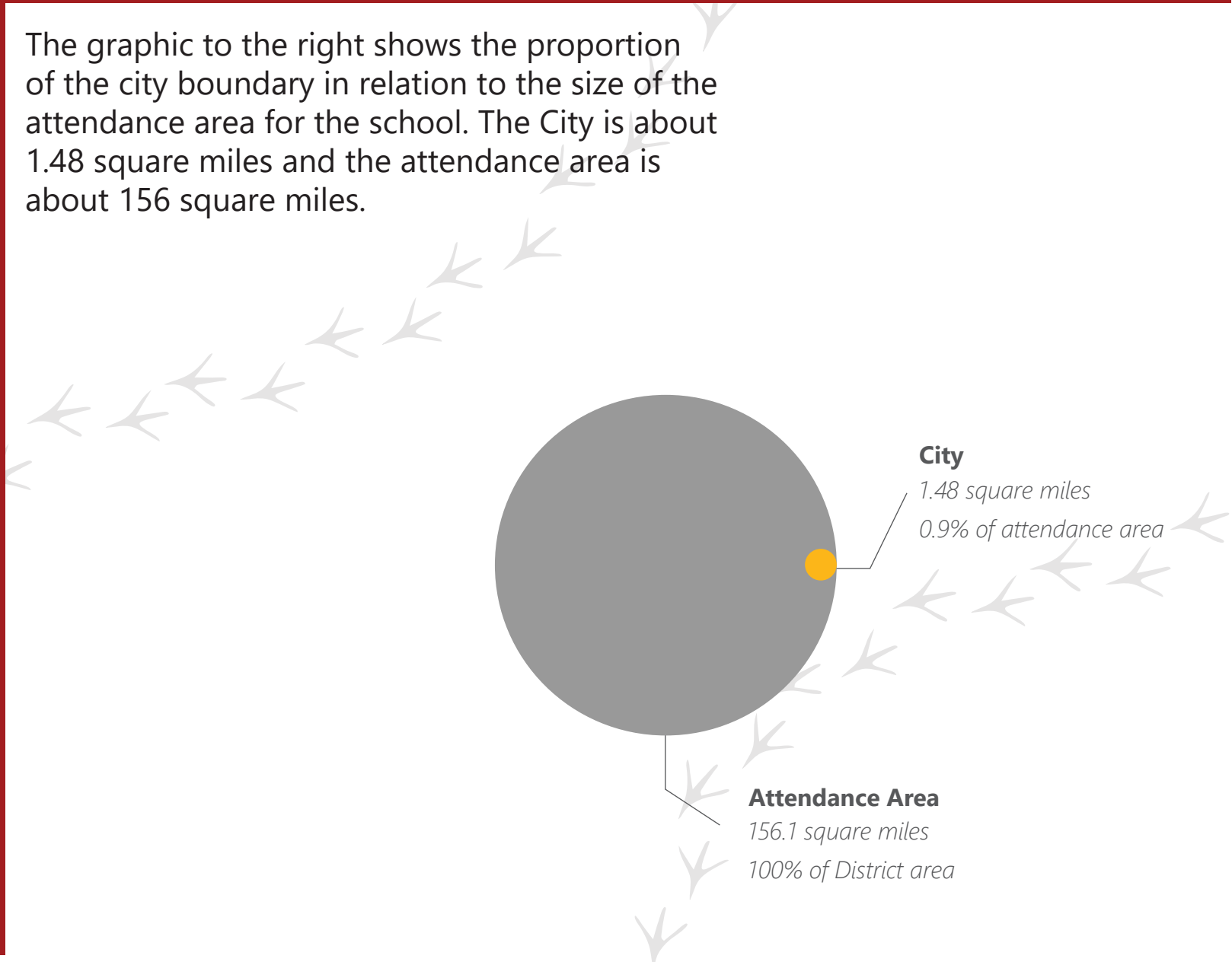
Mascot
Cardinals

Number of Students
549

Economically Disadvantaged
22%



The graphic to the right shows the proportion of the city boundary in relation to the size of the attendance area for the school. The City is about 1.48 square miles and the attendance area is about 156 square miles.









Map of School District of Thorp's Safe Routes

The map to the right shows the designated Safe Routes to School and bus stops for the School District of Thorp.

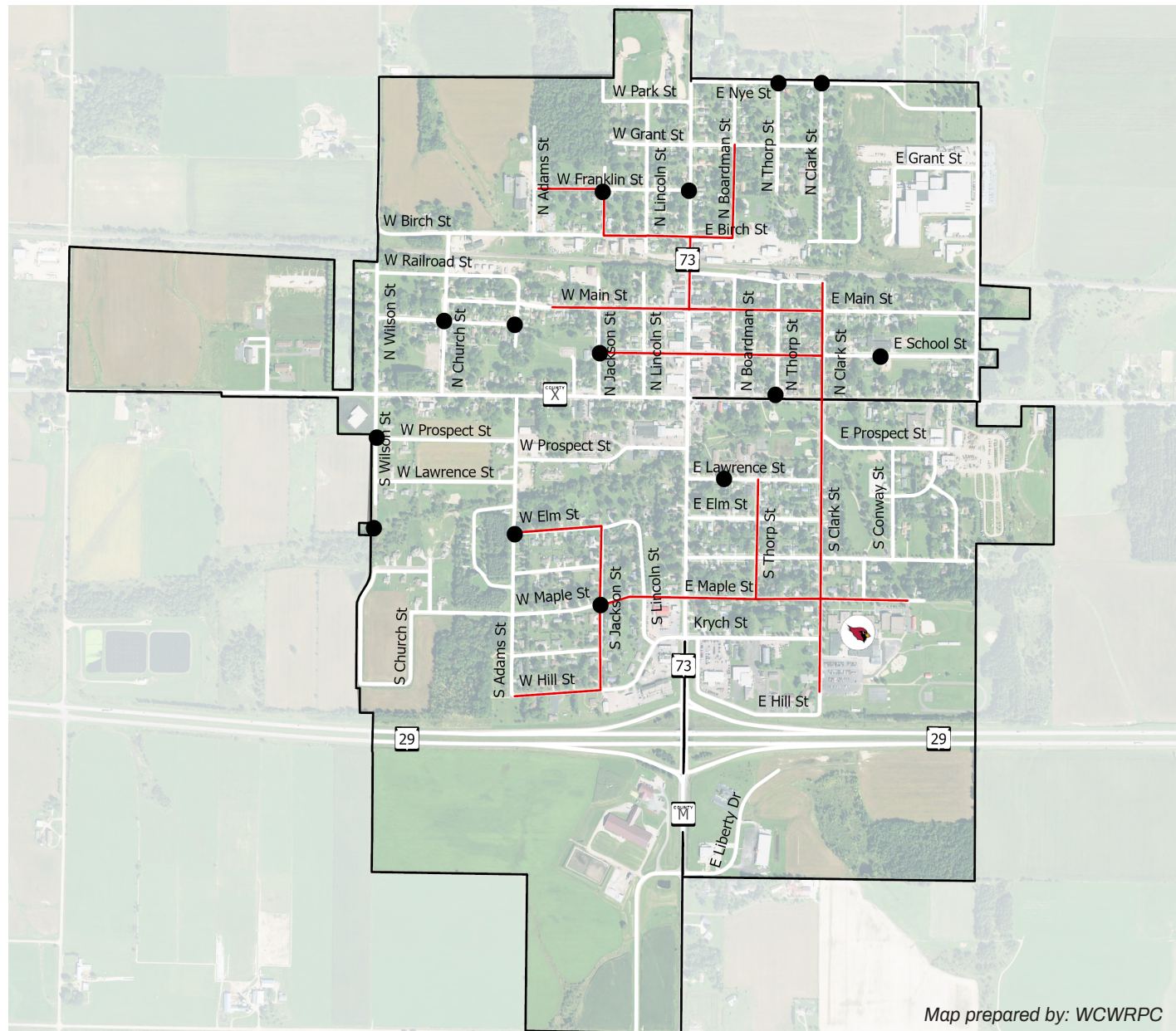
Legend

-  Schools
-  Bus Stops
-  Safe Routes
-  City of Thorp Boundary

June 2022



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



Map prepared by: WCWRPC

Strengths

1. Student crossing guards are located at Maple and Clark and do a good job of watching for students who are walking and biking to school.
2. There is a street light at the corner of Maple and Clark.
3. Student Safety Patrol has appropriate uniforms and flags.

Issues

1. Many crosswalks surrounding the school are faded or nonexistent.
2. Many vehicles are traveling faster than the designated 15 mph zone.
3. There is school zone signage, however, they are placed in locations where vehicles exit the school zone and not enter it.
4. Student crossing guards arrived at their locations after the first walkers appeared, and left before the last walkers.
5. Many pedestrians cut diagonally through Clark and Maple intersection.
6. Many cars roll through four-way stop at Clark and Maple.
7. There are sidewalks extending north from the school, but no curb cuts or sidewalks on the other side of the street.
8. There is no street lighting along the streets, just at intersections.
9. At the corner of Maple and Clark, not all corners have curb cuts.
10. Many areas surrounding the school do not have sidewalks.
11. Teachers park along Clark, reducing visibility of the student safety patrol.
12. There are no adult crossing guards.
13. There are no safe crossings on STH 73. This discourages students on the west side of the City to walk or bike to school.
14. Traffic along STH 73 travels above the 35 mph speed limit.

Strategies/Opportunities

1. Work with the city to continually refresh crosswalk paint along SRTS corridors.
2. Locate School Zone signs on all streets adjacent to school, at the start of the school zone.
3. Continually work with Student Safety Patrol on training and best practices.
4. Locate safety green cones to narrow intersections that Student Safety Patrol is located at
5. Research opportunities for adult crossing guards at busier intersections like the ones at Maple and STH 73 or CTH X and STH 73.
6. Paint center lines, fog lines, and stop lines on all streets adjacent to school
7. Install bumpouts at uncontrolled pedestrian crossings.
8. Install curb cuts on all corners of Maple and Clark.
9. Work with police department to have more of a presence during drop off and pick up times.
10. Locate the best locations for street lights on streets surrounding the school or on school property.
11. Install sidewalks or paint a walking lane along all SRTS corridors.
12. Require no parking on all streets adjacent to school from 7 AM to 3 PM.
13. Educate students on the importance of safe walking and biking habits.
14. Extend sidewalk along Maple to the East to elementary school exit.
15. Research options to improve safety for pedestrians who want to cross STH 73.
 - » Install button operated flashing pedestrian beacons at Maple and HWY 73 and at CTH X and HWY 73;
 - » Paint zebra crosswalks;
 - » Install bumpouts

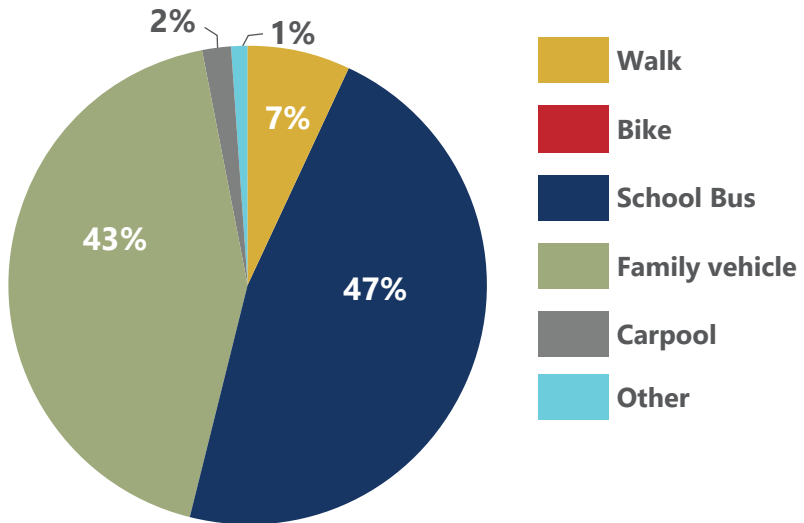
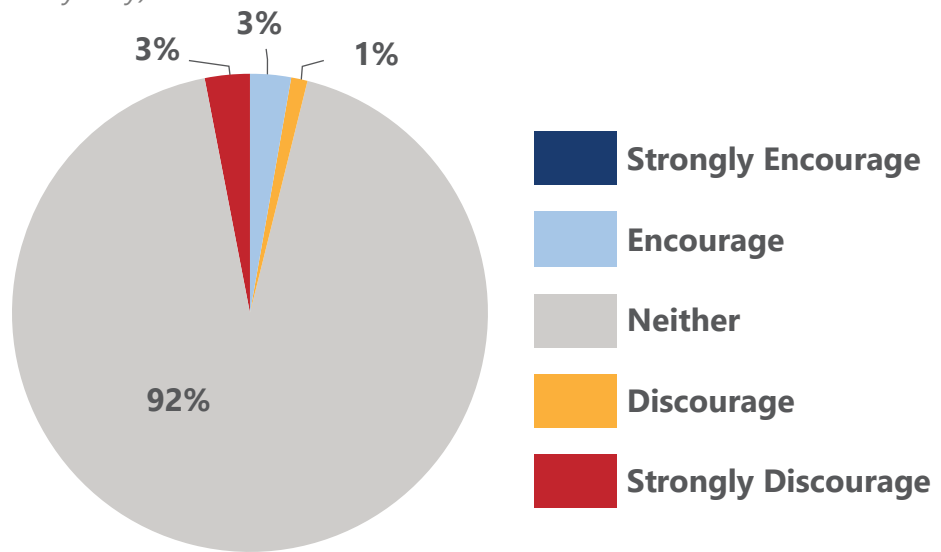


Chart showing student travel mode to/from school in percent (teacher survey tally).

Krych Current



Krych After Possible Improvements



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



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 Thorp 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.

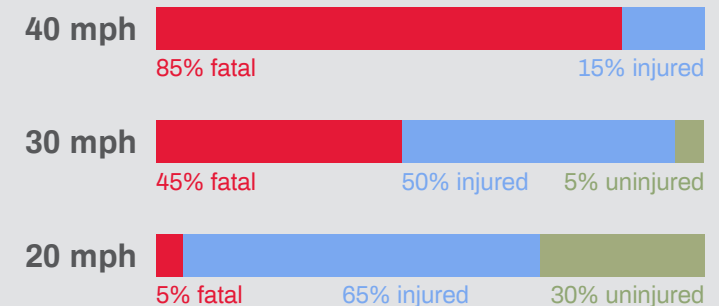


1 mile of walking each way = **2/3** of the daily recommended 60 minutes of physical activity

Source: Safe Routes Partnership, 2018

SLOW IT DOWN!

Pedestrian Injuries at Impact Speeds



Source: Traffic Advisory Unit, 1993

Recommended Strategies to Explore

There are three different time frames recommended for implementation of strategies: ongoing, short-term (2022-2024), and medium-term (2025-2026).

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 city council, etc. (Short-term)

Equity

School District

- » Work 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)

Recommended Strategies to Explore



Create your own **WALKING SCHOOL BUS**

- » Incorporate speed limits of 25 mph or less adjacent to all schools. (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)
- » 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 along all SRTS routes. If existing sidewalks are in poor condition, they should be improved. (Medium-term)
- » Locate “school zone ends” signs where the school zone ends. (Medium-term)
- » Paint “no parking” yellow paint on curbs with 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)



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

1

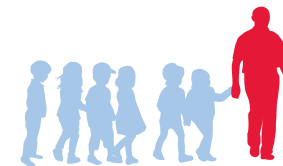
Decide when,
where and
how often to
meet

2

Plan a safe
route and
teach safety
skills

3

Start small,
you can
always add
more kids



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 and other applicable stakeholders to determine how street designs are working

Recommended Strategies to Explore

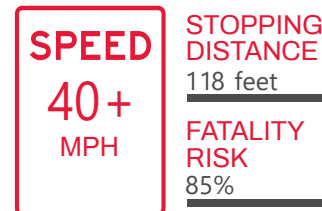
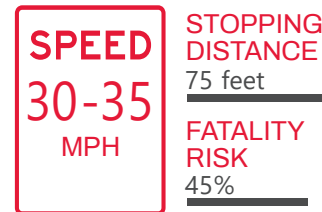
to control speeds in relation to posted speed limits. Incorporate design options that increase the number of vehicles that drive at or below the speed limit. (Medium-term)

- » Incorporate unique signage designating SRTS routes. This can include signage that has a city theme, high school theme, elementary school theme, and/or 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)



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

Recommended Strategies to Explore



- » 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)
- » 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 along STH 73 (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 Thorp 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)

Recommended Strategies to Explore

- » 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)

- » Complete a parent survey every two years, starting again in fall 2024. (Short-term)

Municipalities

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

Municipalities/School District

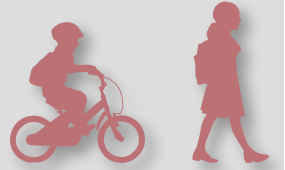
- » Continue to meet as a SRTS task force (at least twice a year). (Ongoing)

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 2024. (Short-term)

Recommended Strategies to Explore



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A photograph of a residential street corner. In the foreground, a red fire hydrant is visible on a small grassy area next to a sidewalk. A street sign on a black pole reads "S Clark St" in white text on a green background. The street is paved with asphalt and has some fallen leaves. In the background, there are several houses, trees without leaves, and a white SUV parked on the street. A person wearing a dark jacket and a child are walking across the street on the right side.

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 the School District and the City. 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 (2022-2024), and medium-term (2025-2026). 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:

- » There is a lack of safe intersection crossings along STH 73. Hire adult crossing guards, repaint crosswalks, install pedestrian crosswalk lights and install signage.
- » Lack of sidewalks west of STH 73/Washington. Working to install sidewalks specially in areas where students are more likely to be, will in crease safe and easy walking and biking in the community.





- » Many unsafe intersections surrounding the school. At these intersections, painting stop lines, crosswalks and center lines will help increase intersections safety.
 - » Krych and Clark
 - » Maple and Clark
 - » Maple and Pine

The best means of implementation is an organized and diligent task force working to bring the City of Thorp and the School District of Thorp 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.



APPENDIX A.

Parent Survey Comments

Thorp High School

- Only my high-school child walks our road is to busy.

Thorp Middle School

- I'm more comfortable with my son biking to school than my daughter because of the risk of strangers or creeps.
- We live a block away so unless weather doesn't permit my kids walk. I appreciate the cross guards.
- We live 10 miles from school
- with the increase in child trafficking my husband will not allow our daughter to bike or walk alone- because they have to pass both the on and off ramp of 29-
- We live 10 1/2 miles from town.

Thorp Elementary School

- We live 8miles in the country walking and bike are not an option, if we lived in town I would allow him to bike or walk in 4th grade depending on behavior and listening skills.
- I believe pick up and drop off in the rear by the playground is way more safe. After school pick up is an accident waiting to happen.
- My child has to cross HWY 73 to get to school or home; there are no stop signs or stop lights for oncoming traffic on HWY 73. This is my biggest concern with allowing my child to ride

their bike or walk to and from school.

- Crossing Washington street at Maple street is just too dangerous with the significant amount of traffic in the mornings and afternoons. I would only consider if there were cross guards on Washington street.
- We live on the west side of town and I do not want my children to cross the intersection of Washington/Hwy 73 and Maple or Rusch Street (by the Gas stations). There are too many cars and no crosswalks or connecting sidewalks to the west.
- Crossing state highway 73 is the biggest reason we don't allow our child to walk/bike to school. There is no safe way for him to do so.
- We live west of Hwy 73/Washington street. There is often a lot of traffic at the intersections between home and school. (where Maple Street or Krych Street intersect Washington street). It makes me nervous having my kids (2nd and 5th grades) walk or bike to school knowing they have to cross there with the fairly significant traffic before/after school times.
- We live to far away
- We open enroll. Live 20 miles away- walking to school will never be an option.

APPENDIX A.

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Currently Krych is a very wide street, with no driving lanes, no school zone signage, and no sidewalks on the south side.



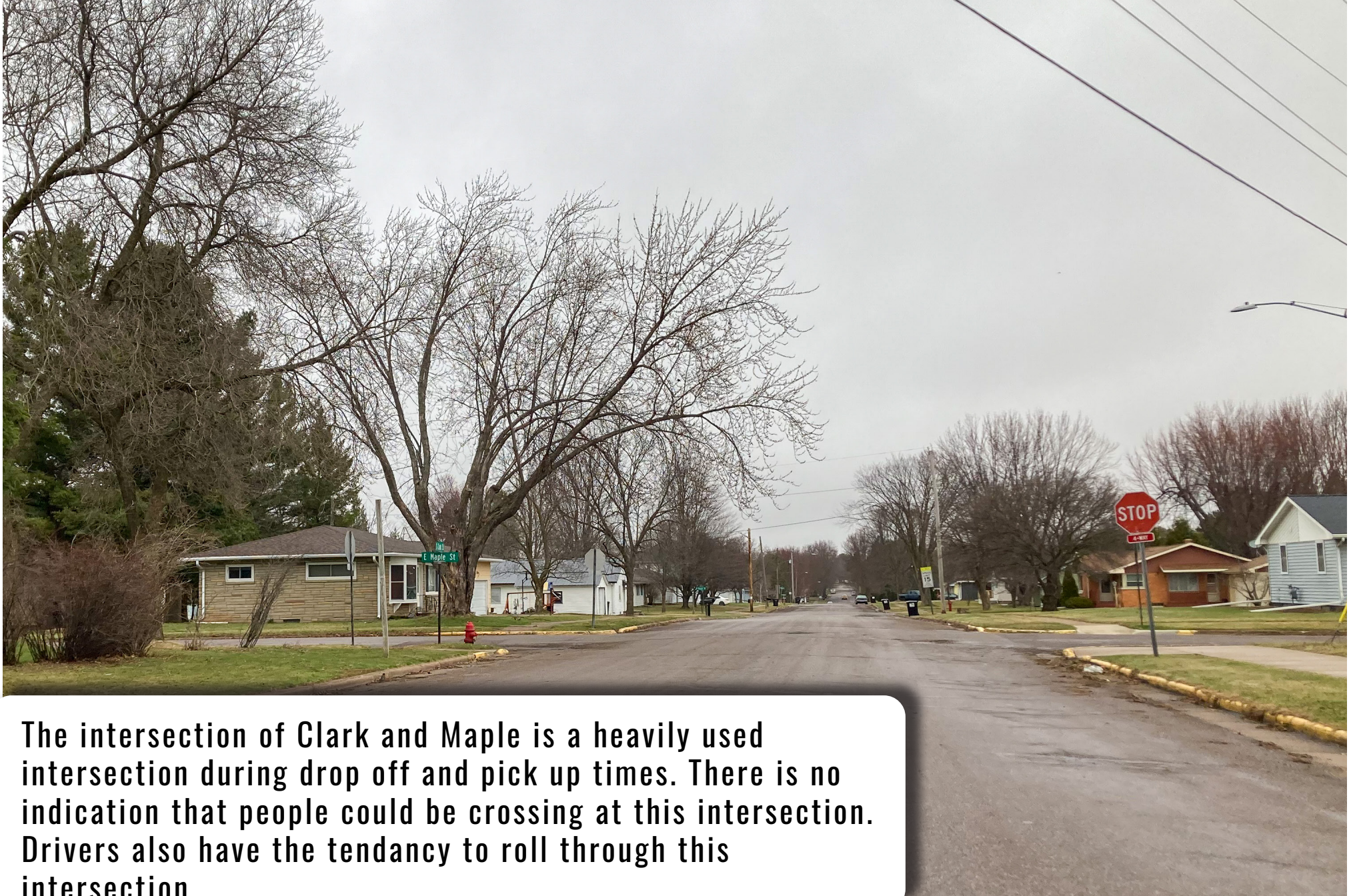
By painting driving lanes, installing school zone signs and a sidewalk, pedestrians and bicyclists are much safer.



The intersection of Clark and Maple is a heavily used intersection during drop off and pick up times. There is no indication that people could be crossing at this intersection. Drivers also have the tendency to roll through this intersection.



In this visualization, there are added crosswalks, stop lines, and centerlines to help bring more attention to the crossings that happen there and indicate where to stop when approaching this intersection.



The intersection of Clark and Maple is a heavily used intersection during drop off and pick up times. There is no indication that people could be crossing at this intersection. Drivers also have the tendency to roll through this intersection.



In this version of Clark and Maple, a traffic circle is used as a form of traffic calming. A traffic circle is a great tool to use to ensure continuous flow of traffic and keeping bicylists and pedestrians safe when going through an intersection.

APPENDIX B.

Maple and Washington Before

This is the intersection of STH 73 and Maple. Lack of sidewalks, signage, and adult crossing guards make this a hazardous intersection for students who want to walk from west of STH 73



APPENDIX B.

Maple and Washington After

Installing flashing pedestrian crosswalk signs, painting zebra crosswalks, and hiring a crossing guard for busy intersections, will help ease parents concerns with crossing STH 73.





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