

CITY OF CHETEK

SAFE ROUTES TO SCHOOL PLAN



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Prepared with assistance from
West Central Wisconsin Regional Planning Commission

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Special thanks to all those who volunteered for the walking/biking audit.
Your work was very valuable to the development of this plan.

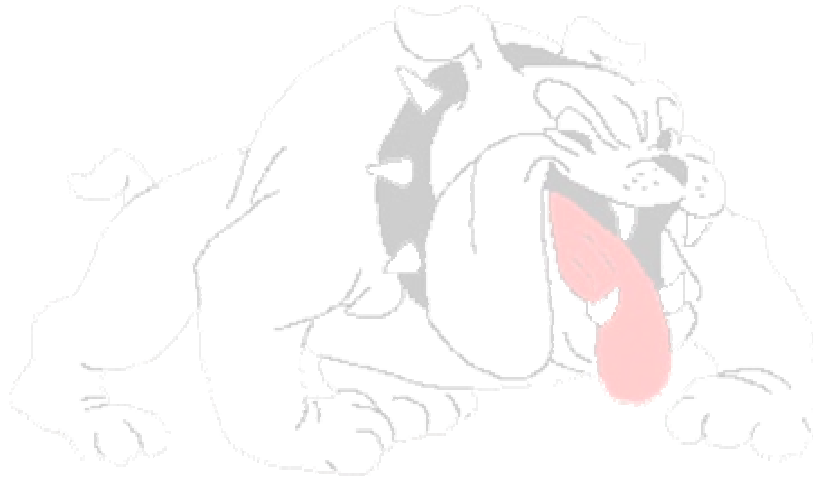


Table of Contents

Executive Summary	iii
Introduction	1
Safe Routes to School Program	1
About Chetek.....	3
SRTS Task Force	3
Vision and Goals	4
Existing Conditions	5
Surveys	5
Walking/Biking Audit.....	7
Existing Policies and Practices	8
Traffic	9
School Buses	11
Other Plans	11
Recommended Strategies	13
City of Chetek.....	13
Roselawn Memorial Elementary School	15
Chetek Middle School.....	16
Dallas Street.....	17
Implementation	19
Funding and Resources	21
Appendix A: Survey Summary	27
Appendix B: Audit Summary.....	37

List of Figures

Figure 1: Travel Mode to/from School	5
Figure 2: Travel Distance to School	6
Figure 3: Mode Choice by Distance	6
Figure 4: Travel Mode Decision.....	7
Figure 5a: Traffic Counts and Crashes.....	10
Figure 5b: Bike/Pedestrian Crash Summary (2001-2006)	10
Figure 6: Hazards to Walking and Biking.....	12
Figure 7: Proposed Pedestrian System	14
Figure 8: Project Prioritization	20

Executive Summary

Introduction

Safe Routes to School (SRTS) is an international movement that promotes walking and biking to school. SRTS began in the 1970's in Denmark, which had an alarming number of child fatalities due to road accidents. The movement reached the United States in 1997, when The Bronx received local funds to implement a SRTS Program to reduce the startling number of child accidents and fatalities around schools. The success of the program convinced other communities to adopt similar measures and by 2000, SRTS Programs were nationwide. In 2005, Congress saw the importance of these programs and consequently signed into law a federally funded SRTS Program. The new law allocated money to all 50 states and the District of Columbia to create, implement and administer SRTS Programs. Federal SRTS funds can be used for projects within two miles of an elementary or middle school (K-8). Chetek received a SRTS planning grant to develop this plan.

The SRTS program has its roots in both health and transportation safety. The major program goals are to make the school trip safe for walking and biking and to encourage children to do so. SRTS strives to reduce congestion around the 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.

The Chetek SRTS Task Force, made up of representatives of the City, teachers, health and safety professionals, school administrators, parents, and others, as listed in the front of this report, worked together to develop a SRTS vision and goals, surveyed parents concerning their students' school trip and opinions on safety issues, observed transportation activities during school release times and execute a walking and biking audit of the areas around the schools, and developed strategies to address the issues noted in the audit and surveys.

Chetek's SRTS vision

The City of Chetek will be a walkable/bikeable community where parents and children feel safe and have access to schools and school activities on a pedestrian/biking system that is linked to surrounding towns. Major natural and manmade barriers to biking and walking, such as rivers, roads, and railroads, will have safe crossings, so that the opportunity to walk and bike to school will be available to all those wishing to do so. The school district and community will work together to encourage active/healthy life choices.

Existing Conditions

With a return rate of just over 10 percent, survey data was used only to paint a broad picture and not as a specific analysis tool. Task force members and volunteers participated in a very helpful walking and biking audit, which provided valuable information. Key findings from both are shown below.

Key survey findings include:

- Only 26% of all school trips are made without a vehicle
- Over 60% of respondents live within 2 miles of their school;
- About half of students who live within a ¼ mile of school walk or bike;
- Over 50% of Elementary respondents between ¼ and ½ mile are driven in the family vehicle;
- The factors of greatest concern to families in deciding how their child gets to school are *distance, weather, and traffic safety issues.*

Key walking/biking audit findings, include:

- There is a general lack of sidewalks;
- The number of family vehicles is very high, causing congestion and safety issues at both schools;
- Many students and parents who are walking or biking are not obeying basic traffic rules;
- Buses at Roselawn are very crowded along sidewalk areas;
- Students crossing and walking on tracks presents a large danger.

Traffic volumes, crashes, and school busing policies and practices were also reviewed and the Task Force and strategies for addressing the issues were formulated and prioritized.

Strategies

Recommendations were developed using all five E's (Engineering, Education, Encouragement, Enforcement, and Evaluation). Some of the key recommendations are noted below. For a full listing, see pages 13-17.

The development of a safe pedestrian system was planned, including sidewalks, intersection and crossing improvements, lighting, signage, and at least one formal rail crossing location. In addition to the sidewalk system, shown on Figure 7, page 14, some of the improvement recommendations include:

- Reduced speed on Dallas
- Painted bike lanes on Dallas;
- Improve crosswalks on Dallas, at 5th and 8th; eliminate crosswalk at 6th;
- Green school zone and crosswalk signs;
- Crossing guards
- Bump-outs at Knapp/9th;
- Walking school buses
- Green reflective vests for crossing guards;
- Hold annual bike rodeo;
- Improve lighting in front of schools

A substantial educational program is needed at all levels. Newspaper articles and letters from the schools will help to inform parents of the SRTS plan and progress. Driver's Education programs need to include SRTS concepts to promote awareness of pedestrians and bicyclist on the road. General safe pedestrian training is needed at the elementary level. Bicycling in the physical education curriculum at the Middle School level and annual bike rodeos will encourage bicycling and promote safe bicycling practices. As walking and biking facilities and rules are largely new to Chetek residents, encouragement and education are key items in the SRTS program.

Funding

Funding sources vary widely in their eligibility and magnitude. Federal Safe Routes to School funding is a primary source for those projects that specifically address the SRTS focus on biking and walking safety and encouragement, both infrastructure and non-infrastructure, but other grants may be appropriate for funding larger projects, such as Transportation Enhancement funding, or smaller projects, such as Bikes Belong or Bicycle Safety-Rodeo. Other funding sources from both health and transportation sources are listed and described on pages 21-25.

Introduction

Safe Routes to School Program

Safe Routes to School (SRTS) is an international movement that promotes walking and biking to school. SRTS began in the 1970's in Denmark, which had an alarming number of child fatalities due to road accidents. The movement reached the United States in 1997, when The Bronx received local funds to implement a SRTS Program to reduce the startling number of child accidents and fatalities around schools. The success of the program convinced other communities to adopt similar measures and by 2000, SRTS Programs were nationwide. In 2005, Congress saw the importance of these programs and consequently signed into law a federally funded SRTS Program. The new law allocated money to all 50 states and the District of Columbia to create, implement and administer SRTS Programs. Federal SRTS funds can be used for projects within two miles of an elementary or middle school (kindergarten through eighth grade).

Why SRTS?

An active SRTS program will help the City of Chetek 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. The benefits of walking and biking to school are important to the entire community for many reasons:

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 sidewalks and trails, congested streets and lack of traffic calming devices in the vicinity of schools discourage walking and biking to school. SRTS Programs help communities fix these problems.

Healthier children

In the past thirty years, the number of active children in the United States has decreased and the number of overweight children has almost doubled. Kids spend too much time indoors not being active. According to the American Academy of Pediatrics, children in the United States watch about four hours of television a day. The American Heart Association recommends that children participate in at least 60 minutes of moderate to vigorous physical activity every day. One of the ways to achieve this goal is to walk and bike to school. 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 (*New State of the Earth Atlas*). In order to decrease air pollution, communities should look to reduce the number of vehicles on the roads especially in the vicinity of schools. Fewer cars emitting pollutants will improve the air quality thus decreasing health problems in children. SRTS Programs decrease the number of cars in the vicinity of schools thereby creating a cleaner environment.

Other desired outcomes of Safe Routes to School

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

How do we accomplish this?

In order to accomplish the goals of SRTS Programs, Chetek must focus on the 5 E's: Engineering, Education, Encouragement, Enforcement and Evaluation. This comprehensive approach allows for communities to maximize the number of students walking and biking to school.

Engineering

Problems with the physical environment around schools such as damaged or missing sidewalks, lack of traffic calming measures or unsafe crosswalks prevent children from walking and biking safely and easily to and from school. These problems can be dangerous enough to cause child pedestrian injuries and fatalities. Clearly, a safe physical environment is necessary for enabling children to walk and bike to school. Therefore, SRTS 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 may be necessary for a successful SRTS Program but not necessarily sufficient enough 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 SRTS may interfere with a parent's already busy schedule or established routine of driving their child to school. That is why the SRTS Program offers activities and events that promote walking and biking to school that are fun, safe, and easy. Encouragement activities and events will ease the concerns of parents and guardians as they see how safe and easy it is for 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 the benefits of walking and biking to school. Equally important is educating drivers about safe driving around schools. These programs will help ensure that walkers, bikers and drivers think about safety first.

Enforcement

Driver education and safety campaigns do not ensure the elimination of unsafe driving behaviors. Therefore, SRTS Programs should partner with the local law enforcement to make sure traffic laws are obeyed (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and biking behaviors), and to initiate community enforcement such as crossing guard programs. Enforcement programs also keep an eye on those individuals that disregard the safety of the community, possibly discouraging walking and biking, especially around schools. Each of these approaches is necessary for a successful program. By tackling the project from multiple angles, communities can maximize the safety of the routes to school and increase the number of students that use the routes.

Evaluation and Sustaining a Program

Understanding the barriers and obstacles that prevent children from walking and biking to school 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 (through Engineering, Education, Encouragement and Enforcement techniques) to change behaviors and attitudes. Also, evaluation of the program will be key to continuing SRTS, so being able to show improvements by comparing before and after data is important. Even more, evaluation can show what techniques did not work so that improvements can be made in the future. Clearly, a successful SRTS Program is dependent on the use of all 5 E's.

About Chetek

The City of Chetek, Wisconsin, in Barron County, has a population of 2,258 (2007 estimate, DOA), and covering approximately three square miles, including water. The Chetek school district serves the City, as well as the surrounding rural area, and has a total enrollment of approximately 950 students. All of the public schools in the district, Roselawn (K-5), Chetek Middle School (6-8), and Chetek High School (9-12), are located within the City, with the High School and Middle School in a campus layout, and Roselawn, just ½ mile north, in a residential area. The entire city limits are contained within a two-mile radius of the schools, with much of the population concentrated within half of a mile of the schools.



Land use in this central area is primarily residential, mostly older single-family homes with some pockets of multi-family dwellings. There is a commercial area along several blocks of 2nd St., and an industrial corridor along the railroad tracks. The railroad tracks dissect the City and present a number of SRTS challenges. The number of county and state highways passing through the City also presents challenges to safe walking and biking.

In terms of population below the poverty level, Barron County is similar to the State of Wisconsin, While 8.66 percent of the State of Wisconsin's population was considered to be

below the poverty level in 1999, 8.82 percent of Barron County's population fell below that line. In contrast, however, the City of Chetek has 12.37 percent of the population below the poverty level, jumping to 16.32 percent when considering only those persons under the age of 18. The State and the County each have just under 11 percent of children in poverty. (Source: U.S. Bureau of the Census, 2000.) By way of another economic indicator, the median household income for the City of Chetek (\$31,270) is slightly lower than that of Barron County (\$37,275), but considerably lower than the Statewide figure (\$43,791). (Source: U.S. Bureau of the Census, 2000.)

In order to more specifically consider the economic standing of students attending Chetek School District, we will consider a commonly used and carefully tracked index. An "economically disadvantaged" student is a student who 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). Of all Chetek's students, 41.5 percent are eligible for free or reduced cost meals.

SRTS Task Force

A Safe Routes to School (SRTS) Task Force is a group of people who represent all facets of the SRTS program in the community (i.e., transportation, health, fitness, safety, etc.), and work together to develop and implement a plan to increase the number of students walking and biking to school.



Task Force meets to discuss SRTS issues.
Source: WCWRPC

Chetek's SRTS Task Force worked to develop and conduct surveys, coordinated and staffed a walking and biking audit, as well as an assessment of school grounds, to collect data and to better understand the challenges to walking and biking to school. They developed a vision and goals for Chetek's SRTS program, considered the relevant issues, and discussed strategies to overcome the barriers to walking and biking. A list of task force members can be found in the beginning of this report.

Vision and Goals

A vision and goals were developed to bring the SRTS program's direction into focus and to make it fit the specific needs and desires of Chetek. It is important to revisit this vision, and the goals, throughout the planning and implementation stages of the program to ensure that projects are heading in the intended direction, in a coordinated manner. There may be times when the vision and goals need to be updated to meet changing needs in the local environment, but kept current, they will help to lead toward a unified implementation and an eventual realization of the vision.

Vision:

The City of Chetek will be a walkable/bikeable community where parents and children feel safe and have access to schools and school activities on a pedestrian/biking system that is linked to surrounding towns. Major natural and manmade barriers to biking and walking, such as rivers, roads, and railroads, will have safe crossings, so that the opportunity to walk and bike to school will be available to all those wishing to do so. The school district and community will work together to encourage active/healthy life choices.

Goals:

- »» To make walking and bicycling safe ways to get to and from school and school activities.*
- »» To encourage more children to walk or bike to school*

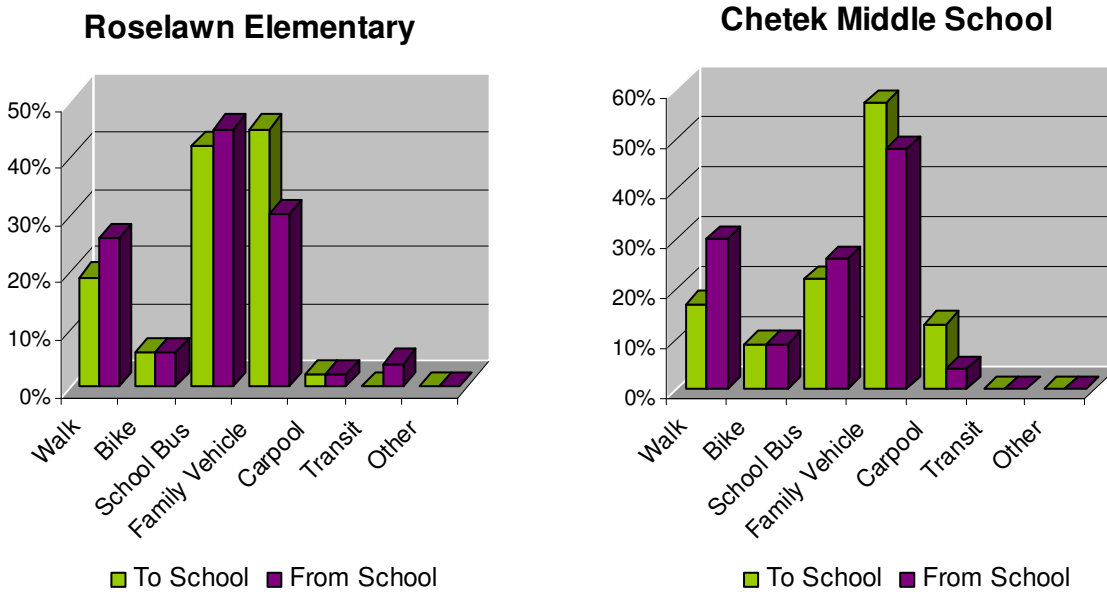
Existing Conditions

Surveys

Surveys were distributed to parents of Roselawn Elementary School and Chetek Middle School at parent/teacher conferences. This resulted in a less than desired return of approximately 13 percent at the elementary school, and eleven percent at the middle school. Still, the survey has provided the valuable parent perspective on the existing situation. A full survey summary, including a summary of written comments, can be found in Appendix A.

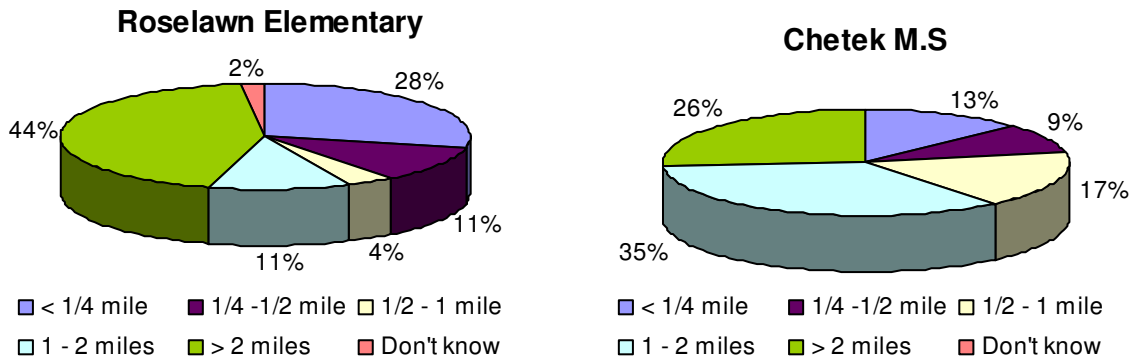
A key piece of information is the mode of travel to and from school. Parents responded that, on most days, 19 percent of Roselawn Elementary School students and 17 percent of Chetek Middle School students walk to school, while biking accounts for six percent and 11 percent, respectively (Figure 1). Numbers for the trip back home were slightly higher, as some parents may drop off children in the morning on the way to work, or for other convenience reasons, but require them to walk home. That is a total of about 26 percent of student trips that are made without a vehicle. Over one third of all school trips are made by school bus (33.1 percent), with the remaining made by family vehicle (37.2 percent), a very small number by carpool (3.5 percent).

Figure 1
Travel Mode to/from School



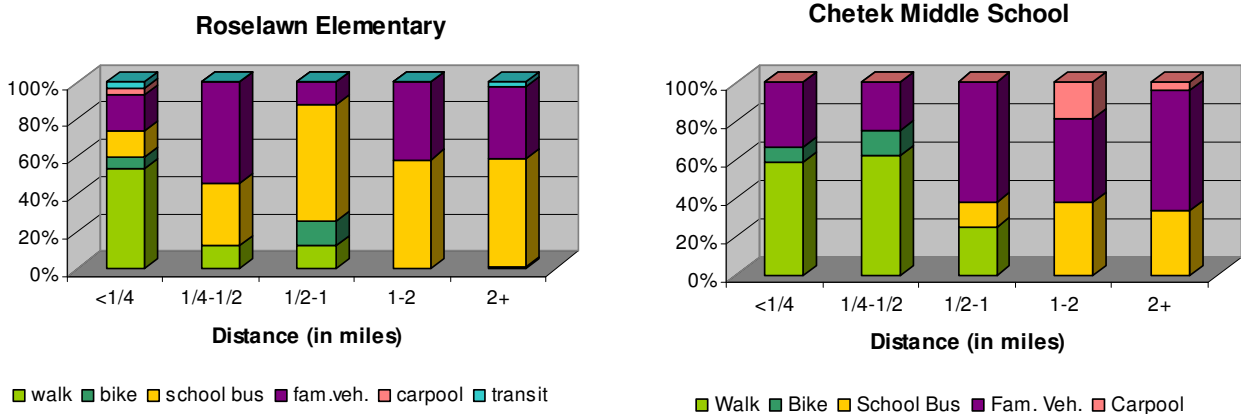
Responses to the survey indicate that 42.1 percent of students live within one mile of their school, while 18.4 percent live between one and two miles from school and 36.2 percent live over two miles from school (Figure 2). The remaining 1.3 percent were unsure of the distance.

Figure 2
Travel Distance to School



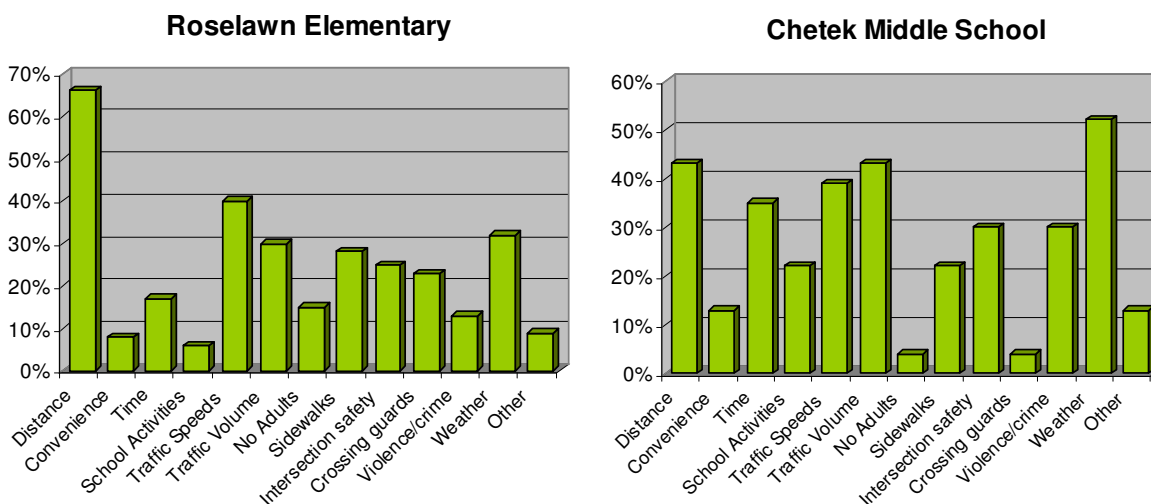
Perhaps a more interesting vision combines these two data points and considers how students travel to school by how far away they live (Figure 3). This graph shows us the proportion of students using each mode of travel by distance category. For example, students who live within a quarter of a mile from school are most likely to walk, but that 20 percent at the elementary level and nearly 40 percent at the middle school level, are making the trip by family vehicle. Those elementary students living $\frac{1}{4}$ to $\frac{1}{2}$ mile from school are walking at fairly low levels (12.5 percent), with most being driven to school. At over a $\frac{1}{2}$ mile, the school bus becomes the predominant mode for elementary students. At the middle school, the family vehicle becomes the predominant mode at $\frac{1}{2}$ mile distance. Overall, the most consistent mode, at all distances, is the family vehicle.

Figure 3
Mode Choice by Distance



While one mile can generally be considered a reasonable distance to walk or bike, there can be many reasons why a family decides not to have their student walk a mile, or less, to school. All parents were asked what issues were considered in their decision on their student's school trip. Respondents could check as many issues as applied, so the following tables show what percentage of respondents considered each issue in their decision (Figure 4). The most dominant issue in a family's decision is distance, followed closely by traffic safety issues of speed, volume, and dangerous intersections. Weather was a significant consideration among 52 percent of middle school parents and 32 percent of elementary school parents. Violence and crime was a consideration for over 18 percent of the respondents.

**Figure 4
Travel Mode Decision**



Parents were also asked what they felt was an appropriate age for a child to walk or bike to school. Forty-five percent of elementary respondents felt that elementary school-aged children were old enough to walk or bike to school. Middle school parents responding were somewhat less willing to let elementary-age children walk to school with 35 percent feeling it was appropriate. Sixteen percent of elementary parents indicated that walking and biking was not appropriate until middle school, while 26 percent of middle school parents shared that view. The option of “no age is appropriate” was selected by 38 percent of elementary school parents, and 39 percent of middle school parents. (Note: While this may seem significantly high, at first glance, the high response may be due to individual circumstances, such as the respondent living over 2 miles from the school, and therefore walking or biking would not be appropriate at any age.)

Walking/Biking Audit

A walking/biking audit was conducted in the area surrounding the schools, roughly within in a ¼ mile radius of the schools, in mid-October. Volunteers first attended a workshop to learn about SRTS and the types of things they should be looking for in the immediate vicinity of the schools and surrounding neighborhoods and streets around a typical dismissal time. This section includes a few general comments and a summary of the specific items that were observed and noted by the volunteers during the audit.

General findings

The Chetek schools have a staggered dismissal time, with Roselawn Elementary releasing at 3:00 p.m., and the middle school and high school releasing at 3:20 p.m. This allows for elementary school students who are bused to be picked up first. At Roselawn, students who are not bused, are held inside the school until the buses have cleared the area. Parents pick up their children inside the school.

The street pattern in the area immediately around the school is a grid pattern. There are only continuous sidewalks are on school property, and along portions of Knapp St. and 2nd St.,



making it difficult and dangerous, especially for young walkers to negotiate a trip by foot or bicycle. Because there are few sidewalks beyond school property, crosswalk delineation is troublesome, and loading and unloading of students from family vehicles is hampered by mud and snow along streets across the street from Roselawn. Students were witnessed walking and biking in the street, on the wrong side, and crossing mid-block. In the morning buses unload on Morrison Street, while parents drop off students in front of the school, on 6th St. The situation is reversed in the afternoon. Eleven buses are overcrowded in the available space and block the view of drivers at intersections. While the departure of the buses and release of walking/biking students is well choreographed, the lack of sidewalks results an unsafe pedestrian situation and a large number of family vehicles in the area. Barriers to walking and biking are located quite close to the school leading many parents to drive their children, even distance is short. These barriers, or hazards, will be discussed in greater detail, later in this report. Old bicycle racks are located behind Roselawn, near the gymnasium.

Knapp Street, running in front of the middle school and high school is a fairly busy street, particularly at school arrival and dismissal time. Two crosswalks fan out from one point in front of the schools to either side of Ninth St. Most walking students cross Knapp, at some point, without much regard for crosswalks. There is some speeding along Knapp, and cars and buses exit parking lots onto Knapp in several locations, without regard to the sidewalks. Buses load in the rear of the school and exit to Tainter and to Knapp. This generally works quite well, separating the buses from other modes. There are two bike racks, one located behind the middle school, and one near the front doors of the high school. Both are in ill-repair and not well utilized.



Informal rail crossing near Roselawn Elementary School.
Source: WCWRPC

A potentially dangerous situation is presented by the undefined crossings of the railroad. Students usually cross in three areas, where Leonard, Center, and Stout streets would cross, if there were crossings. In addition to these unofficial crossings, students were also observed walking along the tracks and elsewhere in the railroad right-of-way. The purchase of the tracks by the County is currently being negotiated, could allow for opportunities to acquire an access and improve one or two official crossings. This would both greatly reduce an existing hazard and remove a barrier to walking and biking in the City of Chetek.

Other major observations from the audit include the barrier created by Dallas Street, also known as CTHs D and SS. The street is a very wide higher speed facility, with difficult crosswalk issues. A sizable neighborhood to the north of Dallas, and just three

blocks north of Roselawn Elementary School, is largely blocked from walking and biking to school by this barrier. A similar situation exists to the east of the school at 2nd Street, also known as CTH I and STH SS. Details of the walking/biking audit can be found in Appendix B.

Existing Policies and Practices

Both the school district and the City of Chetek have various policies and practices that directly or indirectly affect how students get to and from school. Perhaps the most direct affect is held in the school district's busing policy. All students who live more than two miles from school are eligible to ride the school bus, with exceptions for "areas of unusual hazard". These hazards can be busy highways, railroad tracks, lack of sidewalks, or other obstacles to safe walking. Hazards are further discussed under "School Busing".

The school district has several policies regarding the health and safety of students. District nutrition standards strongly encourage the sale or distribution of nutrient dense foods for all school functions and activities. For instance, vending sales of pop or artificially sweetened drinks, and candy, are not permitted on school grounds. Non-vending sales are only permitted at special events that begin after the conclusion of the instructional day. Only milk and 100% fruit juices are available before and during the school day. Nutrition education programs are in place for grades K-8, as well as parent education programs. A nutrition committee monitors the implementation of the adopted nutrition standards. As discussed earlier, transportation policies are in place at each school, and included in school handbooks, to separate the various modes of transportation to the greatest extent possible, reducing the risk injury to students arriving and leaving the school. The middle school and elementary school are closed campuses, with no students leaving, without parental permission, during the school day. Also, no snowmobiles or off-road vehicles are allowed on school property.

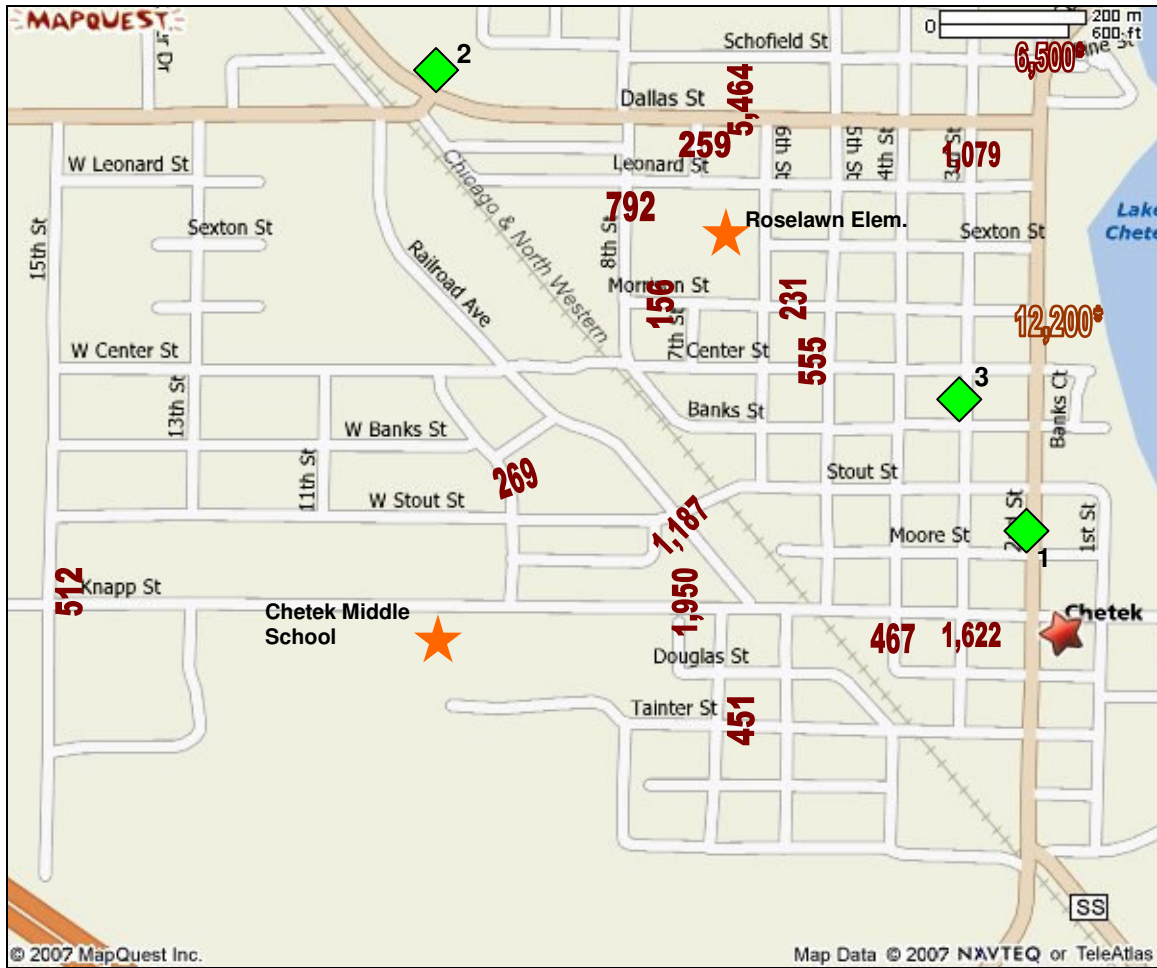
The City of Chetek does not currently require that sidewalks be provided in the construction of any development. The dedication of land for sidewalks has been very spotty and only occurs with any regularity on school district property, in the commercial area along 2nd St., and along Knapp St, from 2nd Street to the end of school property, west of 9th St. Bicycles are prohibited from riding on the sidewalk in the commercial area on 2nd Street.

Traffic

Traffic volumes are not particularly high, on a daily basis, on the streets in the vicinity of Chetek schools, with the exception of Dallas and 2nd streets. Twenty-four hour counts were taken at several key locations during the development of this plan (Figure 5.). Knapp Street, near the middle school has an average daily traffic count (ADT) of 1,600 vehicles. While this is not an extraordinarily high daily volume in front of a school, it is likely heavily concentrated in two very short peaks surrounding the arrival and release times for the schools. The highest volumes of over 12,200 ADT are shown are on 2nd Street, in the main commercial area. Other notably high-ADT streets include: Dallas Street, in the Roselawn crossing area (5,464 ADT); and the north end of 2nd Street, crossing the bridge (6,500 ADT). Traffic counts on streets directly adjacent to Roselawn Elementary are not high, but again, are concentrated in the few minutes surrounding school start and release times.

There have not been a large number of pedestrian or bicycle crashes reported in Chetek. There were three such crashes involving children reported from 2002 through 2006, all involving children on bicycles, all at different locations (Figure 5a and Figure 5b.) As evidenced by the dates and times listed in Figure 5b, the crashes are not likely related to school trips, all of them occurring in the summer months, when traffic volumes are at their seasonal high in Chetek.

**Figure 5-a
Traffic Counts and Crashes**



Source: basemap - MapQuest Inc.;
data - City of Chetek & WisDOT

- Legend**
- 467** - Special counts (2007)
 - 6,500*** - WisDOT counts (2003)
 - ◆ 1** - Bicycle crash

**Figure 5-b
Bike/Pedestrian Crash Summary (2001-2006)**

Map Number	Location	Month/Year	Time	Type of Crash	Injuries*	Age Ped/Biker
1	2nd St/Moore	7/2/2002	3:00 PM	Car/Bike	B/t	10
2	Dallas/CTH D	6/26/2003	2:00 PM	Car/Bike	none	6
3	3rd St./Banks	8/12/2004	6:00 PM	Car/Bike	A/t	7

* A=incapacitating injury; B=non-incapacitating injury; C=possible injury; t=transported by ambulance

School Buses

While the Chetek School District policy is to bus students who live more than two miles from the school, there are designated hazards, in all directions, that shorten that distance considerably. Figure 6 shows the designated hazards for school busing purposes, as well as those things that are commonly considered as barriers to walking and biking to school.

There are eleven school buses that pick up students at the elementary school and then drive to the middle school/high school area to load those students. The reverse occurs in the morning. There is plenty of room for the buses at the middle/high school campus. However, at the elementary school, the buses take up a great deal of space along Morrison in the morning and 6th St. in the afternoon, parking close to crosswalks and blocking the view for drivers and pedestrians.



School buses line up on Morrison St.
Source: WCWRPC

Other Plans

The City of Chetek adopted a comprehensive plan in summer of 2006. Analysis conducted for the transportation section of the plan determined that a lack of dedicated bicycle and pedestrian facilities is a concern for the City. Recommendations were made to improve pedestrian and bicycle safety in the downtown area with the development of a trail system and development of a new bike safety program. While this does not directly address school-related walking and biking, the goals are consistent with the goals of this SRTS plan. The City also has a transportation plan that looks more specifically at the downtown area and recommends crosswalks, sidewalks, and the elimination of parking within 20 feet of crosswalks. Again, these recommendations are consistent with the goals of SRTS.

**Figure 6
Hazards to Walking and Biking**



Recommended Strategies

City of Chetek

Several strategies are recommended for the City of Chetek, at large. It is important to remember that a community that is safe for students to walk and bike to school is a walking/biking community for everyone. The City of Chetek faces some particularly hard challenges to safe walking and biking. While the community is of a size that virtually all students who live within the City should be able to walk and bike to school, and at one time did so, the lack of sidewalks and the presence of the railroad has caused the City to evolve into a driving community as traffic volumes increased and safety concerns with the railroad tracks and land uses around them have increased. Without sidewalks and crosswalks, there has been no motivation to learn appropriate behavior in crossing streets and generally how to be a safe pedestrian. For these reasons, education measures will be of particular importance in Chetek schools, and amongst parents who continue to drive their students to school. Safe facilities need to be put in place, and the entire community needs to be taught how to use them safely.

Education:

- Write an article in the community newspaper stating that the SRTS plan was completed.
- Educate high school students regarding of importance of safe driving around schools.
- Locate a sign upon entering Chetek stating that Chetek is a SRTS city.

Encouragement

- Create a plan for snow removal in the safe route to school corridors.
- Hold annual bicycle rodeos. This would include a bike safety course, safety equipment education, and incentives including a raffle, reduced price helmets, etc.
- Distribute reflectors and educate students on the importance of reflectors. To help pay for costs, this could include organizing local businesses and non-profit organizations with the school district.

Enforcement

- Focus on speed enforcement along Dallas St., Knapp St., and 2nd St.

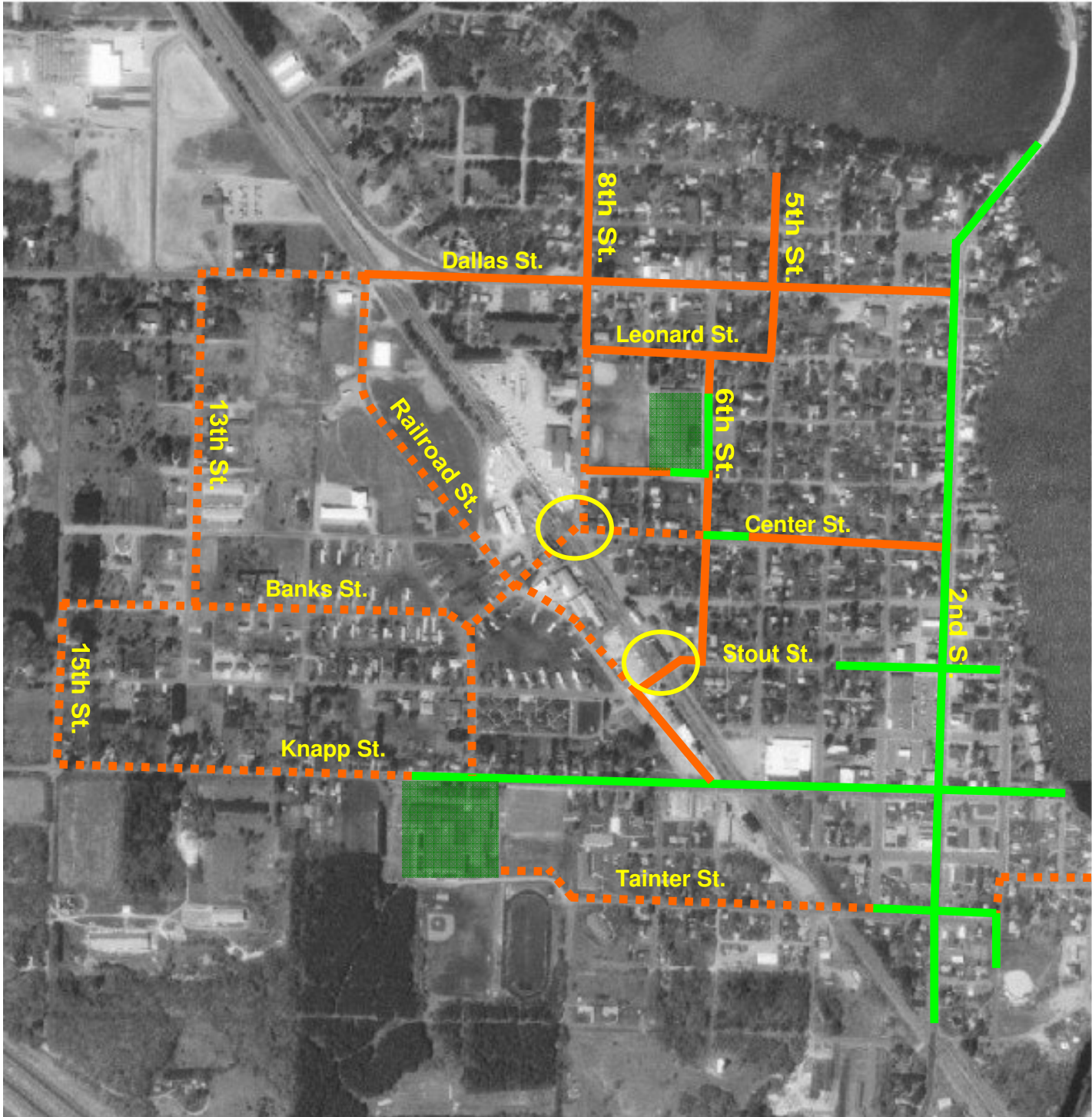







Engineering

- Create a sidewalk pedestrian system throughout the entire community (Figure 7).
- Address how CTH M bridge can become pedestrian friendly (bike lanes, pedestrian/bicycle separation, etc).
- Close Lakeview Drive to cars from City Park Dr. to Wisconsin Ave. (only local traffic, pedestrians, and bicyclists).
- Eliminate parking adjacent to crosswalks throughout Chetek.
- Install a pedestrian island and/or bump-outs at Tainter and 2nd St.
- Construct highly visible and functional railroad pedestrian/bicycle crossings. Possible locations are Center St. and Stout St.



**Figure 7
Proposed Pedestrian System**



-  - Schools
-  - Existing sidewalks
-  - Proposed sidewalks – Priority 1
-  - Proposed sidewalks – Priority 2
-  - Potential pedestrian railroad crossings

Evaluation

- Acquire and evaluate traffic counts around schools.
- Acquire and evaluate traffic accident information.
- Conduct parent survey every two years to measure success of implemented strategies

Roselawn Memorial Elementary School

Education

- Hold pedestrian and bicycle safety classes for students in the physical education curriculum.
- Distribute an annual beginning of the year letter to the parents that describes that Chetek has completed a SRTS Plan and the meaning of a SRTS plan.
- Enclose traffic and pedestrian laws in school newsletters.
- Create and provide a map that shows distances by walking and time needed to reach the school campus. In addition, showcase the designated safe routes to and from school on the map.

Encouragement

- Hold an assembly with a guest speaker (athlete/coach from high school, UW system, Bucky the Badger, etc.) that emphasizes the importance of physical fitness and eating healthy.
- Organize a walking school bus from north of Dallas St., south of Knapp St., and west of the railroad tracks.
- Collaborate with local businesses and community organizations that are located in Chetek to help sponsor activities and items to award/encourage students and to help promote SRTS.



Enforcement

- State in the school newsletter and community newspaper that the police department will be more proactive on vehicle violations around the school.
- Inform and give warnings to parents regarding any vehicle violations during drop-off and pick up times for the first two weeks of each semester (fall and spring).
- Issue tickets to parents regarding any vehicle violations during the remaining periods of the school year.



Pedestrian intersection with bump-outs.
Source: FHWA

Engineering

- Extend Morrison St. sidewalk along south side of school to 8th St.
- Install a curb and sidewalk along east side of 6th St. and south side of Morrison St., adjacent to school property.
- Extend sidewalk along west side 6th St., north of school to Leonard St.
- Install a bump-out at the crosswalk along the east side of 6th St. in front of the school.
- Analyze the impacts of constructing bump-outs at the intersection of 6th St. and Morrison St.
- Make the crosswalk in front of the school more visible (color, pattern, green pedestrian signs, etc).
- Improve signage for parking/drop-off rules in front of school

- Install a more efficient and friendly bicycle parking area. This would include a covered shelter, student art, and locating it in a more visible location.
- Improve the lighting in the front of the school, specifically at the crosswalk that leads to the parking lot.
- Designate Morrison St. as a westbound one-way street from 6th St. to 8th St.



Covered bicycle parking in Tomelilla, Sweden.
Source: Eric Anderson

Evaluation

- Distribute and analyze a SRTS parent survey every two years.
- Keep track of the number and types of warnings and tickets issued around the school.

Chetek Middle School

Education

- Distribute an annual beginning of the year letter to the parents that describes that Chetek has completed a SRTS Plan and the meaning of a SRTS plan.
- Enclose traffic and pedestrian laws in school newsletters.
- Create and provide a map that shows distances by walking and time needed to reach the school campus. In addition, showcase the designated safe routes to and from school on the map.

Encouragement

- Hold an assembly with a guest speaker (athlete/coach from high school, UW system, Bucky the Badger, etc.) that emphasizes the importance of physical fitness and eating healthy.
- Collaborate with local businesses and community organizations that are located in Chetek to help pay for activities and items to give students and to help promote SRTS.

Enforcement

- State in the school newsletter and community newspaper that the police department will be more proactive on vehicle violations around the school.
- Inform and give warnings to parents regarding any vehicle violations during drop-off and pick up times for the first two weeks of each semester (fall and spring).
- Issue tickets to parents regarding any vehicle violations during the remaining periods of the school year.
- Discuss with bus drivers the need for slow speeds on the west side of the school.

Engineering

- Make the crosswalk in front of the school more visible (color, pattern, green pedestrian signs, etc).
- Improve signage for parking/drop-off rules in front of school
- Construct a more efficient and friendly bicycle parking area. This would include a covered shelter, student art, and locating it in a more visible location.
- Locate green in-street pedestrian signs along Knapp St. (west of west driveway, at intersection with 9th St., and east of east parking lot)
- Install bump-outs at Knapp St. and 9th St.
- Paint street curbs along Knapp St. to prohibit vehicle parking adjacent to crosswalks.
- Channelize pedestrian movement on west side of building to promote activity on sidewalk and not along building.

- Construct a trail from the east/south side of the school to Tainter Street.
- Construct a pedestrian trail from the east parking lot to the football field.

Evaluation

- Distribute and analyze a SRTS parent survey every two years.
- Keep track of the number and types of warnings and tickets issued around the school.

DALLAS STREET

Encouragement

- Organize a walking school bus from north of Dallas St.
- Employ crossing guards at 5th St. and 8th St. intersections.

Enforcement

- Reduce speed limit from 35mph to 30mph or 25mph.



Area in need of trail behind Middle School
Source: Mark Peterson

Engineering

- Create more visible crossings at 5th St. and 8th St.
 - overhead flashing lights.
 - better lighting at intersections.
 - no parking adjacent to crosswalks.
 - new green pedestrian crossing signs along street.
 - bump-outs or islands at 5th St. and 8th St.
- Eliminate crosswalk at 6th St.
- Paint designated bike lanes on both sides of street.



Existing pedestrian crossing at Dallas St. and 6th St.
Source: WCWRPC

Evaluation

- Conduct seasonal speed surveys along Dallas St. annually.

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Implementation

In order for the recommendations included in this Safe Routes to School Plan to become reality, it is important that the Safe Routes to School 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 in Chetek.

The following table (Figure 8) prioritizes the strategies presented in this plan into four categories: immediate projects, 2008-2009 projects, and 2010-2011 projects, and projects for 2012 and beyond. The immediate projects are those that can be implemented without the need for specific grant funds or large coordinative efforts. The 2008-2009 category, includes those projects that may require some planning to include in school curriculum in the fall of 2008, or would be eligible for upcoming grant cycles, such as SRTS grants. Projects included in the 2010-2011 category are longer term projects that either, require more coordinative effort, design time, or may need more complex funding schemes. It is an extensive list, and while it might not be possible to complete all of the projects within the given timeframe, the table shows when projects could and, perhaps ideally, should ideally be implemented.

Funding programs and abbreviations are described in the following pages. This is not intended to be an exhaustive list, as new programs concerning the health and safety of children are being established every year, but gives a starting point for some of the major programs that are currently available. It is important to partner with local service groups, as well as organizations with children's health and safety as their mission. Health organizations can be very helpful in light of growing concern for issues such as childhood obesity, asthma, and diabetes.

The best means of implementation is an organized and diligent task force working to bring the community together and guide Chetek toward the goal of becoming a Safe Routes to School community.

**Figure 8
Project Prioritization**

Priority	Responsible Party							notes	Suggested funding source(s)
	C. Chetek	Chetek P.D.	Barron Co.	School District	Indiv. School	Task Force	Other		
Immediate projects									
Newspaper article on SRTS plan				✓		✓			
Drivers Ed. SRTS training				✓		✓		continuous	
Speed and parking enforcement		✓						continuous	
Demo walking school bus				✓		✓		for Spring '08	
Discuss bus speeds with bus drivers		✓			✓	✓			
Clarify parking signage for Roselawn and M.S.	✓			✓	✓				CC
2008-2009 projects									
<u>Dallas St.</u>									
Reduce speed limit to 30mph or 25mph	✓	✓	✓						
Eliminate crossing at 6th	✓		✓						CC,BC
Distinctive pavement treatment at x-walks	✓		✓						SRTS,CC,BC,BPFP
Bump-outs or islands (5th and 8th)	✓		✓						SRTS, BPFP
Eliminate parking adjacent to crosswalks	✓		✓						CC,BC
Overhead flashing lights (5th and 8th)	✓		✓						SRTS, BPFP
Painted bike lanes along Dallas	✓		✓						BC, BPFP
Green school x-ing signs (w/ arrow) at crosswalks	✓		✓	✓					SRTS, BPFP
Green School zone signs approaching 5th & 8th	✓		✓	✓					SRTS, BPFP
Improve overhead lighting (5th and 8th)	✓		✓						SRTS, BPFP
Employ crossing guards (5th and 8th)	✓	✓		✓		✓			CC,BC
<u>Middle School</u>									
Distinctive pavement treatment at x-walks	✓			✓					SRTS,CC,BC,BPFP
Green school x-ing signs (w/ arrow) at crosswalks	✓			✓					
Green in-street ped signs along Knapp	✓			✓					SRTS,CC,BC,BPFP
Bump-outs (Knapp and 9th)	✓			✓					SRTS,CC, BPFP
Eliminate parking adjacent to crosswalks	✓			✓					City
Construct trail from E/S side of school to Tainter	✓			✓					SRTS,CC,SD,BPFP
Channelize ped on W side of school to parking				✓				landscaping	SD
Ped trail from E parking lot to football field				✓					SD
Improve lighting in front of school	✓			✓	✓				CC, SD
Include biking in physical education at M.S.				✓	✓	✓			SD
<u>Roselawn</u>									
Extend sidewalk on south side of school to 8th	✓			✓					SRTS,CC,BPFP
Promote key walking school bus projects					✓	✓	✓	neighborhoods	
Curb/sidewalk (6th St. and Morrison St.)	✓			✓					SRTS,CC,BPFP
Distinctive pavement treatment at x-walks	✓			✓					SRTS,CC,BPFP
Bump-out (x-walk E side 6 th St. front of school)	✓			✓					SRTS,CC,BPFP
Improve lighting in front of school	✓			✓	✓				CC, SD
Morrison to westbound one-way (6th to 8th)	✓			✓	✓				CC, SD
Analyze impacts of bump-outs (Morrison & 6th)	✓			✓	✓				
<u>General area-wide</u>									
Begin the creation of a sidewalk pedestrian system	✓		✓	✓	✓	✓	✓		SRTS, CC,BPFP
Construct pedestrian crossings at RR	✓						✓	RR & priv. prop.	SRTS,CC,RR,BPFP
Letter to parents about adoption of SRTS plan					✓	✓		for Fall '08	
Develop and implement snow removal plan for sidewalks and x-ings on safe routes	✓	✓	✓			✓			
Acquire green/reflective vests for guards and	✓	✓						as needed	SRTS,SD,BPFP
Create distance and time map	✓					✓	✓		CC, RPC
Coordinate annual bike rodeo	✓			✓		✓			SD
Eliminate parking adjacent to x-walks	✓								CC
2010-2011 projects									
Promote walking/biking through newsletters, speakers, school activities	✓			✓	✓	✓	✓	Ongoing Annual	GHSP
Include safety training in elementary curriculum				✓	✓	✓			TSB
Strengthen code to require SRTS measures in all new developments and reconstructions	✓			✓	✓	✓			
Design and construct improved bicycle parking areas				✓	✓		✓		DCBA, BB, local sponsors
Acquire and distribute reflectors as incentive				✓		✓	✓		local sponsor
2012+ projects									
Address CTH M bridge being pedestrian friendly	✓								
Close Lakeview Drive to cars (local traffic allowed)	✓						✓	neighborhood	

Funding and Resources

Additional funding

Safe Routes to School (SRTS)

The *Wisconsin Safe Routes to School Program* provides funding for planning, infrastructure and noninfrastructure projects within two miles of an elementary or middle school (kindergarten through eighth grade).

For information about the guidelines and funding cycles, contact the program coordinator : Renee Callaway Wisconsin Safe Routes to School Coordinator, E-mail: srts@dot.state.wi.us

Bicycle Safety –Rodeo (BS-R)

This grant is intended to provide one-time funding that will contribute to a community's ability to set-up a bicycle-training rodeo or similar hands-on event. The purpose of this event is to teach safe bicycling operation, skill and judgment to elementary and middle school children and their parents. Many of the skills and attitudes developed in this training are precursors for skills and attitudes necessary for safe driving.

For more information, contact: Larry Corsi, Wisconsin Bureau of Transportation Safety, Phone: (608) 267–3154, E-mail: larry.corsi@dot.state.wi.us

Pedestrian Road Show-Walking Workshop

The Pedestrian Road Show-Walking Workshop provides funding to communities that are working on local expertise and on-going commitment to increase public safety by reducing pedestrian related traffic crashes and injuries while improving the community's Walkability. The grantee will arrange a Pedestrian Road Show/Walking Workshop with a trained facilitator from a Bureau of Transportation Safety list. The Pedestrian Road Show/Walking Workshop is the initial event to a pedestrian improvement commitment by this community. The invitation of community leaders encourages the formation of a local group of pedestrian advocates and experts to focus on identifying and solving potential problems that affect pedestrian safety and walkability in the local community. They also identify good pedestrian environments and determine how those can be replicated in the less desirable locations for pedestrians.

For more information, contact :Larry Corsi, Wisconsin Bureau of Transportation Safety, Phone: (608)267–3154, E-mail: larry.corsi@dot.state.wi.us

Teaching Safe Bicycling (TSB)

This training is normally scheduled in April and designed to work with teachers, YMCA staff, summer program instructors, law enforcement officers, programs and organizations putting on bike rodeos and people interested in teaching safe bicycling to children. This is a one - day course at no cost to the participants. The course teaches attendees how and why children are different from adults when it comes to bicycling and what the most common child bicycle crashes are. It also provides useful information that can be used at future training sessions, hands on training for participants and strategies for developing better ideas and methods for teaching children. Sponsors will also receive useful safety materials for children.

For more information, contact : Larry Corsi, Wisconsin Bureau of Transportation Safety, Phone: (608)267-3154, E-mail: larry.corsi@dot.state.wi.us

Wisconsin Pedestrian and Bicycle Law Enforcement Training Course

This two - day course provides Wisconsin law enforcement officers with the training and information that they need to manage traffic for pedestrian and bicycle safety and enjoyment in their communities. t will explain the causes of crashes and the chief countermeasures for preventing these crashes, teach Wisconsin laws and statutes relating to pedestrians and bicyclists and provide hands on training.

For more information, contact: Larry Corsi, Wisconsin Bureau of Transportation Safety, Phone: (608)267-3154, E-mail: larry.corsi@dot.state.wi.us

Local Transportation Enhancements (TE)

The Transportation Enhancements program funds projects that increase multi-modal transportation alternatives and enhance communities and the environment. Federal funds administered through this program provide up to 80% of costs for a wide variety of projects including “provision of facilities for bicycles or pedestrians” and “provision of safety and educational activities for pedestrians and bicyclists.” Projects must meet federal and state requirements. Local governments with taxing authority, state agencies and Indian tribes are eligible for funding. A project sponsor must pay for a project and then seek reimbursement for the project from the state. Federal funds will provide up to 80% of project costs, while the sponsor must provide at least the other 20%.

For more information, contact : John Duffe, Department of Transportation, Phone: (608) 264-8723, E-mail: john.duffe@dot.state.wi.us

Recreational Trails Program (RTP)

Funding for the Recreational Trails Program (RTP) is provided through federal gas excise taxes paid on fuel used by off - highway vehicles. Towns, villages, 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.

<http://www.dnr.state.wi.us/org/caer/cfa/LR/Section/rectrails.html>

Green & Healthy Schools Program

Green & Healthy Schools is a Web-based, voluntary program available to all public and private elementary, middle and high schools across Wisconsin. The program encourages teachers, staff, students and parents to work together to use the school, its grounds and the whole community as learning tools to teach, promote and apply healthy, safe and environmentally sound practices. *Green & Healthy Schools* is an integrated program that addresses many of the same issues as *Safe Routes to School* such as transportation alternatives, improved air quality, a safe transportation environment and community involvement. Small grants are available for schools that show a commitment towards these goals.

For more information, visit www.dnr.wi.gov/greenandhealthyschools or contact: Carrie Morgan, Wisconsin Department of Natural Resources, Phone: (608)267-5239, E - mail: carrie.morgan@dnr.state.wi.us
Elizabeth Kane, Wisconsin Department of Public Instruction, Phone: (608)266-2803, E-mail: elizabeth.kane@dpi.state.wi.us

School Health Education and Physical Activity

Physical activity involves the development, implementation, and evaluation of school - based, school - linked efforts to increase exercise among students, staff, and community. There are a number of ways the Department of Public Instruction is addressing this important issue. *Movin' and Munchin' Schools* is one such program that addresses this issue. It is a DPI sponsored program to engage families in physical activity and healthy eating by having students and their families count moving miles based on the amount of physical activity they complete, and the food choices a person makes.

To find out more about how your school can begin a *Movin' and Munchin' Schools* program contact: Jon Hisgen, E-mail : jon.hisgen@dpi.state.wi.us, Web: <http://dpi.wi.gov/sspw/pdf/movnmunchn.pdf>

Wisconsin Medical Society Public Health Grant

Up to \$15,000 is awarded to organizations with innovative programs to promote controllable (modifiable) lifestyle choices affecting health with a focus on prevention and incorporating principles of public health. Preference will be given to programs that will ultimately be self-sustaining and encourage appropriate partnerships and/or collaboration.

More information is online at www.wisconsinmedicalsociety.org.

Dane County Bicycle Association (DCBA)

The mission of this foundation is to provide a perpetual source of grant funding for projects and initiatives that will improve the quality, scope and effectiveness of bicycling education, usage and advocacy in Wisconsin. DCBA has provided funding for a variety of bicycling projects, ranging from bicycle facilities, to bicycle advocacy efforts, to programs that promote bicycling among children as a healthy and rewarding activity, to books of popular bicycle touring routes. Although the amounts of individual grants and loans vary, on average DCBA awards a total of \$10,000 per year for bicycling-related projects. Grants are awarded to organizations throughout the state of Wisconsin.

More information is online at: www.danecountybicycle.org

Bikes Belong (BB)

Bikes Belong accepts requests for funding of up to \$10,000 for facility, capacity, and education projects. Visit www.bikesbelong.org and click on the 'grants program' link on the left side toolbar for more information.

General Mills Champions for Healthy Kids

In partnership with the American Dietetic Association Foundation and the President's Challenge, the General Mills Foundation developed the Champions for Healthy Kids grant program in 2002. Each year, the Foundation awards 50 grants of \$10,000 each to community-based groups that develop creative ways to help youth adopt a balanced diet and physically active lifestyle.

Web : <http://www.generalmills.com/corporate/commitment/champions.aspx> for more information.

Community Academic Partnership Fund

For information about this funding source: <http://wphf.med.wisc.edu/index.php>

Related Programs

National SAFE KIDS Campaign

The National SAFE KIDS Campaign is a national nonprofit organization dedicated exclusively to the prevention of unintentional childhood injuries (motor vehicle crashes, fires and other injuries), which is the number one cause of death of children under the age of 14. The Campaign's aim is to stimulate changes in attitudes, behavior and the environment. Since its inception in 1998, the Campaign has focused on developing injury prevention strategies-conducting public outreach and awareness campaigns, stimulating hands - on grassroots activity and working to make injury prevention a public policy priority. The National SAFE KIDS Campaign and program sponsor FedEx Express developed SAFE KIDS Walk This Way in 2000 to bring national and local attention to pedestrian safety issues. The SAFE KIDS Walk This Way program involves *Walk to School Day* events, data collection, school pedestrian safety committees and community pedestrian safety task forces. The Campaign relies on the support of more 300 grassroots coalitions in all 50 states, the District of Columbia and Puerto Rico to reach out to local communities. For more information, visit: <http://www.safekids.org/>

School 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) will be required to establish a local school wellness policy by the beginning of the 2006-07 school year. 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: <http://dpi.wi.gov/fns/wellnessplcy.html>

Governor's School Health Award

Governor Doyle and State Superintendent Burmaster have initiated the Governor's School Health Award recognizing and celebrating schools with policies, programs, and the infrastructure to support and promote among other things physical activity and parental and community involvement. The goal of this award is to motivate and empower Wisconsin schools as they create and maintain healthy school environments. Walking and biking to school is a step in the right direction in meeting the goals of the award. For more information on how your school can apply for the award, visit

<http://www.schoolhealthaward.wi.gov/>

Nutrition and Physical Activity Program

The Nutrition and Physical Activity Program encourages healthy eating as well as increased physical activity among students. One of its strategies is to institute school policies that increase student activity such as getting more children walking and biking to school or starting *Safe Routes to School Programs*. For more information, visit <http://dhfs.wisconsin.gov/health/physicalactivity/>

Comprehensive School Health Program

Healthy Children are Better Learners! Because of this, the DPI, in partnership with others, is implementing a Comprehensive School Health Program (CSHP) initiative that supports such programs in school communities throughout the state to develop healthy, resilient, successful learners. The initiative includes providing grants, staff development, and technical assistance (described in other sections) as well as building a strong state support system for CSHP. This support system includes communications, intra- and interagency collaboration, funding, policies, and resources. Current state level partners include the American Cancer Society-WI Division, Children's Health Alliance of Wisconsin, Governor's Council on Fitness and Health, University of Wisconsin, Wisconsin Clearinghouse for Prevention Resources, Wisconsin Congress of Parents and Teachers (PTA), Wisconsin Department of Health and Family Services, Wisconsin School Health Coalition, cooperative educational service agencies (CESAs), and a variety of professional organizations. <http://dpi.wi.gov/sspw/chspprog1.html>

Other Resources

Bicycle Federation of Wisconsin (BFW)

The Bicycle Federation of Wisconsin (BFW) is a statewide, nonprofit, bicycle advocacy organization with more than 2,500 members working to make Wisconsin a better place to bicycle. The BFW is actively involved with *SRTS Programs*. For more information, visit www.bfw.org/

Wisconsin Walks

Wisconsin Walks promotes walking for transportation, health and recreation and collaborates with individuals and communities to create walkable places that are delightful, safe and accessible for everyone. Wisconsin Walks is actively involved with *SRTS Programs*. For more information, visit www.wisconsinwalks.org/

Active Living by Design

Active Living by Design is a national program of The Robert Wood Johnson Foundation and was established to create and promote environments that make it safe and convenient for people to be more physically active. The goal of Active Living by Design is to encourage changes in design, transportation and policies to cultivate and support active living, a way of life that integrates physical activity into daily routines.

For more information, visit www.activelivingbydesign.org

Kid Power

A program that works to develop a wide range of upbeat, effective community violence prevention and self esteem building services.

For more information, visit www.kidpower.org

America on the Move

America On the Move Foundation (AOM) is a national non-profit organization. Their mission is to improve health and quality of life by promoting healthful eating and active living among individuals, families, communities and society.

Find out more at www.americaonthemove.org

YMCA Activate America

YMCA Activate America is a long - term public health initiative of the YMCA movement that is focused on making healthy living a reality for millions of Americans. This initiative is the YMCA's response to America's growing obesity, chronic disease and health care crisis. For more information, ask you local YMCA or visit www.ymca.net/activateamerica

Girls on the Run

Girls on the Run is a non - profit prevention program that encourages preteen girls to develop self – respect and healthy lifestyles through running. Girls on the Run International (GOTRI) is the parent organization of more than 120 Girls on the Run councils across the United States and Canada. GOTRI establishes, trains and supports a network of community - level councils with local volunteers. The volunteers serve as role models to the girls through coaching the 12 - week, 24 lesson curricula. The curriculum is delivered in these areas through after - school programs, recreation centers and other non-profit settings.

For more information, visit www.girlsontherun.org

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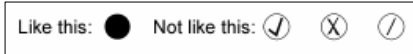
Appendix A Survey Summary

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SURVEY ABOUT WALKING AND BIKING TO SCHOOL
-FOR PARENTS-
Chetek Elementary Summary

Dear Parent or Caregiver - Your child's school wants to learn about your thoughts about children walking and biking to school. This survey will take about 10-15 minutes to complete. We would appreciate your time in filling out this survey as follows:

- Fill out one survey for each school your children attend.
- If you have more than one child at a school, fill it out for the oldest child currently attending the school.
- Please use blue or black ink to completely fill in the 'bubble' that corresponds to your selection.



These first few questions gather some general and background information.
Remember, all information will be confidential, and no identifying information will be released.

1. What is the grade of the child for whom you are filling out this survey? (K – 8)

Grade	Percentage
1	6%
2	17%
3	15%
4	17%
5	13%
K	9%
K2	2%
K3	0%
K4	2%
4-K	8%
B-B	2%
Multiple Answers	9%

2. Is the child male or female?

Gender	Percentage
Male	54%
Female	46%

3. How many children do you have in elementary school?

Number of children in elementary school	Percentage
1	67%
2	17%
3	13%
4	2%

4. How many children do you have in middle school?

Number of children in elementary school	Percentage
0	79%
1	21%

5. What is your ZIP Code? (please provide ZIP +4 if known)

ZIP	Percentage
54728	83%
54733	2%
54757	6%
54822	6%
54895	2%
55432	2%

1. Which of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (check all that apply)

Distance	66%
Convenience of driving	8%
Time	17%
Child's participation in before/after-school activities	6%
Speed of traffic along route	40%
Amount of traffic along route	30%
Adults to walk or bike with	15%
Sidewalks or pathways	28%
Safety of intersections and crossings	25%
Crossing guards	23%
Violence or crime	13%
Weather or climate	32%
Other _____	9%
Other _____	2%

12. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (mark one per line)
 My child already walks or bikes to/from school—21%

	YES	NO	NOT SURE
Distance	49%	27%	24%
Convenience of driving	24%	71%	6%
Time	44%	50%	6%
Child's participation in before/after-school activities	47%	53%	0%
Speed of traffic along route	57%	32%	11%
Amount of traffic along route	64%	32%	4%
Adults to walk or bike with	50%	45%	5%
Sidewalks or pathways	64%	32%	4%
Safety of intersections and crossings	64%	24%	12%
Crossing guards	61%	35%	4%
Violence or crime	47%	53%	0%
Weather or climate	43%	38%	19%
Other _____	50%	50%	0%
Other _____	25%	75%	0%

13. How much does your child's school encourage or discourage walking/biking to/from school? (check one box)

Strongly Encourage	Encourage	Neither	Discourage	Strongly Discourage
11%	9%	73%	4%	2%

(Questions 14 & 15) Please answer these two questions based on your feelings about your child walking or biking to/from school whether or not your child actually walks or bikes to/from school.

14. How much FUN is walking or biking to/from school for your child? (check one box)

Very Fun	Fun	Neutral	Boring	Very Boring
20%	44%	31%	4%	0%

15. How HEALTHY is walking or biking to/from school for your child? (check one box)

Very Healthy	Healthy	Neutral	Unhealthy	Very Unhealthy
58%	33%	4%	2%	2%

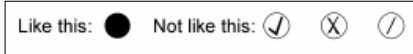
16. Do all of the adults in your household work full-time outside the home? YES NO (check one box)
 45% 55%

Please provide any additional comments below (attach additional paper, if needed) If you are interested in discussing the conditions related to walking or biking to your child's school, please provide your contact information below. (Your name will not be associated with the results of this survey!)

SURVEY ABOUT WALKING AND BIKING TO SCHOOL
-FOR PARENTS-
Chetek Middle School Summary

Dear Parent or Caregiver - Your child's school wants to learn about your thoughts about children walking and biking to school. This survey will take about 10-15 minutes to complete. We would appreciate your time in filling out this survey as follows:

- Fill out one survey for each school your children attend.
- If you have more than one child at a school, fill it out for the oldest child currently attending the school.
- Please use blue or black ink to completely fill in the 'bubble' that corresponds to your selection.



These first few questions gather some general and background information.

Remember, all information will be confidential, and no identifying information will be released.

1. **What is the grade of the child for whom you are filling out this survey? (K – 8)**

Grade	Percentage
6	41%
7	36%
8	23%

2. **Is the child male or female?**

Gender	Percentage
Male	52%
Female	48%

3. **How many children do you have in elementary school?**

Number of children in elementary school	Percentage
0	53%
1	32%
2	5%
3	5%
4	5%

4. **How many children do you have in middle school?**

Number of children in elementary school	Percentage
1	83%
2	4%
3	13%

5. **What is your ZIP Code? (please provide ZIP +4 if known)**

ZIP	Percentage
54724	4%
54728	83%
54733	4%
54757	9%

6. **How far does the child live from school? (choose one)**

Distance	Percentage
Less than ¼ mile	13%
¼ mile up to ½ mile	9%
½ mile up to 1 mile	17%
1 mile up to 2 miles	35%
More than 2 miles	26%
Don't know	0%

7. On most days how does the child arrive at school and leave for home after school?

	Arrive at School	Leave for School
Walk	17%	30%
Bike	9%	9%
School Bus	22%	26%
Family Vehicle	57%	48%
Carpool	13%	4%
Transit	0%	0%
Other	0%	0%

8. How long does it normally take the child to get to/from school?

	Travel time to school	Travel time from school
Less than 5 minutes	39%	17%
5 – 10 minutes	26%	22%
11 – 20 minutes	17%	22%
More than 20 minutes	17%	39%
Don't know/ Not sure	0%	0%

9. Has the child asked you for permission to walk or bike to/ from school? **Yes** **No**
52% 48%

10. At what grade would you allow your child to walk or bike without an adult to/from school?

Grade	Percentage
Kindergarten	0%
1 st Grade	0%
2 nd Grade	13%
3 rd Grade	4%
4 th Grade	9%
5 th Grade	9%
6 th Grade	22%
7 th Grade	0%
8 th Grade	4%
Would not feel comfortable at any grade	39%

11. Which of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (check all that apply)

Distance	43%
Convenience of driving	13%
Time	35%
Child's participation in before/after-school activities	22%
Speed of traffic along route	39%
Amount of traffic along route	43%
Adults to walk or bike with	4%
Sidewalks or pathways	22%
Safety of intersections and crossings	30%
Crossing guards	4%
Violence or crime	30%
Weather or climate	52%
Other _____	13%
Other _____	0%

12. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (mark one per line)

My child already walks or bikes to/from school – 22%

	YES	NO	NOT SURE
	71%	0%	29%
	67%	33%	0%
	71%	14%	14%
	0%	0%	100%
	56%	22%	22%
	60%	20%	20%
	100%	0%	0%
	83%	17%	0%
	86%	14%	0%
	100%	0%	0%
	50%	13%	38%
	44%	11%	44%
	0%	0%	100%
	0%	0%	100%

13. How much does your child's school encourage or discourage walking/biking to/from school? *(check one box)*

Strongly Encourage	Encourage	Neither	Discourage	Strongly Discourage
0%	0%	100%	0%	0%

(Questions 14 & 15) Please answer these two questions based on your feelings about your child walking or biking to/from school *whether or not your child actually walks or bikes to/from school.*

14. How much FUN is walking or biking to/from school for your child? *(check one box)*

Very Fun	Fun	Neutral	Boring	Very Boring
18%	14%	68%	0%	0%

15. How HEALTHY is walking or biking to/from school for your child? *(check one box)*

Very Healthy	Healthy	Neutral	Unhealthy	Very Unhealthy
36%	59%	5%	0%	0%

16. Do all of the adults in your household work full-time outside the home? **YES** **NO** *(check one box)*
65% **35%**

Please provide any additional comments below (attach additional paper, if needed) If you are interested in discussing the conditions related to walking or biking to your child's school, please provide your contact information below. *(Your name will not be associated with the results of this survey!)*

Survey Comments

- He walks/bikes to school on occasion, but I worry about him getting here safe.
- Rural traffic is really too fast - I would worry even if they were 12 or older.
- Shell Lake, a town with 1300 kids in it, picks up for school - everywhere! Including the subdivision that is in eyesight of the school! Rice Lake- much larger - no charge for buses! 5,6,7,8, even 10 is too little to walk! Traffic and Bad People!
- We live too far away from school for my children to walk/ride bike to school. I would let my older child ride bike to school with me for something fun to do.
- We need to have a much better more clearly marked cross walk with a neon sign.

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Appendix B Audit Summary

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Appendix B

Chetek – Audit Summary

Roselawn Elementary School area

6th Street (front of school), north end

- Orderly movement of buses
- Not much car traffic after buses leave
- Only 8 pedestrians
- Lack of awareness by pedestrians
- No sidewalks north of school, or across the street
- Crosswalks and curb cuts on Leonard/6th, and in front of school to parking lot across 6th

6th Street (front of school), south end

- Bus escort not on task, kids pushing
- Cars and peds on Morrison cannot see on 6th
- 11 buses
- Bus parked over crosswalk
- Buses cannot move further to north, to clear Morrison intersection, because sidewalk ends at north end school property
- Crosswalks and curb cuts on Morrison/6th

Morrison St., south of school

- Many parent pick-up cars, crowded on street (20 cars)
- More pick-ups/fewer walkers this school year
- Parking lot, not full (20 cars)
- Some parents using parking lot as turn-around
- Children and parents jaywalking to cars
- Some parents not supervising children across street to cars

Playground area (back of school)

- Bike racks positioned well, and secure
- Walking/biking students can leave from either corner of playground (to west)
- 3-4 bikers
- Approximately 12 walkers

Other

- Walkers/bikers crossing tracks at Center and Leonard
- Pedestrians walking along tracks
- Children climb on dirt and concrete piles near City garage (west of tracks)
- Crosswalks on Dallas, with signs and flashers – not well connected and not used
- Students crossing Dallas away from crosswalks
- Abandon building along tracks, not much lighting

Middle School area

Knapp Street, on H.S. end (east end, incl. student parking lot)

- Near accident (2 cars) at parking lot egress
- High speeds along Knapp
- 15 mph sign is located too close to school
- Cars in lot overhanging sidewalk
- Circulation/drivers in student parking lot are disorderly and inattentive
- H.S. bike rack is poorly maintained and in a bad spot (on edge of parking lot), 5 bikes (2 not in rack)
- Rampant jaywalking
- Cars waiting in fire lane, yellow curb
- Pedestrians not using sidewalks
- No ramps at crosswalks
- Stop sign at lot exit is bent, not facing traffic
- School zone sign very small and hidden
- Dangerous house across from parking lot
- Abandon building right next to parking lot
- Some drug activity suspected in parking lot and nearby buildings

Knapp Street, on M.S. end (west end, including drive-through/visitor parking, and teacher parking)

- General bad driver behavior in drive-through, parking at yellow curb
- Some pedestrians passing through drive through instead of following sidewalks
- Parked cars on Knapp block visibility for cars exiting drive-through
- No cars exiting drive-through stopped before sidewalk, many didn't stop at all (there is stop sign)
- Rampant jay-walking
- V-crosswalk not MUTCD approved, not used as marked
- Waiting vehicles along Knapp (both sides), no regard for yellow curbs
- Barking dog across street from H.S.
- Barking dog across street from M.S. (1100 Knapp)
- Student left early from M.S. and wandered west in middle of Knapp Street
- Car U-turned just west of drive-through, parked at yellow curb just east of entrance to drive-through, on Knapp
- No parking posted on north side of Knapp from 8:00 a.m. to 1:00 p.m. ?????
- School pavement markings misplaced – right in front of middle school
- Need more lighting in front of M.S.
- Special activity bus in drive-through, blocking views and passage
- Walk to west parking area would be nice
- Woods might make area feel unsafe

Back of school (school bus loading area)

- Bus loading area quite secure and safe
- 11 buses, 7 exit to Tainter, 4 exit to Knapp
- Some students leaving from shop area (west side of bldg.)
- Some H.S. students inappropriately parked on this side, one raced to get ahead of buses, continued east onto Knapp at high rate of speed
- No stop sign on far west driveway
- Sawhorses obstructing ramp, painted several days ago

- No bikes today (usually 2)
- Bike normally held until buses are gone
- 2 pedestrians – on before buses left, one after
- Buses travel too fast through athletic field area behind school, to Tainter St. exit
- Buses exiting onto Knapp don't stop

Other

- Loitering north of school on 9th, and inside Base Love (?) – occupant complaint
- Need sidewalks from Knapp to alley behind Lone Oak
- Cars parked in alley?

Chetek – Audit Summary 2 – A.M.

Roselawn Elementary School area – A.M.

ISSUES AND IDEAS

- Overhead flashing lights along Dallas at crosswalks
- Back parking up from crosswalks. Perhaps two car lengths or more due to the 35mph speedlimit
- Better/more effective signage out front for parents
- Green sign for crosswalk in front of school. More effective painting
- Curb and sidewalk on both sides in front and both sides on the south side of school
- Parents parking on school side (only drop off)
- Need to educate parents
- Buses unloading on south side are backed up along corner. If sidewalk was extended, perhaps buses could move up further
- Pedestrian education programs

