# Portage County Safe Routes to School Plan

Portage County, Wisconsin



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## **Table of Contents**

Executive Summary	V
Chapter 1: Introduction	
National Trends	
Health	
Safety	
Environment	
Land Use Patterns	
Why Safe Routes to School?	
Portage County Schools Planning Process	
Portage County	
Portage County Schools Map	
Study Process	
Plan Objectives and Policy Statements	1-12
Chapter 2. Present Conditions & Past Studies	
Chapter 2: Present Conditions & Past Studies	2.1
Sub Area Boundaries	
Bicycle and Recreational Facilities	
Pedestrian Facilities	
Sub-Area 1	
Sub-Area 2	
Sub-Area 3	
Sub-Area 4	
Sub-Area 5	
Sub Area Overview Map	
Biking and Walking Audit – Madison Elementary School	
Site Assessment – Madison Elementary School	
Biking and Walking Audit – Pacelli High School	
Site Assessment – Pacelli High School	
Biking and Walking Audit – Stevens Point Area Senior High	
Site Assessment – Stevens Point Area Senior High	
Biking and Walking Audit – St. Peter Middle School	
Site Assessment – St. Peter Middle School	
Biking and Walking Audit – Charles F. Fernandez Center for Alternative Learning	
Site Assessment – Charles F. Fernandez Center for Alternative Learning	
Biking and Walking Audit – Jefferson School for the Arts	
Site Assessment – Jefferson School for the Arts	2-21
Biking and Walking Audit – P.J. Jacobs Junior High School	2-22
Site Assessment – P.J. Jacobs Junior High School	2-23
Biking and Walking Audit – St. Paul Lutheran Grade School	2-24
Site Assessment – St. Paul Lutheran Grade School	2-25

Biking and Walking Audit - St. Stephen Elementary School	2-26
Site Assessment – St. Stephen Elementary School	
Biking and Walking Audit – Washington Elementary School	
Site Assessment – Washington Elementary School	
Biking and Walking Audit – Ben Franklin Junior High School	
Site Assessment – Ben Franklin Junior High School	
Biking and Walking Audit – McDill Elementary School	
Site Assessment – McDill Elementary School	
Biking and Walking Audit – McKinley Center School	
Site Assessment – McKinley Center School	
Biking and Walking Audit – Stevens Point Christian Academy	
Site Assessment – Stevens Point Christian Academy	
Biking and Walking Audit – Bannach Elementary School	
Site Assessment – Bannach Elementary School	
Biking and Walking Audit – Plover-Whiting Elementary School	
Site Assessment - Plover-Whiting Elementary School	
Biking and Walking Audit – Roosevelt I.D.E.A School	
Site Assessment - Roosevelt I.D.E.A. School	
Biking and Walking Audit – St. Bronislava School	2-44
Site Assessment – St. Bronislava School	
Biking and Walking Audit – Almond Schools	2-46
Site Assessment – Almond Schools	2-47
Biking and Walking Audit – Bancroft Kindergarten	2-48
Site Assessment – Bancroft Kindergarten	2-49
Biking and Walking Audit – Tomorrow River Schools	2-50
Site Assessment - Tomorrow River Schools	
Biking and Walking Audit - Kennedy Elementary School	2-52
Site Assessment - Kennedy Elementary School	2-53
Biking and Walking Audit – Rosholt Elementary School	
Site Assessment - Rosholt Elementary School	
, and the second	
Chapter 3: Best Practices and Implementation Programs	2.1
The 5 E's Reviewed SRTS Tool Box	
Engineering Tool Box	
Education Tool Box	
Enforcement Tool Box	
Encouragement Tool Box	
Evaluation Tips	
Arrival and Dismissal Plans	
SRTS Resources	
Funding Sources	
I Ulding Ocoles	

# Chapter 4: Recommendations for Infrastructure and Non-Infrastructure Improvements

Scl	nool Specific and Countywide Recommendations	.4-1	
	Madison Elementary School		
	Pacelli High School		
	Stevens Point Area Senior High School		
	Saint Peter Middle School		
	Neighborhood Improvements – Sub Area 1		
	Charles F. Fernandez Center for Alternative Learning		
	Jefferson School for the Arts	.4-2	25
	P.J. Jacobs Junior High School	.4-3	1
	Saint Paul Lutheran Grade School	.4-3	7
	Saint Stephen Elementary School	.4-4	1
	Washington Elementary School	.4-4	5
	Neighborhood Improvements – Sub Area 2	.4-5	0
	Ben Franklin Junior High School	.4-5	1
	McDill Academies	.4-5	7
	McKinley Center	.4-6	3
	Stevens Point Christian Academy		
	Neighborhood Improvements – Sub Area 3		
	Bannach Elementary School	.4-7	1
	Plover-Whiting Elementary School	. 4-7	5
	Roosevelt I.D.E.A. School	.4-7	9
	Saint Bronislava School		
	Neighborhood Improvements – Sub Area 4		
	Almond Schools		
	Bancroft 4K and Kindergarten		
	Tomorrow River Schools		
	John F. Kennedy School		
	Rosholt Schools		
Ac	tion Plan		
	Sub-Area 1		
	Sub-Area 2		
	Sub-Area 3		
	Sub-Area 4		
	Sub-Area 5	. 4-1	20

#### **Executive Summary**

#### Introduction

Safe Routes to School (SRTS) programming is gaining traction across the country largely as a result of national trends in health, safety, the environment and land use. Originating in Denmark in the 1970's, Safe Routes to School programming was developed to curb climbing pedestrian crash rates. The program reached the United States in 1997 when The Bronx, NY received local funds to implement a SRTS program to reduce the number of child crash and fatalities near schools. One year later, the National Highway Traffic Safety Administration (NHTSA) funded two pilot projects, and by 2005 Congress had allocated \$612 million among all fifty states. Portage County was awarded a planning grant from the Wisconsin Department of Transportation (WisDOT) in 2010 to prepare this plan as a component of a larger, countywide bicycle and pedestrian planning process.

Nationally, there are more parents driving their children to school today than ever before, and this increases the amount of traffic congestion and air pollution around school sites. Childhood obesity rates are similarly on the rise. From 1963-2004 the prevalence of obesity among children has tripled. Similarly, participation in organized physical activity during non-school hours has decreased, and most children are not getting the 60 minutes of physical activity per day recommended by experts (see Chapter 1).

Fewer children walk and bicycle to school. Many school officials, health advocates and transportation professionals feel that increasing walking and biking to school can positively contribute to the well-being of children and reverse recent trends. SRTS programs are sustained efforts to the health and safety of children through the application of "the Five E's". These include Education, Encouragement, Engineering, Enforcement and Evaluation. This SRTS plan includes recommendations from each of these five core areas.

Preparation of this plan was conducted concurrently with the Portage County Bicycle and Pedestrian Plan, and included review of present policies and conditions as well as a biking and walking audit for each school and school neighborhood (Chapter 2); a review of best practices being utilized to foster safe routes to school in other communities (Chapter 3) and the preparation of recommendations and an action plan (Chapter 4) for each school in the county as well as many neighborhoods throughout the county.

#### **Existing Conditions**

This report focuses on walking and biking conditions as of late 2012 on and surrounding school campuses in Portage County, Wisconsin. The assessment of these conditions was prepared by county staff and planning consultants conducting a walking and biking audit for areas within a 1/2 mile radius of schools within the Stevens Point, Plover and Whiting area, and within a 1 mile radius of schools in the more rural and small-town areas of Portage County. Primary physical issues identified included incomplete sidewalk networks, unsafe crossings and a lack of off-street connections (especially between the school and adjacent neighborhoods).

#### Plan Framework

Schools within the planning area were categorized into urban and rural areas, with urban areas located primarily within Stevens Point, Plover and Whiting. The urban school areas were further broken down by sub areas which, in most cases, correlate to a neighborhood with hazard boundaries such as major roadways, railroads or water bodies defining the edges. It was found

that there is considerable overlap, particularly in Stevens Point, when a  $\frac{1}{2}$  mile audit radius is applied to each school and this overlap helped define the limits of each sub area. Physical geography, municipal boundaries and hazard boundaries, including waterways, major roadways and other barriers to biking and walking also helped inform the sub area limits. The Wisconsin River and US Highway 51/I-39 serve as east/west boundaries while US Highway 10, County Highway HH, Stanley Street/Wisconsin Highway 66 and Patch Street serve as north/south boundaries.

Although several school districts are represented within Portage County, this plan looks at the four public school districts (Almond-Bancroft, Rosholt, Stevens Point Area, and Tomorrow River) that represent the majority of students and land area (678 square miles) as well as the Stevens Point Area Catholic School District and Saint Paul Lutheran School.

Given that parochial schools and public schools often lie within the same neighborhood and share many common facilities, issues and improvement recommendations, the planning area was not separated by school district. In addition to proximity, there is value in shared knowledge of the issues and potential solutions behind recommendations (both infrastructure and non-infrastructure) in the hope that cooperation between individual schools as well as between districts can help bring positive change. This is particularly important with many of the Engineering recommendations, as many upgrades that are suggested are beyond the jurisdiction of the school district and require cooperation with the community and municipality involved.

#### **Site and Communitywide Recommendations**

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

Communitywide issues included the lack of bicycle, pedestrian, and driver education as well as compliance with posted speed limits and signage within the school zones. The amount of traffic and safety of crossings has also been identified. Recommendations include increasing the amount of educational programming available, including continuing events like Walk to School Day, and regularly communicating with local police departments about motorist behaviors, such as speeding, which make it difficult to cross some streets. The Action Tables at the end of the document are color coded by sub area and school district.

In terms of school site and neighborhood issues, completing the sidewalk network throughout the community would increase mobility for pedestrians. Utilizing regular walking school buses, or group walks to school, as well as developing additional encouragement programs to get students excited about walking or biking to school is also recommended. Infrastructure recommendations include efforts to expand the sidewalk network, developing off street trail connections to adjacent neighborhoods and improving crossing facilities along major roadways.

#### **Funding**

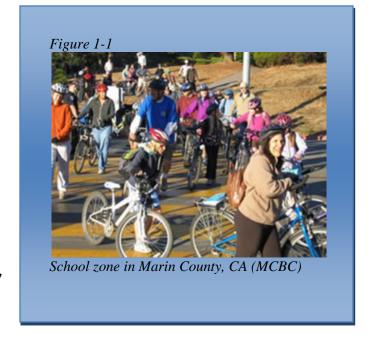
Potential funding sources for implementation strategies are listed in the action plan, and elaborated in Chapter 3. Primary funding sources are anticipated to include federal funding through the Wisconsin Department of Transportation's Transportation Alternatives Program (TAP). Other grants are available through both public and private sources, and can fund everything from a single school's health and wellness campaign to larger infrastructure projects that benefit a whole community. Many programs introduced in the plan may be implemented through volunteer efforts or fundraising, or can be earmarked as part of an approved expenditure in local municipal or school district budgets.

Introduction

Safe Routes to School (SRTS) began as a European phenomenon thirty years ago and migrated through Canada to New York City in 1997, spurred by high pedestrian crash rates in some Bronx neighborhoods. In the 1970s, Denmark had Europe's highest child pedestrian crash rate. Implementing the first Safe Routes to School program, planners in Denmark identified specific road dangers leading to the country's schools and took steps to remedy those dangers. Denmark's child pedestrian crash rate has dropped by 80% since 1970.

Inspired by such success and faced with rising childhood obesity and crash rates, the Bronx neighborhood in New York tested their own SRTS program. In 1998, Congress funded two pilot SRTS programs through the National Highway Traffic Safety Administration (NHTSA). NHTSA issued \$50,000 each for Safe Routes to School pilot programs in Marin County, California, and Arlington, Massachusetts. These pilot programs were very successful and within a year grassroots SRTS efforts were initiated across the country.

After the initial success of Safe Routes to School pilot programs in the United States, subsequent federal funding facilitated SRTS's expansion nationwide. The 2005 passage of the Safe, Accountable, Flexible, Efficient Transportation Equity



Act: A Legacy for Users (SAFETEA-LU) institutionalized Safe Routes to School by allocating \$612 million among the fifty states. These funds have been distributed to states based on student enrollment, with no state receiving less than \$1 million per year. Funds were to be used for both infrastructure projects and non-infrastructure activities.

In Wisconsin, this amounted to almost \$15 million for program years 2005 through 2013. Now integrated as a component of the MAP-21 Alternative Transportation Program, SRTS Planning and Implementation remains a priority in Wisconsin. Tressie Kamp, Program & Policy Analyst/Multi-Modal Program Manager with the Wisconsin Department of Transportation, oversees the state's SRTS efforts and serves as its central contact.

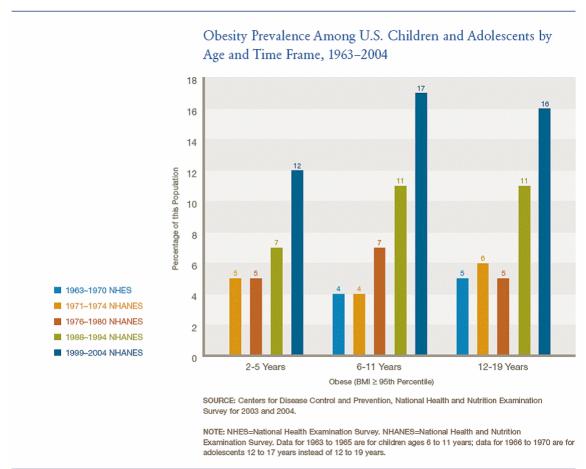
#### **National Trends**

Safe Routes to School programming is gaining traction across the country largely as a result of national trends in health, safety, environmental degradation, and land use.

#### Health

In less than a generation, the percentage of children age 6 to 19 that are considered severely overweight has tripled, according to the National Health and Nutritional Examination Survey (NHANES). Likewise, even among the youngest children, ages 2 to 6, the rate of severely overweight children has doubled in the last thirty years. <sup>1</sup> Results from the 2009-2010 NHANES, using measured heights and weights, indicate that an estimated 16.9 percent of children and adolescents aged 2-19 years are obese.





Obese children stand higher risk of Type II diabetes, aggravated existing asthma, sleep apnea, and decreased physical functioning. Obesity, while deleterious to physical health, may damage students in other ways as well. Many obese children experience social stigmas and discrimination, which are believed to lead to low self-esteem and symptoms of depression.

<sup>&</sup>lt;sup>1</sup> U.S. Centers for Disease Control and Prevention: Overweight and Obesity. Available: <a href="http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm">http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm</a>. Accessed: May 14, 2013.

Behaviors ingrained during childhood often translate into lifelong habits. In fact, obese children are twice as likely to become obese adults. Obese adults, in turn, are at a greater risk for premature death and chronic diseases than their healthy weight counterparts. Therefore, it is important to combat obesity among young people before it becomes chronic and leads to a life of poor health.

Contributing to the obesity epidemic, recent studies have demonstrated that most kids are not getting the exercise they need. Among Wisconsin high-school students in 2010, only 18.8 percent are considered physically active.<sup>2</sup> These statistics become even grimmer as children get older. As age increases, physical activity participation drastically declines.

According to the U.S. Centers for Disease Control and Prevention, in 1969, 42 percent of children 5 to 18 years of age walked or bicycled to school. By 2001, the share dropped to 16 percent—two and one half times less than the percentage of kids who walked or biked to school in 1969.

Even when the distance to school remained constant, fewer kids were walking and biking to school. In 1969, 87 percent of American children 5 to 18 years of age who lived within one mile of school walked or bicycled to school. By 2001, only 63 percent of American children who lived within one mile of school walked or bicycled to school.<sup>3</sup>

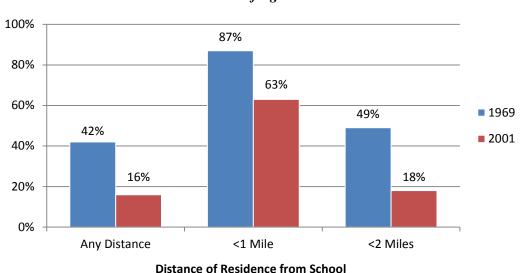


Chart 2: Walking or Biking to School Among Youth 5 to 8 Years of Age<sup>3</sup>

Part of the solution to reverse these trends includes increasing the amount of time children spend exercising. A nationwide study published in March 2008 by the U.S. Center for Disease Control

<sup>&</sup>lt;sup>2</sup> U.S. Centers for Disease Control and Prevention: State Indicator Report on Physical Activity, 2010. Available: <a href="http://www.cdc.gov/physicalactivity/downloads/PA\_State\_Indicator\_Report\_2010.pdf">http://www.cdc.gov/physicalactivity/downloads/PA\_State\_Indicator\_Report\_2010.pdf</a>. Accessed: May 14, 2013.

<sup>&</sup>lt;sup>3</sup> U.S. Centers for Disease Control and Prevention: Then and Now – Barriers and Solutions. Available: <a href="http://www.cdc.gov/nccdphp/dnpa/kidswalk/then\_and\_now.htm">http://www.cdc.gov/nccdphp/dnpa/kidswalk/then\_and\_now.htm</a>. Accessed: May 14, 2013.

validated the positive residual effects of increased physical activities among children. Researchers tracked the reading and math skills of more than 5,000 elementary students and found that girls, especially, with the highest levels of physical education (70-300 minutes/week) consistently scored higher on standardized tests.

Experts recommend that children get at least 60 minutes of physical activity on most, preferably all, days of the week. Convincing or allowing students to walk or bicycle to school is one method to increase physical activity among young people and help reverse the detrimental childhood health trends of the last thirty years.

#### Safety

Concurrent with rising childhood health concerns and decreased walking and biking trips to school, the National Highway Traffic Safety Administration (NHTSA) determined in 2002 that motor vehicle crashes are the leading cause of death for children two years of age and for people of every age from four to 34 years old. Not all of these crashes were "automobile on automobile" crashes, some included bicyclists or pedestrians struck by automobiles. In 2011 alone, 5,109 bicyclists and pedestrians were reported to have been killed in motor vehicle crashes in the United States. These deaths accounted for over 15 percent of the 32,367 motor vehicle deaths nationwide that year<sup>4</sup>. Pedestrian crashes are most prevalent during morning and afternoon peak periods, when traffic levels are highest, and coincidentally, when children are out of school.

Bicycle crashes, like pedestrian crashes, affect all age groups, but the highest injury and fatality

rates (per population) are associated with younger bicyclists. The 10 to 15 age group has both the highest fatality rate and the highest injury rate. Crash-involvement rates are also highest among 5-9 year-old males, further emphasizing the gravity of preventative traffic safety efforts. Crash types for this age group include ride-outs from driveways and intersections, swerving left and right, riding in the wrong direction, and crossing mid-block. These are not the same crash types observed in other age groups. Overwhelmingly, crashes experienced by child bicyclists are due to inappropriate behavior by the bicyclist.

The Teaching Safe Bicycling (Train the Trainer) workshops sponsored by the Wisconsin Department of Transportation emphasize several factors that limit children's understanding of traffic and safety, and increase their likelihood of experiencing a bicycle crash. Specifically, children:

- Have a narrower field of vision than adults, about 1/3 less.
- Cannot easily judge a car's speed and distance.

Figure 1-2

A student prepares to walk her bicycle across a street in Madison, WI (SAA)

<sup>&</sup>lt;sup>4</sup> National Highway Traffic Safety Administration: National Statistics, 2011. Available: <a href="http://www-fars.nhtsa.dot.gov/Main/index.aspx">http://www-fars.nhtsa.dot.gov/Main/index.aspx</a>. Accessed: May 14, 2013

- Assume that if they can see a car, its driver must be able to see them.
- May be impatient and impulsive.
- Concentrate on only one thing at a time. This is likely not to be traffic.
- Have a limited sense of danger.

Fortunately, safety training and education programming can increase a child's awareness of automobiles and their place within the traffic network and potentially reduce traffic conflicts leading to crashes.

Wearing proper safety equipment, such as helmets, also affects the severity of crashes children experience. While wearing a helmet may not impact the frequency of crashes, numerous studies have found that use of approved bicycle helmets significantly reduces the risk of fatal injury, serious head and brain injury, and middle and upper face injury among bicyclists of all ages involved in all types of crashes and crash severities. This is where Safe Routes to School programs step in providing guidance in safety education and enforcement. A menu of education programs is provided in Chapter 5.

Even with increased attention given to childhood obesity and decreased physical activity, Americans are driving more than ever before. According to the NHTSA, over the past twenty years, the number of miles Americans travel on highways has nearly doubled. This includes increased automobile trips to school. In fact, as part of the Marin County, California SRTS pilot program the county's congestion management agency determined parents driving their children to school accounted for 20-25% of all morning rush-hour traffic<sup>5</sup>. Paradoxically, as motor vehicle traffic increases, parents become more convinced that it is unsafe for their children to walk or bicycle to school so more parents drive their children to school, thereby increasing the amount of traffic experienced and justifying their perception.



Additional safety concerns about walking or biking to school were identified in a 2004 U.S. Centers for Disease Control (CDC) nationwide survey<sup>6</sup>. The survey revealed the most commonly reported barrier was distance to school (62%), followed by traffic-related concerns (30%), and weather (19%).

<sup>&</sup>lt;sup>5</sup> USDOT National Highway Traffic Safety Administration: Safe Routes to School Overview. Available: <a href="http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/overview.html#back2">http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/overview.html#back2</a>. Accessed May 14, 2013.

<sup>&</sup>lt;sup>6</sup> U.S. Centers for Disease Control and Prevention: Barriers to Children Walking to or from School – United States, 2004. Available: <a href="http://www.cdc.gov/MMWR/preview/mmwrhtml/mm5438a2.htm">http://www.cdc.gov/MMWR/preview/mmwrhtml/mm5438a2.htm</a>. Accessed: May 14, 2013.

#### **Environment**

The effects of increased automobile traffic go beyond safety concerns – there are also environmental health considerations. The Environmental Protection Agency (EPA) reports that transportation is the fastest-growing source of greenhouse gas (GHG) emissions in the United States. Greenhouse gases are components of the atmosphere that contribute to the greenhouse effect that warms the planet. In 2011, the transportation sector accounted for about 28% of total U.S. GHG emissions<sup>7</sup>.

According to the U.S. Department of Energy (DOE), transportation energy use accounts for 71 percent of total U.S. petroleum consumption and is expected to continue increasing despite modest improvements in the efficiency of vehicle engines<sup>8</sup>. This projected rise in energy consumption closely mirrors the expected growth in transportation GHG emissions and bodes poorly for future environmental integrity.

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

The US Environmental Protection Agency's "Clean School Bus USA" program identified idling school buses as contributing to air pollution outside and inside of schools. Automobile emissions can enter school buildings through air intakes, doors, and open windows<sup>9</sup>. Instructing bus drivers to shut off their buses also saves money. A typical school bus engine burns approximately half a gallon of fuel per hour. School districts that eliminate unnecessary idling can also save significant dollars in fuel costs each year, but a greater benefit to reducing vehicle emissions in the school zone is increased school attendance. Asthma is the most common chronic illness in children and the cause of most school absences. It is also the third leading cause of hospitalization among children under the age of 15.

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

#### **Land Use Patterns**

Parents who drive their children to school are reacting, in part, to decades of auto-oriented land use planning that has neglected pedestrians and bicyclists as users of the transportation system. In many areas, auto-oriented development has hindered the creation of walkable communities. These new developments lack sidewalks or bicycle facilities and may be located too far away to make bicycling or walking practical.

<sup>&</sup>lt;sup>7</sup> U.S. Environmental Protection Agency: Sources of Greenhouse Gas Emissions, 2011. Available: <a href="http://www.epa.gov/climatechange/ghgemissions/sources.html">http://www.epa.gov/climatechange/ghgemissions/sources.html</a>. Accessed: May 14, 2013.

<sup>&</sup>lt;sup>8</sup> U.S. Department of Energy – NREL: Transportation Energy Futures Study, 2013. Available: http://www.nrel.gov/news/press/2013/2138.html. Accessed: May 14, 2013.

<sup>&</sup>lt;sup>9</sup> U.S. Environmental Protection Agency: National Idle-Reduction Campaign. Available: http://www.epa.gov/cleandiesel/sector-programs/antiidling.htm. Accessed: May 14, 2013.

Traditionally, schools were located in the center of communities, and this close proximity to residential areas contributed to high rates of walking and bicycling to school. Beginning in the 1970s, rather than renovating existing schools or building schools within existing residential communities, most new schools were built on the edges of communities where the land costs were lower. School siting policies may also dictate a certain acreage minimum that precludes many inner-community locations. Peripheral school siting means fewer kids live close enough to these facilities to make walking or biking to school practical.

School consolidation that closes small centrallylocated schools in lieu of one newer and larger facility has also meant that these small walkable schools are abandoned in neighborhoods where they were ideally situated for walking and biking.

The effects of consolidation are measurable. Between 1940 and 2010, the number of public school districts decreased from 117,108 to 13,629 (88% decrease), and the number of Figure 1-4

Automobile-oriented development isolates homes from school and other destinations (Smithsonian Magazine)

public and private elementary and secondary schools went from over 226,000 to approximately 132,183 (42% decrease). During this same period, the number of students attending elementary and secondary schools grew from 28 million to 62 million according to the U.S. Department of Education 10.

These statistics indicate that school consolidation has done what it set out to do, increase the number of students attending each school, while decreasing the inventory of schools. Theoretically, this makes for increased efficiencies in many areas, but it also necessitated increased expenditures in transportation. It also concentrates the flow of traffic to one location, and conflicts have emerged.

Larger schools translate into more students traveling to the same place at the same time—and mostly by automobile. As a result, school-site automobile congestion and accompanying poor air quality surrounding schools have become major concerns in communities not just in Wisconsin, but nationwide. This congestion has made it increasingly difficult for children who do live close to school to walk or bike to school safely.

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

**Portage County, Wisconsin** *Safe Routes to School Plan* 

<sup>&</sup>lt;sup>10</sup> U.S. Department of Education Digest of Education Statistics: Number of public school districts and public and private elementary and secondary schools: Selected years, 1869-70 to 2010 - 11. Available: <a href="http://nces.ed.gov/programs/digest/d04/tables/dt04\_085.asp">http://nces.ed.gov/programs/digest/d04/tables/dt04\_085.asp</a>. Accessed: May 14, 2013.

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

#### Why Safe Routes to School?

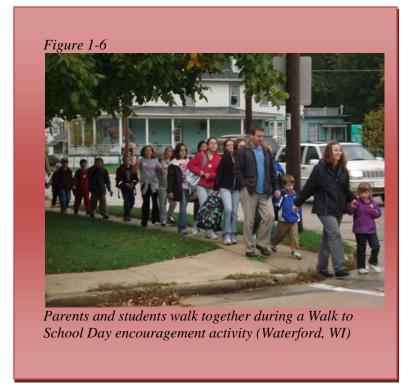
Fewer children walk and bicycle to school today than ever before. At the same time, childhood health has declined, automobile crashes involving children have increased, air quality has deteriorated, and schools have been built farther away from where children live. Many school officials, health advocates,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

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

Safe Routes to School (SRTS) programs are sustained efforts to improve the health and well-being of



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

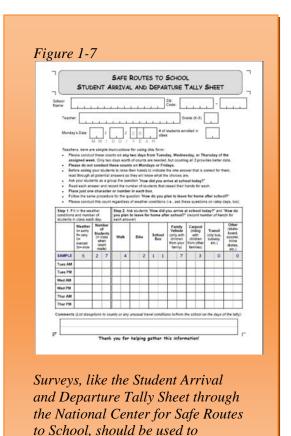


children by enabling and encouraging them to walk and bicycle to school. The SRTS effort begins by understanding why kids are not walking and bicycling to school. Safe Routes to School programs audit conditions around the school and conduct surveys of parents, teachers, and students to determine existing attitudes and facilities surrounding the school. SRTS programs then

identify opportunities to make bicycling and walking to school a safer and more appealing transportation choice, thus encouraging a healthy and active lifestyle from an early age.

Safe Routes to School refers to a variety of multi-disciplinary programs and facility improvements aimed at promoting walking and bicycling to school. SRTS largely centers around five core areas, called "The Five E's". They include Education, Encouragement, Engineering, Enforcement, and Evaluation. An effective SRTS program will include strategies from each of the Five E's described below:

- Engineering is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school. Safe Routes to School engineering solutions may include adequate sidewalks or bike-paths that connect homes and schools, improved opportunities to cross streets (such as the presence of adult crossing guards, raised medians, or pedestrian signals), and traffic calming measures (such as reduced speed limits, speed bumps, or stanchions).
- **Enforcement** includes policies that address safety issues such as speeding or illegal turning, but also includes getting community members to work together to promote safe walking, bicycling, and driving.
- Education includes identifying and promoting safe routes, teaching students to safely cross the street and obey crossing guards, handling potentially dangerous situations, and the importance of being visible to drivers. Education initiatives also teach parents to be aware of bicyclists and pedestrians and the importance of practicing safety skills with their children. SRTS education efforts alert all drivers to the potential presence of walkers and bikers and the need to slow down, especially in school zones. Additionally, the Safe Routes to School plan educates local officials by identifying regulatory changes needed to improve walking and bicycling conditions around schools. This strategy is closely tied to Encouragement strategies.
- Encouragement combines the results of the other "E's" to improve knowledge, facilities and enforcement to encourage more students to walk or ride safely to school. Most importantly, encouragement activities build interest and enthusiasm and help ensure the program's continued success. Programs may include "Walk to School Days" or "Mileage Clubs and Contests" with awards to motivate students.
- **Evaluation** involves monitoring outcomes and documenting trends through data collection before



evaluate the effectiveness of programming throughout an SRTS

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

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

### **Portage County Schools Planning Process**

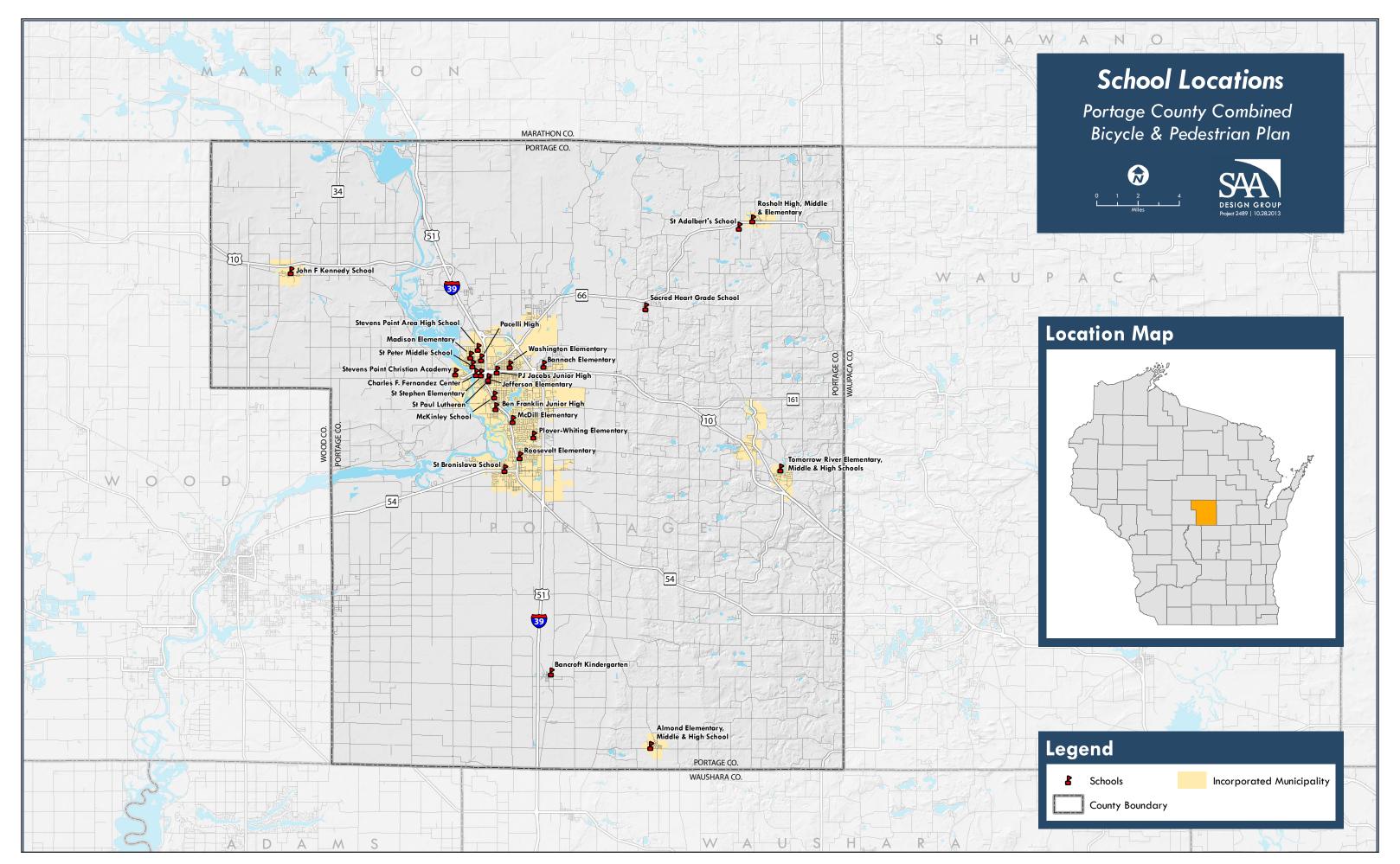
#### **Portage County**

Portage County is located in central Wisconsin and is home to several cities and villages, the largest being Steven's Point. There are a total of ten public school districts and one parochial school district located within Portage County. This plan looks at the four districts (Almond-Bancroft, Rosholt, Stevens Point Area, and Tomorrow River) that represent the majority of students and county land area (823 square miles) as well as private schools. About three-quarters of the 9,495 students in the county attend schools in the Stevens Point Area School District. The remaining students are divided among the other districts listed above, accounting for many of the rural areas within the county. Together, the districts serve eleven municipalities (which includes lands outside of the county boundary) including, Stevens Point, Almond, Amherst, Amherst Junction, Junction City, Milladore, Nelsonville, Park Ridge, Plover, Rosholt, and Whiting. There are seventeen elementary schools in the county, five middle schools, four high schools, and five private or alternative schools.

Portage County is home to a well-developed regional trail system, including the Tomorrow River State Trail which connects Plover to Waupaca County, the Green Circle Trail in Stevens Point, and several other smaller trail systems in and around parks and villages. Additionally, sidewalks are present around most county schools and several miles of bicycle lanes exist which provide access to and from destinations within the county.

The Wisconsin Department of Administration estimated the population of Portage County to be 70,806 people in 2012. By 2035, the projected population is anticipated to be 81,390 people (a 15% increase from 2012). With the expanding population, it is particularly important to grow multimodal transportation options as the county grows. It is easier and more cost effective to build the infrastructure for a good bicycle and pedestrian environment in conjunction with development projects, rather than retrofitting bicycle and pedestrian improvements after construction of new neighborhoods and commercial areas. Enhancing the bicycle and pedestrian network can also save money in the long-term if development of new or expanded roadways is deemed unnecessary due to mode shift.

This plan includes comprehensive analysis and recommendations for each school in Portage County (see map on Page 1-11). Improvements are aimed at increasing the mobility and safety of children but are also likely to have a positive impact on safety for other populations. The intent of this plan is to impact the mode share by increasing the number of students who choose to walk or bike to school.



#### **Study Process**

A walking and bicycling audit was completed for each of the schools in Portage County. SAA Design Group conducted audits for all schools within Stevens Point, Plover, and Whiting while Portage County audited all rural schools. The audits were performed for areas within a ½ mile radius of each school (in "rural" areas) and within a 1 mile radius of each school (in "rural" areas) and took place in November, 2012. Maps were created using GIS (Geographic Information Systems) data and used for navigation and to record existing conditions around schools.

Data for each school was compiled into one map with emphasis placed on poorly maintained sidewalks, road widths, crosswalk locations, bike lanes, and other pertinent information. One of the primary functions of the audit data was to identify cases where sidewalks (if existing) were insufficient for use by children with varying abilities. The audit exercise is a primary means of identifying areas where existing facilities are insufficient for safe travel (e.g. no curb cuts at a crosswalk).

An assessment of the school grounds surrounding and containing each of the participating schools was performed in conjunction with the audit process. The analysis included walking around the school sites and photographing entrances, bicycle racks, traffic signage, sidewalks, and other features of the sites that may enable or impede walking or bicycling to the building.

Formation of the SRTS program for Portage County included the collection and analysis information, review of community needs and priorities, and recommendations to remedy existing issues.

### **Plan Objectives and Policy Statements**

The following objectives and policy statements are based on the 5 E's of Safe Routes to School. This plan seeks to implement these key objectives in all five strategy areas.

**Encouragement:** Portage County recognizes the need to promote walking and biking as a viable mode of transportation. Activities that encourage the entire community to walk or bike will be developed and promoted. Activities will focus on ensuring walking and biking become routine transportation options.

**Education**: Portage County will continue to educate the community through presentations and special events before Portage County boards and commissions and in coordination with each of the four school districts. To increase the education opportunities for cyclists and pedestrians, additional tools such as school newsletters, parent emails, municipal websites, and press releases will also be utilized.

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

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

**Evaluation:** Portage County will continue by distributing National Center for Safe Routes to School surveys to determine program impact and to identify additional concerns and obstacles within the county. The county will also continue to evaluate and update this plan to ensure relevancy and to prioritize facility and programming improvements.

# Safe Routes to School Framework

This chapter provides a summary of general conditions for walking and biking at and surrounding school facilities in Portage County. This information was gathered by walking and bicycling the identified areas in the Fall of 2012, and represents a snapshot inventory of conditions "on the ground" at that time.

#### Sub-Area Boundaries (See map on Page 2-9)

For the purposes of the Portage County Safe Routes to School Plan, five planning "Sub-Areas" were identified for inventory and analysis. Sub-Areas 1 through 4 include clusters of schools that are in relative geographic proximity to one another, as well as a ½ mile radius around each school. Dividing lines between sub-areas correspond to major pedestrian and bicycle barriers (such as major highways and roadways, major railroads, rivers). Sub-Area 5 (not pictured on Page 2-9) includes schools located outside the Stevens Point/Whiting/Plover area, as well as a 1 mile radius around each of those schools.

#### **Bicycle and Recreational Facilities**

Bicycle accommodations in Portage County include dedicated off-street facilities as well as on-street bicycle facilities that are both dedicated (through pavement markings, signage, etc.) and shared. Additionally, many roads have paved shoulders that allow for on-street bicycle transportation although they may not be formally marked as bike lanes. Major off-road facilities primarily function as recreational routes, but include the Green Circle Trail around Stevens Point and the Tomorrow River State Trail, running from Plover eastward into Waupaca County along a former rail corridor. Formal on-road facilities are basically limited to a few roads within the City of Stevens Point, including Minnesota Avenue and Michigan Avenue. A thorough inventory and analysis of existing Portage County bicycle facilities is found in the Portage County Bike and Ped Plan.

#### **Pedestrian Facilities**

Studies show that walkable communities are friendlier and safer places to live. Of particular importance is the role that sidewalks play in the lives of the community's children. Children must utilize sidewalks to get to all of their destinations, such as neighborhood homes, schools and parks. A safe facility in good condition encourages kids to stay on the sidewalk and provides a barrier from street traffic.

As a general statement, the sidewalk network within Portage County is most complete within the City of Stevens Point, although poor connections to many school sites within the city still exist. Sporadic and missing sidewalks make it less feasible for students to walk to school in smaller communities such as Whiting, Amherst, and Plover, and this challenge is compounded by the suburban/rural character of development in these communities and the location of schools along high-volume, high-speed, or particularly wide auto-oriented roadways.

#### Sub Area 1

Sub Area 1 includes much of the developed area north of downtown Stevens Point/Center Point Drive and east of the Wisconsin River, and is home to four of the schools inventoried for this study: Stevens Point Area High School (SPASH), Madison Elementary, Pacelli High School, and St. Peter Middle School.

The southern half of Sub Area 1 (roughly, south of Maria Drive) consists of fully developed urban neighborhoods on a traditional gridded street and block pattern (west of Division Street) and the UW-Stevens Point campus (east of Division Street), while the northern half consists of substantially less dense, suburban style development with long and large blocks, substantial undeveloped land, and public open space.

The most significant barriers to bike and pedestrian travel in Sub Area 1 include:

- Division Street/Business Highway 51 a 4-lane urban arterial with minimal streetscape, large streetside parking areas, high density of property access points, high traffic volumes, and speeds of 35 miles per hour or more.
- UW-Stevens Point Campus over 400 acres of college campus, walkable and bikeable for college students, certainly more intimidating and less appropriate for bikers and walkers in elementary and middle school.
- Rural Cross-Section north of Bukolt Avenue, the sidewalk network is mostly incomplete, and there is a lack of curb and gutter along most roads. These conditions provide minimal definition to "where" pedestrians and/or bikes belong and leave conditions less than favorable for those who wish to or must walk or bike.

#### Sub Area 2

Sub Area 2 includes the center of Stevens Point east of the Wisconsin River to Iverson Park, from Center Point Drive south to the CN Railroad. Sub Area 2 includes five of the schools inventoried for this study: Charles F. Fernandez Center for Alternative Learning, Washington, Jefferson, and St. Stephen Elementary, St. Paul Lutheran, and P.J. Jacobs Junior High.

Sub Area 2 is generally developed in a manner common for pre-World War II small towns, with traditional and mostly walkable residential neighborhood and commercial districts and centrally located schools, churches, and public spaces.

The most significant barriers to bike and pedestrian travel in Sub Area 2 include:

- Division Street/Business Highway 51 although decidedly more walkable than Division north of Main Street, the segment in Sub Area 2 divides the western and eastern halves of the Sub Area and carries relatively high volumes of vehicular traffic, with limited or challenging crossing opportunities.
- Railroad tracks/railyards the CN Railroad forms a very hard southern edge for Sub Area Two.

#### Sub Area 3

Sub Area 3 includes areas south of the CN Railroad and within  $\frac{1}{2}$  mile of Church Street (BUS 51), as well as a small area within  $\frac{1}{2}$  mile of County Highway HH on the west side of the Wisconsin River in Stevens Point, in addition to the eastern portion of the Village of Whiting. Sub Area 3 includes four of the schools inventoried for this study: Stevens Point Christian Academy, McKinley School, Ben Franklin Junior High, and McDill Elementary.

Sub Area 3 is generally characterized by a suburban pattern of land development, street network and block layout, with a less walkable and bikeable character than Sub Area 1 or 2 for the most part.

The most significant barriers to bike and pedestrian travel in Sub Area 3 include:

- Church Street/Business Highway 51 a 4-lane urban arterial with minimal streetscape, large streetside parking areas, high density of property access points, high traffic volumes, and speeds of 35 miles per hour or more.
- Railroad tracks/railyards the CN Railroad forms a very hard northern edge for Sub Area Two.
- Wisconsin River Stevens Point Christian Academy is situated at the west edge of Stevens Point, across the river from the City's (and region's) population base.
- Rural Cross-Section with the exception of a few main roads, the sidewalk network
  throughout Sub Area 3 is mostly incomplete, and there is a lack of curb and gutter along
  most roads. These conditions provide minimal definition to "where" pedestrians and/or
  bikes belong and leave conditions less than favorable for those who wish to or must walk
  or bike.

#### Sub Area 4

Sub Area 4 includes generally suburban areas within the Village of Plover as well as within Stevens Point east of Interstate 39. Sub Area 4 includes four of the schools inventoried for this study: Plover-Whiting Elementary, Roosevelt Elementary, and St. Bronislava in the Village of Plover, and Bannach Elementary in Stevens Point.

Sub Area 4 is generally characterized by a suburban pattern of land development, street network and block layout, with a less walkable and bikeable character than Sub Area 1 or 2 for the most part.

The most significant barriers to bike and pedestrian travel in Sub Area 4 include:

- High capacity/high speed roadways each of the schools in Sub Area 4 are largely separated from residential neighborhoods by one or more major roadways, with minimal crossing improvements that would enhance pedestrian safety and comfort. Highways 10 (Bannach) and 54 (St. Bronislava), as well as Post Road (Roosevelt) and Hoover Avenue (Plover-Whiting) are the most significant pedestrian and bike barriers to each school.
- Rural Cross-Section with the exception of a few main roads, the sidewalk network
  throughout Sub Area 4 is mostly incomplete, and there is a lack of curb and gutter along
  many roads. These conditions provide minimal definition to "where" pedestrians and/or
  bikes belong and leave conditions less than favorable for those who wish to or must walk
  or bike.

#### Sub Area 5

Sub Area 5 includes generally rural and small communities in Portage County, addressing walking and bicycling conditions to schools in the County's villages focused on the school sites and the immediate area surrounding the schools. The inventory of pedestrian and bicycle facilities and the assessment of conditions were conducted within a one mile radius of the schools. In villages where schools were located, this meant the entire village population was covered by the data gathering and auditing phase of the SRTS travel plan development. This will serve as the basis for inventory work for the village-wide bicycle and pedestrian plans. This section presents a summary of the village-wide bicycle and pedestrian conditions, which will serve as a backdrop to the school travel plans.

#### Village of Almond

Almond is a small community both in terms of population and geography. Students who live in the Village are no farther than a half mile walk or bike ride to the school. There are three main County Roads that act as the Village's main streets. The average daily traffic volume on these streets ranges from approximately 300 to 1,000 vehicles per day at the edge of the community (volumes may be slightly higher within the community itself). These are considered low volumes of traffic for a village's main streets. This is important since it is seen as an indicator of how difficult it is for people to cross major streets and how much exposure exists for them as they walk and bicycle throughout the community.

Most of the Village's local streets do not have sidewalks, however, Main Street in downtown does. Several other streets such as Elm, Maple, and Oak Streets also have sidewalks, although there are some gaps in those sidewalks and they are not always on both sides of the street. Based on field observations, where sidewalks exist, they are in good to very good condition. There are just a few segments of sidewalk that need attention. Additionally, in the 100 block of Main Street, sidewalks are not defined as they cross long driveway aprons at a service station/auto repair business and in front of the Village Fire Department. Installing a few short stretches of sidewalk would result in a better connected set of pedestrian facilities in the Village.

Paved shoulders exist the entire length of County Road D (CR D) as it crosses through the Village. Very wide paved shoulders exist on CR D from CR J to the west. This is especially important since sidewalks do not exist along that stretch of CR D. CR J also has paved shoulders north of Maple Street. Most of CR A within the Village does not have paved shoulders, but does have gravel shoulders.

Bicycling conditions on neighborhood streets are considered to be good because of low auto speeds and very low volumes of auto traffic. WisDOT rates all sections of county and state highways using a four level classification scheme. The ratings do not cover incorporated parts of villages and cities, but the ratings can still be helpful for considering conditions just outside the official village limits. CR J and A are rated in the best category for cycling as they enter and exit the Village. CR D is rated as having moderate conditions for cycling west of the Village, however, paved shoulders are provided within the Village and would positively impact the formula used for the ratings (had there been a rating within the Village). Main Street may be the busiest or second busiest street in the Village, but is very wide – approximately 60' wide from curb face to curb face including seldom used parking lanes. That leaves approximately 22' in travel lane width for a motorist to pass a bicyclist. There is ample room to mark bicycle lanes. Elm Street, an existing and recommended school route, has sidewalks on both sides but is too narrow for bicycle lanes from Blaine to Church Streets, a stretch of about 600 feet. Given the low traffic volumes

and ample opportunities for motorists to pass bicyclists during most hours of the day and week, the need for bicycle lanes is most necessary during school arrival and pick-up times.

**Note:** The Village of Almond previously produced an in-depth Safe Routes to School Plan for the Almond Schools. That plan and its recommendations are considerably more detailed than the recommendations provided in this plan and should supersede this plan where recommendations may differ.

#### Village of Amherst

The Village of Amherst population is just over 1,000. The school complex – consisting of elementary, middle and senior high schools – is located on the north edge of the Village, two blocks from downtown Amherst. Nearly every portion of the populated area of the Village is within a half mile radius of the school. There are two main streets important for bicycle and pedestrian travel in the Village: Main and Wilson Streets. CR KK (former state highway 10) and CR A/B flank the west and east sides of the village, but few homes or businesses directly access them. Crossing these highways, especially CR KK, is the most significant issue for pedestrians and bicyclists related to these highways. Wilson Street has about 3,000 vehicles per day, a moderate amount of traffic for a small village. Main Street has 1,800 vehicles per day to the south of Wilson Street and approximately 1,100 in front of the community library and school complex. Volumes on CR KK and A/B range from 1,100 to 1,900 vehicles per day.

Wilson Street was recently reconstructed to the west of Main Street. Appropriate width and markings were provided that provide paved shoulders which are useful for bicyclists. The reconstruction project also included a walkway across the Amherst Mill Pond impoundment creating a useful and attractive way for students from the east side of the Village to connect on an angle to Main Street, the library and the school grounds. School Street was also reconstructed and provides sidewalk on the north side of the road (the south side previously had sidewalks).

The Village of Amherst is relatively unique in that it installs, maintains and clears snow from all sidewalks in the Village. Approximately 10% of the Village's local streets have sidewalks. Both Main and Wilson Streets have sidewalks on at least one side through most of the Village. The streets that lack sidewalks are relatively short neighborhood streets. Based on field observations, where sidewalks exist they are in good to very good condition. The Village has instituted a program of grinding down sidewalks faults to reduce tripping hazards. Some of the sidewalk segments have some surface deterioration due to old age and the Village has been replacing those sidewalks on a scheduled basis.

Overall, there are a few missing sidewalks segments that, if added, will maximize the usefulness of the existing sidewalk network. There are also several places where curb ramps or detectable warnings in curb ramps do not exist. Both the sidewalks and the ramps will be covered by recommendations included in the final Portage County Pedestrian Plan.

Three foot paved shoulders exist along the entire length of CR KK and A/B. Narrow paved shoulders also exist on Mill Street east of Allen Street.

Bicycling conditions on neighborhood streets are considered to be good because of low motor vehicle speeds and very low volumes of motor vehicle traffic. WisDOT rates all sections of county and state highways using a four level classification scheme. The ratings do not cover incorporated parts of villages and cities, but the ratings can still be helpful for considering conditions just

outside the official village limits. Both CR KK and A/B rate in the moderate category for cycling, with the exception of CR KK to the north of the Village, which is placed in the undesirable category. Wilson Street would benefit by the provision of bike lanes given the relatively high volume of traffic to the west of Main Street and its connections to a commercial district at the intersection with CR KK.

During the production of this plan a referendum was passed providing funds for the Tomorrow River School District. Some of these funds will be spent on improving transportation infrastructure in and around the Tomorrow River Schools campus. These changes, some of which are currently underway, will impact travel to and from the schools and may impact some of the recommendations provided in this document.

#### Village of Junction City

The Village of Junction City population is just over 400. Kennedy Elementary School is located in the middle of the Village. The school is part of the Stevens Point School District. Every portion of the populated area of the Village is within a half mile radius of the school. Old State Highway 10 (now CR P or Main Street) runs along the south side of the Village and the new Highway 10 bypass passes along the north side of the Village. CR P remains the busiest street, but also the most important for pedestrian travel in the Village since it is the only east-west street that stretches the width of the Village and has businesses located along it. Traffic counts have not been released for the county highways in or near the Village since the Highway 10 bypass was opened. Before the opening, CR G had approximately 1,000 vehicles per day in 2008, which may have increased slightly with the construction of the bypass since CR G provides one of a few ways of getting across the bypass.

Major north-south and east-west rail lines intersect in Junction City. These rail lines create significant obstacles in the Village, in particular splitting the village into east and west sides. Main Street/CR P offers the only legal crossing of the north-south rail line and is therefore an important street for pedestrians, bicyclists and motorists.

Very few of the Village's local streets have sidewalks. Only CR P (Main Street) has sidewalks, however, for most of this street sidewalks are on both sides. This enables people to walk from one side of the Village to the other on sidewalks or for children to walk to either Morgan Avenue or CTH G to connect two blocks north to the elementary school. With the exception of CR G, the streets that do lack sidewalks are relatively short neighborhood streets. The elementary school is not connected by sidewalks to the south and north (there are no direct street connections to the east and west to the school thus no possible sidewalk connections from those directions). From both a community and school perspective, providing an improved pedestrian connection between Main Street and the school and this area of the Village is important. This appears as a draft recommendation for the school travel plan and will likely appear as a long term recommendation in the Village pedestrian plan (as part of the Portage County pedestrian plan).

Bicycling conditions on neighborhood streets are considered to be good because of low motor vehicle speeds and very low volumes of motor vehicle traffic. WisDOT rates all sections of county and state highways using a four level classification scheme. The ratings do not cover incorporated parts of villages and cities, but the ratings can still be helpful for considering conditions just outside the official Village limits. CR G is rated in the best category for bicycling as it enters and exits the Village. Bicycling on CR P (Main Street) has improved with the opening of the new

bypass and the resulting reduction of traffic on Main Street. Wide paved shoulders are also present on Main Street throughout the Village, which provides defacto bike lanes for bicyclists.

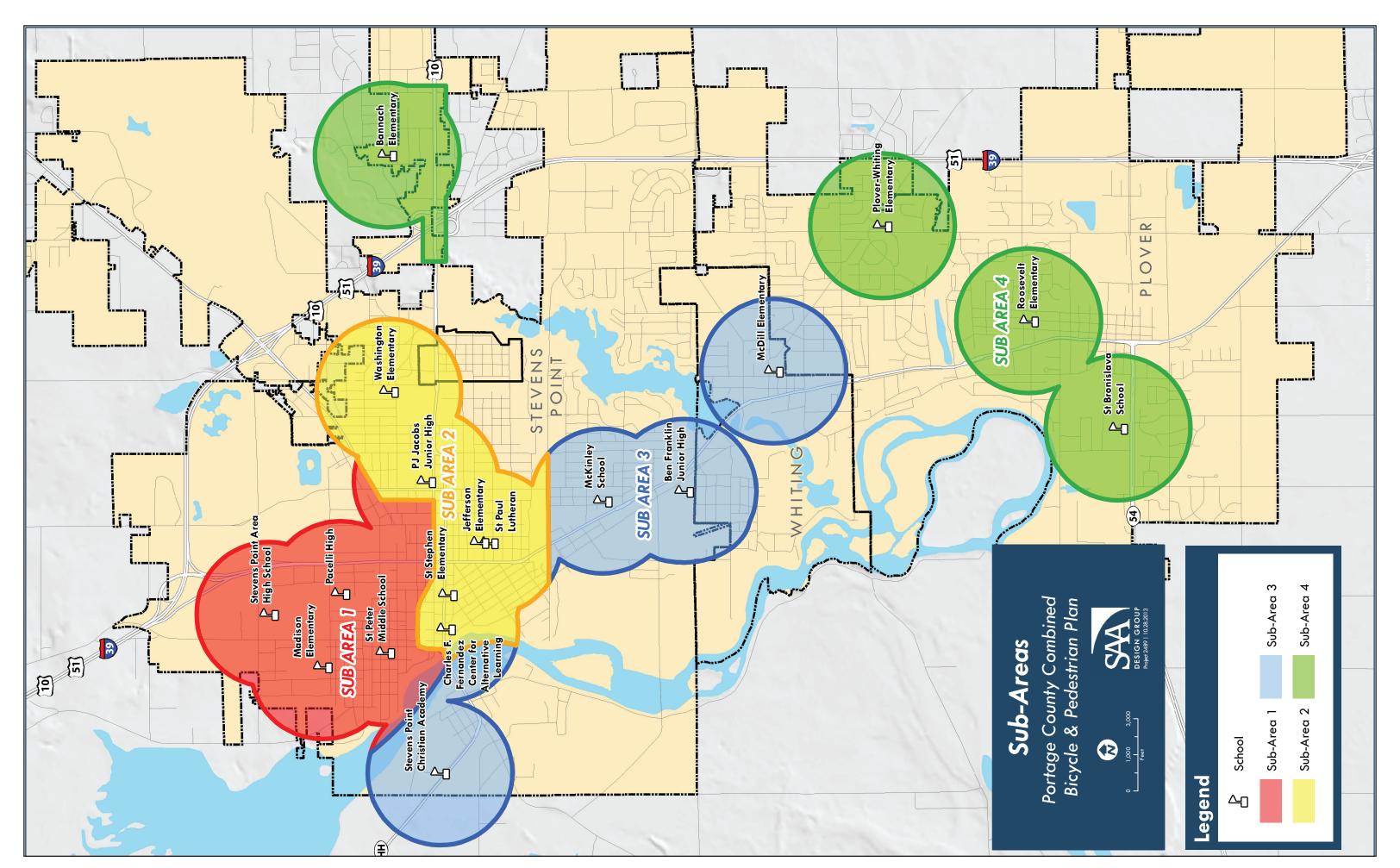
#### Village of Rosholt

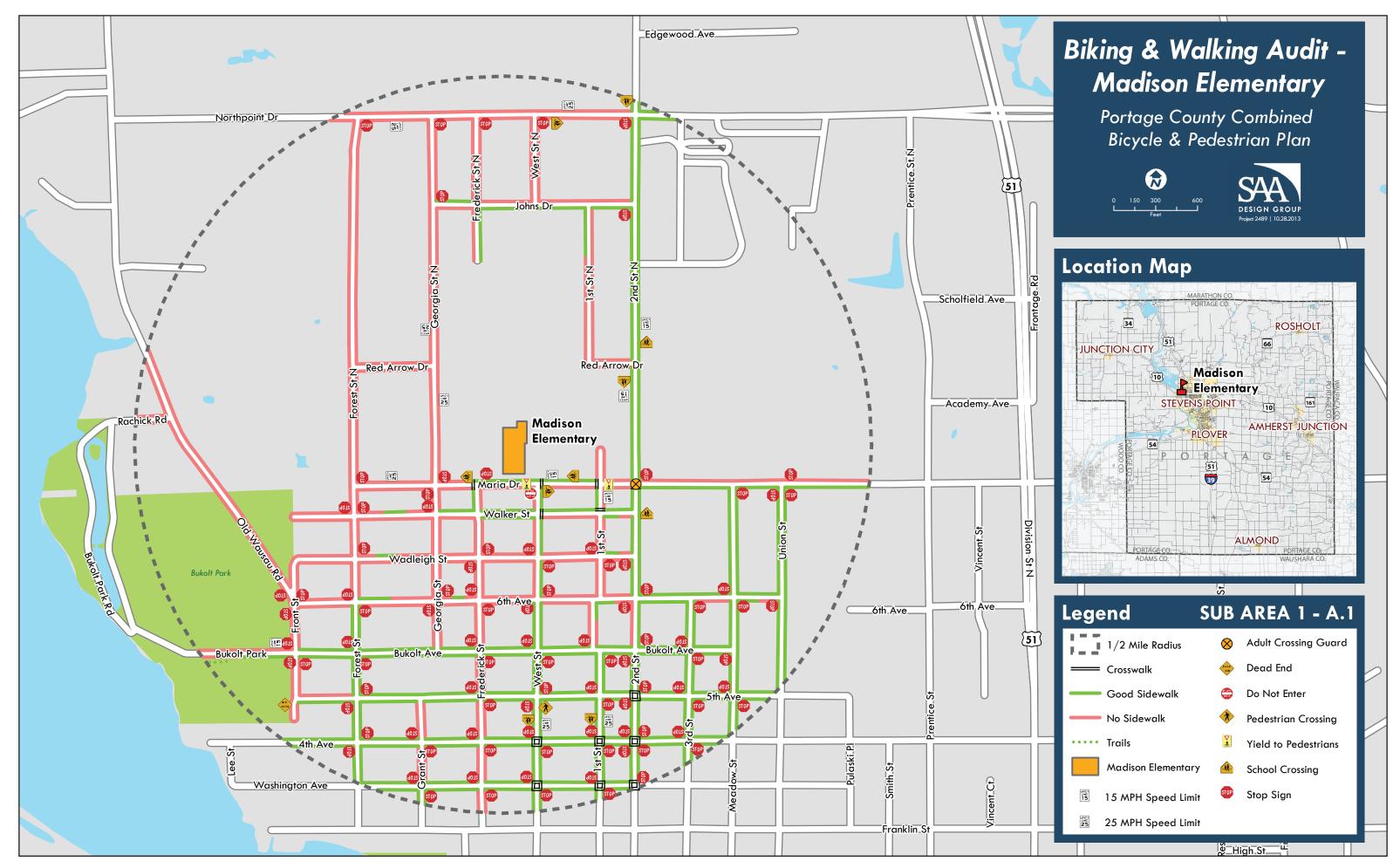
The Village of Rosholt population is just over 500 people. Similar to Amherst, schools for the Rosholt School District are part of a connected school complex – consisting of an elementary, middle, and senior high. The complex is on the west side of the Village about two blocks from downtown Rosholt. Every portion of the populated area of the Village is within a half mile radius of the school. State Highway 66 runs along the south side of the Village. In addition to Highway 66, there are two Village streets that are likely to be the most important routes for bicycle and pedestrian travel in the Village – Main and Randolph Streets. Highway 66 has a year 2008 count of 2,800 vehicles per day, a moderate amount of traffic. There are no traffic controls for through traffic on Highway 66, but there are many marked crosswalks.

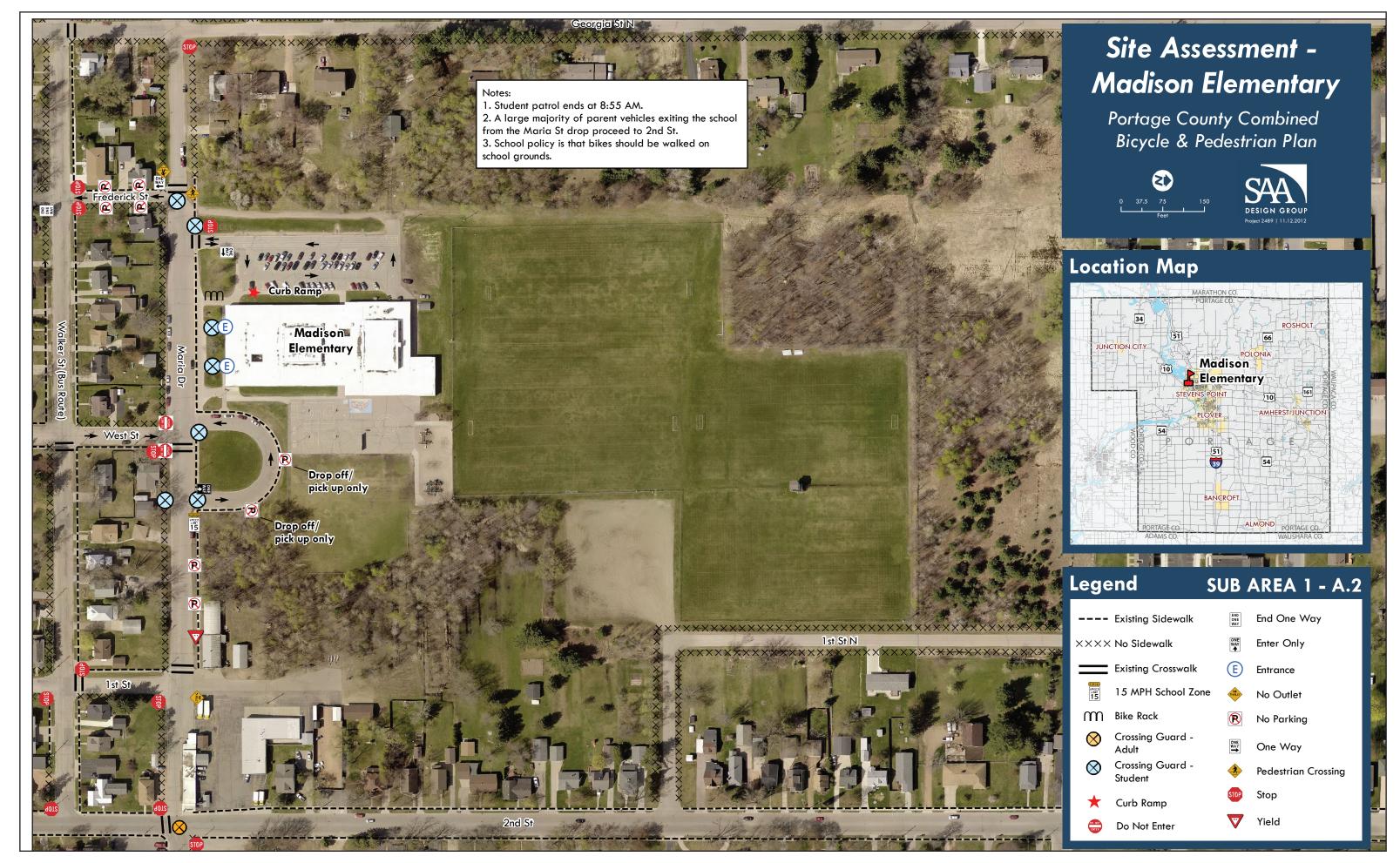
Approximately half of the Village's local streets have sidewalks. Main and Randolph Streets have sidewalks on both sides for stretches and at least on one side throughout most of the Village. State Highway 66 has a continuous sidewalk through the Village, but the sidewalk shifts from one side of the street to the other. Village streets lacking sidewalks are relatively short neighborhood streets. Based on field observations, where sidewalks exist, they are generally in good condition. Some sidewalk segments have surface deterioration due to old age and the sidewalk on the north end of Main Street is in poor condition. The school complex is connected by sidewalks to the east and south (there is no development to the west and north). Sidewalks should exist on both sides of the Highway 66 east of Main Street, but a very tight space currently exists for that future sidewalk. This will likely appear as a long term recommendation in the Village pedestrian plan (as part of the Portage County pedestrian plan).

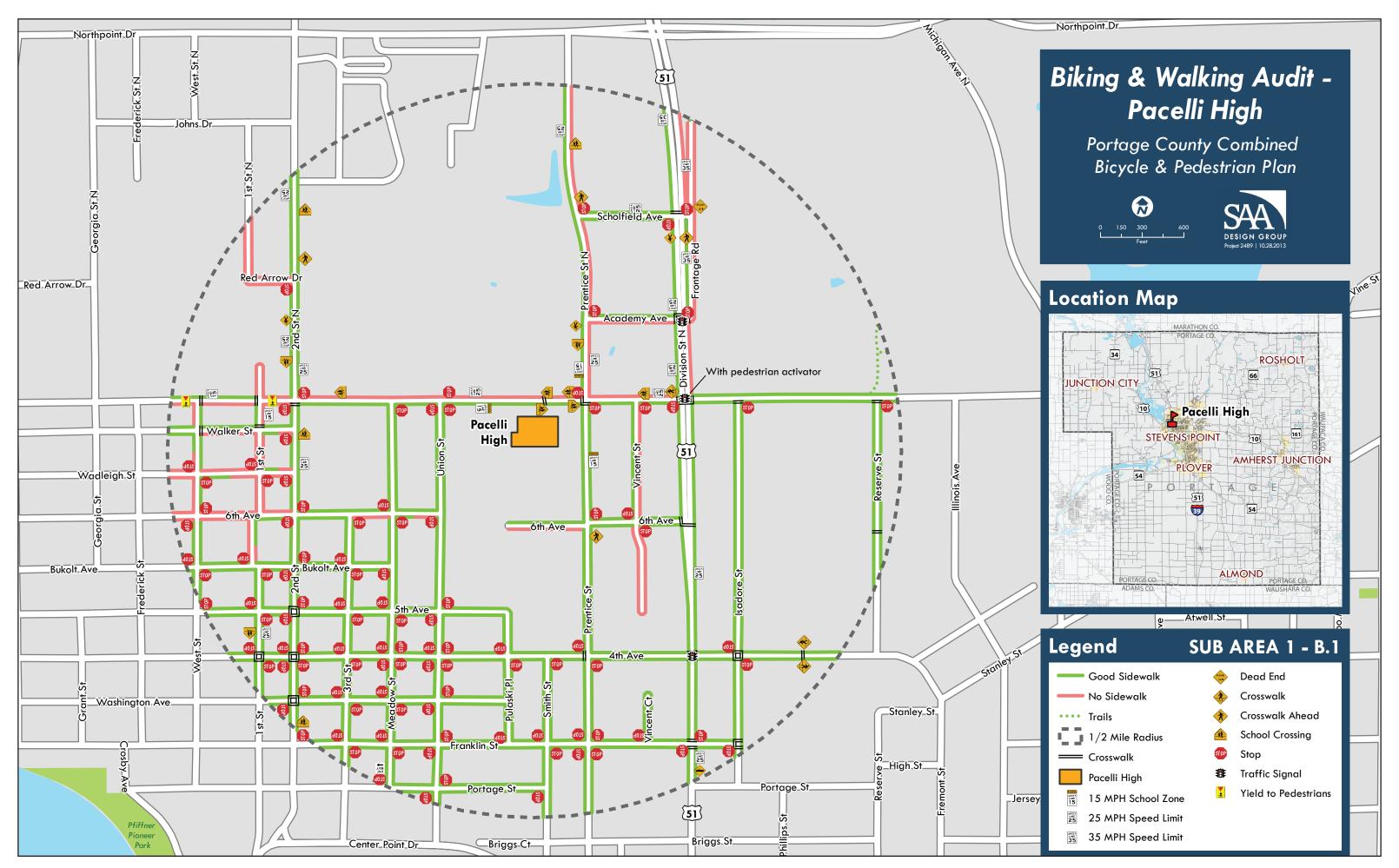
Bicycling conditions on neighborhood streets are considered to be good because of low motor vehicle speeds and very low volumes of motor vehicle traffic. WisDOT rates all sections of county and state highways using a four level classification scheme. The ratings do not cover incorporated parts of villages and cities, but the ratings can still be helpful for considering conditions just outside the official village limits. Highway 66 is given a moderate rating for the highway leading into and out of the Village. The highway is 36 feet wide in the Village. Bicycling on Randolph and Main Streets is likely to be low stress with plenty of opportunities for the few motorists who need to pass bicyclists. Traveling by bike on Randolph Street from downtown to the school complex is likely to be adequate. Traffic is low, except during school drop-off and pick-up, and there is a 15 mph school speed zone which begins at the intersection of Main and Randolph Streets.

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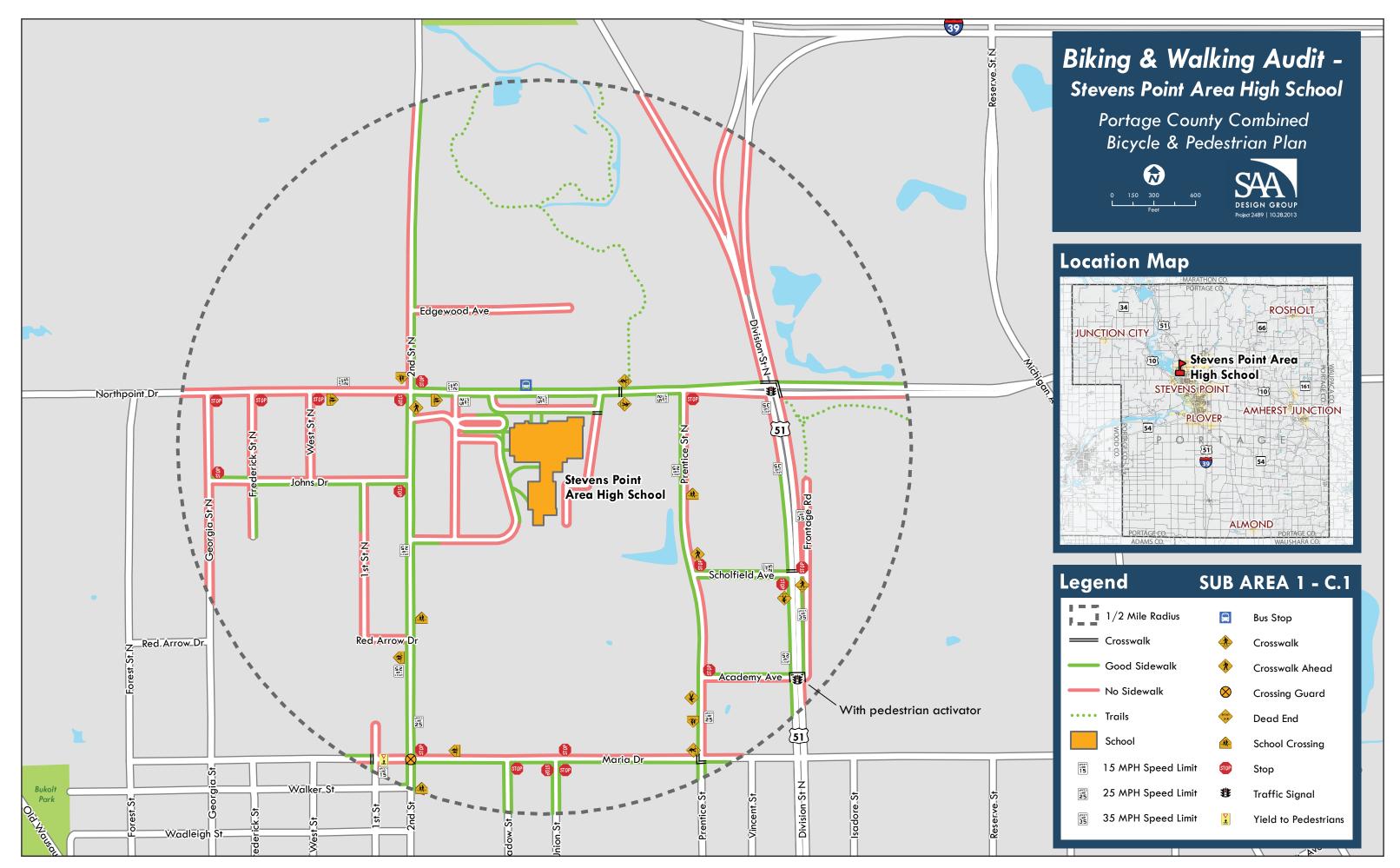






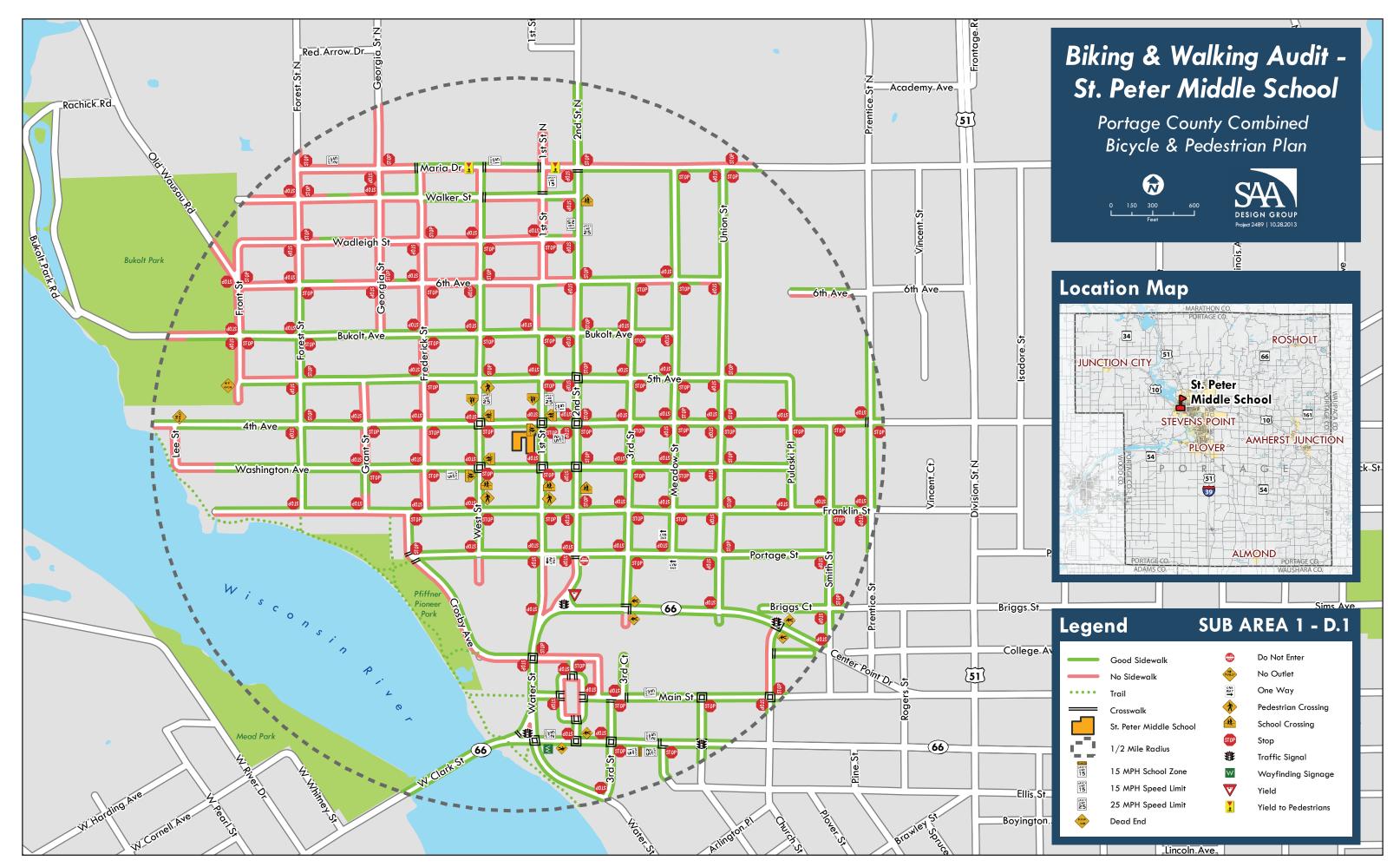




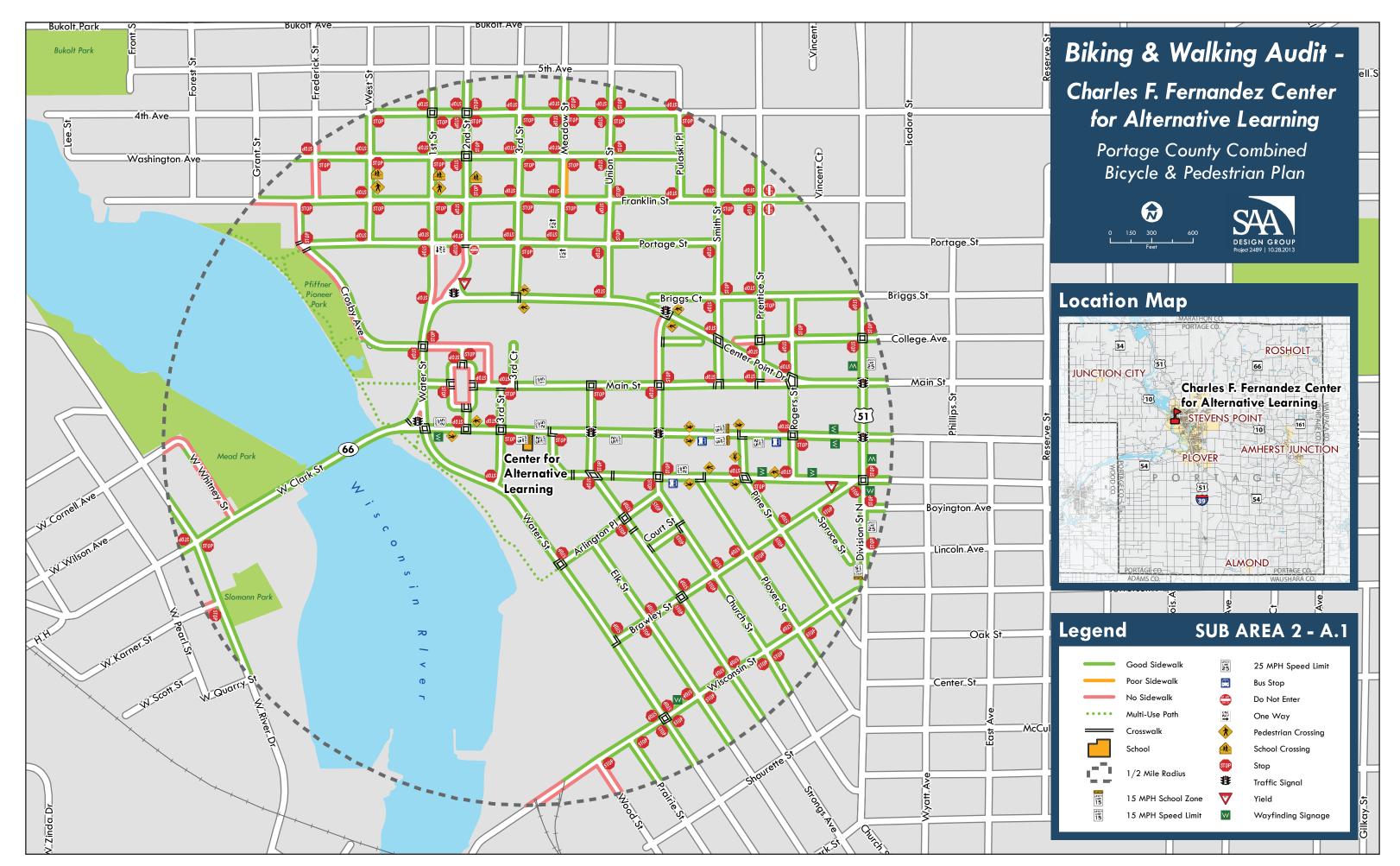


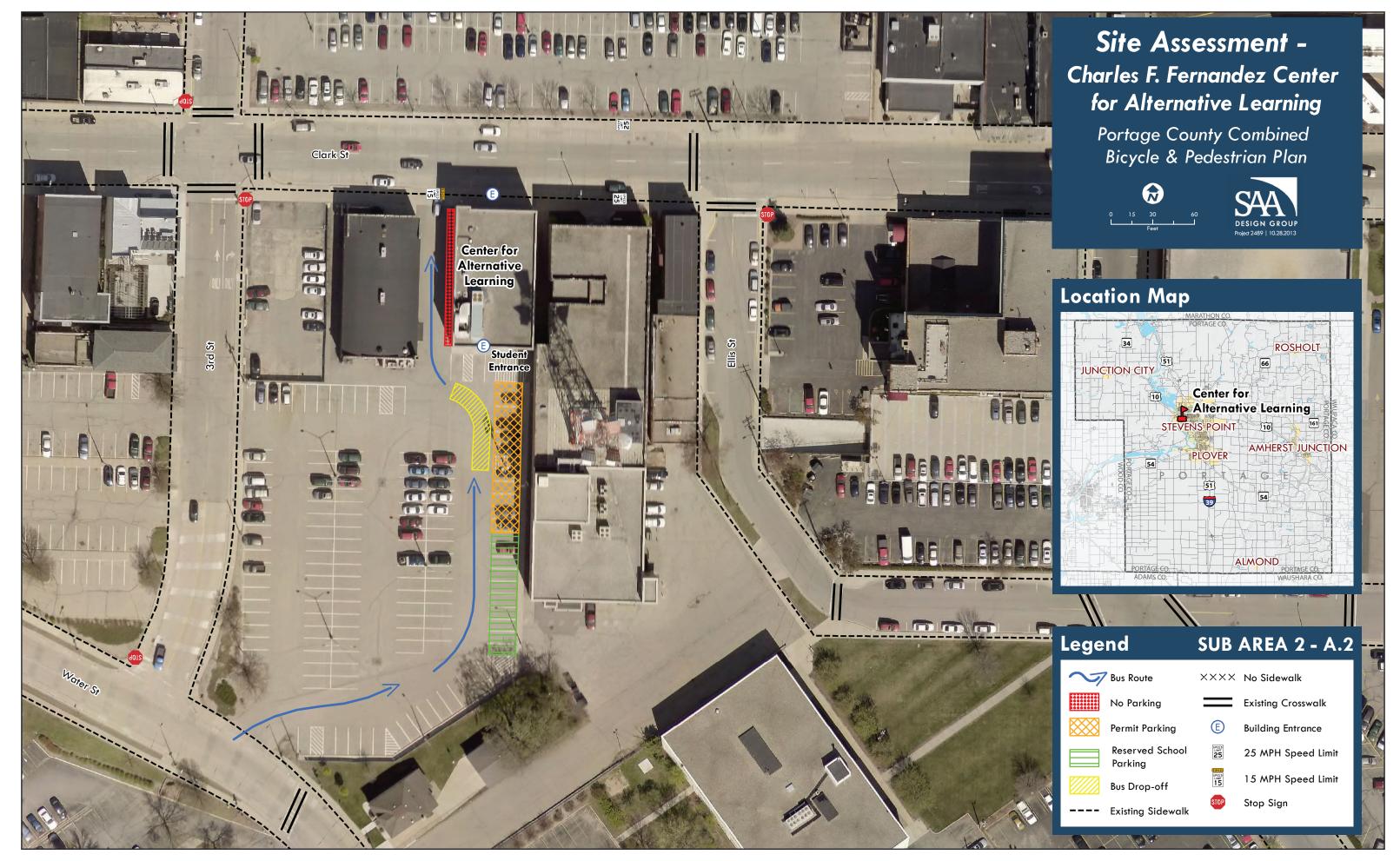


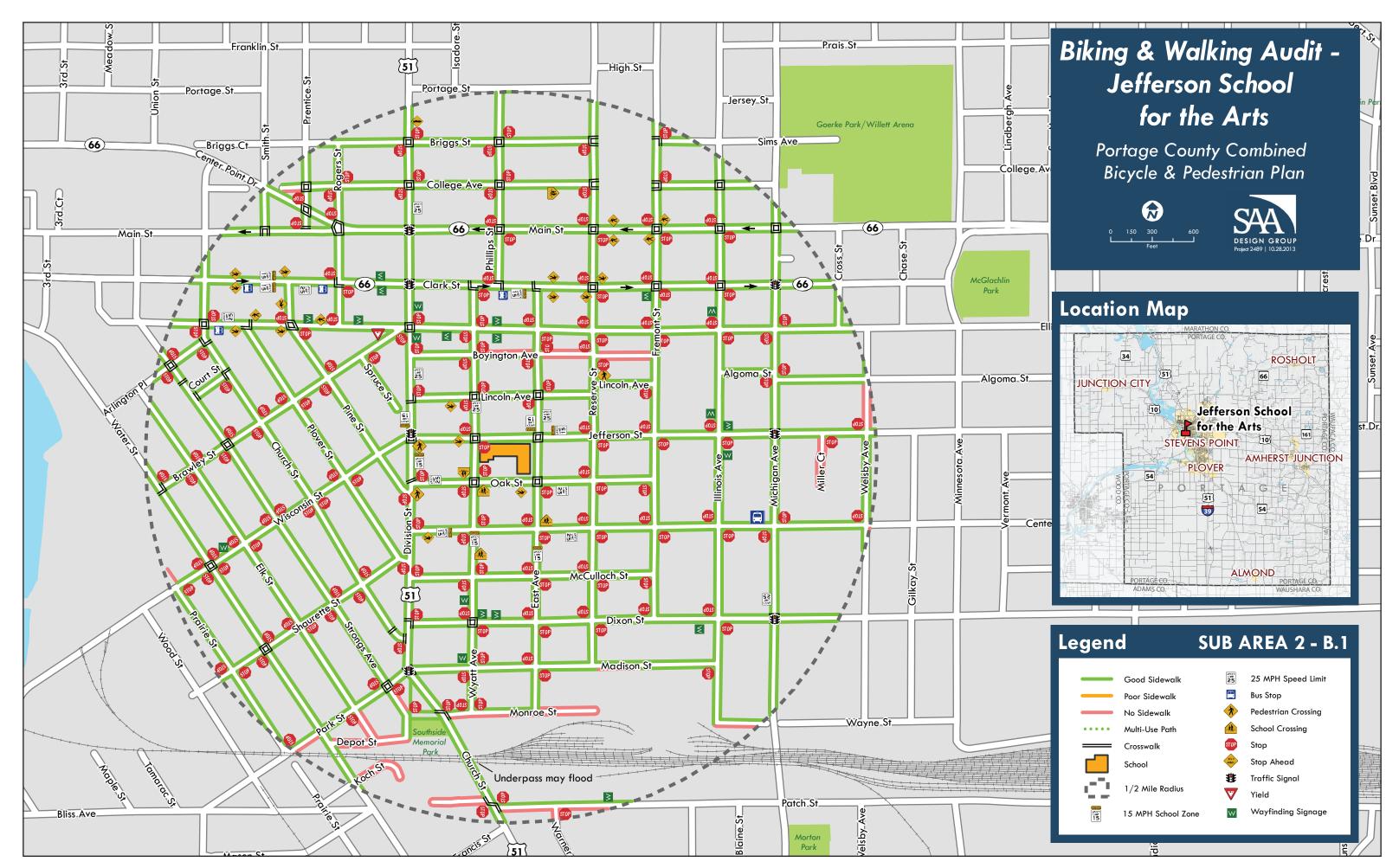
Portage County, Wisconsin Safe Routes to School Plan



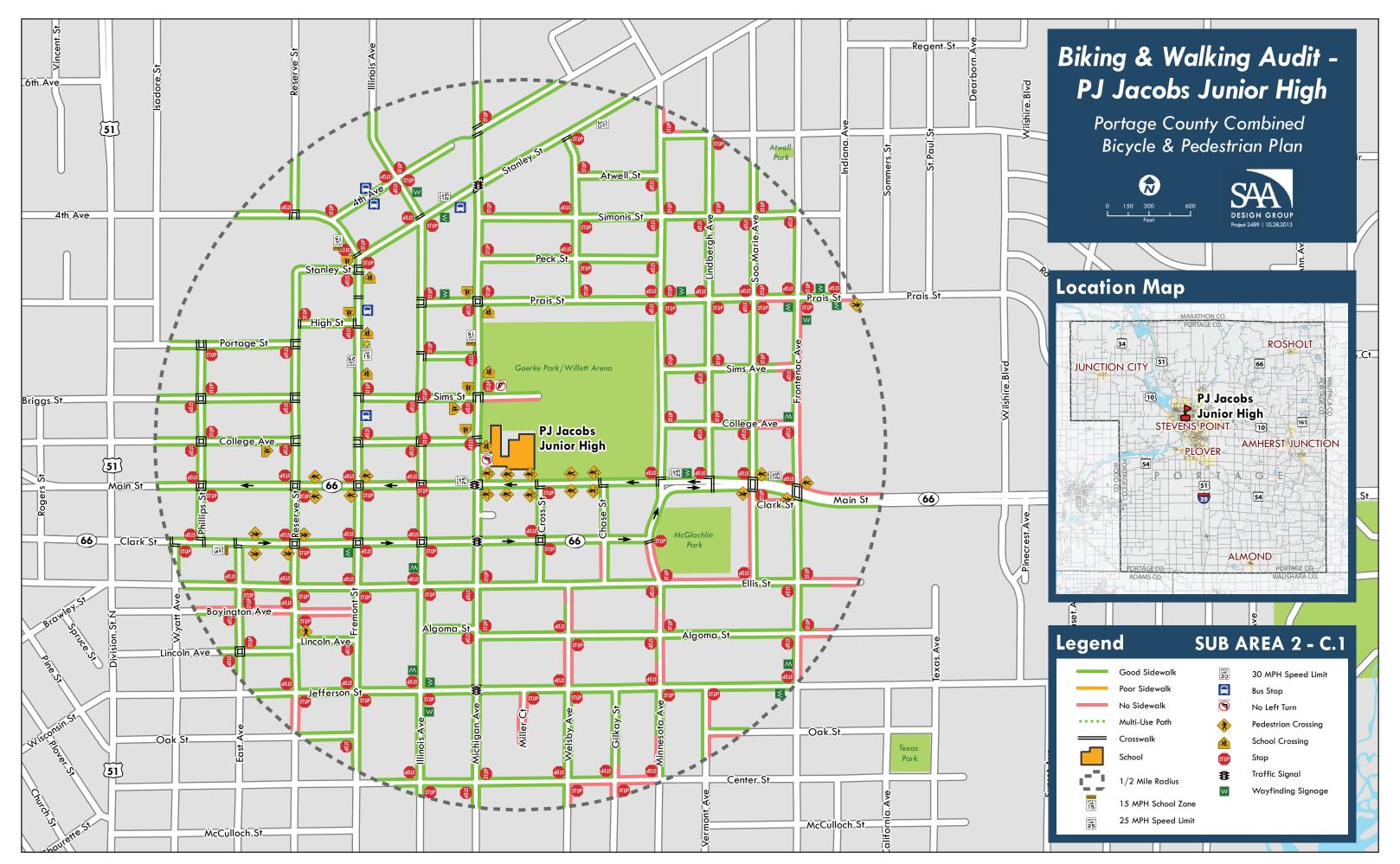


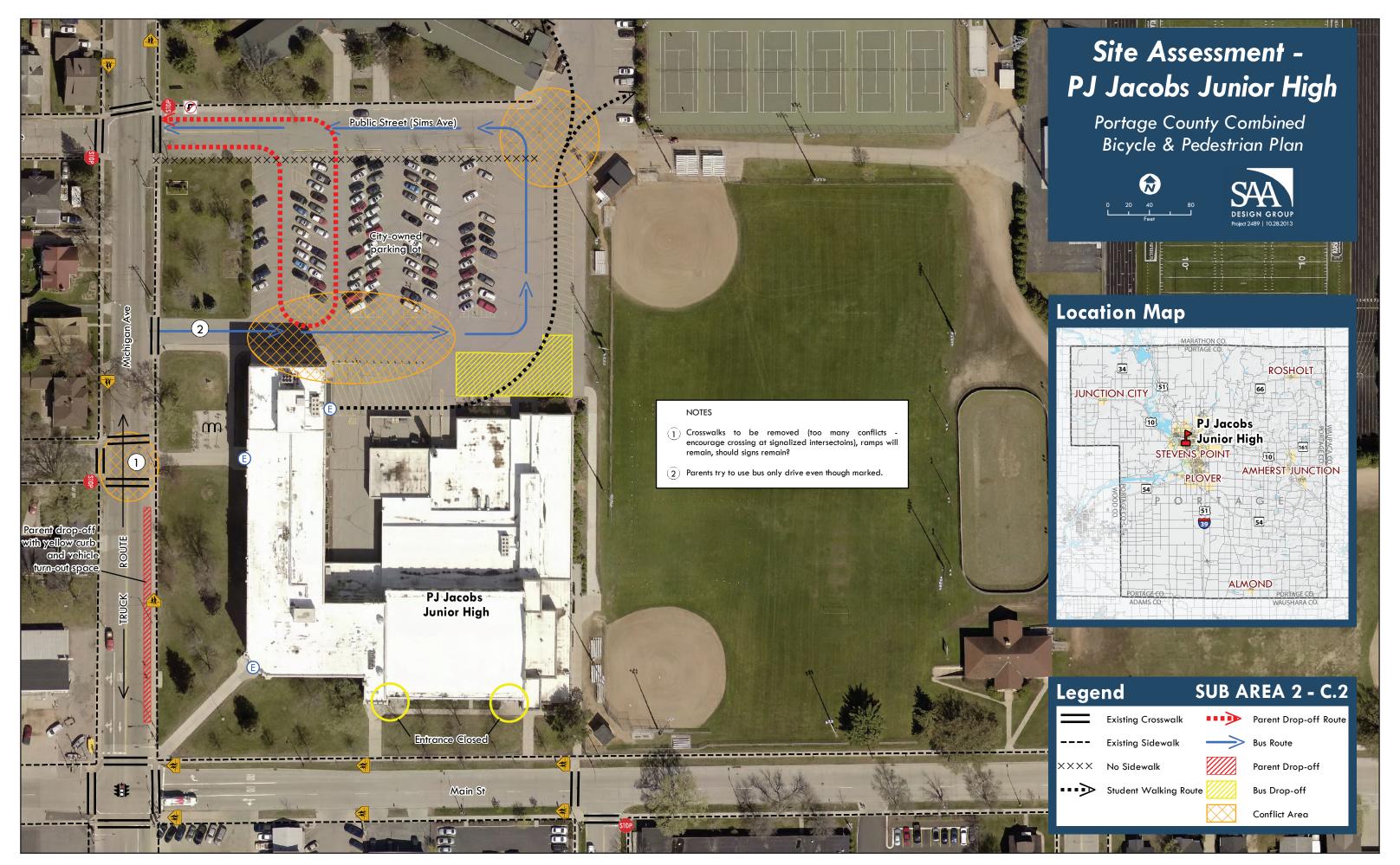


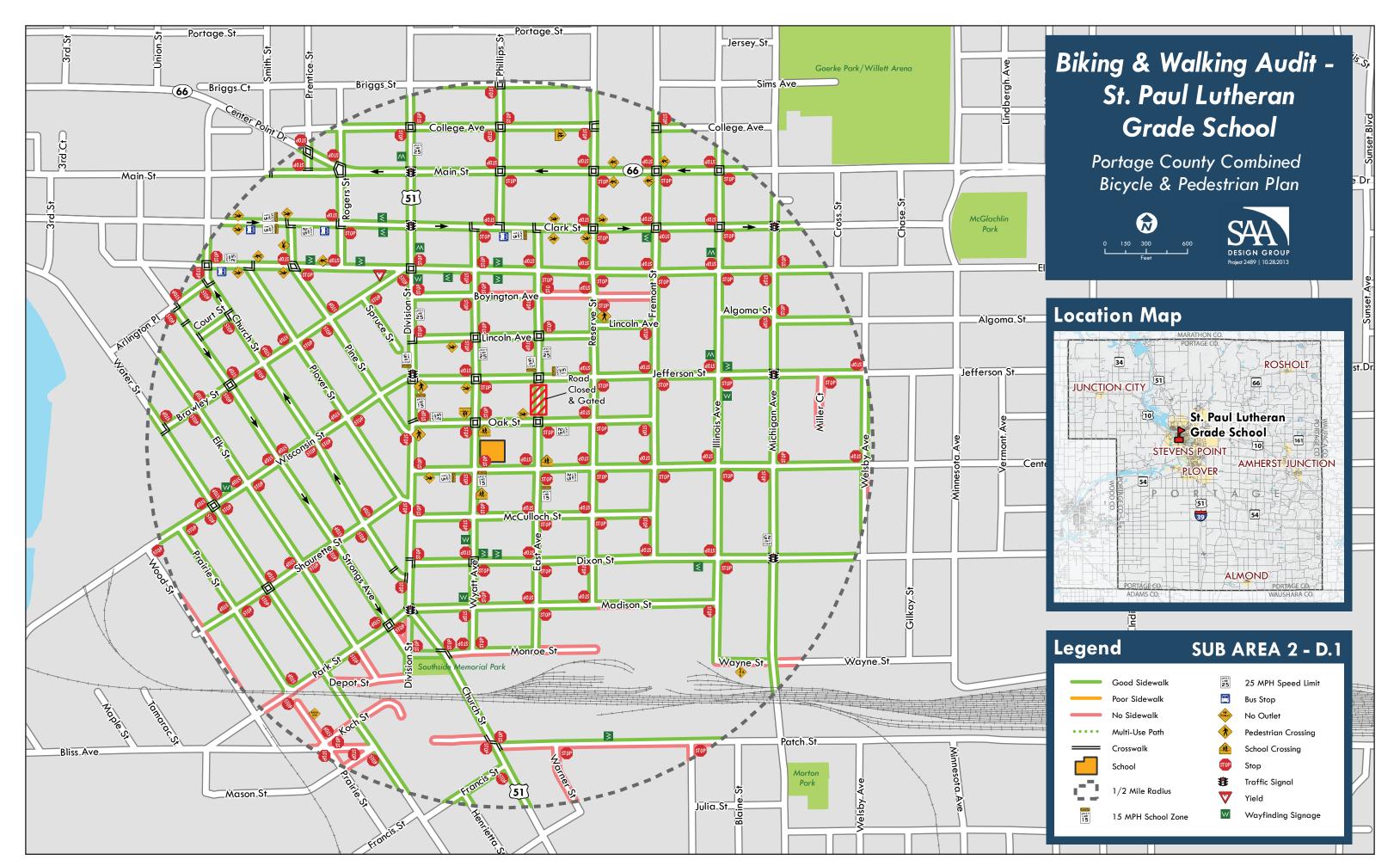


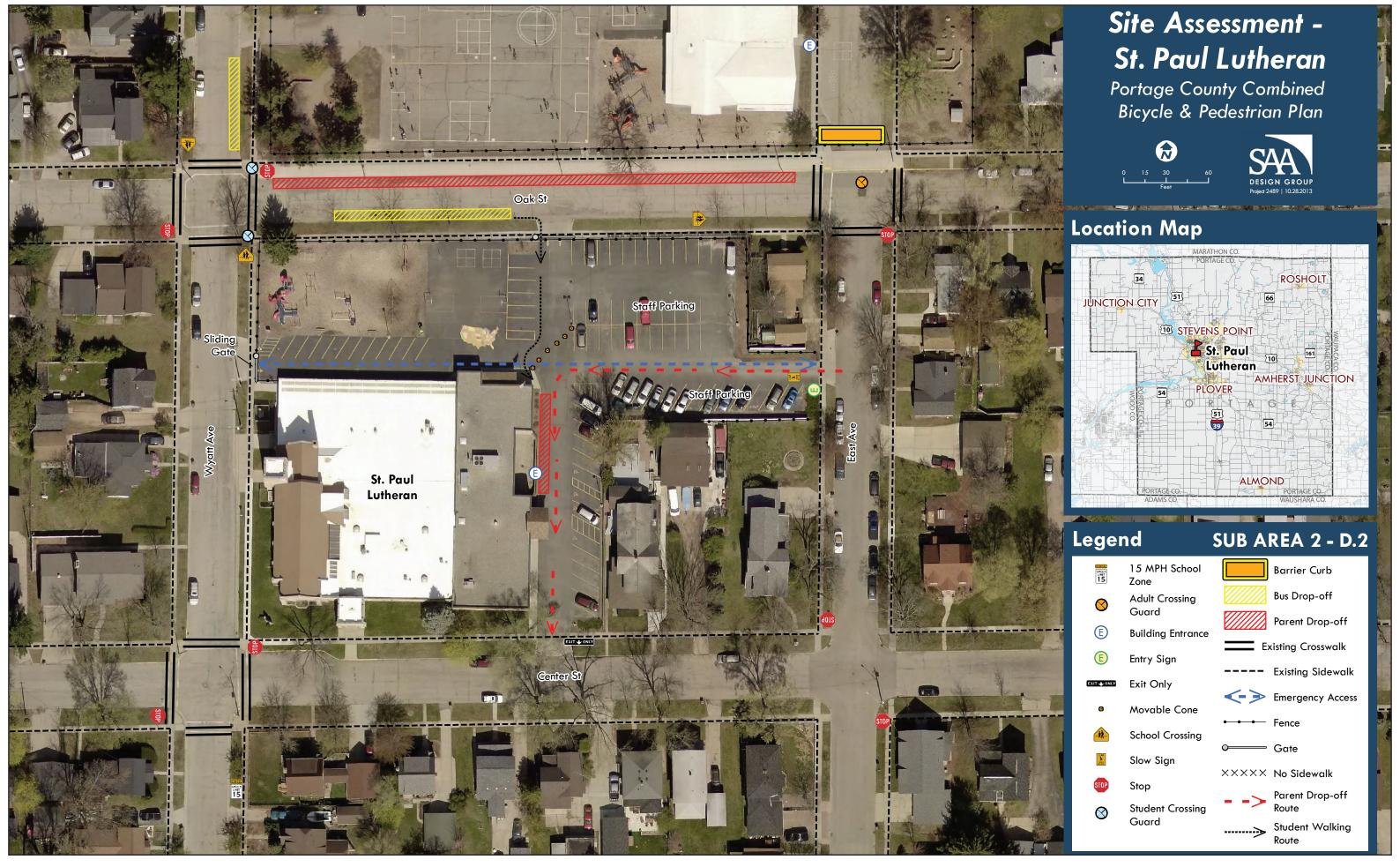


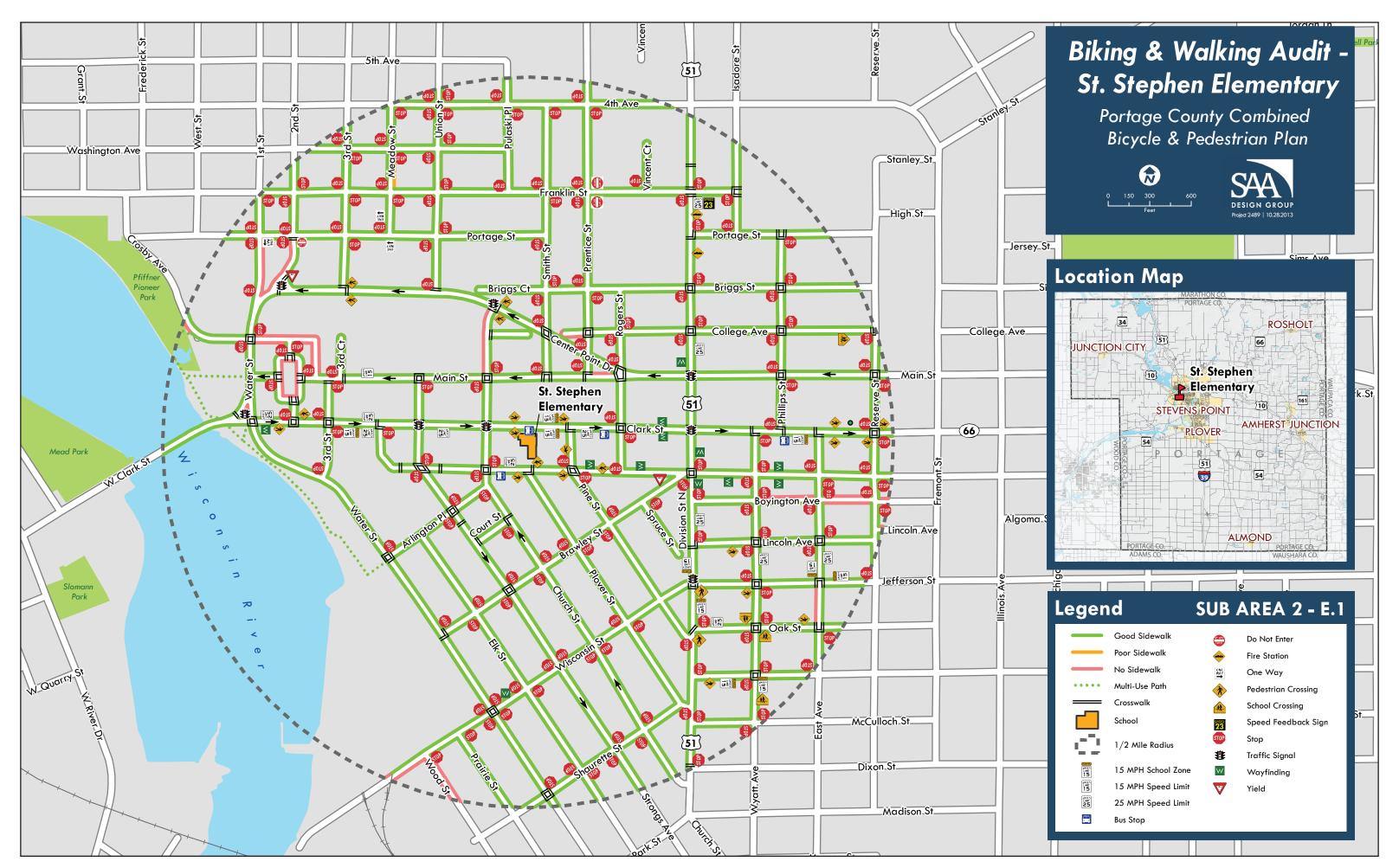


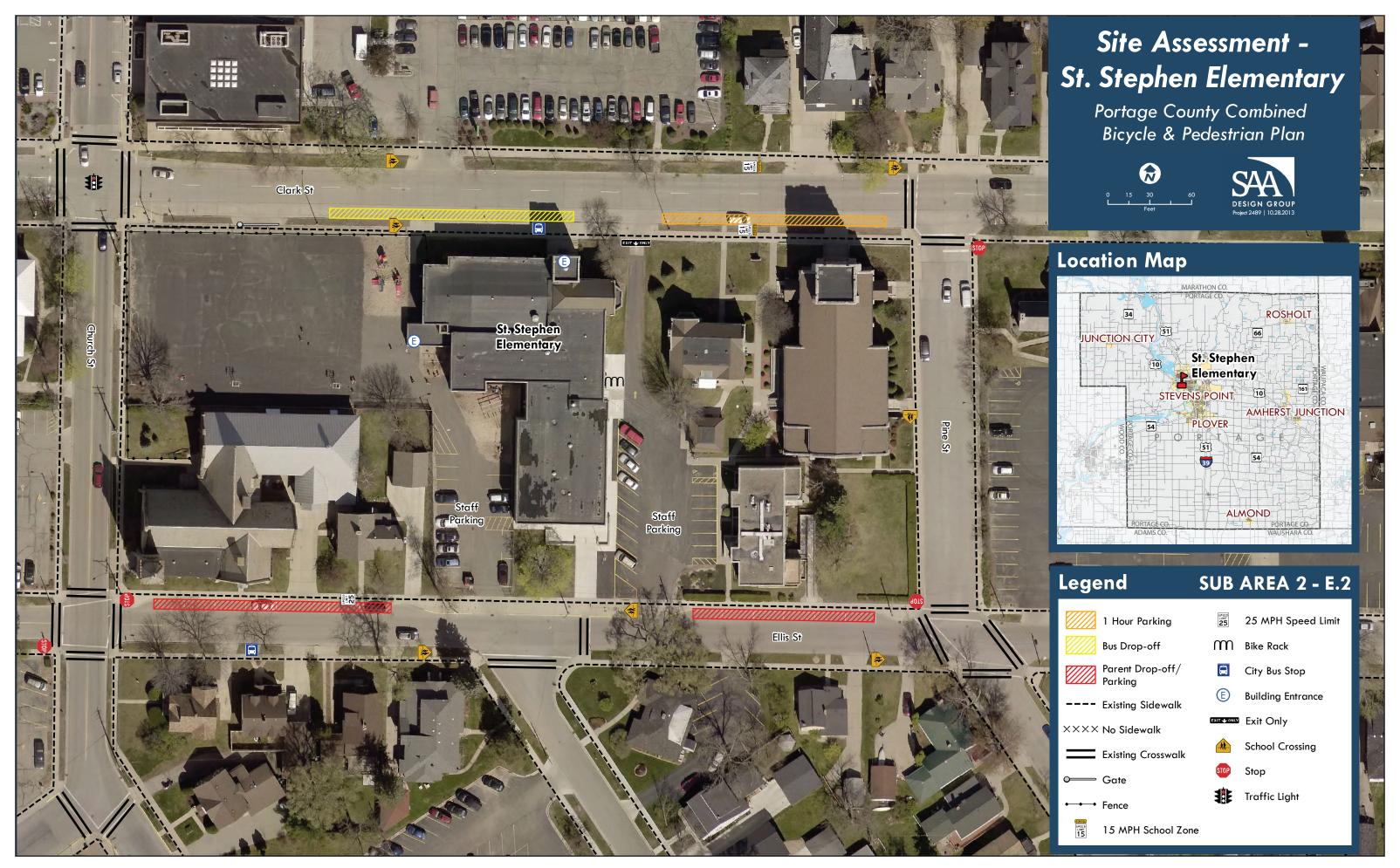


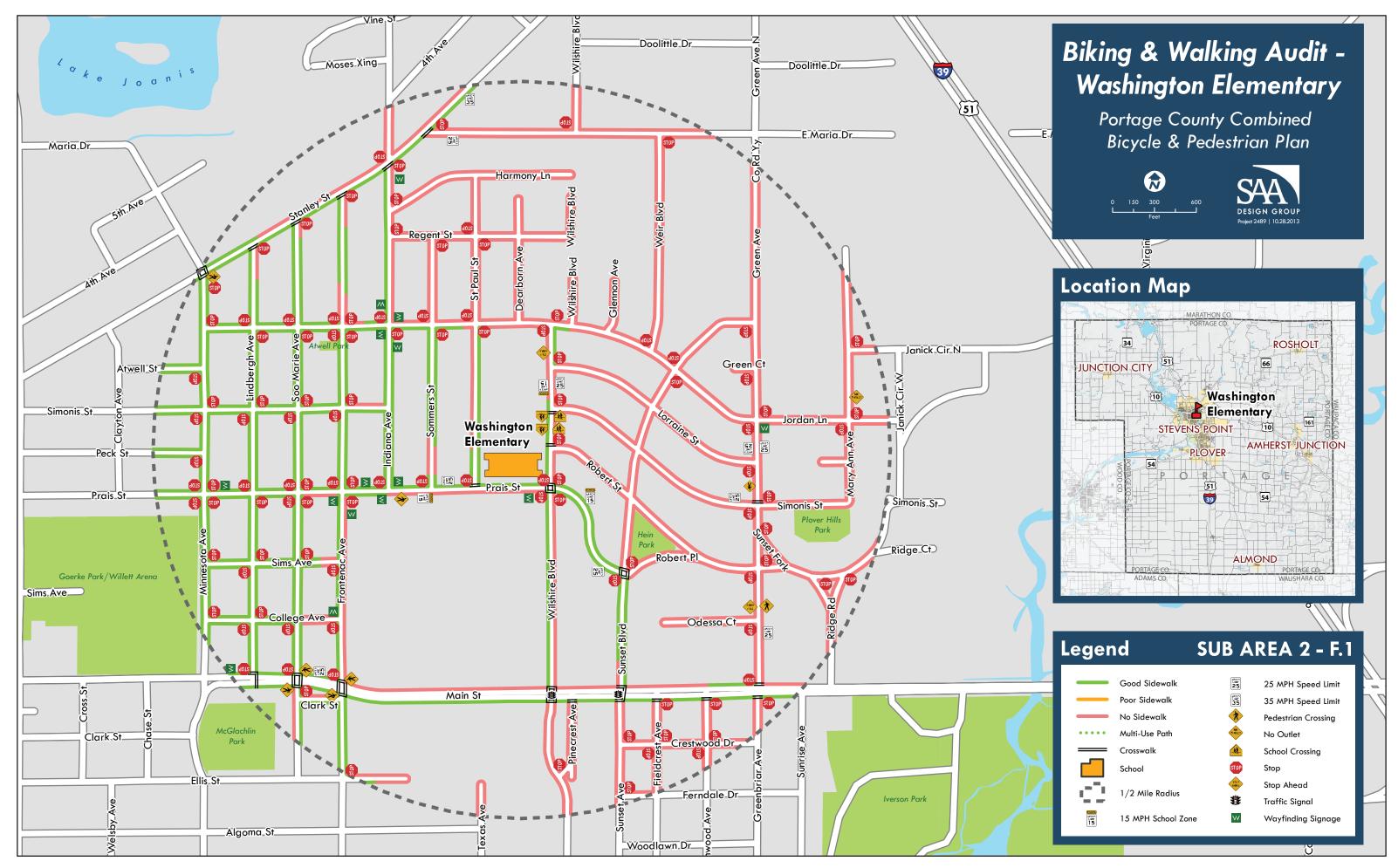




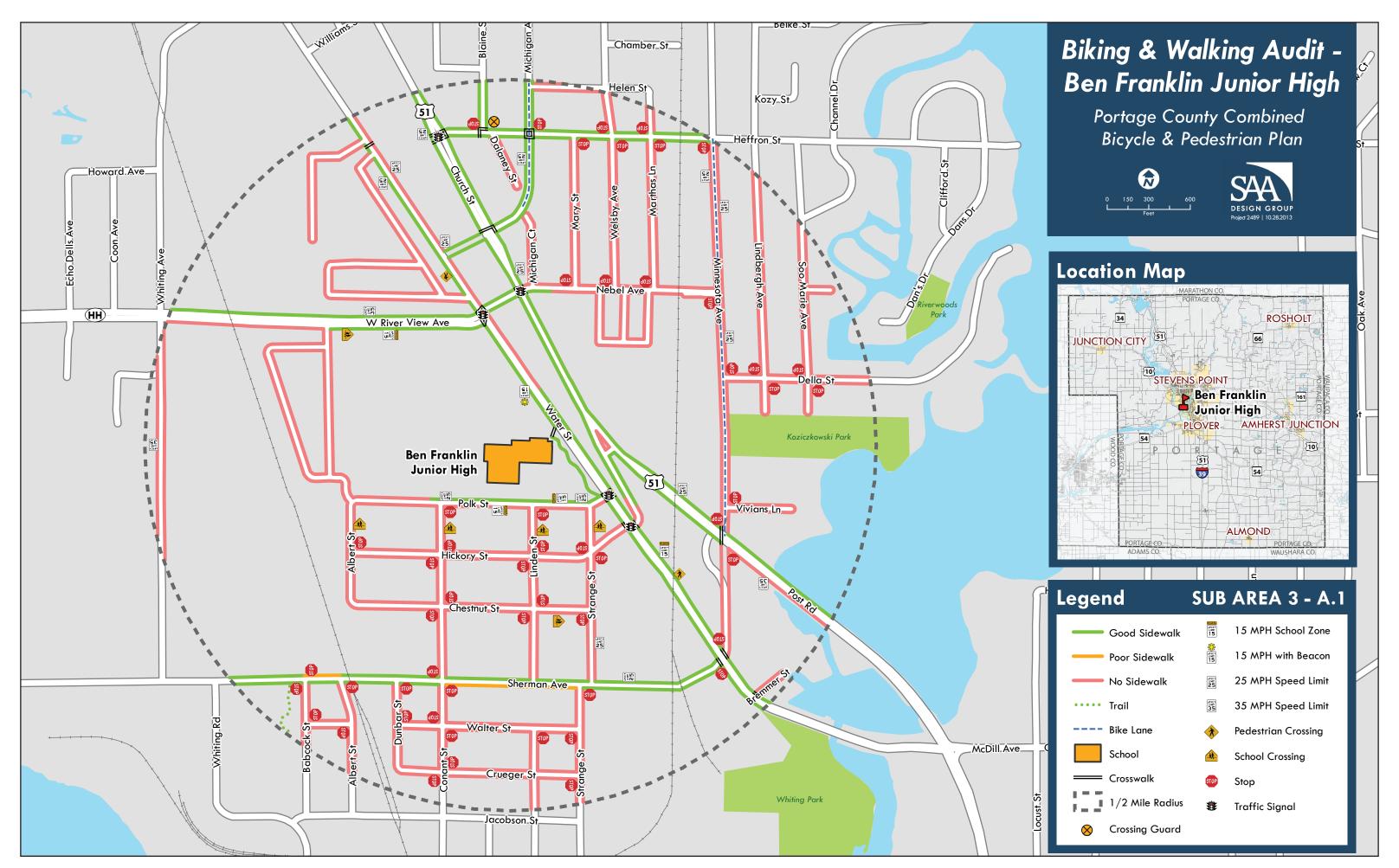


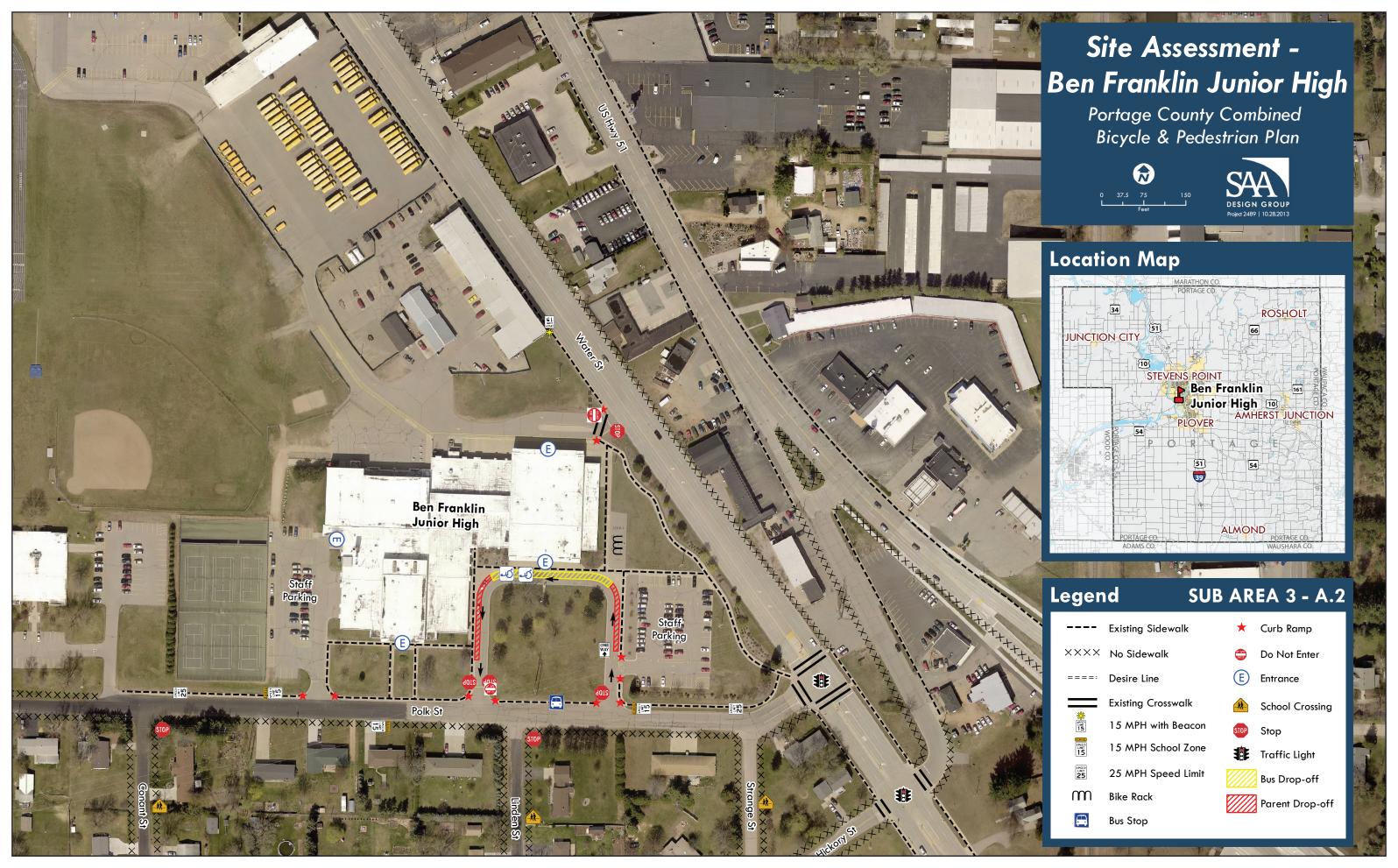


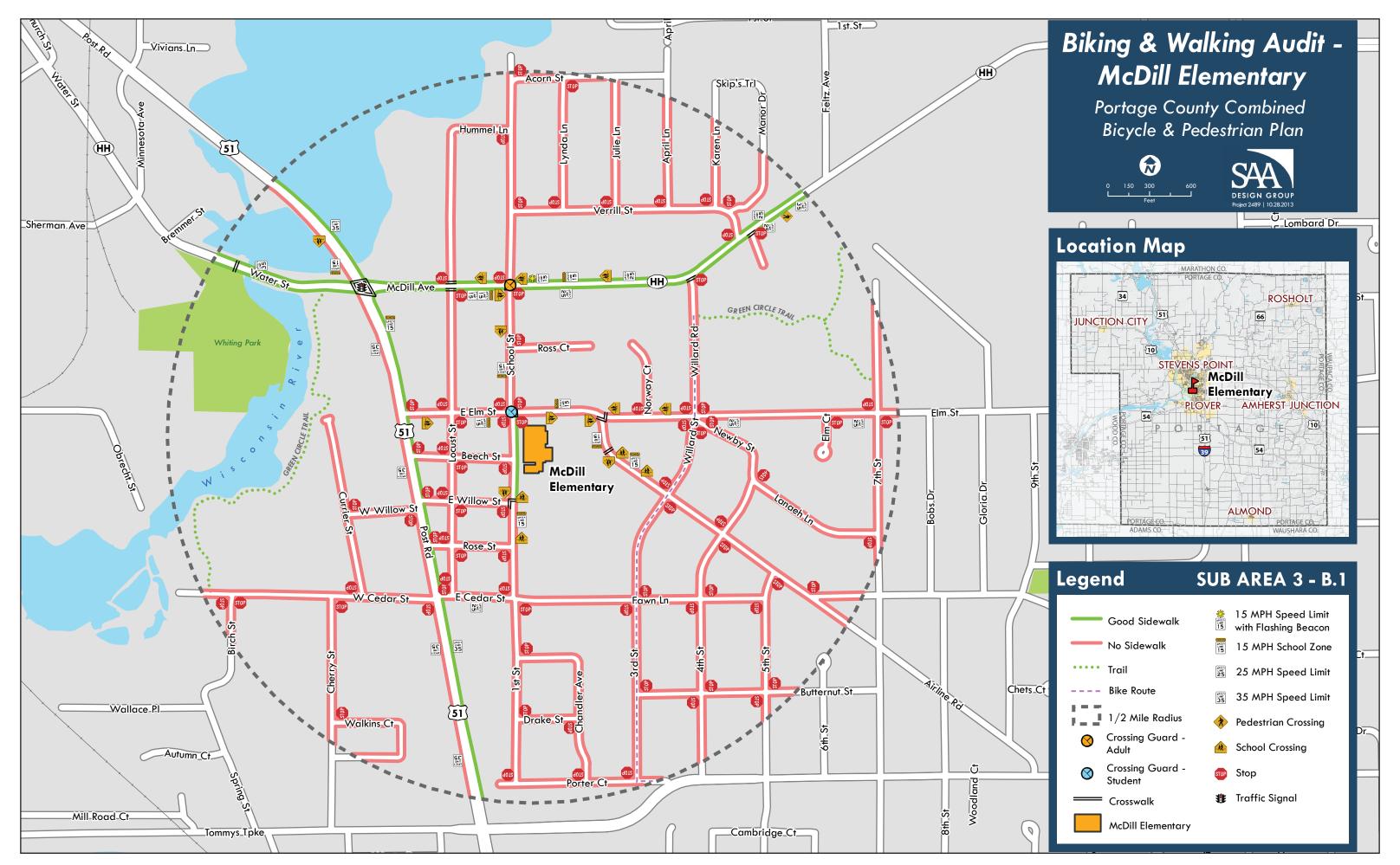


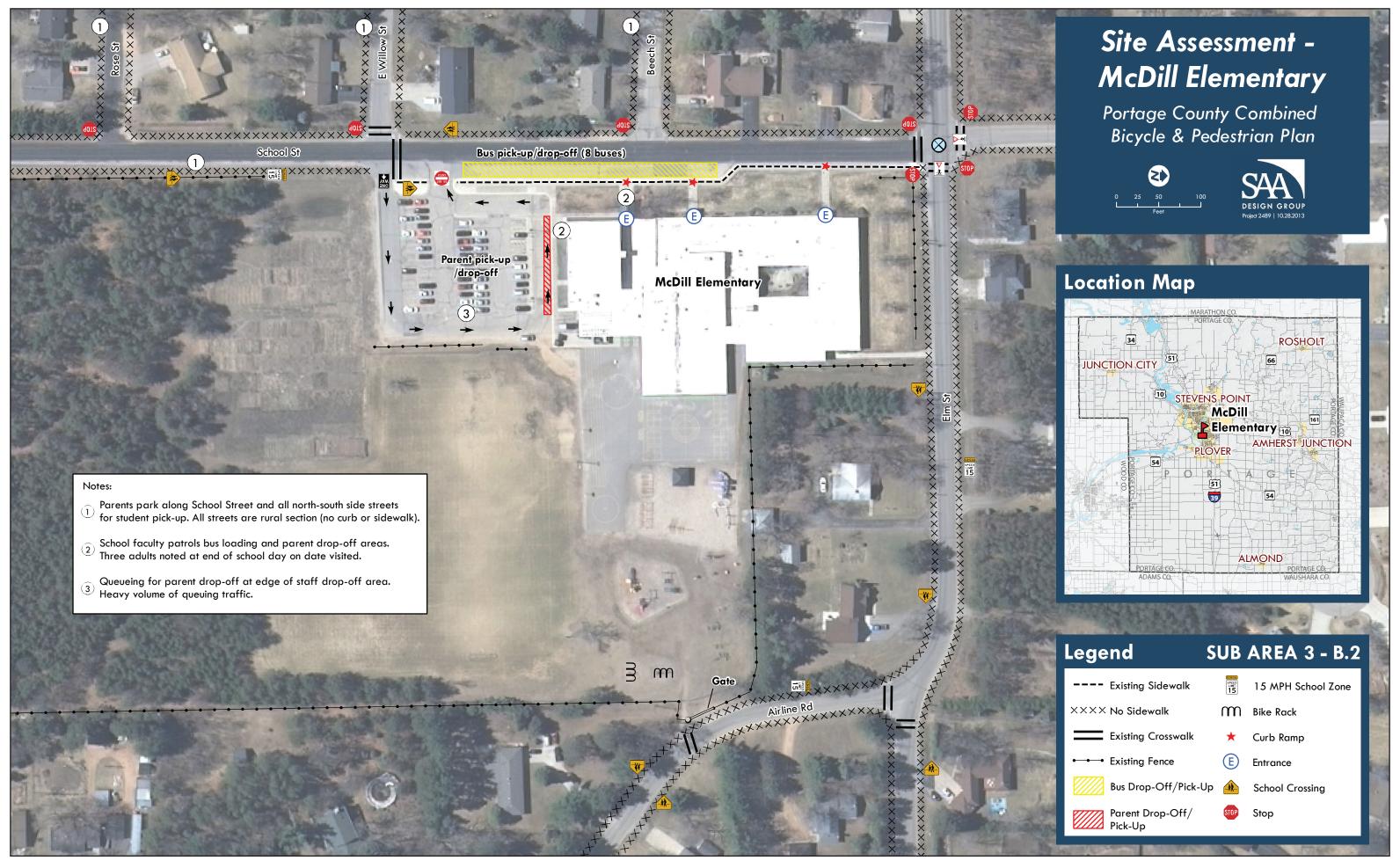


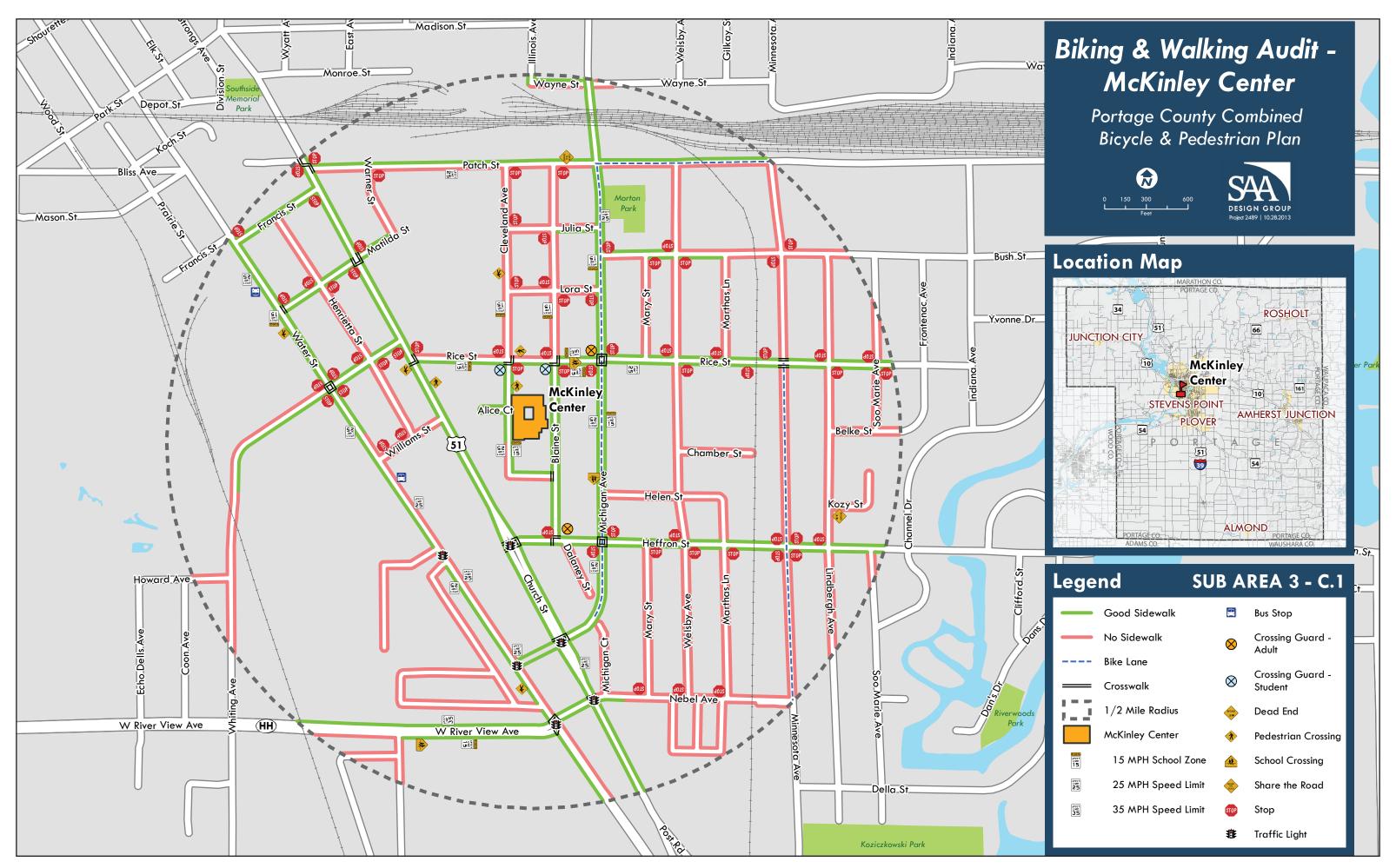


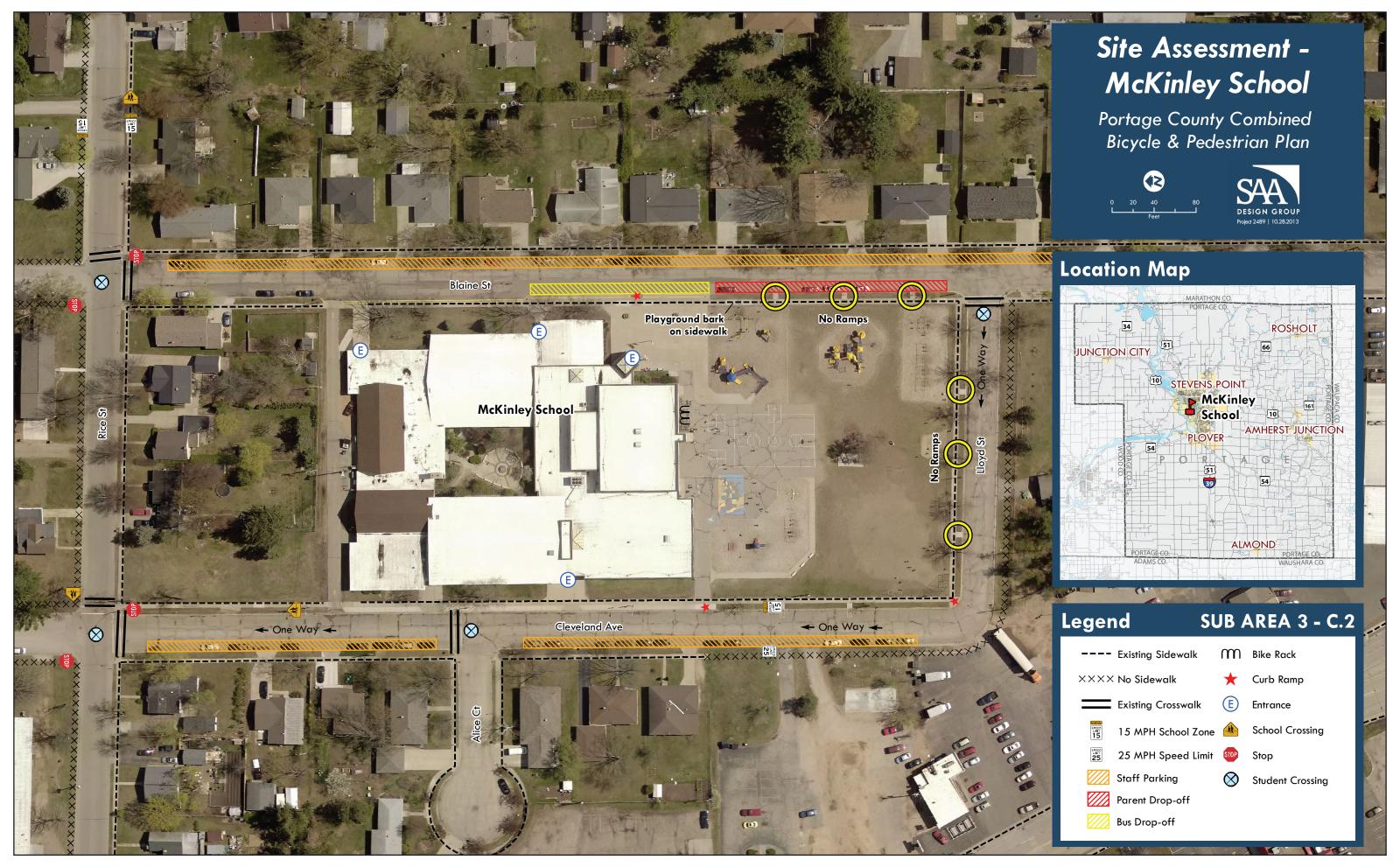


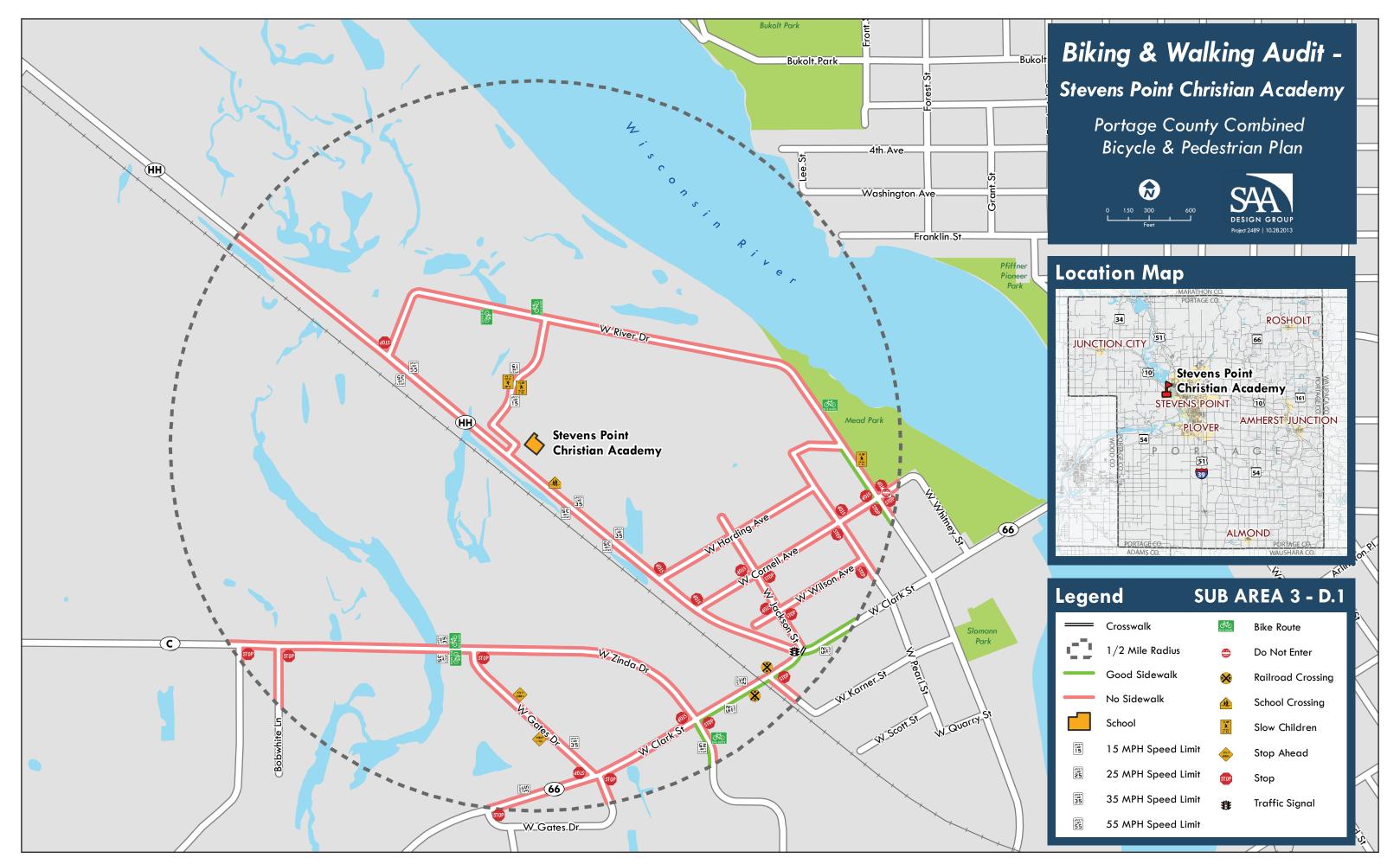




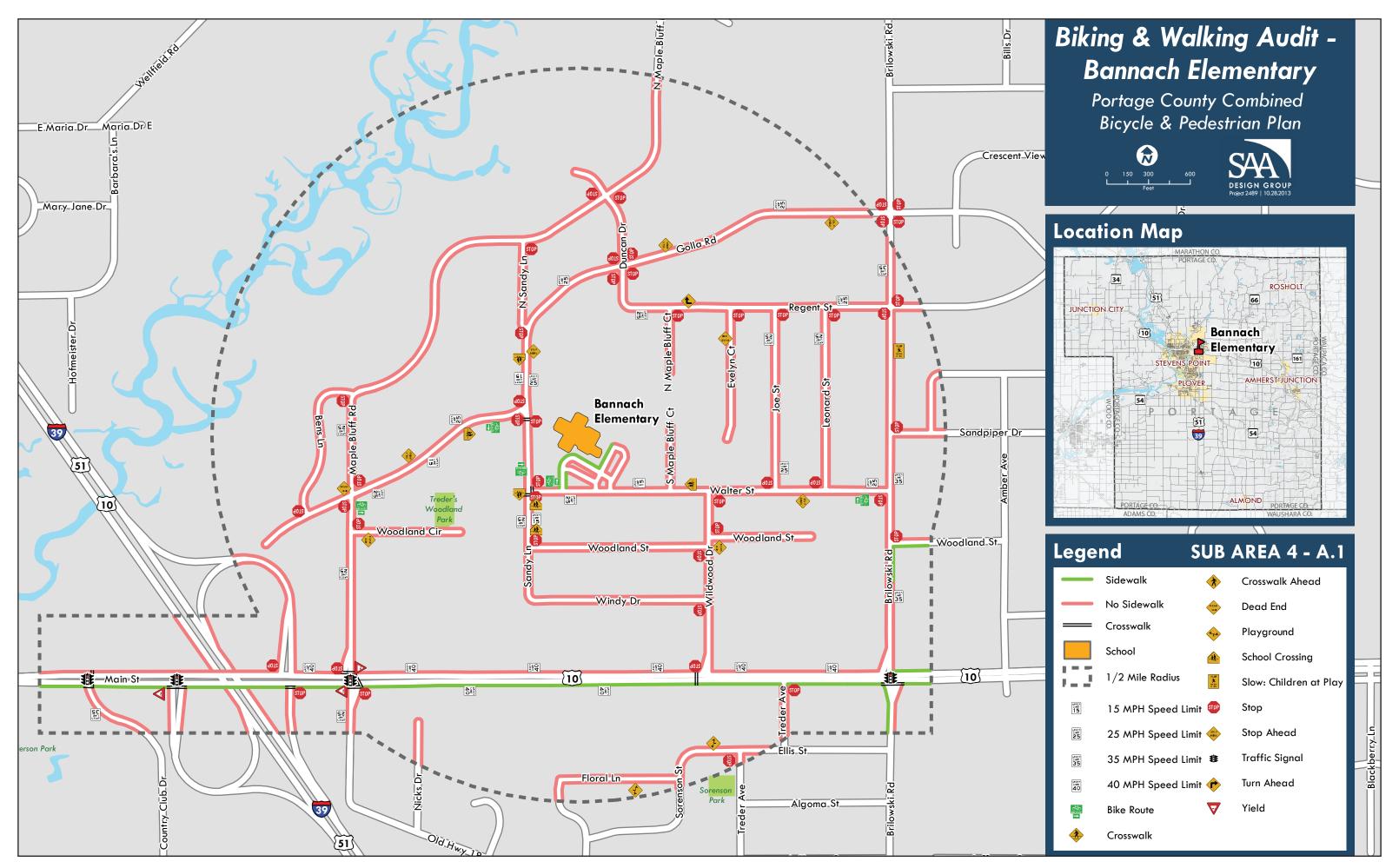


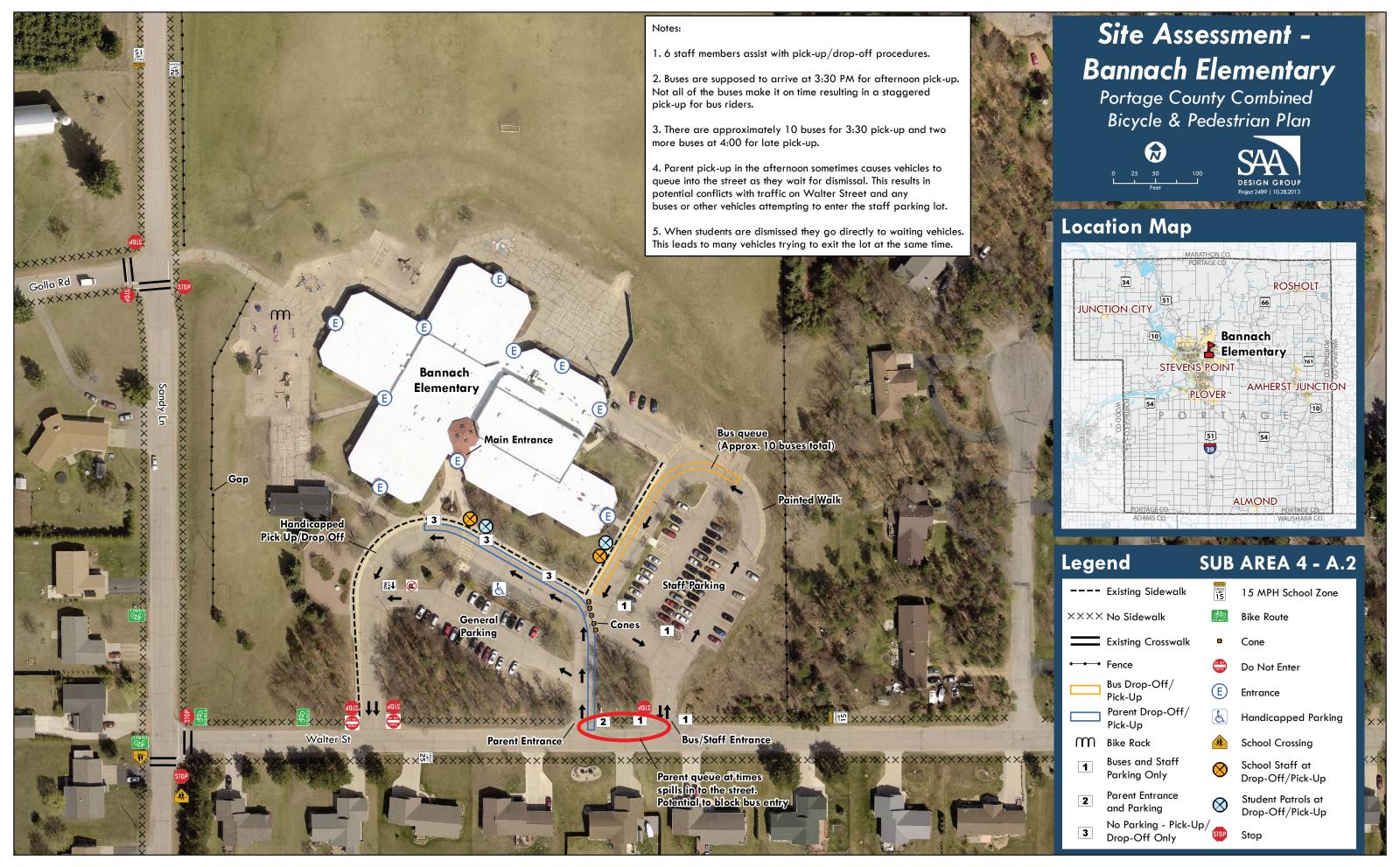


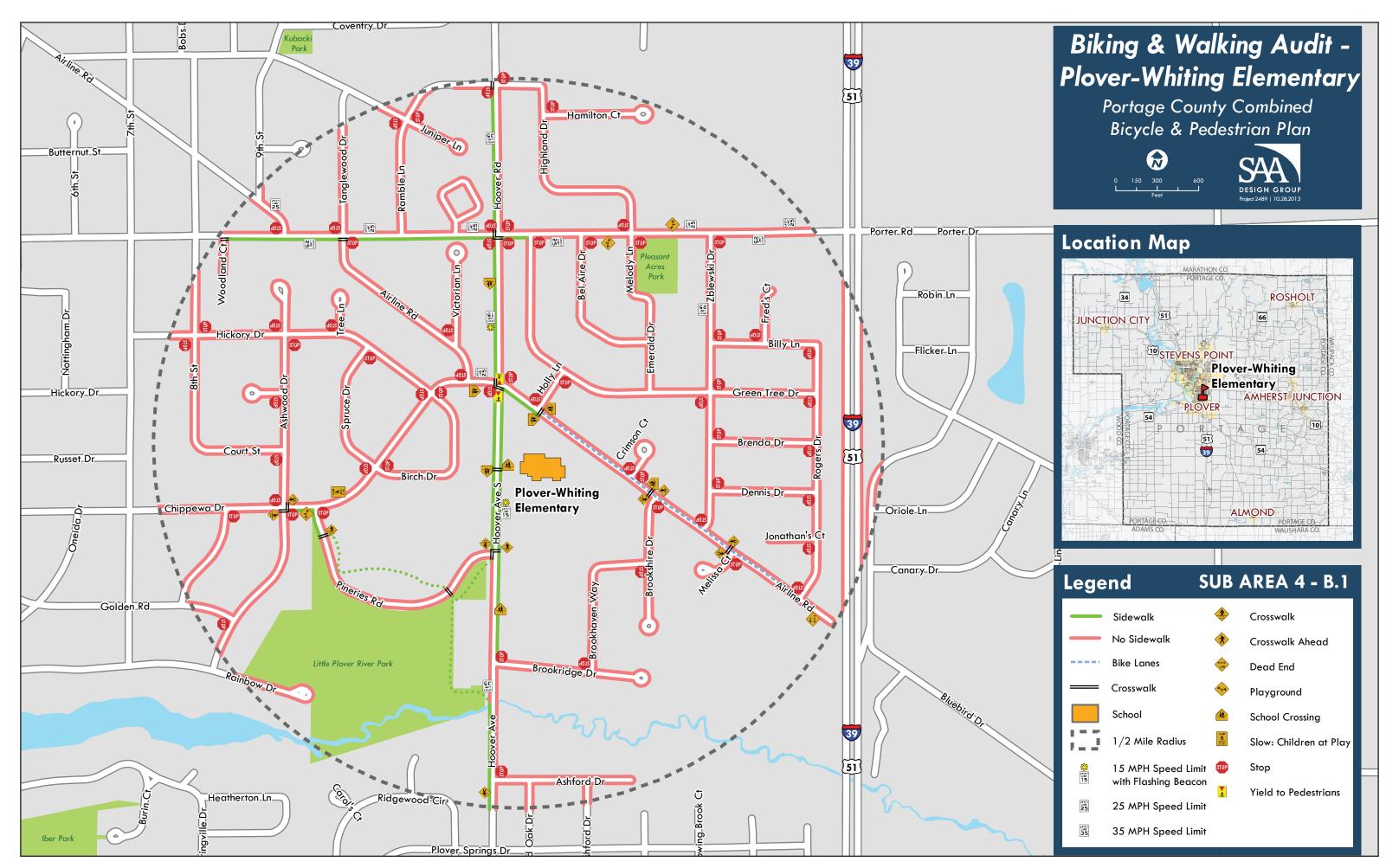


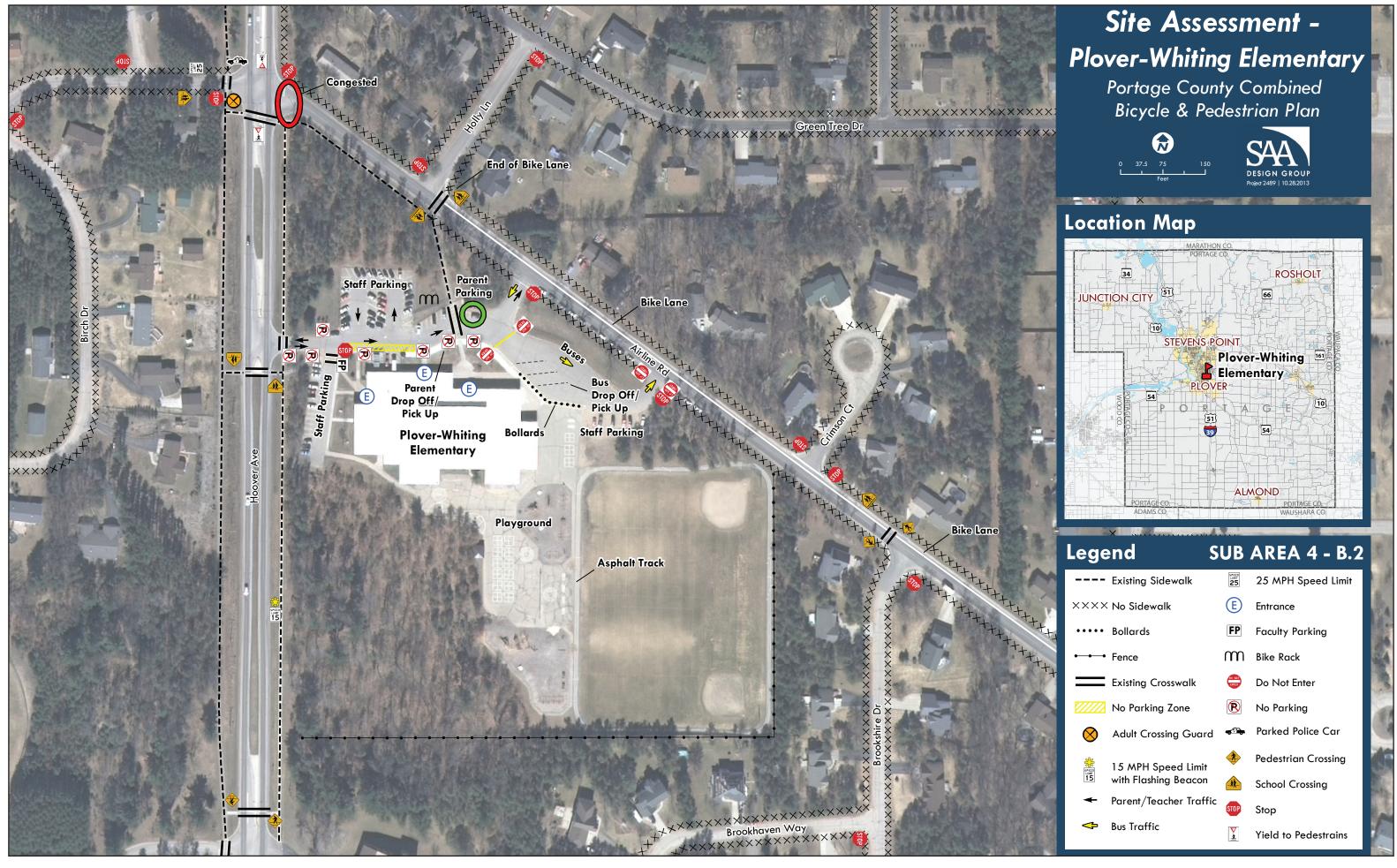


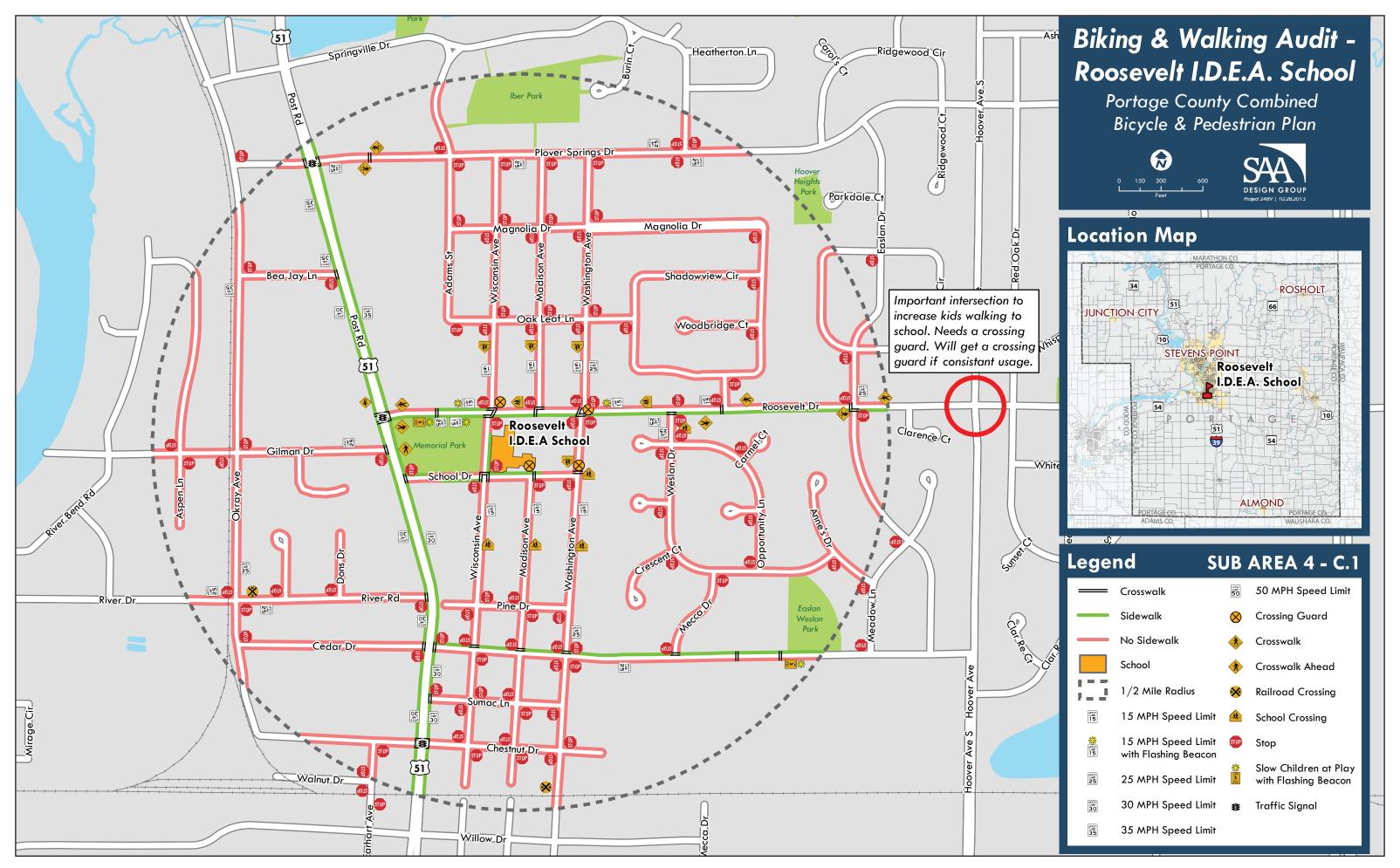


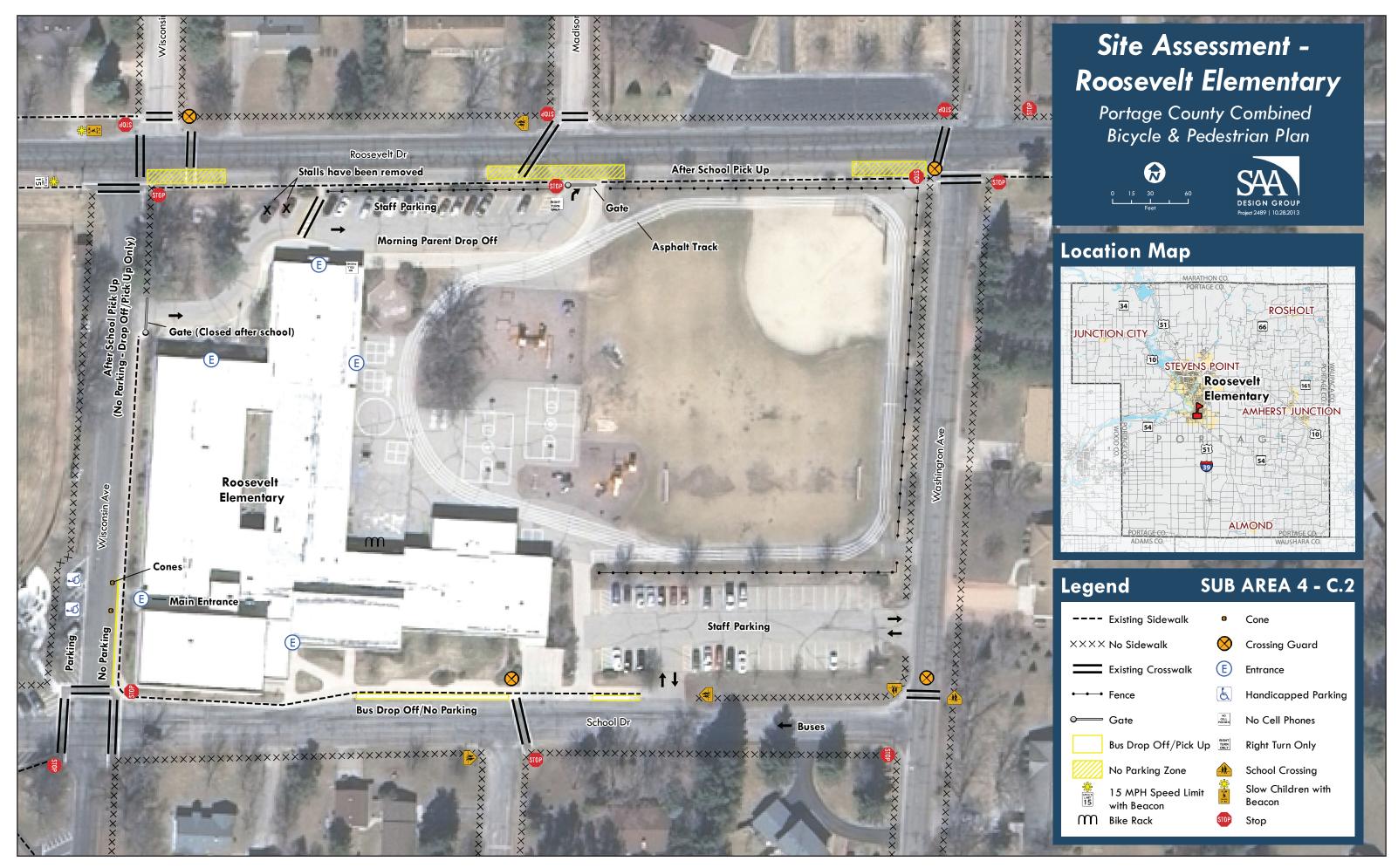


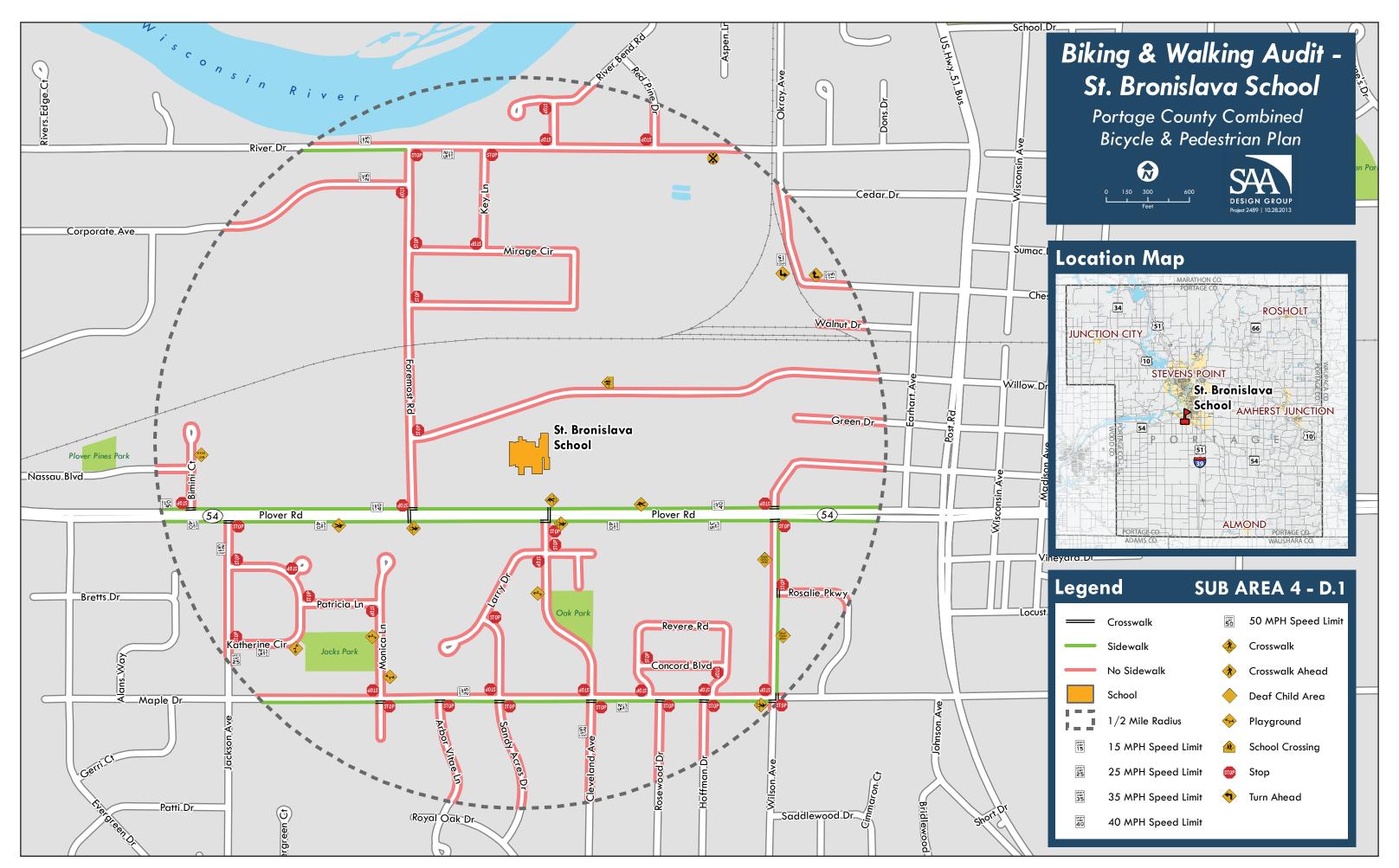


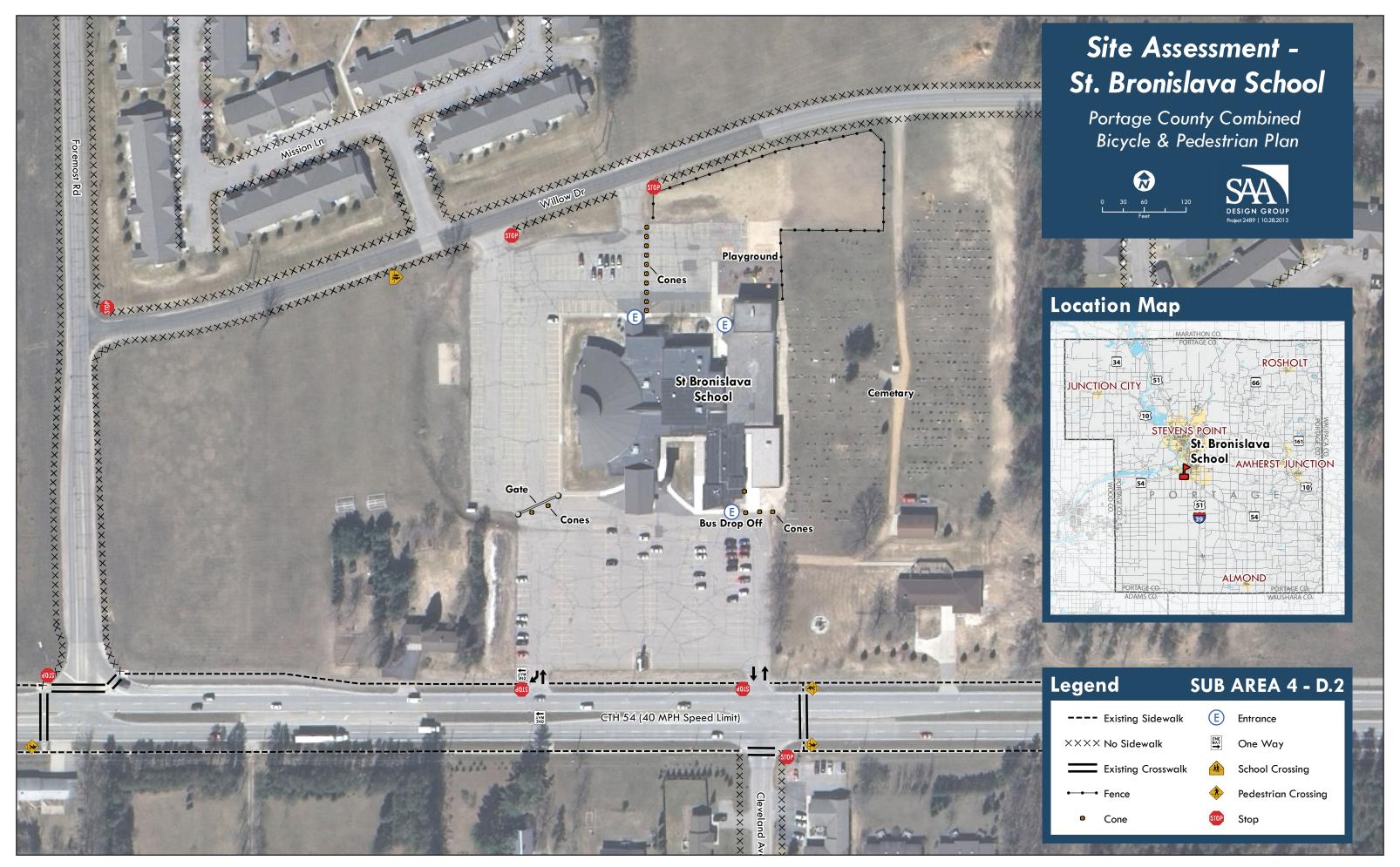


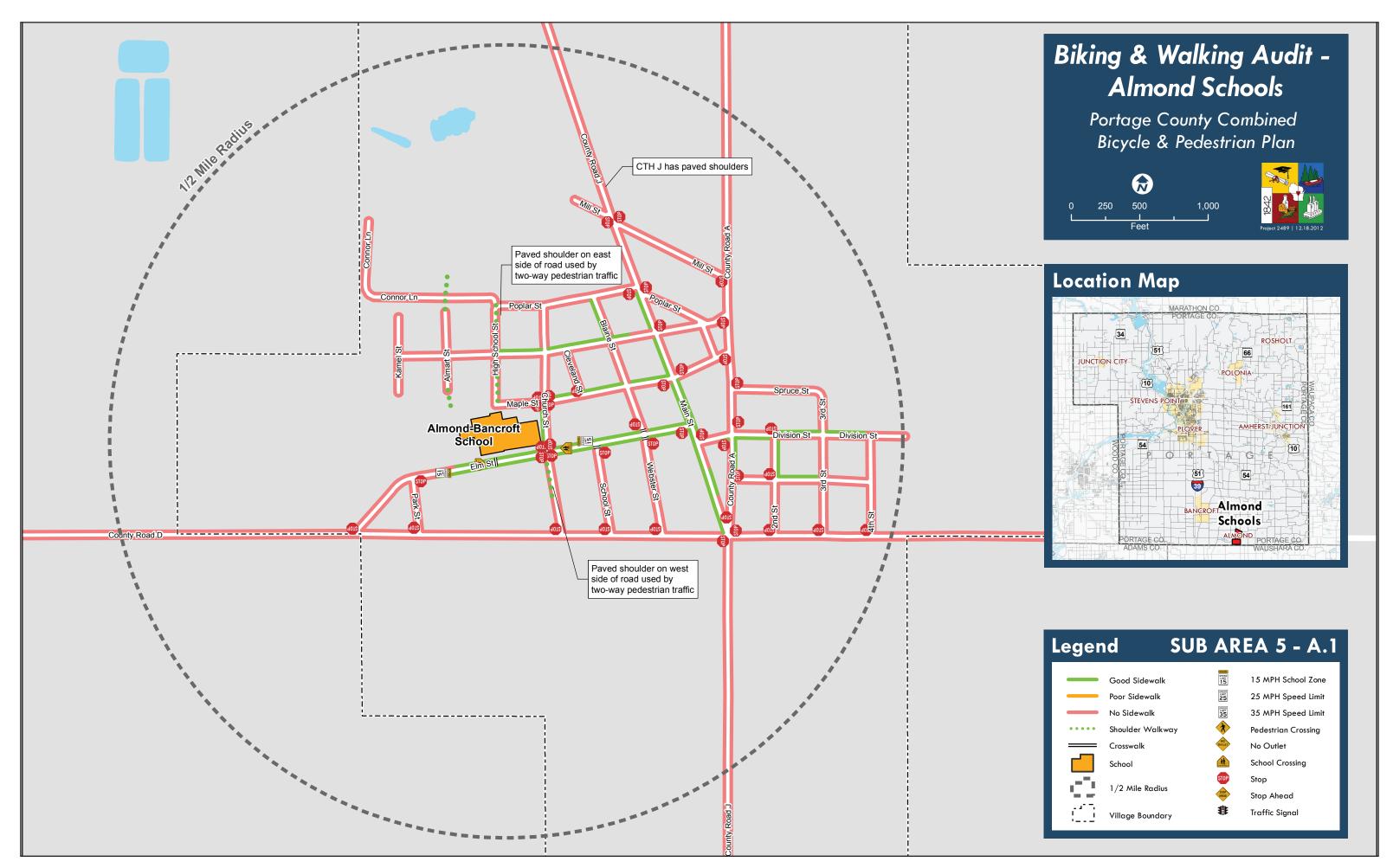


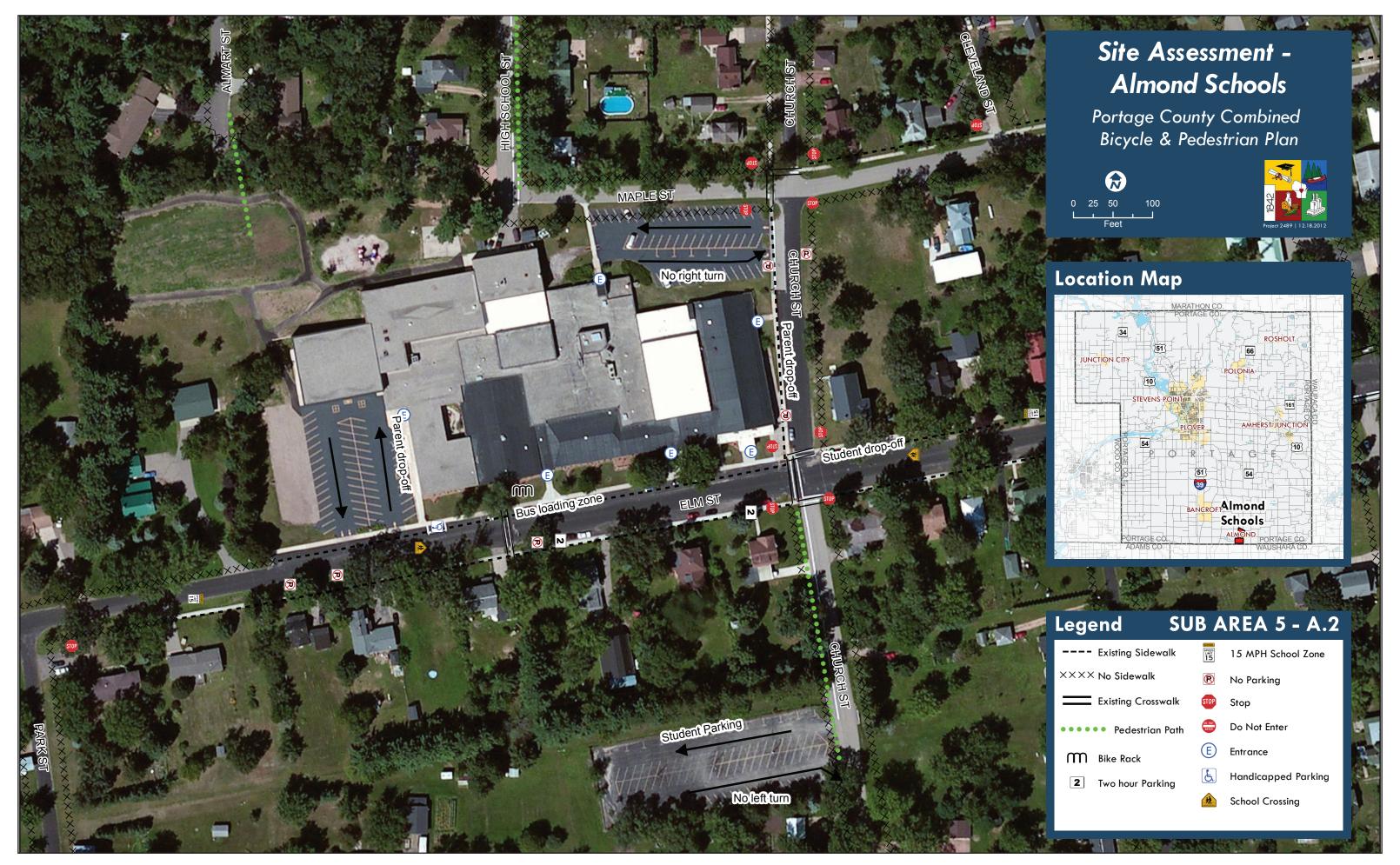


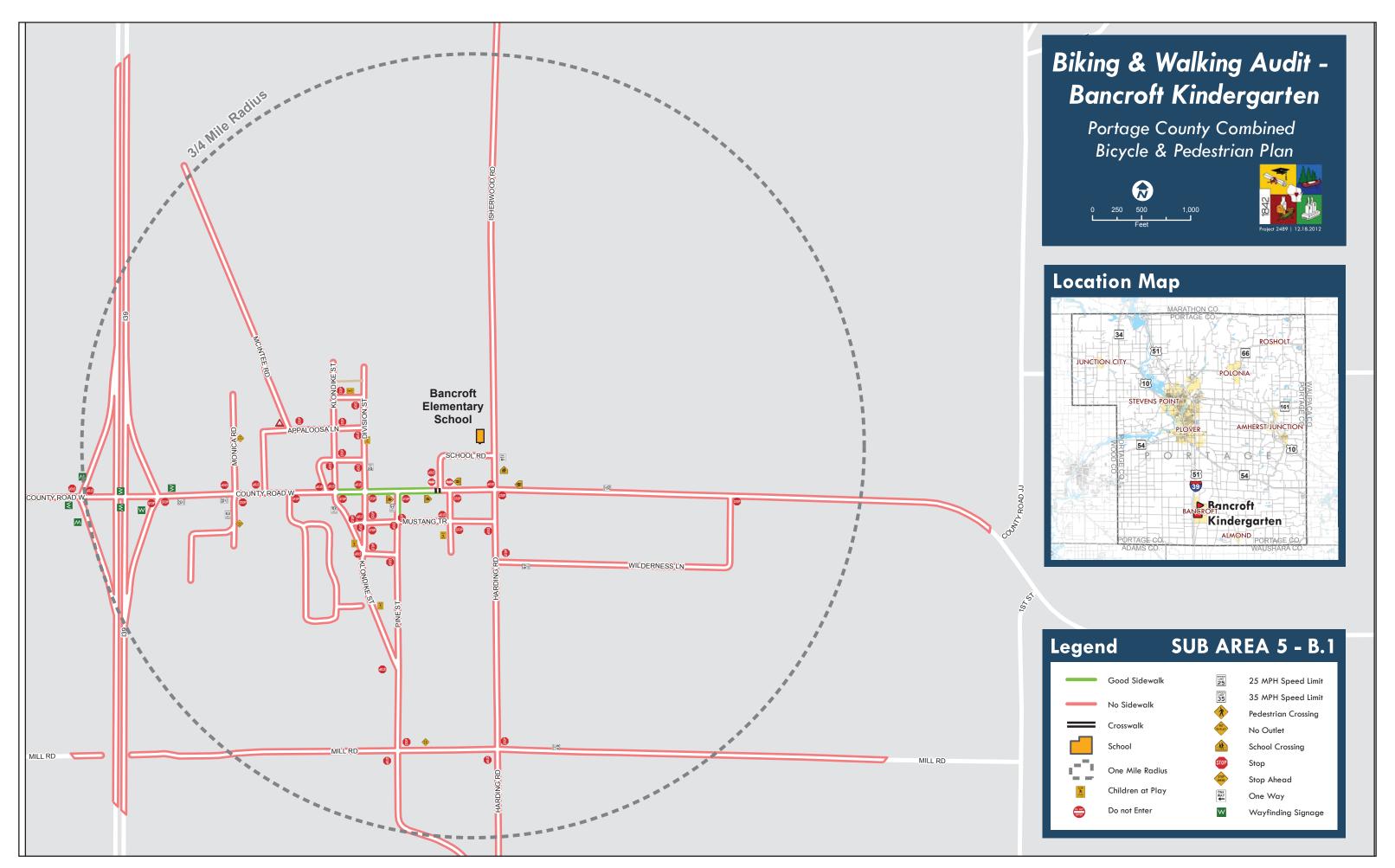


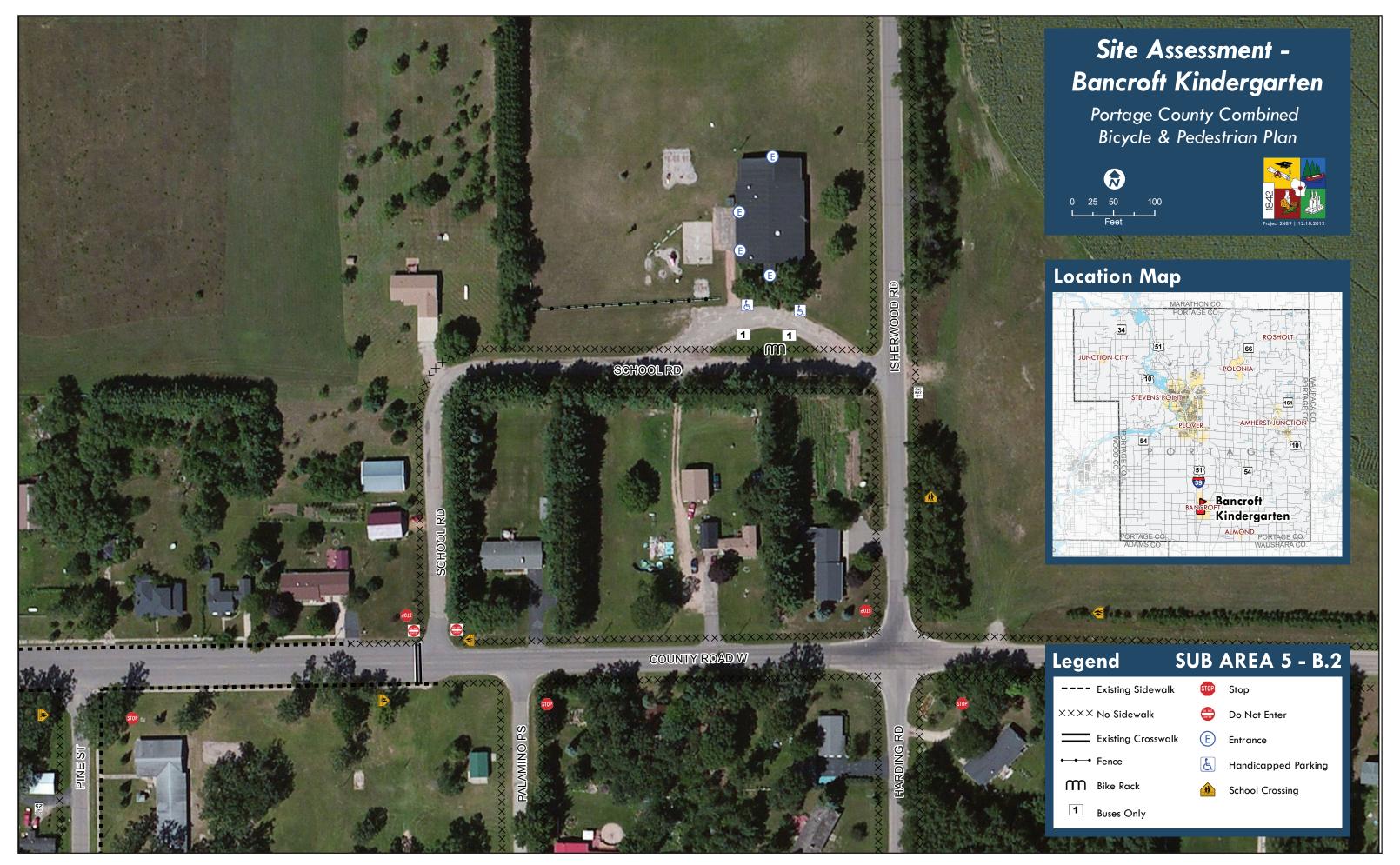


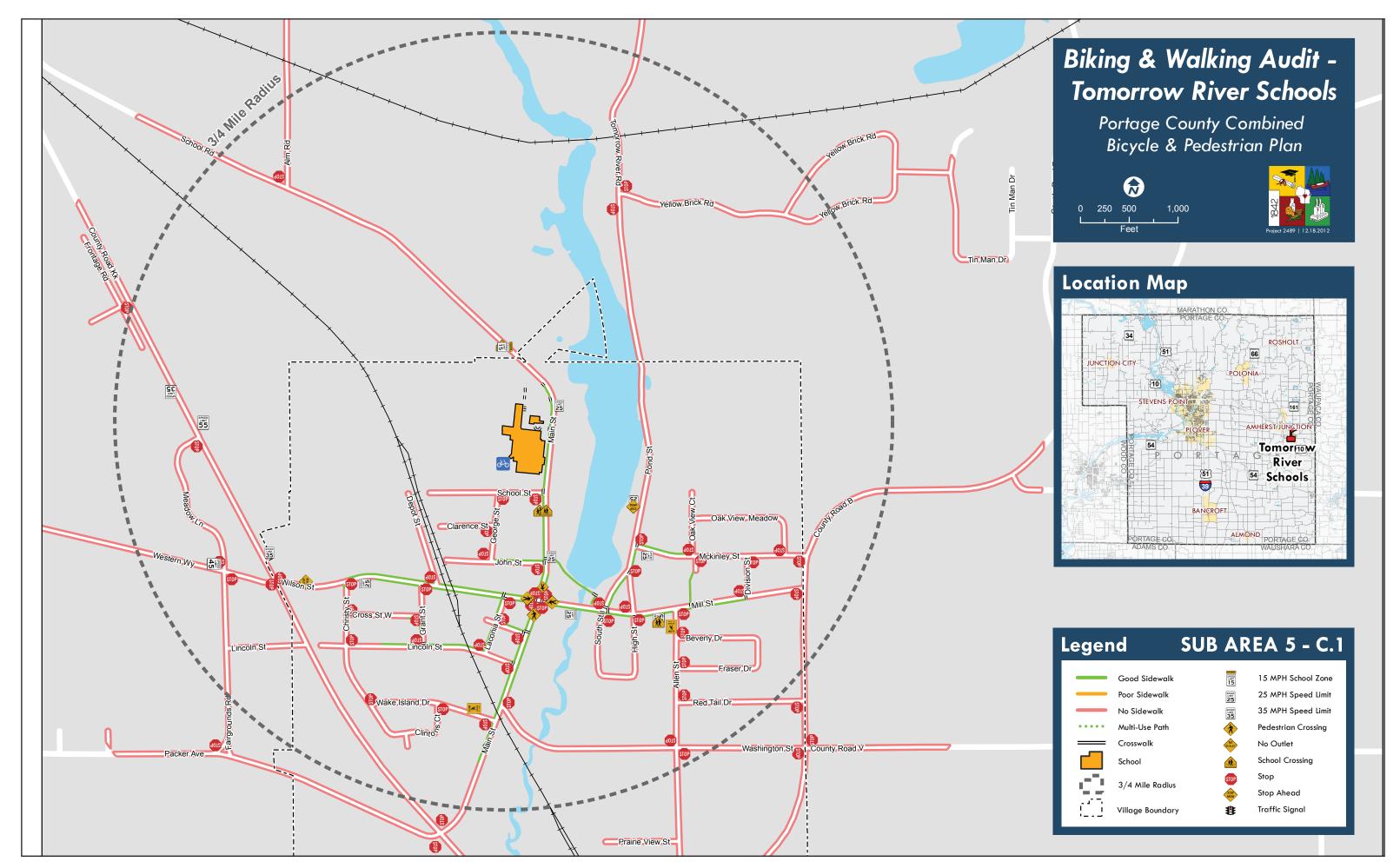


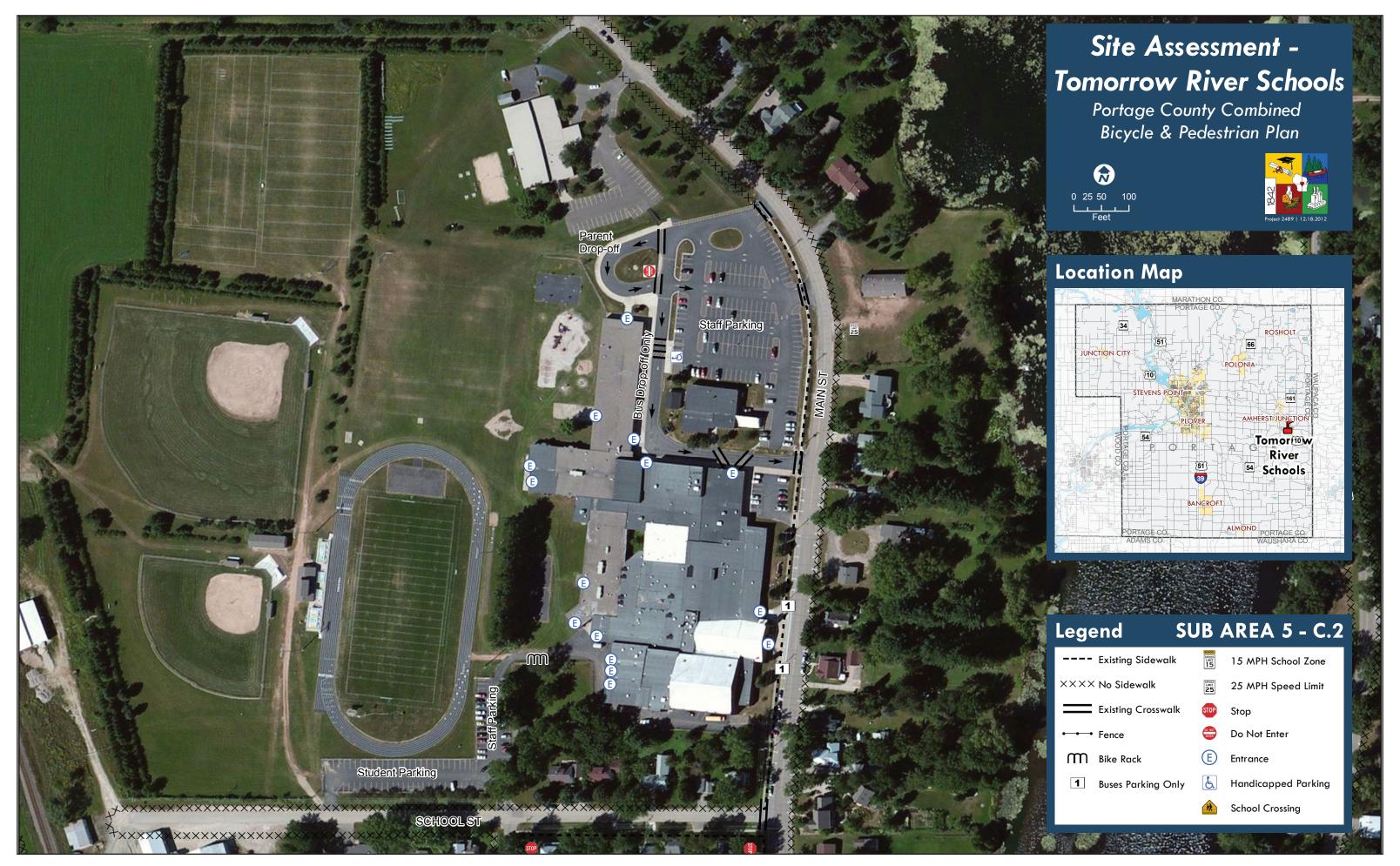


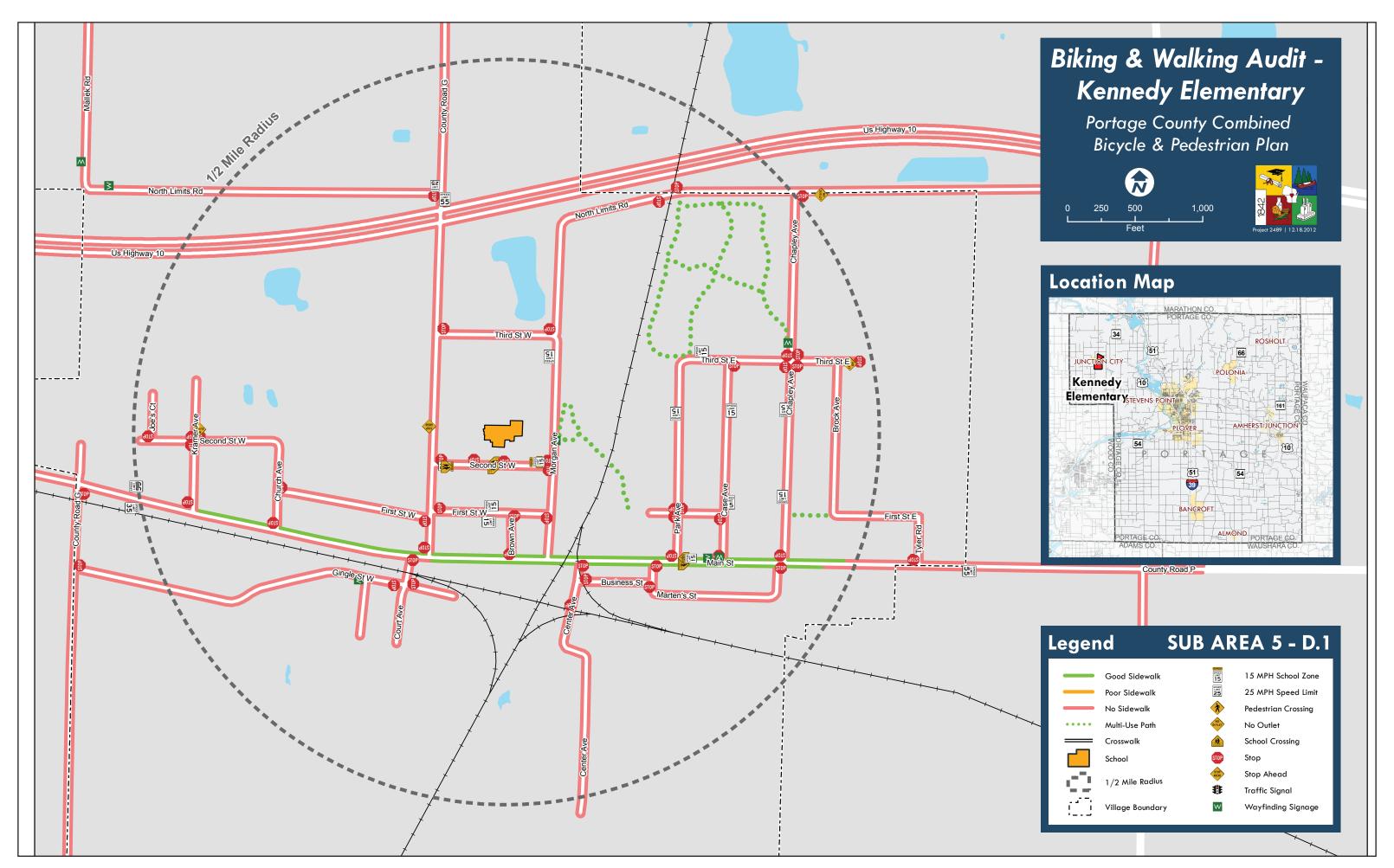


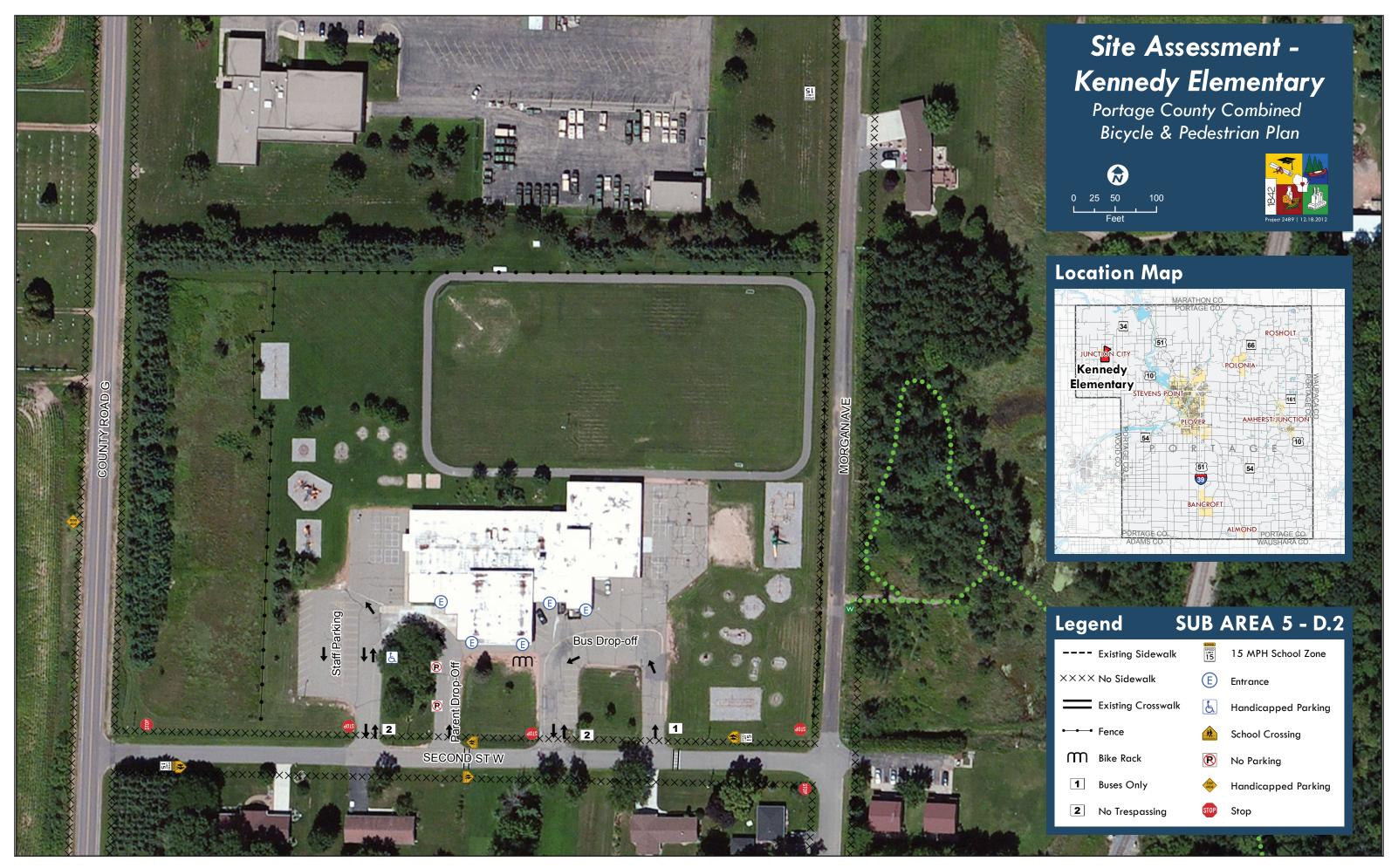


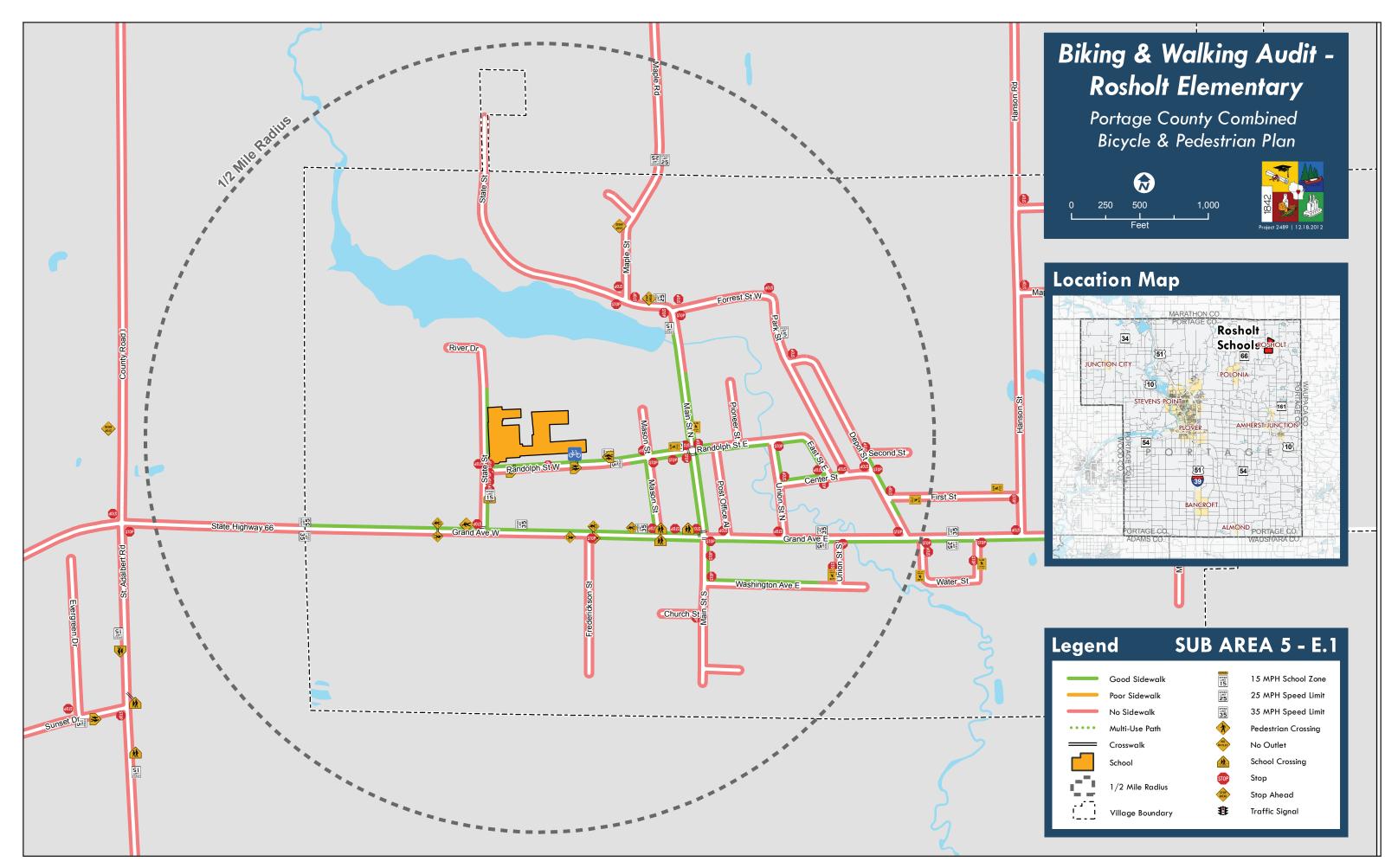


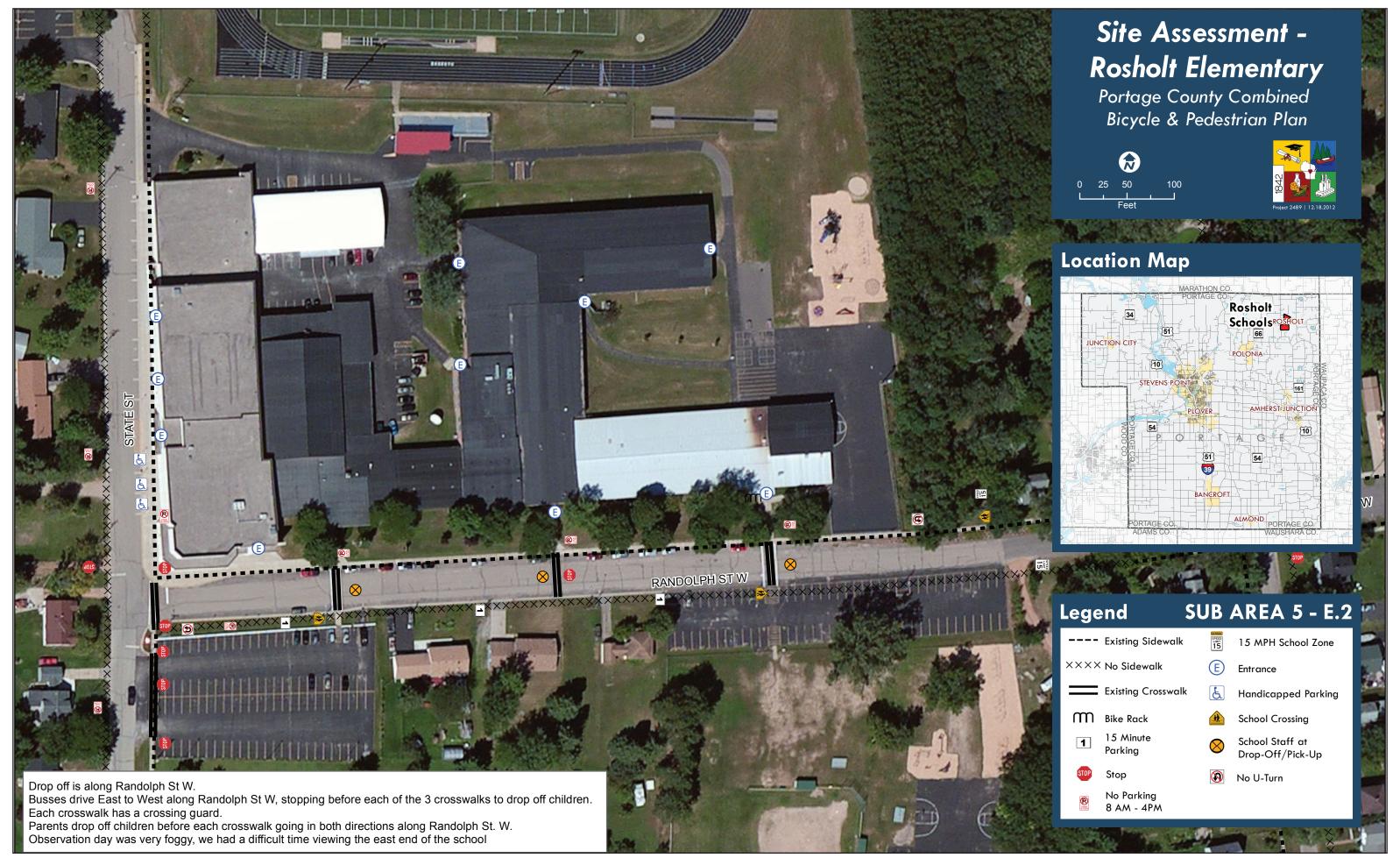












Portage County, Wisconsin Safe Routes to School Plan



### **Best Practices and Implementation Programs**

There are many active Safe Routes to School (SRTS) programs across the country and around the world today. Fortunately, the people behind these successful programs are very willing to share the tools and ideas they have developed. Chapter 3 borrows from this knowledge base and provides a resource for Portage County's SRTS program to build understanding and enthusiasm for SRTS within the county and individual communities, and ultimately at individual schools.

This chapter offers a review of the 5 E's approach to SRTS planning and an extensive toolbox detailing program suggestions and ideas. Additionally, a list of websites is provided so that users can access the vast resources available online capable of enhancing the proposed SRTS program.

#### The 5 E's Reviewed

Safe Routes to School (SRTS) refers to a variety of multi-disciplinary programs and facility improvements aimed at promoting walking and bicycling to school. SRTS largely centers around five core areas, called "The Five E's". They include Education, Encouragement, Engineering, Enforcement, and Evaluation and are described below.

**Engineering** is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or facilities. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school. Safe Routes to School engineering solutions may include adequate sidewalks or bike paths that connect homes and schools, improved opportunities to cross streets (such as raised medians or pedestrian signals), and traffic calming measures (such as reduced speed limits, speed bumps, or stanchions).

**Enforcement** includes policies that address safety issues such as speeding or illegal turning, but also includes getting community members to work together to promote safe walking, bicycling, and driving.

Unsafe driving behaviors in school zones can be observed each school day at arrival and dismissal times. These behaviors discourage parents from allowing their children to bike or walk to school and also pose a threat to the school's staff and children as they make their way from private cars or buses to the school building and back again. Many school principals report dangerous behaviors by parent drivers as one of their primary safety concerns. Crossing guards support principal observations, highlighting the need for safe, responsible driving practices, especially in school zones.

Enforcement programs can help calm traffic in the neighborhoods around schools and at the school site. When considering an enforcement program, first make a list of unsafe behaviors currently witnessed near the school and on the school campus. Violating school drop-off and pick-up procedures has a multiplying effect on unsafe behaviors. Parents who are trying to follow instructions received from the school get extremely frustrated when another person violates the rules and slows the process down. Their frustration can lead to additional aggressive and unsafe driving.

Community safety is not the sole responsibility of the local police department. Community members can and should play an important role in making both the neighborhood and school better and safer places. The community enforcement approaches listed below are staffed by local volunteers. In addition to community enforcement efforts it will be necessary to involve the local police department, as there are many things a local police department can do to encourage safe driving besides issuing speeding tickets.

**Education** includes identifying and advertising safe routes and teaching students to look both ways at intersections, to obey crossing guards, how to handle potentially dangerous situations, and the importance of being visible to drivers. Education initiatives also teach parents to be aware of bicyclists and pedestrians and the importance of practicing safety skills with their children. SRTS education efforts alert all drivers to the potential presence of walkers and bikers and the need to slow down, especially in school zones. Additionally, the Safe Routes to School plan educates local officials by identifying regulatory changes needed to improve walking and bicycling conditions around schools. This strategy is closely tied to Encouragement strategies.

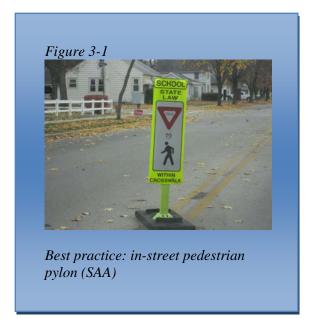
**Encouragement** combines the results of the other "E's" to improve safety issues, facilities, and enforcement to encourage more students to walk or ride safely to school. More importantly, encouragement activities build interest and enthusiasm and help ensure the program's continued success. Programs may include "Walk to School Days" or "Mileage Clubs and Contests," with awards to motivate students.

**Evaluation** involves monitoring outcomes and documenting trends through data collection before and after SRTS programming is initiated to identify methods and practices that work and those that need improvement.

#### **SRTS Tool Box**

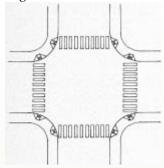
#### **Engineering Tool Box**

- 1) Signing and Pavement Marking: Use highly-visible signing (school zones, speed limits, crosswalks, etc.) and pavement markings consistently to convey the same message throughout the community. Signage in School Zones should follow the same conventions elsewhere in the community and convey a clear message. For example, if the intention of a NO PARKING sign is that no vehicle is to be stopped, then the sign should reflect that (NO STANDING ANY TIME), otherwise drivers may interpret the sign to mean they can temporarily wait in the location.
- 2) Install Bicycle Lanes: Bike lanes are 4 to 5 feet wide lanes located next to the road edge or between the parking lane and travel lanes on a street. They are defined by a 4 inch white line and help communicate to bikers and drivers how a road functions.



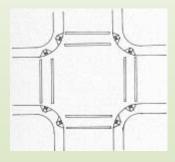
- 3) Build Bike Paths: Bike paths are generally 10 foot wide multi-use trails for both bikers and walkers. They typically have their own right-of-way and can be built on abandoned rail lines, on utility corridors or along riverfronts.
- 4) Complete the Sidewalk Network with Urban Cross Section (curb, gutter, terrace, sidewalk) Along Roadways: A complete sidewalk network is one of the most important tools for SRTS programs. Sidewalks provide a safe place for students to walk and a complete network makes safe routes from home to school possible. Using techniques that encourage proper drainage provide better opportunities for safe and comfortable travel by bicyclists and pedestrians.
- 5) Install, Enhance, or Repair Crosswalks: Crosswalks define the area of the street where automobile drivers can expect to see pedestrians. In the State of Wisconsin, a driver is required to yield to a pedestrian in a crosswalk. For crosswalks adjacent to school grounds, it is suggested that a "ladder crosswalk" or "continental crosswalk" be considered to increase visibility.
- Install Bump Outs: Bump outs are curb extensions usually located at intersections that reduce the crossing distance on streets.
- 7) Install New or Improved Street Lighting: The school day starts before dawn and ends around dusk in parts of Wisconsin during the winter months. Adequate street lighting is an important tool for walking safety.
- 8) Install Bicycle Parking With Multiple Touch-Points Near School Entrances: The location and type of bike racks on school grounds can encourage regular use of bikes as transportation. Locating convenient and functional bike racks near the main entrance where they can be seen from inside the building discourages theft and makes parents more likely to allow their child to ride to school. All bicycle parking facilities should be located on paved surfaces.
- 9) Install Traffic Calming Measures (curb extensions, speed tables, traffic circles, raised crosswalks, narrowing lanes, etc): Studies have shown that well designed traffic calming measures can reduce speeds considerably.
- 10) Restrict Turning Movements: Particular restrictions, such as only allowing right turns out of or into school properties, more commonly called "right-in, right-out" access, can help alleviate congestion and queuing in some locations.
- 11) Improve Accessibility: ADAAG standards for ramps, parking stalls, sidewalks, and paths need to be followed to ensure safety and universal accessibility.

Figure 3-2

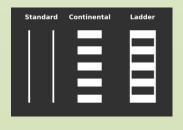


Above: FHWA considers "continental" markings to be the most visible to motorists.

Below: although crosswalks with parallel markings are permitted by MUTCD, they are less visible than crosswalks with ladder striping.



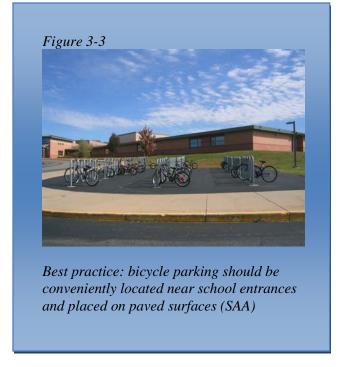
Below: commonly used crosswalk types



- 12) Pedestrian-Activated Crossing Signals: These signals, which flash when pedestrians are preparing to cross the street, alert oncoming vehicles to bicycle and pedestrian activity, thus providing increased safety and visibility for users.
- 13) Improve Vehicular Circulation and Definition: Locating parking, bus (un)loading, and main vehicular routes away from busy pedestrian areas reduces user conflicts and encourages more active transportation to/from school. Clearly defining pedestrian and vehicular routes will also help reduce conflicts between users.

#### **Education Tool Box**

- 1) The Wisconsin Department of Transportation has a wide selection of educational materials from DVDs and brochures to coloring books on
  - transportation safety. These materials are provided for free or at a minimal cost. The DOT encourages assistance with the distribution of these materials at PTO meetings, School Board meetings, and other gatherings.
- 2) Bicycle Rodeos, Walkable Communities Workshops, or SRTS Training Programs can be used to teach on-bike skills. Local community service organizations such as the Lions Club or Jaycees are often looking for opportunities to make use of their volunteers and are happy to help organize and run a Bike Rodeo.
- 3) Movin' and Munchin' is a wellness initiative sponsored by the Wisconsin Department of Public Instruction and cosponsored by WEA (Wisconsin Education Association) Trust. The program aims to encourage healthy eating habits and increased physical activity among students and their families by rewarding healthy nutrition choices and various forms of physical activity, such as walking or biking. All participating schools are considered for awards up to \$500 to use towards improving their physical education and nutrition programs, with a potential match available from the WEA Trust.



- 4) Teach personal safety skills to students and parents (never walk alone etc.). Local police departments are usually willing to come to elementary schools and talk with the students about safety skills.
- 5) The Wisconsin Bicycle Federation is a statewide advocacy organization that advocate for better walking and biking conditions in our communities. They have professional staff willing to help with educational programs for students and are a useful resource on biking and walking safety.
- 6) Bring the FHWA Pedestrian Safety Roadshow to local communities. The FHWA developed this four-hour workshop to increase pedestrian safety in communities through local awareness and local problem solving.
- 7) Identify local and knowledgeable advocates to give SRTS presentations throughout the community to build awareness and support for your SRTS program (Rotary, Lions Club, PTO, Plan Commission, etc.).
- 8) The League of American Bicyclists has developed a Bike Ed program which includes curricula for adults and children taught by certified instructors. Working with a local League Cycling Instructor to present as many of the classes as possible will increase overall community traffic safety by improving driver and biker skills.
- 9) Stagger Start and Release Times: This technique reduces congestion and increases safety by spreading traffic over a longer period of time.
- 10) Display and Distribute Bicycle/Pedestrian Maps: Providing maps of preferred walking and biking routes educates parents and students on safe, maintained routes to school.
- 11) Educate Parents and Students Through
  Existing School Events: Parent-teacher
  conferences, student orientation, and
  other events can be used as opportunities
  to educate parents on pick-up/drop-off
  routines, preferred routes to school, and
  other safe routes measures.

#### **Enforcement Tool Box**

#### **Community Efforts**

- Safety Patrols (or Cadets): Safety patrols are comprised of specially trained students, usually 5th grade and above, who are assigned tasks such as escorting students to buses and assisting students across streets. They are not legally allowed to stop traffic; however they can and do help other children spot appropriate gaps in traffic so they can cross. They also teach and model safe behaviors on the sidewalk and crossing the street.
- Adult School Crossing Guards: The local police department usually trains and certifies the crossing guards for a



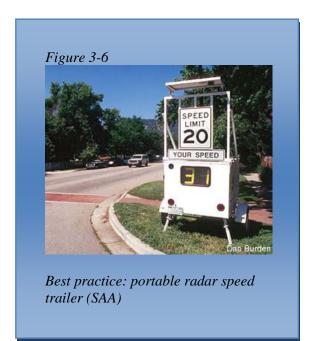
- community. They are also legally allowed to stop traffic or traffic violators. They are best deployed at busy intersections along popular school routes.
- 3) Active Speed Monitors or Driver Feedback Signs (DFS): These are signs that are permanently mounted near schools to make drivers aware of their current speed. They flash when a motorist is exceeding the posted speed limit.
- 4) Pace Cars: A pace car program uses volunteers who take a pledge to follow speed limits, stop at stop bars, yellow lights and other traffic control devices. The pace cars slow traffic down by modeling good behavior.
- 5) AAA School Safety Patrol: Upon registration, schools are eligible to receive free training materials, belts, badges and other items necessary for the operation of a successful School Safety Patrol program.
- 6) Property Maintenance Laws: Unmaintained or poorly maintained sidewalks create hazards for pedestrians. Enforcing these laws helps to keep sidewalks in good condition and free from overgrowing vegetation, ice and snow, and other barriers to pedestrian traffic.
- 7) Increased Enforcement During Arrival and Dismissal Times: Focused law enforcement during the busiest times will cut down on much unsafe behavior. Specifically, enforcing NO LEFT/RIGHT TURN, ENTER/EXIT ONLY, and BUSES ONLY regulations will create a safer walking and bicycling environment and will promote more efficient traffic flow during busy times.
- 8) Reduced Spacing of Parked Buses: Allowing too much space between parked buses encourages pedestrians to walk between them which limits their visibility and creates a hazardous situation. Decreasing this gap discourages this unsafe behavior and promotes the use of designated crosswalks.

#### **Police Department Efforts**

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

The National Center for Safe Routes to School web site has much more in depth information regarding enforcement tools at

http://www.saferoutesinfo.org/guide/enforcement/index.cfm



#### **Encouragement Tool Box**

- 1) International Walk/Bike to School Day: Occurring annually, these events can be used to kick off a new SRTS program or as a highlight of the year for an existing program. The International Walk to School Day organization creates many media opportunities and can be useful for a community to use as a springboard for its own Walk to School Day.
- 2) Walking School Bus: The walking school bus is a volunteer based program where a parent or other trusted adult volunteers to walk a set route, picking up school children along the way and walking them to the school grounds. Another adult will pick up the children at the school grounds and walk them home. This type of program is sometimes called School Pool or a Bike Train (if using bicycles).
- 3) Park-And-Walk Programs: Park and walk programs allow students who live too far away to walk the entire way to school a chance to participate and receive the benefits of walking to school. By providing a remote parking lot within a mile of the school grounds, parents and children can leave the car and walk to school.



- 4) Walk and Wheel Wednesdays: Walk and Wheel Wednesdays participants meet with school staff at a public location such as a coffee house near the school and at a pre-determined time, the students and the staff walk together to school one day a week. Prizes for schools with the highest participation rate or most miles traveled could also be considered.
- 5) Safe Passage or Neighborhood Watch Program: This program is organized by the National Crime Prevention Council and is intended to help communities reduce crime and can be a great asset to a SRTS program.
- 6) Adult Crossing Guard Recognition Week: Each school year, this week allows local schools and communities an opportunity to formally recognize the value and efforts of school crossing guards. School crossing guards are formally recognized differently across the State of Wisconsin, but universally appreciated among them are "Thank You" cards designed and delivered by school children.
- 7) Frequent Rider Miles: The Frequent Rider Miles contest was originally conceived by GO GERONIMO, an alternative transportation program in the San Geronimo Valley in Marin County, California, and adapted by the Marin SRTS program of the Marin County Bicycle Coalition (See "SRTS Resources" in this chapter). Children are issued tally cards and can earn points for walking, biking, carpooling and busing, which they can redeem for prizes. Local businesses are often willing to donate prizes.
- 8) Greening of the Trees: In the "Way to Go" contest (British Columbia), each child arrives at school and colors a leaf. The color of the leaf is determined by the child's travel mode. Walking and biking students color leaves green. Those who arrive by bus and carpool get a different shade of green leaf. If a child traveled by car part of the way, but walked at least a block, the leaf is half yellow or brown and half green. Students who arrive by car (but not in a carpool) get a brown leaf. The leaves are then mounted on a tree, and the more the

- children walk or bike to school, the greener the tree becomes. A prize is given to the class with the greenest tree.
- 9) Walk and Bike Across America: Another "Way to Go" Initiative, this contest allows students to gain a broader perspective on the freedom provided by walking and biking. Students keep track of the distance that they walk and bike to school. Each week, the students add up the distance that the whole class traveled during that week and plot it on a map. Then they "travel" to a destination chosen by the class within those miles. Students become aware that they can travel great distances on foot or by bike. The class that has traveled the farthest gets a special reward, such as a movie or pizza party. In a variation on this contest, carpools and bus passengers can be included by adding bonus miles for every child who uses those modes.
- 10) Art Contest: Art contests provide children the opportunity to develop safety slogans and art while learning about better safety practices. Their artwork can then be used as signs or banners as part of a community wide safety campaign. Students in Hertfordshire, England (United Kingdom), had their artwork transformed into "gateway" signs to alert drivers entering roads around schools.
- 11) Trip Counters: These systems utilize a radio frequency identification tag (often affixed to helmets) that sends a signal to a solar-powered device. In Boulder, Colorado, one elementary school increased bicycle trips from 10,000 to 20,000 trips per year in part because participants could trade accumulated bicycle trips for prizes. The Boltage program (formerly Freiker) registers tags, beeps, and wirelessly uploads data to the Boltage website so kids can see how close they are to earning a prize. The system can also be used by walkers.
- 12) Essay Contests: Essay and creative writing contests give students an opportunity to address how transportation affects their community and the environment. This activity is a thought-provoking way to help students consider alternative ways to get to/from school and to develop writing and cognitive skills.
- 13) Treasure Hunt: Organize a Treasure Hunt by creating a list of objects, safety signs, and special landmarks and ask the children to locate them on their walk to school. Those who find all the items get a prize.
- 14) Walk-a-Thon: A Walk-a-Thon is a way to promote walking and raise funds at the same time. Children solicit pledges for every mile they walk (or bike) to and from school. At the end of the period, the student who raises the most money wins a prize.
- 15) Golden Sneaker Awards and Mileage Clubs: Providing a weekly prize in the form of a "golden sneaker" or progressive prizes for certain mileage milestones can foster healthy competition between classes or schools while promoting bicycling and walking to school.
- 16) The Marin County Safe Routes to School Coalition has many resources on its website including complete guides to popular encouragement activities such as the Golden Sneaker Award and School Pool. These can be found at:

http://www.saferoutestoschools.org/forms.html

Figure 3-7

Best practice: frequent rider systems, such as Boltage may encourage active transportation (Boltage)

#### **Evaluation Tips**<sup>1</sup>

Rather than providing a tool box for evaluation, this section provides tips on how and when to evaluate the SRTS program. This information was provided by the National Center for Safe Routes to School. The National Center is collecting data from around the country on SRTS programs in an effort to gauge the success of SRTS. For the best results, it is useful if all evaluations are performed in a similar manner for ease of data compilation and comparison between communities.

Local programs often have many responsibilities, just one of which is monitoring the progress and effects of their Safe Routes to School (SRTS) program. If time and resources are limited, collecting data before and after the program can provide information to help guide program planning, understand the progress and identify future actions.

Using the SRTS student travel tally and parent survey developed by National Center for Safe Routes to School enables programs to use online tools to enter data, generate reports and summarize results.

It is best to evaluate a SRTS program both before starting the program and throughout program implementation. Another good time to evaluate results is after major (or many minor) engineering changes have been constructed.

#### **Before initiating SRTS:**

- 1) Use a student travel tally and parent survey to identify current student walking and bicycling rates and parent attitudes regarding children walking or bicycling to school. These tools are available from the National Center.
- 2) Compile the information. Baseline information from the survey instruments can be entered via Web-based tools to summarize information and create basic reports.
- 3) Ask the school principal to describe: the main walking and bicycling routes, any safety concerns, any known pedestrian or bicyclist crashes in recent past, and any rules relating to walking/bicycling to school
- 4) Assess the main walking and bicycling routes. Walk the main routes that students take or would take when walking or bicycling to school, looking for any safety concerns and potential barriers.

Use results from the above evaluation to design a SRTS Program Plan. The information can be used to develop strategies and goals. It is best to correct unsafe conditions before conducting encouragement activities.

#### After SRTS:

5) Collect the student travel tally and parent survey information again after the activities have taken place. Enter the data using the Web-based tools. These tools can generate reports that compare findings. If engineering improvements were made, reassess the walking and bicycling routes affected with the audit checklist.

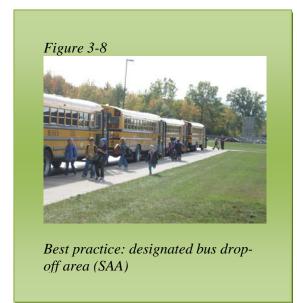
<sup>&</sup>lt;sup>1</sup> This information was provided by the National Center for Safe Routes to School. For more information see http://www.saferoutesinfo.org/guide/evaluation/index.cfm

6) Compare results collected before and after the program to identify changes. Did walking and bicycling increase? Did parents' attitudes change? Did safety improvements occur? Did parents recognize these improvements?

#### Who Evaluates?

One person cannot do all the evaluating. The group responsible for planning and conducting the Safe Routes to School (SRTS) program will also most likely be responsible for evaluation. The following stakeholders can all play important roles:

- Implementers: Those involved in running the SRTS program.
- Partners: Those who support the program with resources, such as financing or time.
- Participants: Those served or affected by the program, including students, parents/caregivers or neighbors.
- Decision-makers: Those in a position to do or decide something about the program.
- Professional evaluators: Those whose assistance is required if a complex research design or data analysis is planned.



 SRTS program leader: The person who oversees the evaluation process and convenes the stakeholder meetings.

#### **Sharing Information**

Each stage of evaluation provides important information that can strengthen or improve a program so effective utilization of these data need to be utilized as soon as possible to improve success. Before the Safe Routes to School program, evaluation helps inform the program objectives. During the program, evaluation identifies what is or is not working while the program is being conducted. These results should be shared with those who can make mid-term changes to improve the program. Evaluation after the completion of the formal SRTS program highlights the changes since the program began. These results need to be shared with program administrators so decisions about challenges and changes can be discussed to improve the program.

#### **Arrival and Dismissal Plans**

An Arrival and Dismissal Plan is a very important aspect of improving safety for students who bike and walk to school. A well written plan can make the entire campus safer for every mode of travel, and as such, every school should have an Arrival and Dismissal Plan. This plan contains details on how each mode of transportation will be accommodated safely at the school each morning for arrival and every afternoon for dismissal. The plan needs to be shared with parents and students repeatedly throughout the school year, and enforced.

Plans should be unique to each school but they commonly include the following information:

- 1) Designated Drop-off and Pick-up Locations for Private Vehicles: Drop-off and pick-up locations can be designated using pavement or curb markings, positioning adult or child safety monitors at these points, or blocking off or signing locations where access is not desired. Consider developing several designated pick-up/drop-off locations where parents stay in queue until a "spot" is available (children may not race to a vehicle that is not parked in a designated "spot"). Encourage parents that want to escort their children to the building to park in a parking lot or other designated site, rather than in queue or a travel lane.
- 2) Designated Bus Lanes and Day Care Van Lanes: These are dedicated drop-off and pick-up areas for school buses. An adult should monitor behavior and help children load the buses safely and efficiently. It is best to keep the bus/van traffic as separate as possible from the private car drop-off areas.
- 3) Designated Area for Children to Gather in the Morning: It is best to provide one area, often at a specific playground, for the children to gather before the first bell, at which time they are allowed into the school. Some larger schools designate different doors for different grades to use when entering the school. This is important as parents will often drop their children off 15 minutes or even 30 minutes ahead of the first bell. Having a designated gathering space allows for easier monitoring of the school children while they wait for the first bell.
- 4) Designated Area for Siblings to Meet After School: For families with multiple children in one school, it helps to have the siblings meet up in one location before they head out for home.
- 5) Map of Arrival and Dismissal Procedures: The map of the campus should include driveways, parking lots, bike parking and sidewalks leading to the school and on the school grounds, playground locations, and a building plan with all the doors noted. The map should be easy to read and inform the user where the private cars are to drop-off and pick-up students, where the buses will be parked, and where day care vans should unload and load. Areas for children to gather before first bell should be illustrated, as well as the best approach for students walking and biking to school. Written instructions with further details on the arrival and dismissal procedures may be included on the back side of the map. The map and instructions will need to be distributed several times a year and should be posted on the web for easy access.

#### Improving the safety and efficiency of arrival and dismissal

- Staggered Release: Some schools allow children who biked or walked to school to leave 5
  minutes early. This encourages biking and walking and provides them a head start before the
  auto/bus traffic increases in volume.
- 2) Designated Doors for Differing Modes of Travel: It may be helpful to consider directing children to different doors depending on if they are expecting to walk or bike, are picked up by private cars, or board buses.
- 3) Student Valets: Designate older students as valets who escort children from a private vehicle to the building entrance in the morning and vice versa in the afternoon.
- 4) Controlled Pick-up: The school distributes signs (placards) with children's last names to be displayed in car window at pick-up time. A teacher or monitor will read the last name and that child may load into the vehicle. Usually, names are called out in groups of four, with four cars parked to load children, and four cars in queue for loading. This can help reduce the dangerous practice of children racing to their parents' cars between parked or moving cars.
- 5) Friendly Notes: These "tickets" can be issued by school staff or by student valets to vehicles not obeying rules. They may include a "no idling message", or convey other information like "no parking" or "bus lane". In Utah, parents developed a Parent Parking Patrol (PPP) to monitor specific school areas. When they observe traffic violations, volunteers approach

- offenders in a non-confrontational manner and provide safety-related materials and a warning note. Some volunteers also record license plates so that habitual offenders can be reported to local police. Many schools are more comfortable issuing appreciative tickets to motorists who follow the rules. This positive reinforcement encourages continued safe driving practices around the school.
- 6) Involve Parents: Parents who repeatedly ignore efforts to improve the operation and safety situation on school grounds may be "sold" on the idea if they actually see the problem for themselves. Involving parents in assessing safety on the school grounds, collecting data, and brainstorming solutions allows them to see for themselves the potential consequences of not following the rules.

#### **SRTS Resources**

As previously mentioned, a successful SRTS plan is built on a multi-faceted approach to address the problem of decreased childhood activity levels and increased use of automobiles to drive kids to school. In addition to the information contained in this chapter, resources to address each of the 5 E's can be found on the internet. This section provides web addresses to some of the better known websites. Using a web-based search engine to look for issues specific to Portage County will likely result in additional resources.

The National Center for Safe Routes to School provides a very complete website with information and resources on all aspects of a Safe Routes to School. <a href="http://www.saferoutesinfo.org/index.cfm">http://www.saferoutesinfo.org/index.cfm</a>

International Walk to School maintains an excellent website that shares SRTS information from around the world and organizes International Walk to School Day each fall. http://www.iwalktoschool.org/index.htm

The Wisconsin DOT's Safe Routes to School website contains information on the state grant program, helpful information on planning and SRTS programs. <a href="http://www.dot.wisconsin.gov/localgov/aid/saferoutes.htm">http://www.dot.wisconsin.gov/localgov/aid/saferoutes.htm</a>

The Bicycle Federation of Wisconsin is Wisconsin's state-wide bicycle advocacy group. They provide information on safe bike riding techniques, ideas for how to improve your community for biking and a specific page on SRTS. <a href="http://www.bfw.org/education/">http://www.bfw.org/education/</a>

The Federal Highway Administration (FHWA) maintains a very useful SRTS website containing information such as a broad overview of the program, frequently asked question (FAQ), and funding information.

http://safety.fhwa.dot.gov/saferoutes/

The Safe Routes to School Partnership provides links and contacts to businesses and organizations in each state that support SRTS and can help individuals building a SRTS program. <a href="http://www.saferoutespartnership.org/">http://www.saferoutespartnership.org/</a>

Marin County, CA was the first county in the nation to develop a successful SRTS program. The results of their efforts, including helpful "How-to" guides, are available for download at: <a href="http://www.saferoutestoschools.org/">http://www.saferoutestoschools.org/</a>

There is much more information on SRTS on the web than can be listed here. Each state in the country has an SRTS web site and successful programs, materials, and resources are relatively easy to find.

#### **Funding Sources**

SRTS funding can come from a variety of sources. There are many public grants available as well as private sector funding.

#### **Public Funding**

The following table outlines several public funding sources available to increase bicycle and pedestrian programming and facilities development.

Grant		Local	
Source/Name	Brief Description	Match*	<b>Contact Information</b>
Wisconsin Bureau of Tra	·		
Bicycle Safety-Rodeo	One-time funding to assist a community with the initiation of an annual Bike Rodeo to teach safe bike riding skills to elementary students.	20%	WisDOT Bureau of Transportation Safety larry.corsi@dot.state.wi.us
Pedestrian Road Show/Walking Workshop	Funding to bring a half-day workshop to a community to initiate pedestrian safety improvements	20%	
Teaching Safe Bicycling	Annual free "train the trainers" seminar focused on teachers, YMCA and recreation staff so they may in turn teach young students safe riding techniques.	N/A	
Wisconsin Pedestrian and Bicycle Law Enforcement Training Course	A two-day course for law enforcement officers focused on managing traffic for bicycle and pedestrian safety.	Varies	
Wisconsin Department	of Transportation - Transportation Alternatives	Program	
Transportation Alternatives Program (TAP)	Funds bicycle and pedestrian facility improvements that address commuting and transportation needs.	20%	WisDOT  tressie.kamp@dot.state.wi.us
Wisconsin Safe Routes to School Program Infrastructure Grant	Will fund improvements to public infrastructure within 2 miles of an elementary or middle school that will improve conditions for biking or walking to school.	20%	SRTS WisDOT Coordinator srts@dot.state.wi.us
Wisconsin Safe Routes to School Program Non Infrastructure Grant	Will provide funding for programs to encourage biking or walking to school. Will also fund enforcement or evaluation efforts.	20%	
Wisconsin Safe Routes to School Program Planning Grant	Funds SRTS planning efforts for an individual school or a community of schools.	20%	
Wisconsin Department of Natural Resources			
Recreational Trails Grant	Funding to build trails for motorized and non motorized traffic.	50%	Wisconsin DNR  David.Calhoon@Wisconsin.gov
Stewardship	Funding for "nature based" recreational facilities including hiking and biking trails.	50%	Wisconsin DNR  Mary.Teves@Wisconsin.gov

Grant		Local	
Source/Name	<b>Brief Description</b>	Match*	<b>Contact Information</b>
Wisconsin Departmen	nt of Public Instruction		
Movin' and Munchin' Schools	A wellness initiative sponsored by the Wisconsin Department of Public Instruction and cosponsored by WEA Trust. The program aims to encourage healthy eating habits and increased physical activity among students and their families. Individuals earn "Movin' and Munchin' Miles" for healthy nutrition choices and various forms of physical activity, such as walking or biking. All participating schools will be considered for awards up to \$500 to use towards improving their physical education and nutrition programs. And if your district has a WEA Trust health plan and at least 50% of your staff also participates in Movin' and Munchin', the WEA Trust will match any awards given by DPI.	N/A	(608) 267-9234  www.movinandmunchin.com
Green and Healthy Schools Program	A DPI program that addresses many of the same issues as SRTS including improved air quality and increase physical activities among students. Small grants are available to schools showing commitment to the same goals.	N/A	Wisconsin DPI <u>Carrie.morgan@dnr.state.wi.us</u>

<sup>\*</sup>Local Match is the percentage of the total application amount that must be paid, or matched, by the applicant community

#### **Private Sector Funding**

Often, local Safe Routes to School (SRTS) programs can solicit funding from non-governmental resources within their own communities. The multiple benefits of SRTS programs, including the safety, health, environment and community impacts, often align with the interests of the local community. Several grant opportunities are listed in a table on the following page.

Grant Source/Name	Brief Description	Local Match*	Contact Information
P.E. For Life: The Carol M.	Brief Description	IVIALCII	Contact Information
White PEP Grant			
The Carol M. White Physical Education Program	Will fund efforts to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade.	N/A	www.peforlife.org
Wisconsin Medical Society			
Community Grants	The Wisconsin Medical Society Foundation focuses on providing support for physician-led, community-based programs to improve health through education and outreach. We will support primarily high-impact, high visibility programs that support the Foundation's mission.	N/A	Elizabeth.ringle@wismed.org
Bikes Belong			
Community Grants	The Bikes Belong Grant Program strives to put more people on bicycles more often by funding important and influential projects that leverage federal funding and build momentum for bicycling in communities across the U.S. These projects include bike paths and rail trails, as well as mountain bike trails, bike parks, BMX facilities, and large-scale bicycle advocacy initiatives.	N/A	www.bikesbelong.org
General Mills Youth Nutrition			
Champions for Healthy Kids Grant Program	General Mills Foundation awards 50 annual grants of \$10,000 each to community-based groups that develop creative ways to help youth adopt a balanced diet and physically active lifestyle. In addition, the General Mills Foundation sponsors up to 50,000 young people each year to participate in the Presidential Active Lifestyle Award for their commitment to a physically active and fit lifestyles	N/A	www.generalmills.com
Robert Wood Johnson			
Foundation PW/F Create	One of the lougest formulations in	NI /A	Turning marife and
RWJF Grants	One of the largest foundations in the country, the Robert Wood Johnson Foundation offers grants that address public health issues such as childhood obesity and asthma.	N/A	www.rwjf.org

The following list cites potential private funding sources identified in the Safe Routes to School Toolkit, published by National Highway Traffic Safety Administration (NHTSA)<sup>2</sup>:

#### Corporations and businesses

Contact local corporations and businesses to ask if they will support your program with cash, prizes, and/or donations such as printing services. It's good to ask your parent leaders where they work; they often can help you get a "foot in the door." When contacting a company, ask for information about their "community giving programs."

#### **Foundations**

There are institutions throughout the country that provide funding to non-profit organizations. The Foundation Center is an excellent source of potential funding sources. Narrow your funding possibilities by first searching for geographic region of giving. Look under categories for transportation, health, environment, and community building.

#### **Individuals**

Statistically, individuals give more money than corporations and foundations combined. You can begin a local fund drive by working within your existing network of team leaders, and reaching out to the larger community.

#### Events

Many programs have raised funds by holding special events. Use the SRTS theme to attract funding. Hold a walkathon or a bicycling event. You also can choose more traditional fundraising efforts, such as bake sales, concerts, talent shows, etc.

#### Parent teacher associations (PTAs) and school districts

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

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<sup>&</sup>lt;sup>2</sup> From the National Center for Safe Routes to School websitehttp://www.saferoutesinfo.org/legislation\_funding/private.cfm



## Recommendations for Infrastructure and Non-Infrastructure Improvements

This chapter was developed to address the issues and opportunities observed by SAA and Portage County Planning staff throughout the development of this plan. This chapter will present possible solutions to improve or mitigate existing concerns.

The recommendations in this chapter have been developed around the 5 E's for Safe Routes to School. The 5 E's are 1) Education; 2) Encouragement; 3) Enforcement; 4) Evaluation; and, 5) Engineering. A successful SRTS program will incorporate components of each of these approaches.

Site and neighborhood recommendations are intended as school-specific concepts and programs with the potential to improve the conditions for walking and bicycling at a specific school site and its immediate vicinity. In addition, several recommendations are more generalized activities and actions that should take place throughout the county respective to the 5 E's. In order to enhance their effectiveness, site, neighborhood, and community-wide recommendations should be implemented in a coordinated manner.

The chapter concludes with an Action Plan that consolidates those actions that should be implemented within a one to five year timeframe. The Action Plan also assigns responsibility for implementation and cites an approximate timeframe for completion.

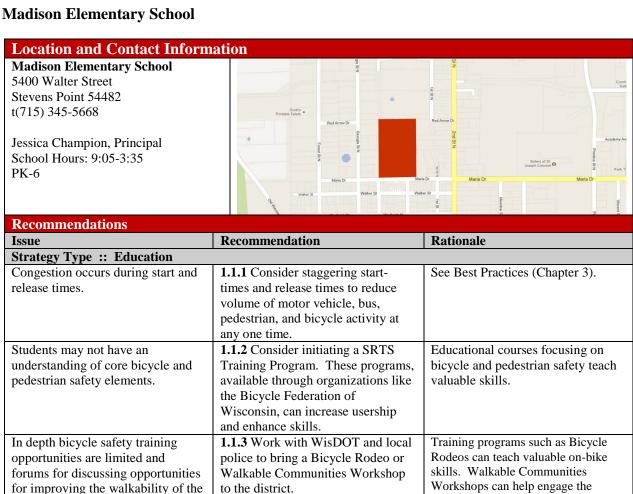
#### A. School-Specific Recommendations

This section introduces recommendations for each of the Portage County school sites and their surrounding neighborhoods. For each school, a summary table is provided to present key issues, recommendations to address the issue, and the rationale for each recommendation. In addition to the recommendation table, a site improvement map is provided to illustrate key improvements recommended for each school site. Finally, a neighborhood improvement map is included for each of the five sub-areas that consolidate recommended physical infrastructure improvements in the neighborhoods surrounding the schools in each sub-area.

#### **B. Countywide Recommendations**

Countywide issues in Portage County include a perceived lack of bicycle, pedestrian and driver education and awareness of the rights, responsibilities, and roles in safe and equitable transportation. This issue is common in most communities, especially the perception by pedestrians and bicyclists that motorists aren't paying attention to them and their rights within the transportation network. Parents and students worry about motorists yielding to pedestrians in crosswalks and high automobile speeds in school zones. This issue is compounded by the general lack of a sidewalk network in neighborhoods surrounding many schools. There is also some need to maintain existing crosswalks, develop new ones, and to improve certain intersection crossings. A series of issues and recommendations for implementation throughout Portage County are provided below. Many require substantial inter-agency coordination including cooperation between local school districts, Portage County and its departments, WisDOT and various parents, teachers, and community organizations.

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Students and parents may be unaware of preferred walking and bicycling routes.	<b>1.1.4</b> Display and distribute maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3).
Parents may be unaware of or ignore established drop-off/pick-up procedures.	1.1.5 Integrate drop-off/pick-up routine education into parent/teacher conferences, student orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	1.1.6 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day (currently underway at Ben Franklin).	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
There aren't enough encouragement activities in place to promote biking and walking as a fun transportation	1.1.7 Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards".	See Best Practices (Chapter 3).

alternative.

community do not currently exist.

community in the process to create a

more walkable and livable

environment.

There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.	1.1.8 Develop a Walking School Bus program that engages parents and teachers, as well as middle/high school students as "Walk Captains". Potential launch point at Bukolt Park.	See Best Practices (Chapter 3).
Strategy Type :: Enforcement		
Traffic laws and school zone regulations need to be enforced.	<b>1.1.9</b> Consider driver feedback signs to inform motorists of their rate of speed within school zones.	See Best Practices (Chapter 3).
Properly maintained sidewalks are critical to maintaining a safe pedestrian network.	1.1.10 Enforce sidewalk and property maintenance laws to increase safety and capabilities for walking and biking. Several instances of landscape overgrowth obstructing sidewalks noted in the neighborhood surrounding St. Peter Middle and Madison Elementary.	Unmaintained or poorly maintained sidewalk creates hazards for pedestrians.
Crossing guards are not present at all significant intersections.	<b>1.1.11</b> Increase the number of adult crossing guards.	See Best Practices (Chapter 3).
Pedestrians cut through the bus queue on Maria Drive.	<b>1.1.12</b> Reduce spacing of parked buses at pick-up and drop off to prevent pedestrian pass-through.	Reducing the spacing of parked buses will help discourage students crossing Maria Drive midblock where parked cars and buses create a hazardous situation.
Strategy Type :: Engineering		
This type of bike rack is not well designed for functionality and can easily damage wheels.	1.1.13 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry on hard surface.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Poor drainage exists and the sidewalk network is incomplete in the area surrounding Madison Elementary.	1.1.14 Implement urban cross section (curb, gutter, terrace, sidewalk where possible) for roadways surrounding Madison Elementary; several locations display standing water after rainfall events due to poor drainage.	Poor drainage patterns and lack of sidewalk on roadways surrounding Madison Elementary limits opportunities for safe and comfortable travel by bicyclists and pedestrians.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	1.1.15 Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	1.1.16 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	1.1.17 Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).



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#### Pacelli High School



Recommendations						
Issue	Recommendation	Rationale				
Strategy Type :: Education	Strategy Type :: Education					
Congestion occurs during start and release times.	1.2.1 Consider staggering start- times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 3).				
Opportunities exist to expand bicycle and pedestrian safety education.	<b>1.2.2</b> Include bicycle and pedestrian safety as component of driver education programs held at the high school.	See Best Practices (Chapter 3).				
Congestion occurs during start and release times.	1.2.3 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	See Best Practices (Chapter 3).				
Students and parents may be unaware of preferred walking and bicycling routes.	1.2.4 Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3).				
Parents and students may be unaware of or ignore established drop-off/pick-up procedures.	1.2.5 Integrate drop-off/pick-up routine education into parent/teacher conferences, student orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.				
Strategy Type :: Encouragement	14.6.6					
The number of students biking or walking to school could be increased.	1.2.6 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in national activities like Walk to	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).				

	School Day/Bike to School Day (currently underway at Ben Franklin).	
The number of students biking or walking to school could be increased.	1.2.7 Develop school-based incentive programs to encourage more students to bike or walk to school or implement programs to discourage students from driving to school.	See Best Practices (Chapter 3).
The number of students biking or walking to school could be increased.	1.2.8 Develop a Walking School Bus program that engages parents and teachers, as well as high school students. Potential launch point at Bukolt Park.	See Best Practices (Chapter 3).
Strategy Type :: Enforcement		
Traffic laws and school zone regulations need to be enforced.	<b>1.2.9</b> Consider driver feedback signs to inform motorists of their rate of speed within school zones.	Drivers disobeying traffic rules create a dangerous environment for bicyclists and pedestrians.
Strategy Type :: Engineering		
This type of bike rack is not well designed for functionality and can easily damage wheels.	1.2.10 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry on hard surface to improve use and accessibility.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	1.2.11 Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	1.2.12 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	1.2.13 Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).



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#### **Stevens Point Area Senior High School**

#### **Location and Contact Information**

Stevens Point Area Senior High 1201 North Point Drive Stevens Point, WI 54481 t(715) 345-5400

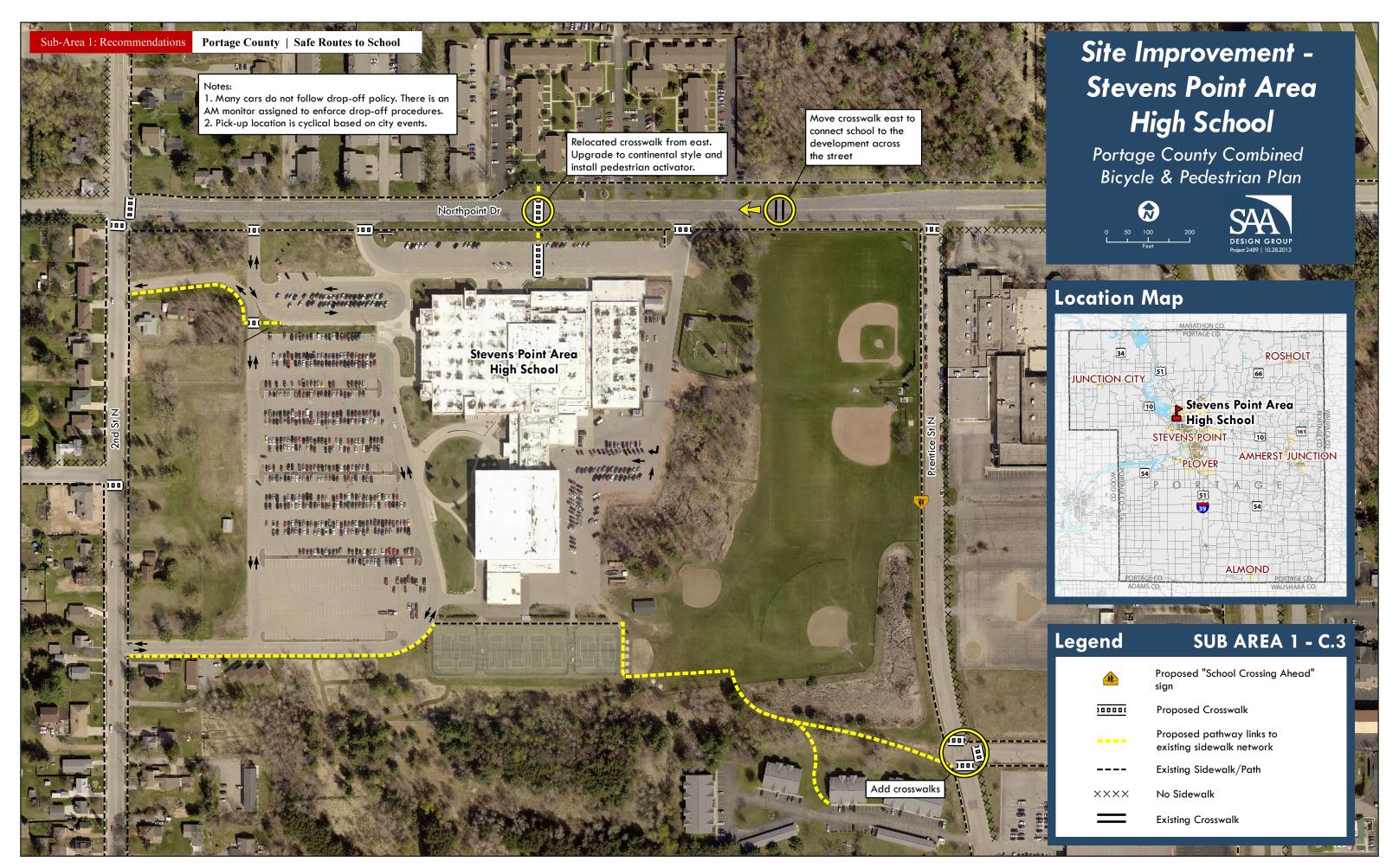
Mike Devine, Principal School Hours: 7:35-2:55

Grades 10-12



Decommendations		
Recommendations	Decommondation	Rationale
Issue	Recommendation	Rauonale
Strategy Type :: Education	11110 11 1 1 1 1	
Congestion occurs during start and release times.	1.3.1 Consider staggering start- times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 3).
Opportunities exist to expand bicycle and pedestrian safety education.	<b>1.3.2</b> Include bicycle and pedestrian safety as component of driver education programs held at the high school.	See Best Practices (Chapter 3).
Students may not have an understanding of core bicycle and pedestrian safety elements.	1.3.3 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
Students and parents may be unaware of preferred walking and bicycling routes.	Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3).
Parents and students may be unaware of or ignore established drop-off/pick-up procedures.	1.3.5 Integrate drop-off/pick-up routine education into parent/teacher conferences, student orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
<b>Strategy Type :: Encouragement</b>		
The number of students biking or walking to school could be increased.	1.3.6 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day (currently underway at Ben	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
The number of students hilling or	Franklin). <b>1.3.7</b> Develop school-based	San Bost Proofings (Chapter 2)
The number of students biking or	1.3.7 Develop school-based	See Best Practices (Chapter 3).

walking to school could be	incentive programs to encourage	
increased.	more students to bike or walk to	
	school or implement programs to	
	discourage students from driving to school.	
The number of students biking or		See Best Breatises (Chapter 2)
	1.3.8 Develop a Walking School	See Best Practices (Chapter 3).
walking to school could be increased.	Bus program that engages parents and teachers, as well as high school	
ilicieaseu.	students. Potential launch point at	
	Bukolt Park.	
Strategy Type :: Enforcement	Bukoit I aik.	
Traffic laws and school zone	<b>1.3.9</b> Consider driver feedback signs	Drivers disobeying traffic rules
regulations need to be enforced.	to inform motorists of their rate of	create a dangerous environment for
regulations need to be employed.	speed within school zones.	bicyclists and pedestrians.
Strategy Type :: Engineering	Special William School Zonesi	oreyerists and pedestrians.
Bike/pedestrian connections to the	<b>1.3.10</b> Provide dedicated pedestrian	Improved bike/pedestrian
west do not currently exist.	connection from 2nd Street to High	connections to the neighborhoods
	School internal sidewalk/path	west of school grounds may help
	system, at south end of both 2nd	encourage more students to bike or
	Street access points.	walk to school.
An informal path to Prentice Street	<b>1.3.11</b> Formalize path following	A formalized path to the school
exists.	"desire line" between Prentice Street	grounds improves overall
	N (at Scholfield Ave) and south	connectivity.
	tennis courts; extension of asphalt	
	rec path preferred.	
Opportunities for crossing	<b>1.3.12</b> Improve existing mid-block	Highly visible and conveniently
improvements to Northpoint Drive	crossing on Northpoint Drive at the	located crossings improve overall
exist.	Green Circle Trail with ladder or	connectivity and safety.
	continental style crosswalk and ped-	
	activated beacon.	
This type of bike rack is not well	<b>1.3.13</b> Replace "wheel-bender" bike	Functional, convenient and secure
designed for functionality and can	racks with modern rack that has at	bike parking can encourage regular
easily damage wheels.	least two touch points, and, where	use of bikes as transportation.
	relevant, (re)locate near school entry on hard surface.	
Strategy Type :: Evaluation	on hard surface.	
Current conditions for walking and	1.3.14 Conduct a communitywide	Collecting data can provide
biking throughout the community	transportation survey to measure	information to help guide program
are not fully known.	mode choice within the community.	planning, understand the progress
are not rany known.	Survey should include primary	and identify future actions. See
	concerns and popular destinations or	Best Practices (Chapter 3).
	routes.	( (
The benefits of biking and walking	1.3.15 Work with bicycle and	See Best Practices (Chapter 3).
may not be fully understood within	pedestrian advocacy groups to	\ \ 1
the community.	increase the working knowledge of	
-	biking and walking and their impact	
	on key community health indicators	
	(physical activity, obesity rates,	
	energy consumption, productivity,	
	sick day rates, etc).	
Program success cannot be properly	<b>1.3.16</b> Complete and submit School	See Best Practices (Chapter 3).
evaluated without regular data	Tally results to the National Center	
collection and analysis.	for Safe Routes to School at least	
	annually.	



Portage County, Wisconsin Safe Routes to School Plan

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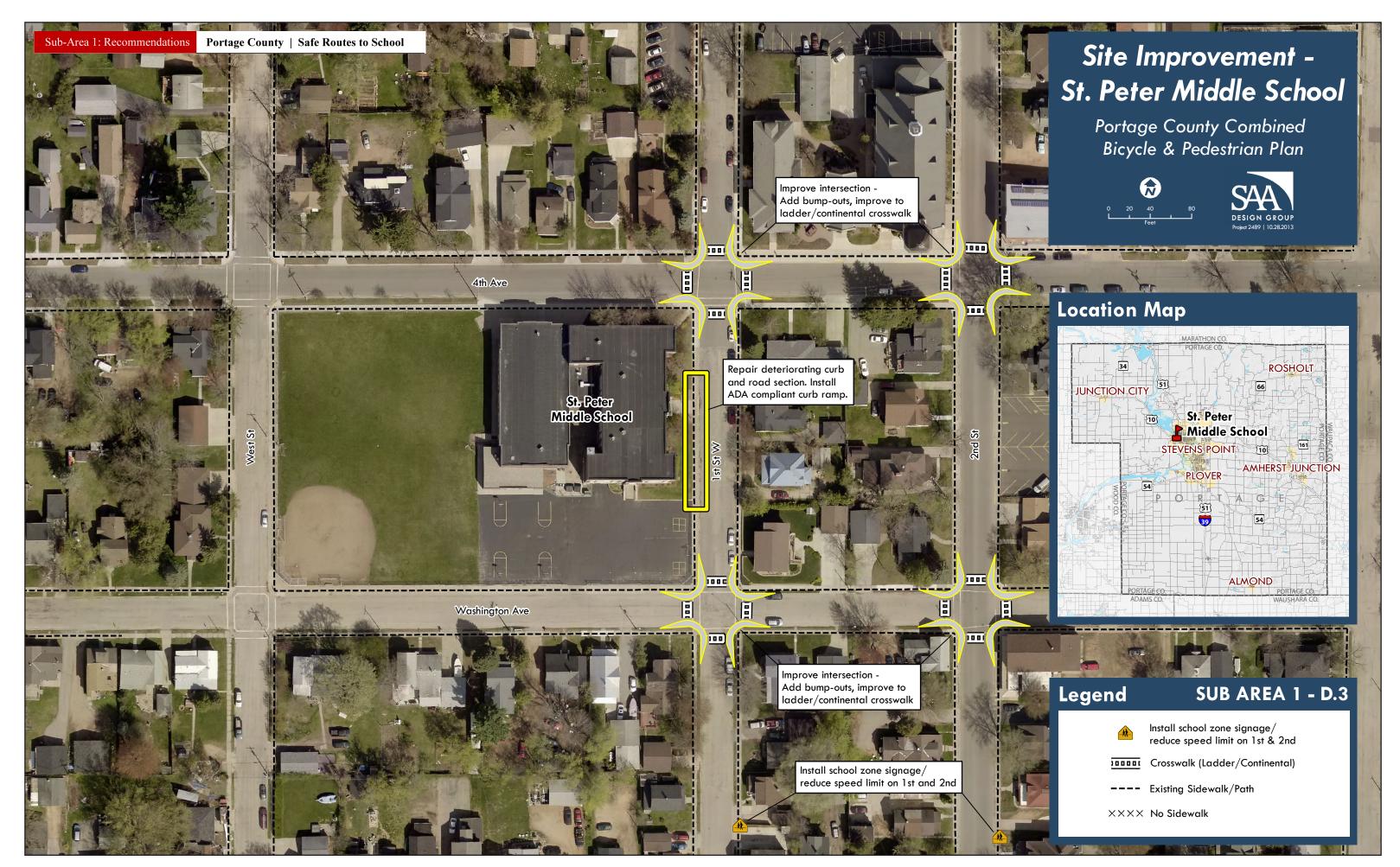
#### **Saint Peter Middle School**

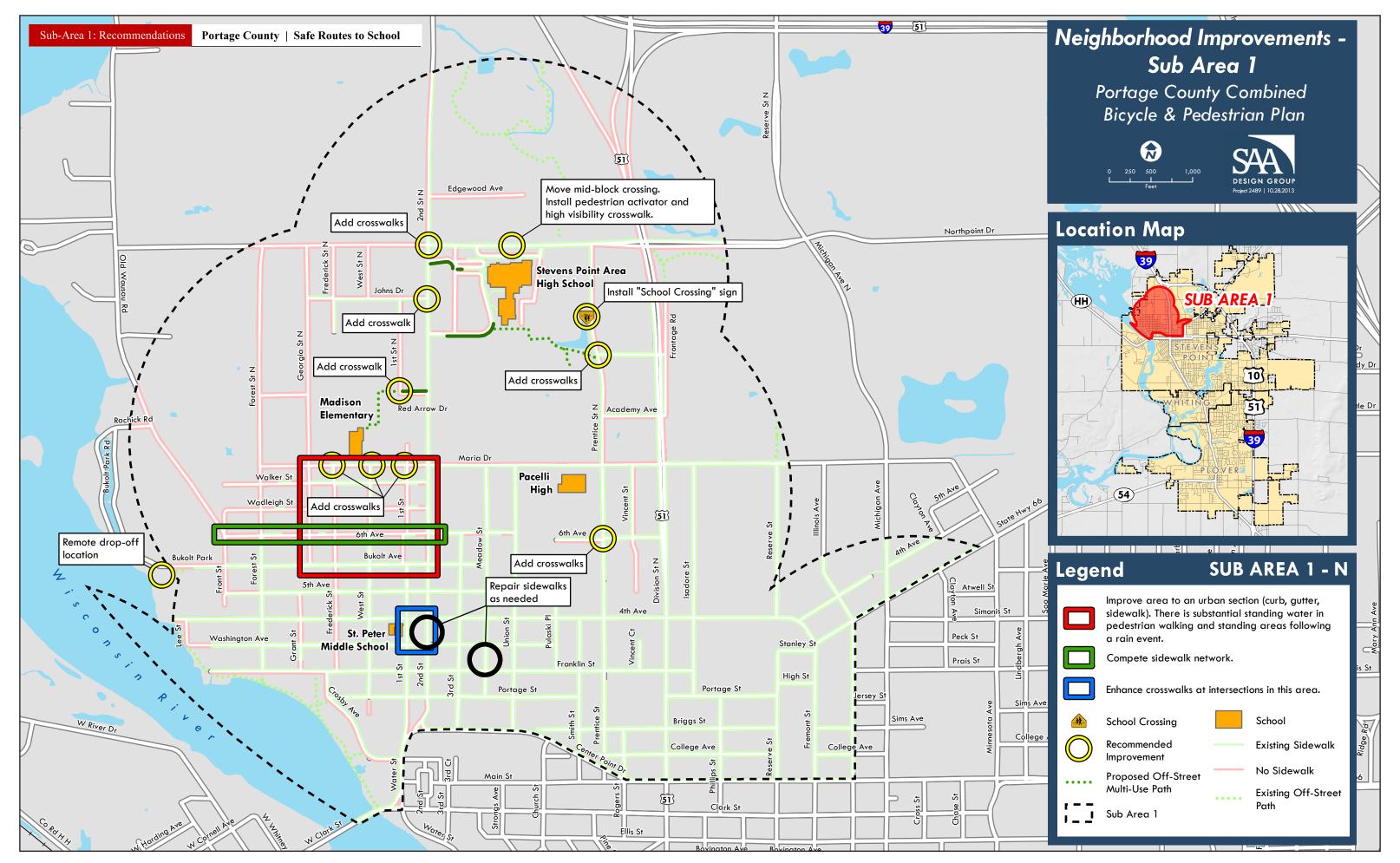
# Saint Peter Middle School 708 1st Street Stevens Point, WI 54481 tt(715) 344-1890 Ellen Lopas, Principal School Hours: 7:50-2:45 Grades 6-8

	THE STATE OF THE S	2		
Recommendations				
Issue	Recommendation	Rationale		
Strategy Type :: Education				
Congestion occurs during start and release times.	1.4.1 Consider staggering start- times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 3).		
Students may not have an understanding of core bicycle and pedestrian safety elements.	1.4.2 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.		
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	<b>1.4.3</b> Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.		
Students and parents may be unaware of preferred walking and bicycling routes.	1.4.4 Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3).		
Parents may be unaware of or ignore established drop-off/pick-up procedures.	1.4.5 Integrate drop-off/pick-up routine education into parent/teacher conferences, student orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.		
Strategy Type :: Encouragement				
The number of students biking or walking to school could be increased.	1.4.6 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).		

regulations need to be enforced.	to inform motorists of their rate of	(
Strategy Type :: Enforcement Traffic laws and school zone	<b>1.4.9</b> Consider driver feedback signs	See Best Practices (Chapter 3).
regulations need to be enforced.		_
	speed within school zones.	
Properly maintained sidewalks are	<b>1.4.10</b> Enforce sidewalk and	Unmaintained or poorly maintained
critical to maintaining a safe pedestrian network.	property maintenance laws to	sidewalk creates hazards for
pedestifali network.	increase safety and capabilities for walking and biking. Several	pedestrians.
	instances of landscape overgrowth	
	obstructing sidewalks noted in the	
	neighborhood surrounding St. Peter	
	Middle and Madison Elementary.	
Additional school zone signage	1.4.11 Add 15 mph school zone	See Best Practices (Chapter 3).
could be installed.	signage on NB 2nd Street between	
	Franklin and Washington and on SB	
C44	2nd Street between Bukolt and 5th.	
Strategy Type :: Engineering  Intersection improvements could be	1.4.12 When reconstructed and are	The adjacent commercial day
Intersection improvements could be implemented.	<b>1.4.12</b> When reconstructed, enhance intersections east of St. Peter	The adjacent commercial uses draw a significant volume of traffic and
implementa.	Middle School (1st/4th,	creating Corner bumpouts, curb
	1st/Washington, 2nd/4th,	ramps and upgraded crosswalks
	2nd/Washington) to include	may help calm traffic, provide a
	upgraded crosswalks (ladder or	shorter crossing distance for
	continental style), corner bumpouts,	pedestrians and will help create
	ADAAG-compliant ramps.	safe, direct routes for pedestrians.
This type of bike rack is not well	<b>1.4.13</b> Replace "wheel-bender" bike	Functional, convenient and secure
designed for functionality and can	racks with modern rack that has at	bike parking can encourage regular
easily damage wheels.	least two touch points, and, where	use of bikes as transportation.
	relevant, (re)locate near school entry	
	on hard surface. <b>1.4.14</b> Repair roadway, curb, and	Doodly maintained aid11- and
A cootion of 1st Charactic in	L.4.14 Kepair roadway, curb, and	Poorly maintained sidewalk can
A section of 1 <sup>st</sup> Street is in poor		
A section of 1 <sup>st</sup> Street is in poor condition.	sidewalk condition of First Street in	contribute to hazardous conditions
	sidewalk condition of First Street in front of school, include ADAAG-	
	sidewalk condition of First Street in front of school, include ADAAG- compliant curb ramp at current	
condition.	sidewalk condition of First Street in front of school, include ADAAG- compliant curb ramp at current yellow painted curb.	contribute to hazardous conditions
Portions of sidewalk are in poor	sidewalk condition of First Street in front of school, include ADAAG-compliant curb ramp at current yellow painted curb.  1.4.15 Repair sidewalks and provide	contribute to hazardous conditions  Poorly maintained sidewalk can
condition.	sidewalk condition of First Street in front of school, include ADAAG-compliant curb ramp at current yellow painted curb.  1.4.15 Repair sidewalks and provide ADAAG-compliant curb ramps on	contribute to hazardous conditions
Portions of sidewalk are in poor	sidewalk condition of First Street in front of school, include ADAAG-compliant curb ramp at current yellow painted curb.  1.4.15 Repair sidewalks and provide	contribute to hazardous conditions  Poorly maintained sidewalk can
Portions of sidewalk are in poor	sidewalk condition of First Street in front of school, include ADAAG-compliant curb ramp at current yellow painted curb.  1.4.15 Repair sidewalks and provide ADAAG-compliant curb ramps on south side of Washington Avenue	contribute to hazardous conditions  Poorly maintained sidewalk can

biking throughout the community	transportation survey to measure mode	information to help guide program
are not fully known.	choice within the community. Survey	planning, understand the progress
	should include primary concerns and	and identify future actions. See
	popular destinations or routes.	Best Practices (Chapter 3).
The benefits of biking and walking	<b>1.4.17</b> Work with bicycle and	See Best Practices (Chapter 3).
may not be fully understood within	pedestrian advocacy groups to	
the community.	increase the working knowledge of	
	biking and walking and their impact	
	on key community health indicators	
	(physical activity, obesity rates,	
	energy consumption, productivity,	
	sick day rates, etc).	
Program success cannot be properly	<b>1.4.18</b> Complete and submit School	See Best Practices (Chapter 3).
evaluated without regular data	Tally results to the National Center	
collection and analysis.	for Safe Routes to School at least	
	annually.	





Portage County, Wisconsin Safe Routes to School Plan

#### **Charles F. Fernandez Center for Alternative Learning**

#### **Location and Contact Information Charles F. Fernandez Center for Alternative Learning**

1025 Clark Street Stevens Point, WI 54481 t(715) 345-5592

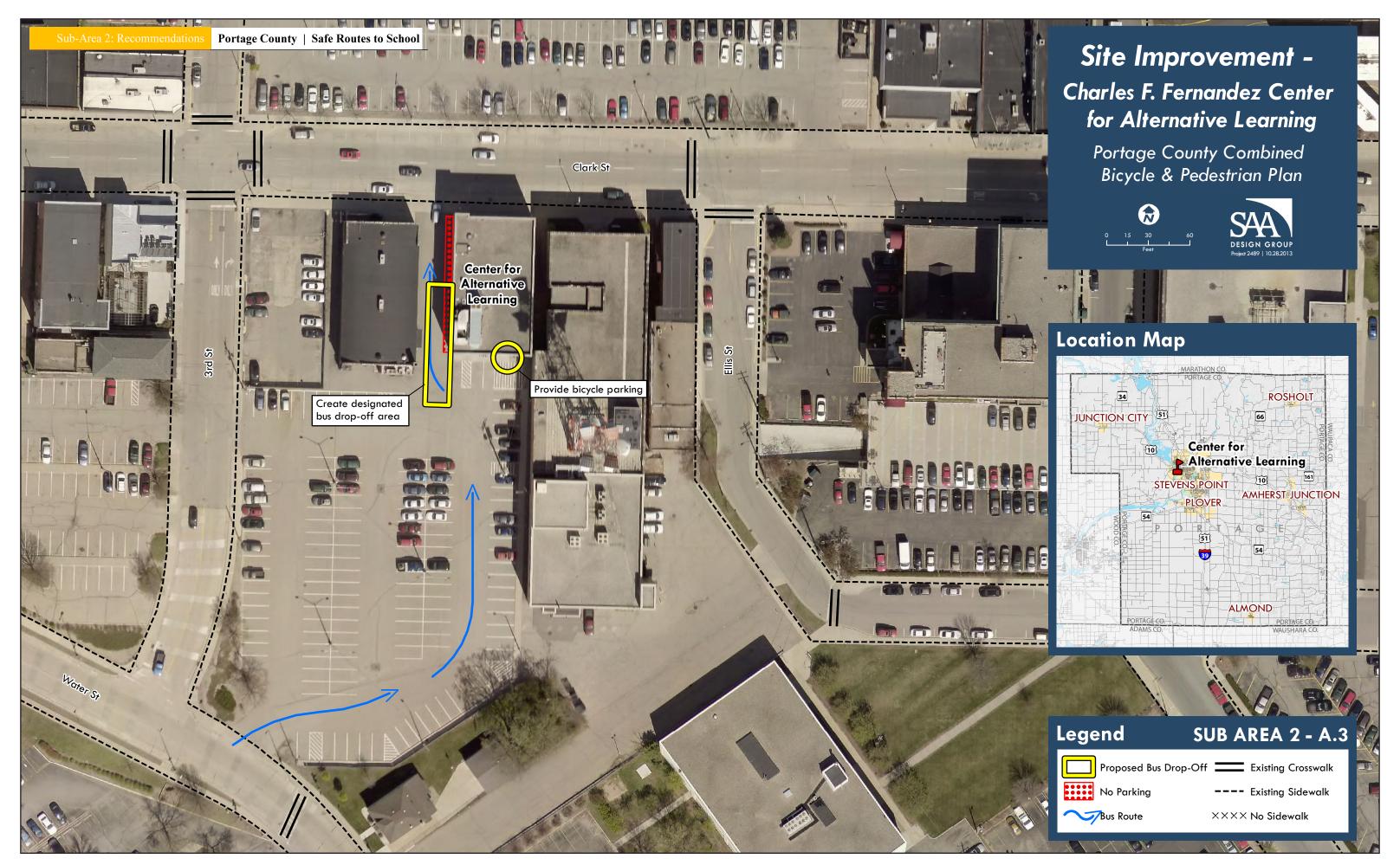
Liz Fulton, Principal School Hours: 9:05-3:35

Grades 7-12



Recommendations		
Strategy Type :: Education		
Issue	Recommendation	Rationale
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>2.1.1</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Students may not have an understanding of core bicycle and pedestrian safety elements.	2.1.2 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	<b>2.1.3</b> Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.
Students and parents may be unaware of preferred walking and bicycling routes.	2.1.4 Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	2.1.5 Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
Vehicles speeding on Clark Street.	<b>2.1.6</b> Consider driver feedback signs to inform motorists of their rate of speed within school zones.	See Best Practices (Chapter 3).
There aren't enough encouragement activities in place to promote biking	<b>2.1.7</b> Develop school-based incentive programs for walking and	See Best Practices (Chapter 3).

and walking as a fun transportation alternative.	biking.	
Strategy Type :: Enforcement		
Traffic laws and school zone regulations need to be enforced.	<b>2.1.8</b> Enforce speed limits, traffic signage and crosswalk regulations in school zones.	Drivers disobeying traffic rules create a dangerous environment for bicyclists and pedestrians.
Inappropriate motorist behavior is not always reported.	<b>2.1.9</b> Report instances of inappropriate motorist behavior, illegal parking and loading to police regularly.	Unreported traffic violations reinforce inappropriate motorist behavior.
Properly maintained sidewalks are critical to maintaining a safe pedestrian network.	2.1.10 Enforce sidewalk and property maintenance laws to increase safety and capabilities for walking and biking.	Unmaintained or poorly maintained sidewalk creates hazards for pedestrians.
Strategy Type :: Engineering		
This type of bike rack is not well designed for functionality and can easily damage wheels.	2.1.11 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and (re)locate near school entry on hard surface.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
A designated bus loading area does not exist.	<b>2.1.12</b> Create and mark a designated bus loading area behind the school. Locate the bus loading area so that it does not conflict with vehicular parking.	A designated bus loading area may help reduce conflicts with loading and vehicular traffic.
Pedestrian activated crossing signals do not exist at all major signalized intersections.	<b>2.1.13</b> Install pedestrian activated crossing signals at all major signalized intersections.	See Best Practices (Chapter 3).
Opportunities exist to create a more complete on-street bicycle network.	2.1.14 Explore opportunities for creating on-street bicycle facilities along Minnesota Avenue, Clark Street, Main Street and Church Street. See Neighborhood Improvement Map (Sub Area 2)	Creating a more complete on-street network of bicycle facilities increases opportunities for bicycling as a viable transportation option.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	2.1.15 Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	2.1.16 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and the impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc.)	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>2.1.17</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).



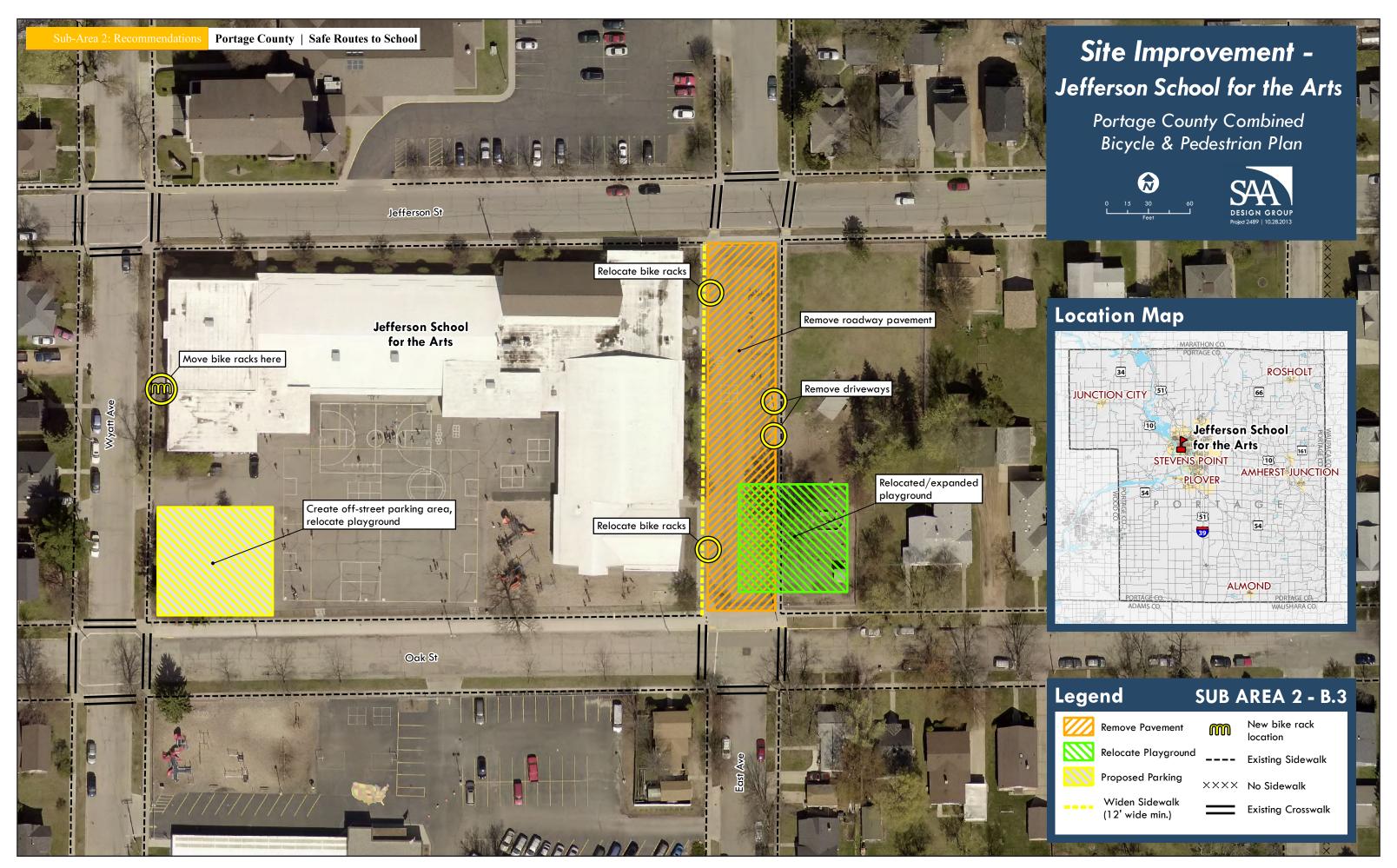
#### **Jefferson School for the Arts**



Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>2.2.1</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Students may not have an understanding of core bicycle and pedestrian safety elements.	2.2.2 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	2.2.3 Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.
Students and parents may be unaware of preferred walking and bicycling routes.	2.2.4 Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	2.2.5 Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
The number of students biking or walking to school could be	<b>2.2.6</b> Develop a Walking School Bus program at each school using	See Best Practices (Chapter 3).

increased.	community and parent volunteers.	
There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.	2.2.7 Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards"	See Best Practices (Chapter 3).
Strategy Type :: Enforcement		
Traffic laws and school zone regulations need to be enforced.	<b>2.2.8</b> Enforce speed limits, traffic signage and crosswalk regulations in school zones.	Drivers disobeying traffic rules create a dangerous environment for bicyclists and pedestrians.
Inappropriate motorist behavior is not always reported.	<b>2.2.9</b> Report instances of inappropriate motorist behavior, illegal parking and loading to police regularly.	Unreported traffic violations reinforce inappropriate motorist behavior.
Properly maintained sidewalks are critical to maintaining a safe pedestrian network.	2.2.10 Enforce sidewalk and property maintenance laws to increase safety and capabilities for walking and biking.	Unmaintained or poorly maintained sidewalk creates hazards for pedestrians.
Strategy Type :: Engineering		
This type of bike rack is not well designed for functionality and can easily damage wheels.	2.2.11 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and (re)locate near school entry on hard surface.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Pavement from the abandoned segment of East Avenue remains.	2.2.12 Remove East Avenue roadway pavement between existing curbs at Jefferson Street and Oak Street (closed portion of East Avenue).	Removal of existing roadway pavement can create opportunities for expanded pedestrian facilities and bicycle parking.
Pavement from the abandoned segment of East Avenue remains.	2.2.13 In conjunction with the removal of East Avenue pavement, create a widened central path connection between Jefferson Street and Oak Street.	Pedestrian and bicycle parking facilities can be enhanced.
Vehicular circulation on school property could be improved.	2.2.14 Create an off-street staff parking area near the intersection of Wyatt Avenue and Oak Street and relocate the play equipment in the green space created by the removal of pavement on East Avenue.	Shifting play and gathering areas to the area east of the school offers the opportunity to completely separate play from vehicular circulation and offers the opportunity to expand the play area as well adjacency to flexible, unpaved open space. Creating an off-street parking area and relocating the play equipment could help reduce vehicular and bike/ped conflicts.
Pedestrian activated crossing signals do not exist at all major	<b>2.2.15</b> Install pedestrian activated crossing signals at all major	See Best Practices (Chapter 3).

signalized intersections.	signalized intersections.	
Opportunities exist to create a more complete on-street bicycle network.	2.2.16 Explore opportunities for creating on-street bicycle facilities along Minnesota Avenue, Clark Street, Main Street and Church Street. See Neighborhood Improvement Map (Sub Area 2)	Creating a more complete on-street network of bicycle facilities increases opportunities for bicycling as a viable transportation option.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.  The benefits of biking and walking may not be fully understood within the community.	<ul> <li>2.2.17 Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.</li> <li>2.2.18 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and the impact</li> </ul>	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).  See Best Practices (Chapter 3).
	on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc.)	
Program success cannot be properly evaluated without regular data collection and analysis.	<b>2.2.19</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).



#### P.J. Jacobs Junior High

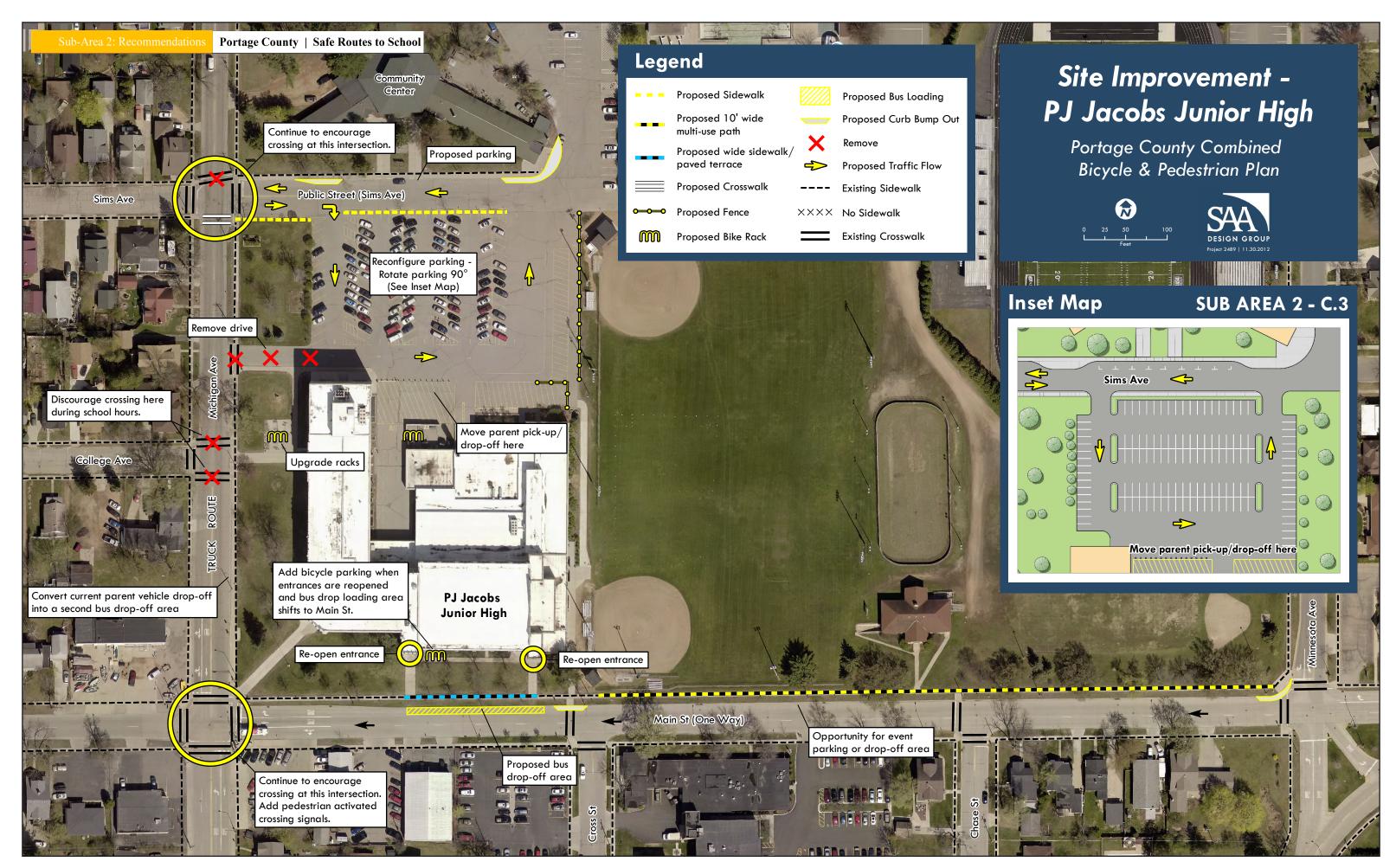


Issue	Recommendation	Rationale
Strategy Type :: Education		
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>2.3.1</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Students may not have an understanding of core bicycle and pedestrian safety elements.	2.3.2 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	2.3.3 Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.
Students and parents may be unaware of preferred walking and bicycling routes.	2.3.4 Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	2.3.5 Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
Crossing Michigan Avenue at College Avenue is unsafe.	2.3.6 Continue to discourage student crossing at the intersection of College Avenue and Michigan Avenue and encourage crossing at	Due to the level of traffic, location of loading areas and roadway configuration, crossings of Michigan Avenue should occur at

	controlled intersections.	controlled intersections to the north and south of College Ave.
Vehicles speeding on Michigan Avenue and Main Street.	<b>2.3.7</b> Consider driver feedback signs to inform motorists of their rate of speed within school zones.	See Best Practices (Chapter 3).
There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.	2.3.8 Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards"	See Best Practices (Chapter 3).
Strategy Type :: Enforcement		
Traffic laws and school zone	<b>2.3.9</b> Enforce speed limits, traffic	Drivers disobeying traffic rules
regulations need to be enforced.	signage and crosswalk regulations in school zones.	create a dangerous environment for bicyclists and pedestrians.
Inappropriate motorist behavior is	<b>2.3.10</b> Report instances of	Unreported traffic violations
not always reported.	inappropriate motorist behavior, illegal parking and loading to police regularly.	reinforce inappropriate motorist behavior.
Properly maintained sidewalks are critical to maintaining a safe pedestrian network.	2.3.11 Enforce sidewalk and property maintenance laws to increase safety and capabilities for walking and biking.	Unmaintained or poorly maintained sidewalk creates hazards for pedestrians.
Illegal left turns are made at Sims Avenue onto Michigan Avenue.	2.3.12 Enforce "Right Turn Only" during arrival and dismissal times from Sims Avenue to Michigan Avenue.	Illegal left turns create a vehicle and pedestrian conflict.
Illegal use of the "Buses Only" entrance on Michigan Avenue by parent drivers occurs.	2.3.13 Enforce "Buses Only" entrance on Michigan Avenue	Illegal use of the "Buses Only" entrance creates conflict between students, buses and parent vehicles.
Illegal left turns are made from Michigan Avenue onto College Avenue.	2.3.14 Enforce "No Left Turn" during arrival and dismissal times from Michigan Avenue to College Avenue.	Illegal left turns create a vehicle and pedestrian conflict and disrupt traffic flow.
Strategy Type :: Engineering		
Crossing Michigan Avenue at College Avenue is unsafe.	2.3.15 Remove crosswalk signage and striping crossing Michigan Avenue at the College Avenue and continue to encourage students to cross at controlled intersections to the north and south. Rotate "Use Crosswalk (north and south) sign to face sidewalk.	Michigan Avenue can be safely crossed at controlled intersections to the north and south of College Avenue.
Current crosswalk locations create vehicle and pedestrian conflicts.	<b>2.3.16</b> Move striped crosswalk and signage crossing Michigan Avenue at Sims Avenue to the south side of the intersection.	Relocating crosswalks reduces conflict points.
This type of bike rack is not well designed for functionality and can easily damage wheels.	2.3.17 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and (re)locate near school entry on hard surface.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Sims Avenue (east of Michigan	2.3.18 Narrow the width of Sims	Sims Avenue could be narrowed to
Avenue) is excessively wide.	Avenue east of Michigan Avenue.	create protected parking (using curb

The current configuration of the city owned parking lot south of Sims Avenue creates conflicts with parent vehicles, buses and pedestrians.	Reduce lane widths, create protected parallel parking on the north side of 2.3.19 Sims and explore opportunities for adding a sidewalk on the south side of Sims Avenue.  2.3.20 Restripe the existing city owned parking lot south of Sims Avenue. Orient parking bays eastwest and explore opportunities for additional sidewalks around the perimeter of the parking lot.	bump outs) in front of the Community Center, allow for the addition of sidewalk on the south side of Sims Avenue and provide physical separation between the parking lot and Sims Avenue.  Reconfiguring the parking lot may help reduce conflict points and provide for a safer loading area.
All bicycle parking is centralized in one location.	2.3.21 Add bike racks at the northeast corner of the building to serve students entering the campus from the east. Consider additional fencing along the western edge of the ball fields to restrict bicycle and pedestrian access.	Multiple bicycle parking locations may provide secure, convenient parking for students travelling to/from neighborhoods to the south and east.
Formalized bike/ped access does not exist through Goerke Park.	2.3.22 Shift fence along Main Street (adjacent to ball fields) several feet to the north and install a 10' wide multi-use path.	An off-street multi-use path could provide a safe connection through Goerke Park to the neighborhoods to the east.
	2.3.23 Explore opportunities for creating dedicated on or off-street bicycle facilities (running east-west) to the west of Michigan Avenue and east of Minnesota Avenue.	Creating a more complete network of bicycle facilities increases opportunities for bicycling as a viable transportation option.
The current bus loading area could be relocated to improve function and safety.	2.3.24 Create new bus loading area on the north side of Main Street between right turn lane taper and Cross Street. Create wider sidewalk for loading in this area by paving the street terrace.	A new bus loading area on Main Street would reduce conflicts on Michigan Avenue and in the city owned parking lot.
The southern entrance is currently closed for ingress/egress.	2.3.25 Reopen the two southern entrance doors to create direct access for the new bus loading area on Main Street.	Reopening the southern entrance would provide direct access to the new bus loading area on Main Street.
Main Street can be difficult to cross.	2.3.26 Create pedestrian bump outs at the intersection of Cross Street/Main Street and Minnesota Avenue/Main Street.	Reducing the crossing distance on Main Street will make it easier for pedestrians to cross.
The current bus loading area could be relocated to improve function and safety.	2.3.27 Convert existing parent vehicle loading area on Michigan Avenue to a bus only loading area. Relocate parent vehicle loading area to the southern edge of the existing city owned parking lot. Close the "Bus Only" entrance from Michigan	Eliminating bus traffic from the parking lot may help reduce parent vehicle,

	Avenue.	
Main Street is excessively wide between Minnesota Avenue and Michigan Avenue.	2.3.28 Create event parking/loading between the proposed pedestrian bump outs at Cross Street and Minnesota Avenue.	On-street parking will help reduce the width of Main Street and slow traffic.
Main Street can be difficult to cross.	2.3.29 When Main Street is reconstructed, install pedestrian refuge islands at the intersections of Main and Wilshire and Main and Sunset.	Reducing the crossing distance on Main Street will make it easier for pedestrians to cross.
Pedestrian activated crossing signals do not exist at all major signalized intersections.	2.3.30 Install pedestrian activated crossing signals at all major signalized intersections.	See Best Practices (Chapter 3).
Opportunities exist to create a more complete on-street bicycle network.	2.3.31 Explore opportunities for creating on-street bicycle facilities along Minnesota Avenue, Clark Street, Main Street and Church Street. See Neighborhood Improvement Map (Sub Area 2)	Creating a more complete on-street network of bicycle facilities increases opportunities for bicycling as a viable transportation option.
Opportunities exist to create a more complete on-street bicycle network.	2.3.32 Explore opportunities for creating on-street bicycle facilities (bike lane or paved shoulder) along Green Avenue. See Neighborhood Improvement Map (Sub Area 2) Explore opportunities for creating an off-street multi-use path along Green Avenue, Simonis Street, Wilshire Blvd and Prais Street. See Neighborhood Improvement Map (Sub Area 2).	Creating a more complete on-street network of bicycle facilities increases opportunities for bicycling as a viable transportation option.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	2.3.33 Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	2.3.34 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and the impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc.)	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>2.3.35</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).



#### Saint Paul Lutheran Grade School



Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>2.4.1</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Students may not have an understanding of core bicycle and pedestrian safety elements.	2.4.2 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	<b>2.4.3</b> Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.
Students and parents may be unaware of preferred walking and bicycling routes.	<b>2.4.4</b> Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	2.4.5 Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
The number of students biking or walking to school could be increased.	<b>2.4.6</b> Develop a Walking School Bus program at each school using community and parent volunteers.	See Best Practices (Chapter 3).
There aren't enough encouragement	Develop school-based incentive	See Best Practices (Chapter 3).

activities in place to promote biking	programs such as "Mileage Clubs"	
and walking as a fun transportation	or "Golden Sneaker Awards"	
alternative.	or Gorden Bheaker Hwards	
Strategy Type :: Enforcement		
Traffic laws and school zone	<b>2.4.7</b> Enforce speed limits, traffic	Drivers disobeying traffic rules
regulations need to be enforced.	signage and crosswalk regulations	create a dangerous environment for
	in school zones.	bicyclists and pedestrians.
Inappropriate motorist behavior is	<b>2.4.8</b> Report instances of	Unreported traffic violations
not always reported.	inappropriate motorist behavior,	reinforce inappropriate motorist
	illegal parking and loading to police	behavior.
	regularly.	
Properly maintained sidewalks are	<b>2.4.9</b> Enforce sidewalk and property	Unmaintained or poorly maintained
critical to maintaining a safe	maintenance laws to increase safety	sidewalk creates hazards for
pedestrian network.	and capabilities for walking and	pedestrians.
CAA	biking.	
Strategy Type :: Engineering This type of hike reak is not well	2.4.10 Danlage "wiscal bender" by	Eunational appropriant and account
This type of bike rack is not well designed for functionality and can	<b>2.4.10</b> Replace "wheel-bender" bike racks with modern rack that has at	Functional, convenient and secure bike parking can encourage regular
easily damage wheels.	least two touch points, and	use of bikes as transportation.
cashy damage wheels.	(re)locate near school entry on hard	use of blkes as transportation.
	surface.	
The parent vehicle loading area	<b>2.4.11</b> Designate the parent vehicle	A better defined loading area may
could be more clearly defined.	loading area and route with	help reduce pedestrian and
·	permanent pavement marking.	vehicular conflicts.
The preferred pedestrian route from	<b>2.4.12</b> Create striped pedestrian	A better defined route may help
bus drop to entrance could be more	route from bus drop off to entrance.	reduce pedestrian and vehicular
clearly defined.		conflicts.
Pedestrian activated crossing	<b>2.4.13</b> Install pedestrian activated	See Best Practices (Chapter 3).
signals do not exist at all major	crossing signals at all major	
signalized intersections.	signalized intersections.	
Opportunities exist to create a more	<b>2.4.14</b> Explore opportunities for	Creating a more complete on-street
complete on-street bicycle network.	creating on-street bicycle facilities	network of bicycle facilities
	along Minnesota Avenue, Clark	increases opportunities for bicycling
	Street, Main Street and Church Street. See Neighborhood	as a viable transportation option.
	Improvement Map (Sub Area 2)	
Strategy Type :: Evaluation	Improvement wap (Sub ruca 2)	
Current conditions for walking and	<b>2.4.15</b> Conduct a communitywide	Collecting data can provide
biking throughout the community	transportation survey to measure	information to help guide program
are not fully known.	mode choice within the community.	planning, understand the progress
•	Survey should include primary	and identify future actions. See
	concerns and popular destinations or	Best Practices (Chapter 3).
	routes.	
The benefits of biking and walking	<b>2.4.16</b> Work with bicycle and	See Best Practices (Chapter 3).
may not be fully understood within	pedestrian advocacy groups to	
the community.	increase the working knowledge of	
	biking and walking and the impact on key community health indicators	
	(physical activity, obesity rates,	
	energy consumption, productivity,	
	sick day rates, etc.)	
Program success cannot be properly	2.4.17 Complete and submit School	See Best Practices (Chapter 3).
evaluated without regular data	Tally results to the National Center	_
collection and analysis.	for Safe Routes to School at least	
	annually.	

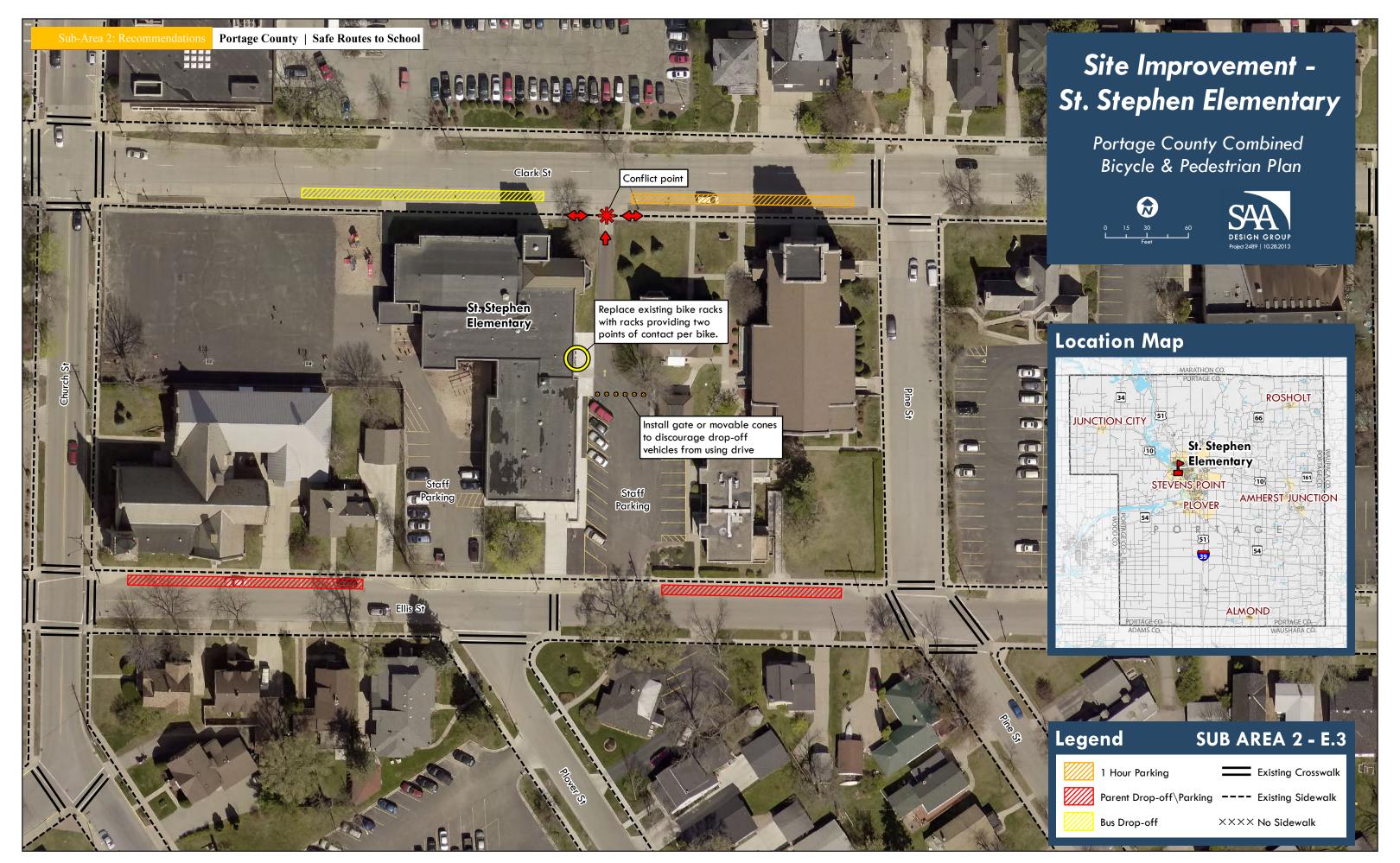


### Saint Stephen Elementary School

# Location and Contact Information Saint Stephen Elementary School 1335 Clark Street Stevens Point, WI 54481 t(715) 344-3751 Gregg Hansel, Principal School Hours: 8:00-2:50 Grades 3-5

	A Victorian News on Water	Oak SI Dentricon Oak SI
Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>2.5.1</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Students may not have an understanding of core bicycle and pedestrian safety elements.	2.5.2 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	2.5.3 Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.
Students and parents may be unaware of preferred walking and bicycling routes.	2.5.4 Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	2.5.5 Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
A pedestrian and vehicular conflict point exists where the staff parking driveway intersects Clark Street.	2.5.6 Discourage parents using Ellis Street for a loading area from using the parking lot aisle east of St. Stephen Elementary to exit onto Clark Street.	A pedestrian and vehicular conflict point could be eliminated.
Vehicles speeding on Clark Street.	<b>2.5.7</b> Consider driver feedback signs to inform motorists of their rate of	See Best Practices (Chapter 3).

		T
	speed within school zones.	
There aren't enough encouragement	2.5.8 Develop a Walking School	See Best Practices (Chapter 3).
activities in place to promote biking	Bus program at each school using	
and walking as a fun transportation	community and parent volunteers.	
alternative.		
There aren't enough encouragement	<b>2.5.9</b> Develop school-based	See Best Practices (Chapter 3).
activities in place to promote biking	incentive programs such as	
and walking as a fun transportation	"Mileage Clubs" or "Golden	
alternative.	Sneaker Awards"	
Strategy Type :: Enforcement		
Traffic laws and school zone	<b>2.5.10</b> Enforce speed limits, traffic	Drivers disobeying traffic rules
regulations need to be enforced.	signage and crosswalk regulations	create a dangerous environment for
regulations need to be emoreed.	in school zones.	bicyclists and pedestrians.
Inappropriate meteriat behavior is	2.5.11 Report instances of	Unreported traffic violations
Inappropriate motorist behavior is		
not always reported.	inappropriate motorist behavior,	reinforce inappropriate motorist
	illegal parking and loading to police	behavior.
	regularly.	
Properly maintained sidewalks are	<b>2.5.12</b> Enforce sidewalk and	Unmaintained or poorly maintained
critical to maintaining a safe	property maintenance laws to	sidewalk creates hazards for
pedestrian network.	increase safety and capabilities for	pedestrians.
	walking and biking.	
Strategy Type :: Engineering		
This type of bike rack is not well	2.5.13 Replace "wheel-bender" bike	Functional, convenient and secure
designed for functionality and can	racks with modern rack that has at	bike parking can encourage regular
easily damage wheels.	least two touch points, and	use of bikes as transportation.
cushiy dumage wheelst	(re)locate near school entry on hard	use of ones as a unisportation.
	surface.	
Pedestrian activated crossing	<b>2.5.14</b> Install pedestrian activated	See Best Practices (Chapter 3).
signals do not exist at all major		See Best Fractices (Chapter 3).
	crossing signals at all major	
signalized intersections.	signalized intersections.	
Opportunities exist to create a more	<b>2.5.15</b> Explore opportunities for	Creating a more complete on-street
complete on-street bicycle network.	creating on-street bicycle facilities	network of bicycle facilities
	along Minnesota Avenue, Clark	increases opportunities for bicycling
	Street, Main Street and Church	as a viable transportation option.
	Street. See Neighborhood	
	Improvement Map (Sub Area 2).	
Strategy Type :: Evaluation		
Current conditions for walking and	<b>2.5.16</b> Conduct a communitywide	Collecting data can provide
biking throughout the community	transportation survey to measure	information to help guide program
are not fully known.	mode choice within the community.	planning, understand the progress
	Survey should include primary	and identify future actions. See
	concerns and popular destinations or	Best Practices (Chapter 3).
	routes.	Dest Fractices (Chapter 3).
The honefits of hilling and walling		Can Past Practices (Charter 2)
The benefits of biking and walking	<b>2.5.17</b> Work with bicycle and	See Best Practices (Chapter 3).
may not be fully understood within	pedestrian advocacy groups to	
the community.	increase the working knowledge of	
	biking and walking and the impact	
	on key community health indicators	
	(physical activity, obesity rates,	
	energy consumption, productivity,	
	sick day rates, etc.)	
Program success cannot be properly	2.5.18 Complete and submit School	See Best Practices (Chapter 3).
evaluated without regular data	Tally results to the National Center	(
collection and analysis.	for Safe Routes to School at least	
Tolloodoli alla allaryolo.	annually.	
	amuany.	



#### **Washington Elementary School**

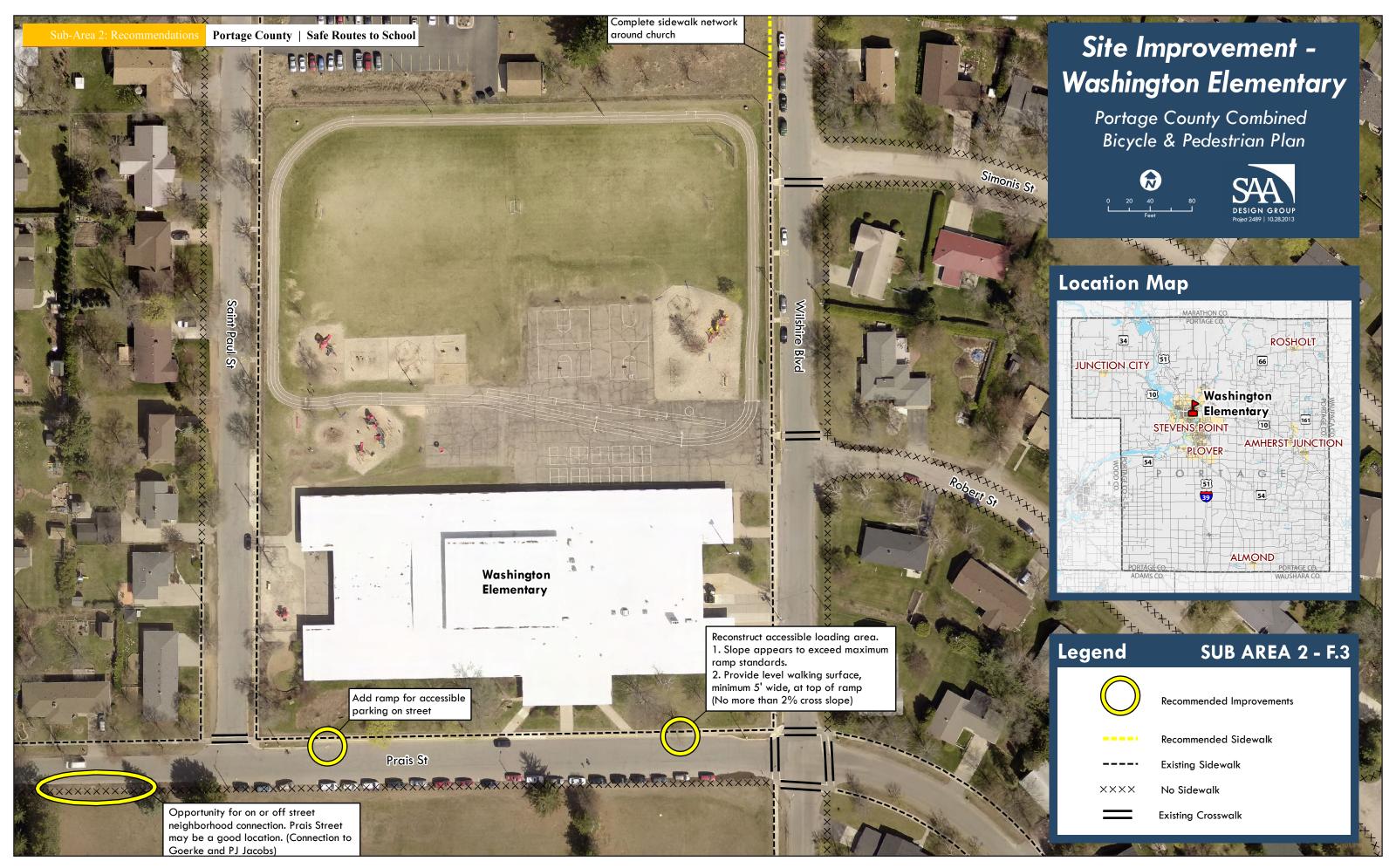
Location and Contact Information		
Washington Elementary School 3500 Prais Street Stevens Point, WI 54481	Jundon Ln  Annel Dark  Annel D	
t(715) 345-5426  Bill Carlson, Principal School Hours: 9:05-3:35 Grades K-6	School Site  Schoo	

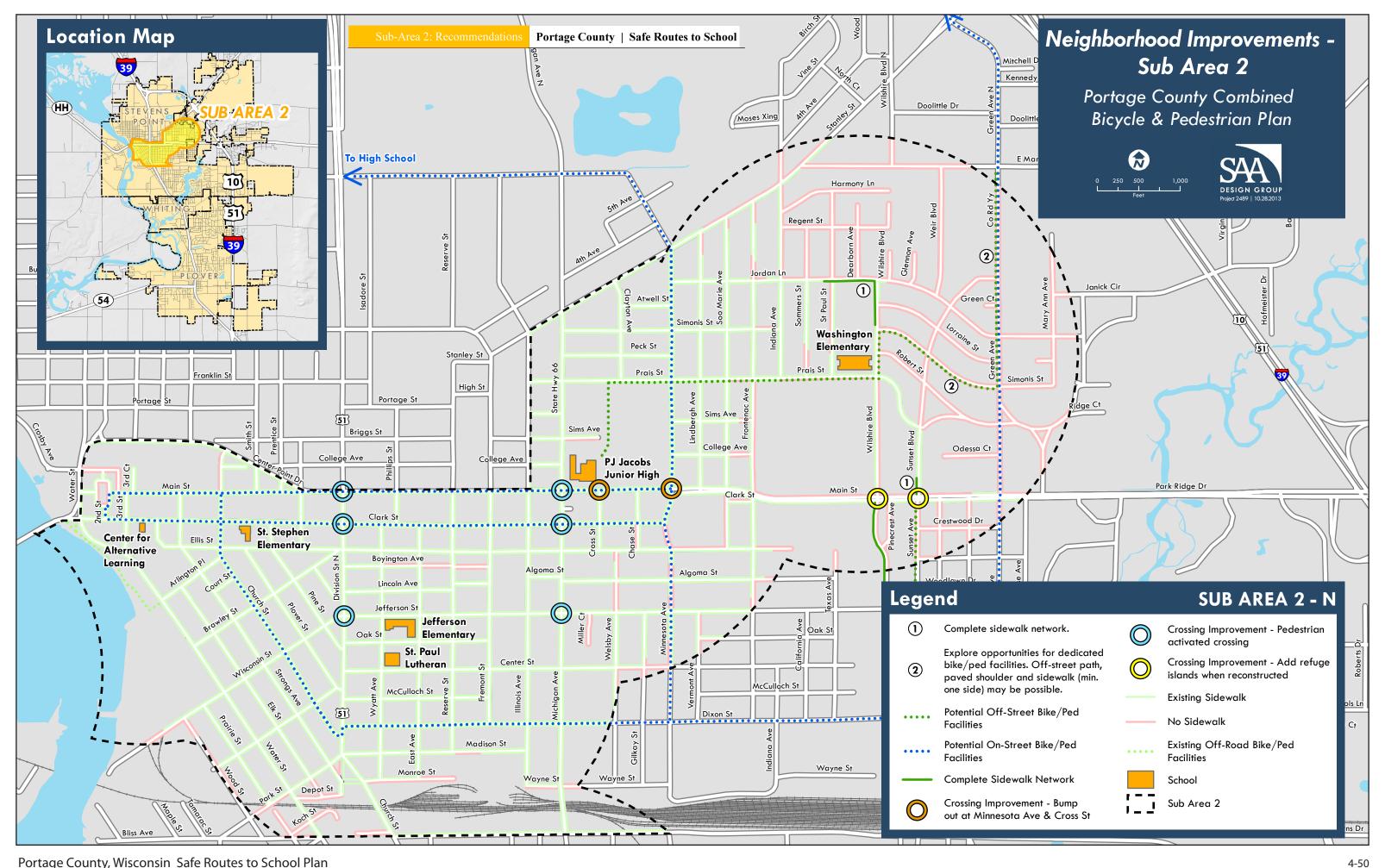
#### Recommendations

Issue	Recommendation	Rationale
Strategy Type :: Education		
Parents may be unaware of or ignore established drop-off/pick-up procedures.  Students may not have an understanding of core bicycle and	<ul> <li>2.6.1 Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.</li> <li>2.6.2 Consider initiating a SRTS Training Program. These programs,</li> </ul>	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually. Educational courses focusing on bicycle and pedestrian safety teach
pedestrian safety elements.	available through organizations like Bicycle Federation of Wisconsin, can increase usership and enhance skills.	valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	<b>2.6.3</b> Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.
Students and parents may be unaware of preferred walking and bicycling routes.	2.6.4 Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3).
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	2.6.5 Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
The number of students biking or walking to school could be increased.	<b>2.6.6</b> Develop a Walking School Bus program at each school using community and parent volunteers.	See Best Practices (Chapter 3).
There aren't enough encouragement activities in place to promote biking	2.6.7 Develop school-based incentive programs such as	See Best Practices (Chapter 3).

and walking as a fun transportation	"Mileage Clubs" or "Golden	
alternative.	Sneaker Awards"	
Strategy Type :: Enforcement		
Traffic laws and school zone regulations need to be enforced.	<b>2.6.8</b> Enforce speed limits, traffic signage and crosswalk regulations in school zones.	Drivers disobeying traffic rules create a dangerous environment for bicyclists and pedestrians.
Inappropriate motorist behavior is not always reported.	<b>2.6.9</b> Report instances of inappropriate motorist behavior, illegal parking and loading to police regularly.	Unreported traffic violations reinforce inappropriate motorist behavior.
Properly maintained sidewalks are critical to maintaining a safe pedestrian network.	<b>2.6.10</b> Enforce sidewalk and property maintenance laws to increase safety and capabilities for walking and biking.	Unmaintained or poorly maintained sidewalk creates hazards for pedestrians.
Strategy Type :: Engineering		
The parking stalls designated as accessible do not meet accessibility guidelines (accessible route and ramps).	2.6.11 Install accessible ramps for on-street accessible parking along Prais Street (near the intersection of Prais and St. Paul Street). Ramps should be immediately adjacent to the accessible parking stalls and located along an accessible route.	Accessibility standard for accessible parking need to be followed to ensure safety and universal access.
The loading area designated as accessible does not meet accessibility guidelines (cross slope requirements).	2.6.12 The existing accessible loading area on Prais Street (near the intersection of Prais and Wilshire Blvd.) does not meet current accessibility guidelines for loading areas. Provide an expanded loading area that conforms to maximum slope requirements.	Accessibility standard for accessible parking need to be followed to ensure safety and universal access.
This type of bike rack is not well designed for functionality and can easily damage wheels.	2.6.13 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and (re)locate near school entry on hard surface.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Linkages to the school should be improved.	2.6.14 Complete the sidewalk network on at least one side of the street surrounding the S. Paul's United Methodist Church property (Wilshire Blvd, St. Paul Street and Jordan Lane).	This is a significant gap in a relatively complete sidewalk network. Informal pedestrian paths exist and should be formalized with sidewalk or an off street path.
Main Street is difficult to cross and may be viewed as a barrier to bicyclists and pedestrians.	2.6.15 When Main Street is reconstructed, install pedestrian refuge islands at the intersections of Main and Wilshire and Main and Sunset.	Decreasing the crossing distance on Main Street creates a safer environment for the bicyclist and pedestrian.
Pedestrian activated crossing signals do not exist at all major signalized intersections.  Opportunities exist to create a more	<ul><li>2.6.16 Install pedestrian activated crossing signals at all major signalized intersections.</li><li>2.6.17 Explore opportunities for</li></ul>	See Best Practices (Chapter 3).  Creating a more complete on-street

Opportunities exist to create a more complete on-street bicycle network.	creating on-street bicycle facilities along Minnesota Avenue, Clark Street, Main Street and Church Street. See Neighborhood Improvement Map (Sub Area 2)  2.6.18 Explore opportunities for creating on-street bicycle facilities (bike lane or paved shoulder) along Green Avenue. See Neighborhood	network of bicycle facilities increases opportunities for bicycling as a viable transportation option.  Creating a more complete on-street network of bicycle facilities increases opportunities for bicycling as a viable transportation option.
Green Avenue and Simonis Street do not have formalized bicycle or pedestrian facilities and facilities on Prais Street and Wilshire Blvd. are incomplete.	Improvement Map (Sub Area 2)  2.6.19 Explore opportunities for creating an off-street multi-use path along Green Avenue, Simonis Street, Wilshire Blvd and Prais Street. See Neighborhood Improvement Map (Sub Area 2).	Green Avenue and Simonis Street do not have formalized bicycle or pedestrian facilities and could create significant connections to the school site. Additional facilities on Wilshire Blvd. and Prais Street could help create a more complete network.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	2.6.20 Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	2.6.21 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and the impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc.)	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	2.6.22 Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).





Portage County, Wisconsin Safe Routes to School Plan

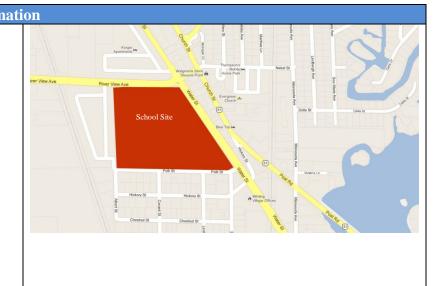
Ben Franklin Junior High

## Ben Franklin Junior High School 2000 Polk Street

Stevens Point, WI 54481 t(715) 345-5413

Connie Negaard, Principal School Hours: 7:45-2:55 Grades 7-9

Note: no site improvement map is prepared for Ben Franklin, as on-campus conditions are generally favorable for pedestrians and bicyclists. Key recommendations to improve Ben Franklin's walkability and bikeability are focused on the surrounding neighborhood.



Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Congestion occurs during start and release times.	3.1.1 Consider staggering start- times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 3)
Students and parents may be unaware of preferred walking and bicycling routes.	<b>3.1.2</b> Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>3.2.3</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	3.1.3 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day (currently underway at Ben Franklin).	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
There aren't enough encouragement activities in place to promote biking and walking as a fun transportation	3.1.4 Develop school-based incentive programs such as "Mileage Clubs" or "Golden	See Best Practices (Chapter 3).

alternative.	Sneaker Awards".	
Strategy Type :: Enforcement Traffic laws and school zone	2.1.5 Consider driver feedback signs	Drivers disaboving traffic rules
regulations need to be enforced.	<b>3.1.5</b> Consider driver feedback signs to inform motorists of their rate of	Drivers disobeying traffic rules create a dangerous environment for
regulations need to be emolecu.	speed within school zones.	bicyclists and pedestrians.
Strategy Type :: Engineering	speed within school zones.	bicyclists and pedestrians.
Crosswalk visibility is poor at this	3.1.6 Enhance Nebel Avenue	See Best Practices (Chapter 3).
significant intersection.	intersections with US HWY 51 and	See Best Fractices (Chapter 3).
significant intersection.	Water Street with ladder or	
	continental style crosswalks to	
	increase visibility of crossing.	
The Heffron Avemie/USH 51	<b>3.1.7</b> Install corner bump-outs,	Heffron Avenue and USH 51 have a
intersection is difficult to cross.	ADAAG-compliant curb ramps at	complete sidewalk network and can
	Heffron Avenue/USH 51	serve as a corridor for pedestrians.
	intersection to shorten crossing	Improving this crossing increases
	distance and increase pedestrian	the likelihood of this becoming a
	safety and visibility.	well-used pedestrian route.
This type of bike rack is not well	<b>3.1.8</b> Replace "wheel-bender" bike	Functional, convenient and secure
designed for functionality and can	racks with modern rack that has at	bike parking can encourage regular
easily damage wheels.	least two touch points, and, where	use of bikes as transportation.
	relevant, (re)locate near school entry	
	on hard surface.	
Vehicle speed and lack of off-street	3.1.9 "Road diet" for Water Street	Reducing lane width and creating
bicycle/pedestrian facilities make	between (at minimum) Polk Street	an off-street facility creates a safer
portions of Water Street difficult to	and Nebel Avenue/River View	connection to neighborhoods to the
navigate.	Avenue, to include designated	east of the school grounds.
	bicycle facility (off road path on	
Bicycle and pedestrian facilities do	west side preferred). <b>3.1.10</b> Explore options for bicycle	Creating an east/west bicycle and
not exist south of the school	facilities on Sherman	pedestrian corridor south of the
grounds.	Avenue/Minnesota Avenue, to link	school grounds improves overall
grounds.	Green Circle Trail and Minnesota	connectivity.
	Avenue on-street facilities.	
Bike/ped facilities do not exist on	<b>3.1.11</b> Develop 10' off-street shared	With appropriate facility
Nebel Ave. from Church Street to	use path along Nebel Avenue from	improvements, Nebel Ave. could
Minnesota Avenue.	Water Street to Minnesota Avenue	become an important east/west
	(south side of road preferred).	bike/ped corridor.
The southernmost driveway at the	<b>3.1.12</b> Eliminate southernmost	Excessive curb cuts create
School District facility is redundant.	driveway at School District facility	additional hazards and potential
mi tut was a	on Water Street.	conflict points for pedestrians.
The existing Water Street sidewalk	3.1.13 Realign Water Street	Sidewalks and paths should cross
crosses the railroad track at an acute	sidewalk to cross railroad track at or	railroad tracks at or near
angle.	near perpendicular, and install	perpendicular to prevent trip
	truncated domes (similar to recent Post Road sidewalk installation).	hazards. Truncated domes provide
Sidewalk is heaving.	3.1.14 Repair Sherman Avenue	warning for the visually impaired. Sidewalks should be maintained to
Sidewark is ileaving.	sidewalk segments: North side	prevent trip hazards.
	between Babcock and Albert; South	provent dip nazaras.
	side between Conant and Strange.	
<b>Strategy Type :: Evaluation</b>		
Current conditions for walking and	<b>3.1.15</b> Conduct a communitywide	Collecting data can provide
biking throughout the community	transportation survey to measure	information to help guide program
are not fully known.	mode choice within the community.	planning, understand the progress
	Survey should include primary	and identify future actions. See

	concerns and popular destinations or routes.	Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	3.1.16 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and the impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc.)	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>3.1.17</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).



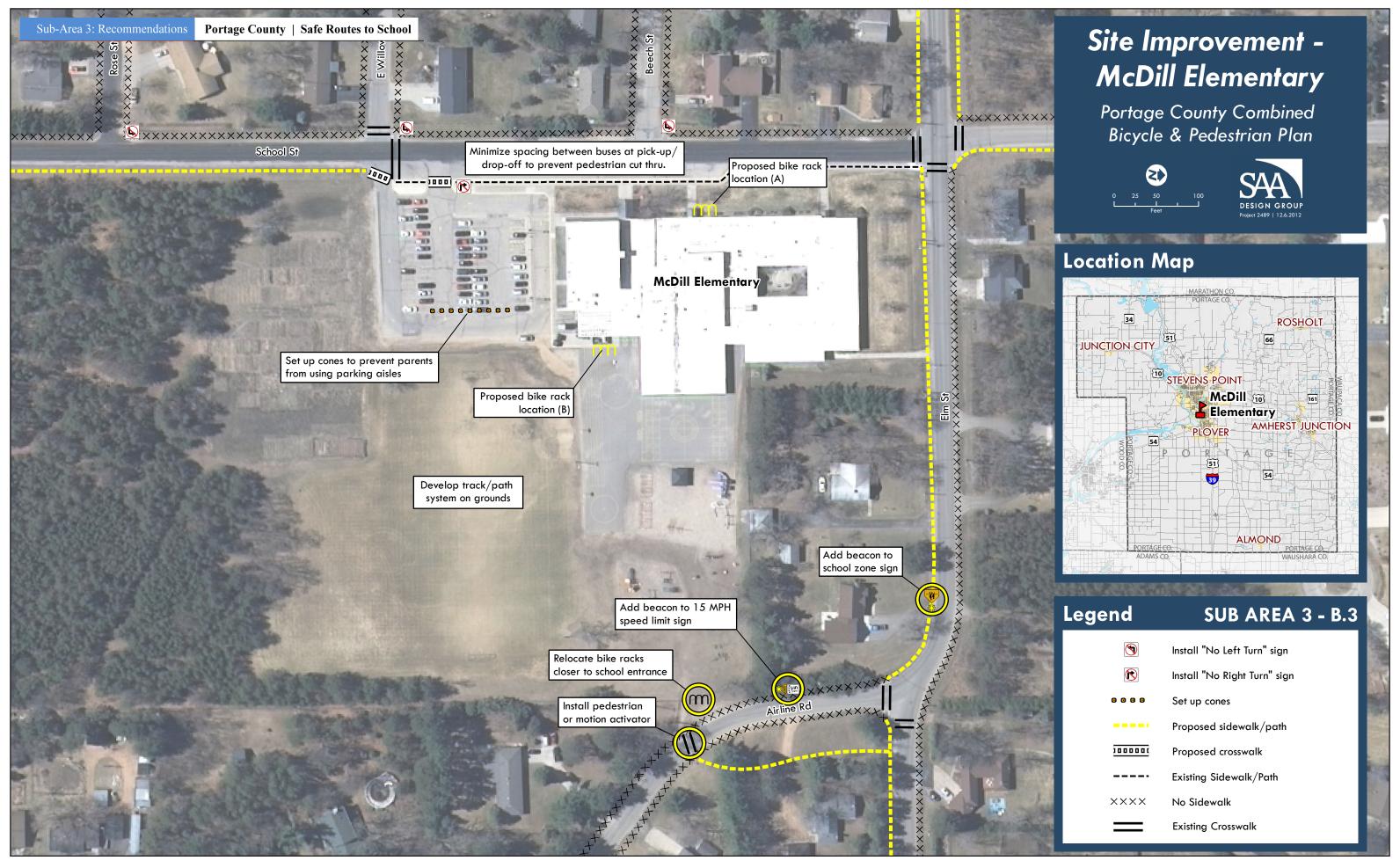
# **McDill Academies**

# Location and Contact Information McDill Academies 2516 School Street Stevens Point, WI 54481 t(715) 345-5420 Jeanne Koepke, Principal School Hours: 9:05-3:35 PK-6

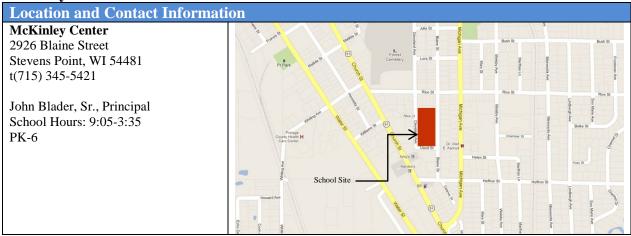
	OF ST Physical There Associates	9 9
Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Congestion occurs during start and release times.	3.2.1 Consider staggering start- times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 3)
Students and parents may be unaware of preferred walking and bicycling routes.	3.2.2 Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>3.2.3</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	3.2.3 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day (currently underway at Ben Franklin).	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
The number of students biking or walking to school could be increased.  The parent vehicle loading area is not well defined.	<ul> <li>3.2.4 Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards".</li> <li>3.2.5 Use safety cones to block off east end of parking aisles to</li> </ul>	A well-defined parent vehicle loading area may help reduce
	encourage orderly drop-off and pick-up in staff parking lot.	congestion and potential conflicts within the parking lot area.
The number of students biking or walking to school could be	<b>3.2.6</b> Develop a Walking School Bus program at each school using	See Best Practices (Chapter 3).

reased.  ategy Type :: Enforcement  ffic laws and school zone		
	community and parent volunteers.	
THE TAWS AND SCHOOL ZONE	<b>3.2.7</b> Consider driver feedback signs	Drivers disobeying traffic rules
ulations need to be enforced.	to inform motorists of their rate of	create a dangerous environment for
	speed within school zones.	bicyclists and pedestrians.
ditional school zone signage	<b>3.2.8</b> Add 15 mph school zone	See Best Practices (Chapter 3).
ld be installed.	signage on Elm Street (WB)	see Best Fractices (Chapter 3).
id be instance.	between Willard and Airline.	
t turns onto School Street create	<b>3.2.9</b> Install signage and enforce	Eliminating left turns onto School
flict points at crosswalks and	"Right Turn Only 8:25 - 9:15 and	street during arrival and dismissal
erfere with loading areas.	3:25 - 4:00" at EB Beech Street and	times will reduce congestion and
freie with loading areas.	School Street, EB Willow Street and	conflict points.
		connet points.
	School Street, EB Rose Street and	
	School Street.	
ht turns onto Cahool Street from	2.2.10 Install signage and enforce	Eliminating wight turns anta Cahaal
ht turns onto School Street from	3.2.10 Install signage and enforce	Eliminating right turns onto School
ool grounds create conflict	"Left Turn Only Onto School	street during arrival and dismissal
nts at crosswalks and interfere	Street" at parking lot exit.	times will reduce congestion and
h loading areas.		conflict points.
esing guards are not available at	3 2 11 Ingrass the number of adult	San Post Practices (Charter 2)
		see best fractices (Chapter 3).
		Dadvaina anaina of montrad busas
vai/dismissai times.	prevent pedestrian pass-through.	
4 70 50 1		the marked crosswalks.
ategy Type :: Engineering	2.2.12 [	Paritialization of the Constitution
ald be established.		
	Porter Court to McDill Ave.	
	2244	
-		
uld be established.	side of Porter Court.	
of a		
		See Best Practices (Chapter 3).
irt is unmarked.		
at at		
		See Best Practices (Chapter 3).
ırt is unmarked.		
	Court.	
ere is a gap in the sidewalk	<b>3.2.17</b> Install sidewalk along south	See Best Practices (Chapter 3).
work on Porter Court.	side of Elm Street from Post Road	
	to Hoover Avenue.	
	3.2.18 Install "Share the Road"	See Best Practices (Chapter 3).
vers may need to be alerted to	signage, or similar bicycle	
vers may need to be alerted to presence of bicyclists and	signage, or similar siegere	
	awareness signage, on Airline,	
presence of bicyclists and		
presence of bicyclists and	awareness signage, on Airline,	On-site bicycle and pedestrian
presence of bicyclists and estrians.	awareness signage, on Airline, School/1st, and Elm.	On-site bicycle and pedestrian facilities may help encourage
presence of bicyclists and estrians.  -site bicycle and pedestrian	awareness signage, on Airline, School/1st, and Elm.  3.2.19 Install 10' hard surface path system with traffic control signage	facilities may help encourage
presence of bicyclists and estrians.  -site bicycle and pedestrian	awareness signage, on Airline, School/1st, and Elm.  3.2.19 Install 10' hard surface path	
east/west pedestrian connection uld be established.  ecrossing at 1 <sup>st</sup> Street/Porter art is unmarked.	3.2.11 Increase the number of adult crossing guards. 3.2.12 Reduce spacing of parked buses at pick-up and drop off to prevent pedestrian pass-through.  3.2.13 Install sidewalk along east side of 1st Street/School Street from Porter Court to McDill Ave.  3.2.14 Install sidewalk along south side of Porter Court.  3.2.15 Install painted crosswalk at east leg (oriented N-S) of 1st Street/Porter Court intersection.  3.2.16 Install "Right Turn Yield to Pedestrians" sign at WB Porter Court.	See Best Practices (Chapter 3).  Reducing spacing of parked bu will discourage pedestrian pass through and encourage crossing the marked crosswalks.  Establishing a grid of pedestria facilities connecting to school grounds will provide greater opportunity for students to safe walk to/from school.  Establishing a grid of pedestria facilities connecting to school grounds will provide greater opportunity for students to safe walk to/from school.  See Best Practices (Chapter 3).

Drivers may need to be alerted to the presence of bicyclists and pedestrians.	3.2.20 Install warning beacon on southbound Airline near Elm Street intersection; utilize ped activation or motion detection activator for beacon at east (rear) school grounds access gate.	See Best Practices (Chapter 3).
This type of bike rack is not well designed for functionality and can easily damage wheels.	3.2.21 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry on hard surface.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Parking lot islands are not accessible.	<b>3.2.22</b> Replace parking lot islands to be compliant with standards of ADA accessibility.	See Best Practices (Chapter 3).
McDill Avenue (HH) can be difficult to cross.	<b>3.2.23</b> Add pedestrian refuge islands to the McDill Avenue/School Street intersection when reconstruction is required.	See Best Practices (Chapter 3).
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	3.2.24 Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	3.2.25 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and the impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc.)	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>3.2.26</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).

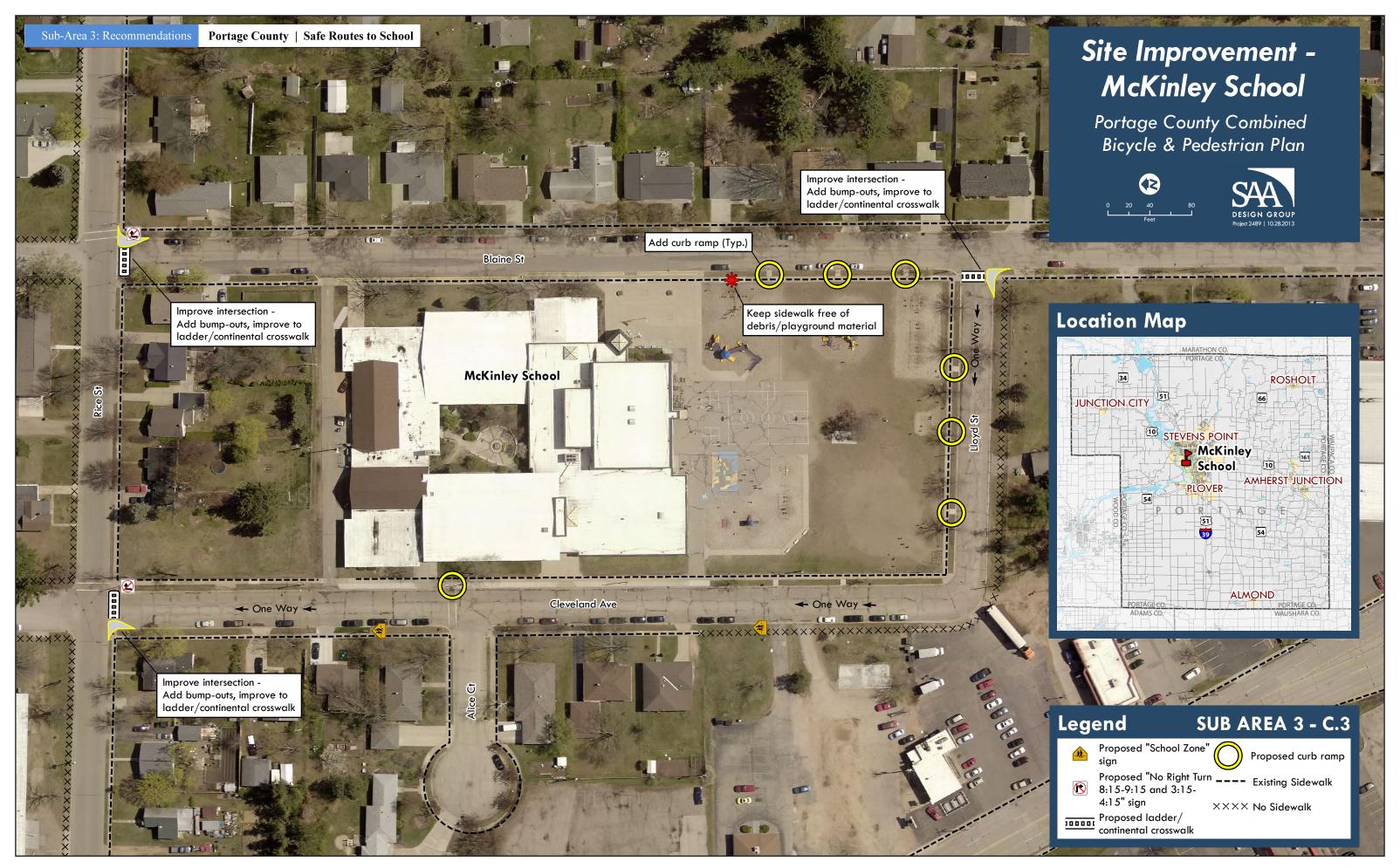


**McKinley Center** 



Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Congestion occurs during start and release times.	<b>3.3.1</b> Consider staggering start-times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 3).
Students and parents may be unaware of preferred walking and bicycling routes.	<b>3.3.2</b> Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3).
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>3.3.3</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	3.3.4 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day (currently underway at Ben Franklin).	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.	3.3.5 Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards".	See Best Practices (Chapter 3).
The number of students biking or walking to school could be increased.  Strategy Type :: Enforcement	<b>3.3.6</b> Develop a Walking School Bus program at each school using community and parent volunteers.	See Best Practices (Chapter 3).

Traffic laws and school zone regulations need to be enforced.	<b>3.3.7</b> Consider driver feedback signs to inform motorists of their rate of speed within school zones.	Drivers disobeying traffic rules create a dangerous environment for bicyclists and pedestrians.
Right turns from Cleveland Avenue to Rice Street and from Rice Street to Blaine Street, during arrival/dismissal periods, create vehicle/pedestrian conflicts at crosswalks.	3.3.8 Install signage and enforce "No Right Turns 8:15 - 9:15 and 3:15 - 4:00" at WB Cleveland Avenue and Rice Street and NB Rice Street and Blaine Street.	Restricting right turns helps protect pedestrians in crosswalks during periods of congestion.
Pedestrians cut through the bus queue on Blaine Street.	<b>3.3.9</b> Reduce spacing of parked buses at pick-up and drop off to prevent pedestrian pass-through.	Reducing the spacing of parked buses will help discourage students crossing Blaine Street midblock where parked cars and buses create a hazardous situation.
Strategy Type :: Engineering	1001071	
Crosswalk visibility is poor at this significant intersection.	3.3.10 Enhance Nebel Avenue intersections with US HWY 51 and Water Street with ladder or continental style crosswalks to increase visibility of crossing.	See Best Practices (Chapter 3).
The Heffron Avenue/USH 51 intersection is difficult to cross.	3.3.11 Install corner bump-outs, ADAAG-compliant curb ramps at Heffron Avenue/USH 51 intersection to shorten crossing distance and increase pedestrian safety and visibility.	Heffron Avenue and USH 51 have a complete sidewalk network and can serve as a corridor for pedestrians. Improving this crossing increases the likelihood of this becoming a well-used pedestrian route.
This type of bike rack is not well designed for functionality and can easily damage wheels.	3.3.12 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry on hard surface.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Bike/ped facilities do not exist on Nebel Ave. from Church Street to Minnesota Avenue.	3.3.13 Develop 10' off-street shared use path along Nebel Avenue from Water Street to Minnesota Avenue (south side of road preferred).	With appropriate facility improvements, Nebel Ave. could become an important east/west bike/ped corridor.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	3.3.14 Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	3.3.15 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>3.3.16</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).

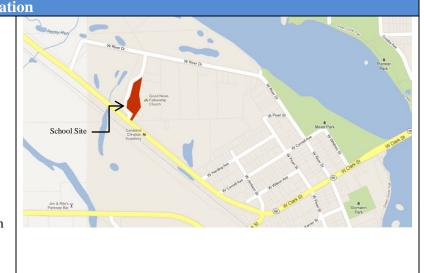


**Stevens Point Christian Academy** 

# Stevens Point Christian Academy 801 County Rd HH W Stevens Point, WI 54481 t(715) 341-3275

Heidi Uitenbroek, School Administrator School Hours: 8:15am-2:40pm Grades K-12

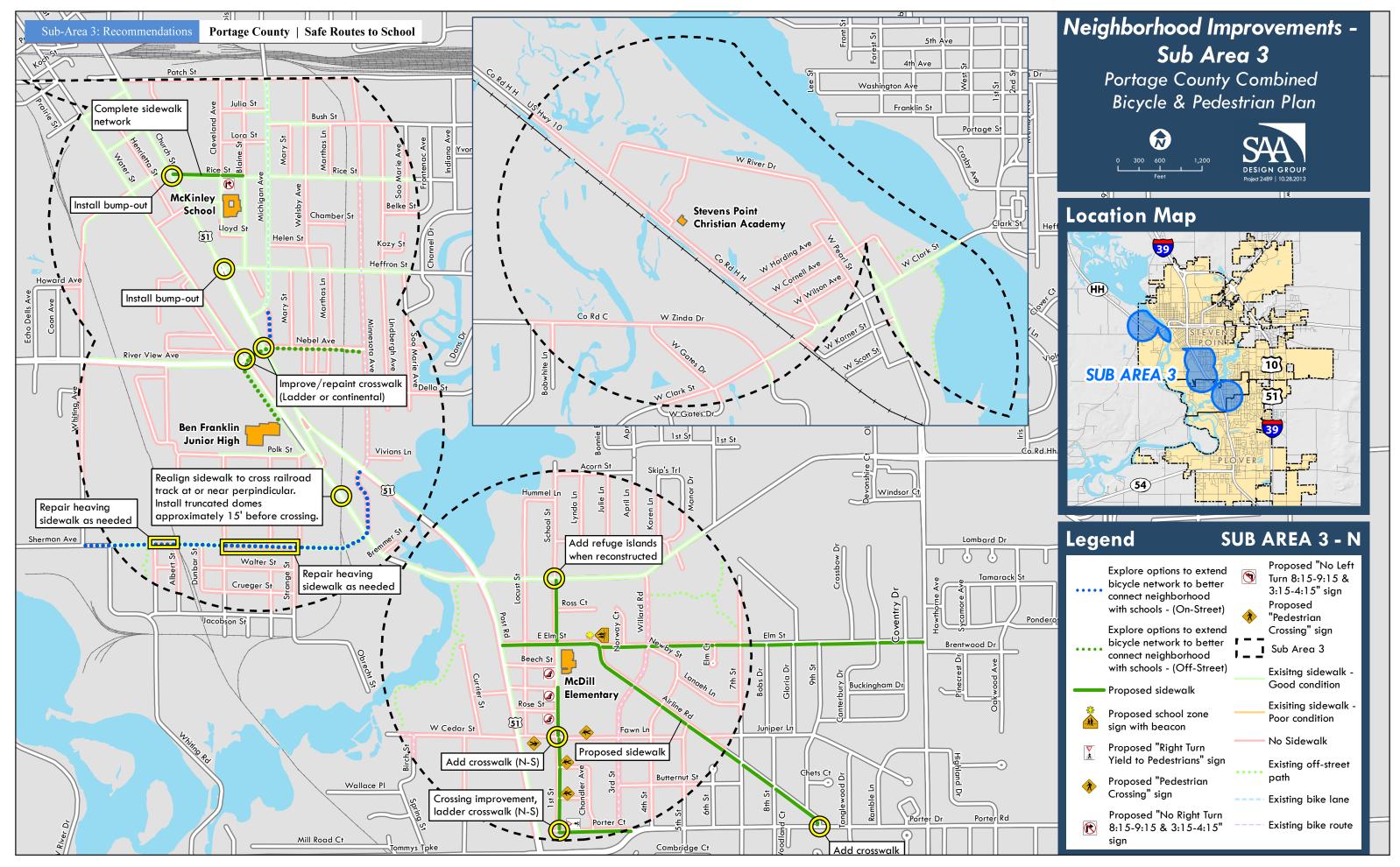
Note: no site improvement map is prepared for Stevens Point Christian Academy. Its remote location and relatively dispersed student population are the campus's most significant challenges to increasing biking and walking.



Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>3.4.1</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	3.4.2 Conduct a school-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day (currently underway at Ben Franklin).	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.	3.4.3 Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards".	See Best Practices (Chapter 3).
Strategy Type :: Enforcement		
Traffic laws and school zone regulations need to be enforced.	<b>3.4.4</b> Consider driver feedback signs to inform motorists of their rate of speed within school zones.	Drivers disobeying traffic rules create a dangerous environment for bicyclists and pedestrians.
Strategy Type :: Engineering		
The campus does not have bicycle	<b>3.4.5</b> Install a modern bike rack that	Functional, convenient and secure

malra on sita	has at least two touch points and	hilto moulting can anacymaga magylan
racks on-site.	has at least two touch points and	bike parking can encourage regular
	locate near school entry on hard	use of bikes as transportation.
	surface.	
Strategy Type :: Evaluation		
Current conditions for walking and	<b>3.4.6</b> Conduct a communitywide	Collecting data can provide
biking throughout the community	transportation survey to measure	information to help guide program
are not fully known.	mode choice within the community.	planning, understand the progress
	Survey should include primary	and identify future actions. See
	concerns and popular destinations or	Best Practices (Chapter 3).
	routes.	_
The benefits of biking and walking	<b>3.4.7</b> Work with bicycle and	See Best Practices (Chapter 3).
may not be fully understood within	pedestrian advocacy groups to	
the community.	increase the working knowledge of	
	biking and walking and their impact	
	on key community health indicators	
	(physical activity, obesity rates,	
	energy consumption, productivity,	
	sick day rates, etc).	
Program success cannot be properly	<b>3.4.8</b> Complete and submit School	See Best Practices (Chapter 3).
evaluated without regular data	Tally results to the National Center	_
collection and analysis.	for Safe Routes to School at least	
	annually.	





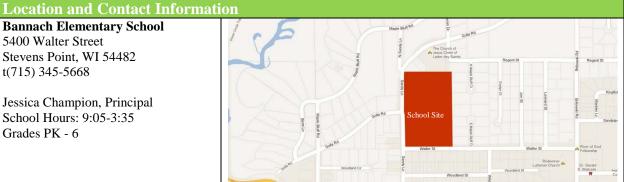
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# **Bannach Elementary School**

### **Bannach Elementary School** 5400 Walter Street Stevens Point, WI 54482 t(715) 345-5668

Jessica Champion, Principal School Hours: 9:05-3:35

Grades PK - 6



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Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Students and parents may be unaware of preferred walking and bicycling routes.	<b>4.1.1</b> Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)
Parents may be unaware of or ignore established drop-off/pick-up procedures	<b>4.1.2</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Students may not have an understanding of core bicycle and pedestrian safety elements.	4.1.3 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase user ship and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	<b>4.1.4</b> Work with WidDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	<b>4.1.5</b> Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
Strategy Type :: Engineering		
The parent loading area is not well defined.	<b>4.1.6</b> Extend curb at southern edge of bus loading area to separate the bus loop and faculty parking drive from the parent loading area.	Creating a physical barrier between the bus loop/faculty parking and parent loading area will help direct traffic and reduce conflict.
There is only one pedestrian connection from the school to Walter Street.	<b>4.1.7</b> Create a raised sidewalk connection from the southern edge of the bus loading area to Walter Street.	A raised sidewalk would provide another useful connection to Walter Street and help define the parent drop off area.
Sidewalk at the bus loading area is in poor condition.	<b>4.1.8</b> Repair or replace sidewalk at bus loading area, maintain width and restripe yellow standing lines as required.	Poorly maintained sidewalk can contribute to hazardous conditions.

Bike and pedestrian facilities to the	<b>4.1.9</b> Create an off street multi-use	An off-path along Sandy Lane and
north and west of the school do not exist.	path connection along Golla Road and Sandy Lane. Provide a direct connection to the school's internal path network.	Golla Road would provide a safe connection to the neighborhood.
Drivers may need to be alerted to the presence of students as traffic volumes increase.	<b>4.1.10</b> As traffic volumes increase, install flashing school zone signs in the areas surrounding the school site.	See Best Practices (Chapter 3).
Pedestrian facilities do not exist on Walter Street.	<b>4.1.11</b> Install sidewalk along the north side of Walter Street, from Sandy Lane to Brilowski Road.	Implementation of bike/pedestrian facilities along key corridors will improve the conditions for walking and biking within the neighborhood.
Pedestrian facilities do not exist on Wildwood Drive.	<b>4.1.12</b> Install sidewalk on at least one side of Wildwood Drive, from Walter Street to Highway 10.	Implementation of bike/pedestrian facilities along key corridors will improve the conditions for walking and biking within the neighborhood.
Bike and pedestrian facilities do not exist on Brilowski Road.	4.1.13 Explore opportunities for creating an off-street multi-use path along the east side of Brilowski Road from Highway 10 to Walter Street. Provide crossing improvements at Walter Street and Brilowski Road.	Implementation of bike/pedestrian facilities along key corridors will improve the conditions for walking and biking within the neighborhood. Implementation of bike/pedestrian facilities along key corridors will improve the conditions for walking and biking within the neighborhood.
The intersection of Brilowski Road and Highway 10 is dangerous and difficult to navigate. Appropriate bicycle and pedestrian facilities do not exist.	4.1.14 Improve bicycle and pedestrian accommodations at the intersection of Brilowski Road and Highway 10. Add pedestrian refuge islands and pedestrian activated crossing signals.	Implementation of bike/pedestrian facilities along key corridors will improve the conditions for walking and biking within the neighborhood.
Highway 10 is difficult to cross and bike/pedestrian facilities do not exist on the north side of the highway.	<b>4.1.15</b> Explore opportunities for an off-street multi-use path along the north side of Highway 10, from Brilowski Road to Maple Bluff Road.	Implementation of bike/pedestrian facilities along key corridors will improve the conditions for walking and biking within the neighborhood.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	<b>4.1.16</b> Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	4.1.17 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>4.1.18</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).



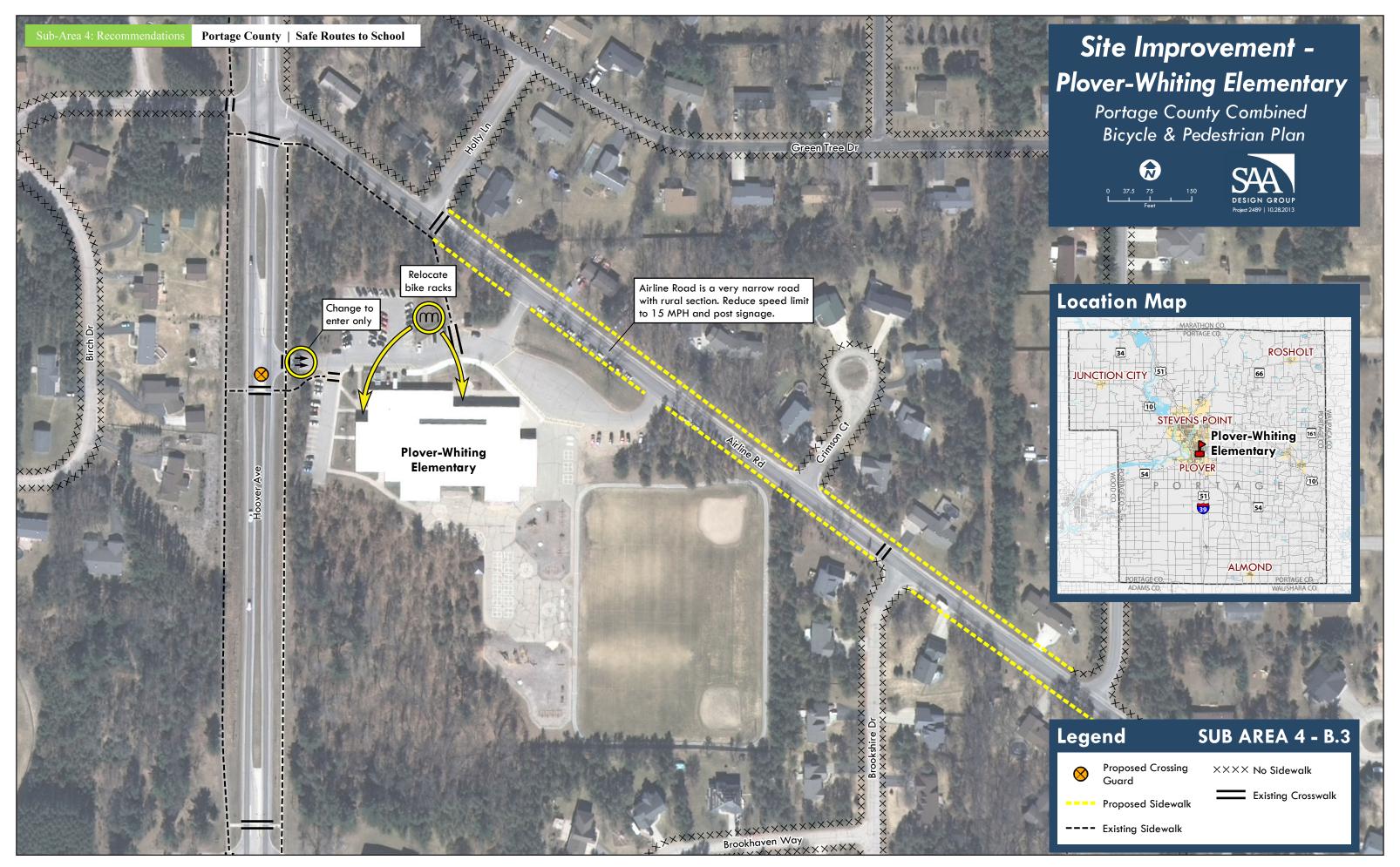
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**Plover-Whiting Elementary School** 

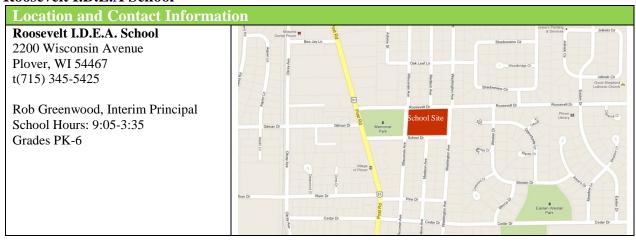


Recommendations			
Issue	Recommendation	Rationale	
Strategy Type :: Education			
Congestion occurs during start and release times.	<b>4.2.1</b> Stagger start-times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 3)	
Students and parents may be unaware of preferred walking and bicycling routes.	<b>4.2.2</b> Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)	
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>4.2.3</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.	
Students may not have an understanding of core bicycle and pedestrian safety elements.	4.2.4 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase user ship and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.	
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	<b>4.2.5</b> Work with WidDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.	
Strategy Type :: Encouragement	Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	4.2.6 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).	
High traffic volumes make crossing Hoover Avenue hazardous.	<b>4.2.7</b> Consider adding an adult crossing guard at the Hoover Avenue mid-block crossing immediately west	See Best Practices (Chapter 3).	

	of the staff parking lot and west building entries.	
The number of students biking or walking to school could be increased.	4.2.8 Consider establishing a Walking School Bus program from Little Plover River Park to the school.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
Strategy Type :: Enforcement		
Traffic laws and school zone regulations need to be enforced.	<ul> <li>4.2.9 Enforce speed limits, traffic signage and crosswalk regulations in school zones.</li> <li>4.2.10 Post Airline Road as a school</li> </ul>	Drivers disobeying traffic rules create a dangerous environment for bicyclists and pedestrians.
Airline Road is very narrow with a rural section.	zone with 15 mph limit from Hoover Ave to Brookshire Drive.	Reducing speeds on Airline Road will create a safer environment for bikes/pedestrians.
Vehicles exiting school grounds from the Hoover Avenue driveway creates conflict areas at crosswalks to the north and south.	<b>4.2.11</b> Enforce and post "Enter Only" signage at Hoover Avenue access to prohibit vehicles from exiting school grounds via this driveway.	Restricting access to Hoover Avenue forces traffic to the Airline Road/Hoover Avenue intersection, where fewer conflict points exist.
Strategy Type :: Engineering		
This type of bike rack is not well designed for functionality and can easily damage wheels.	<b>4.2.12</b> Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and (re)locate near school entry on hard surface.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Pedestrian facilities do not exist on Airline Road.	<b>4.2.13</b> Extend Airline Road sidewalk on north side of road to Rogers Drive.	Airline Road connects residential areas to the school and should have pedestrian facilities.
Pedestrian facilities do not exist on Airline Road.	<b>4.2.14</b> Install sidewalk along south side of Airline Road from Hoover Avenue to Brookshire Drive.	See Best Practices (Chapter 3).
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	<b>4.2.15</b> Conduct a communitywide transportation survey to measure mode choose within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	4.2.16 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>4.2.17</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).

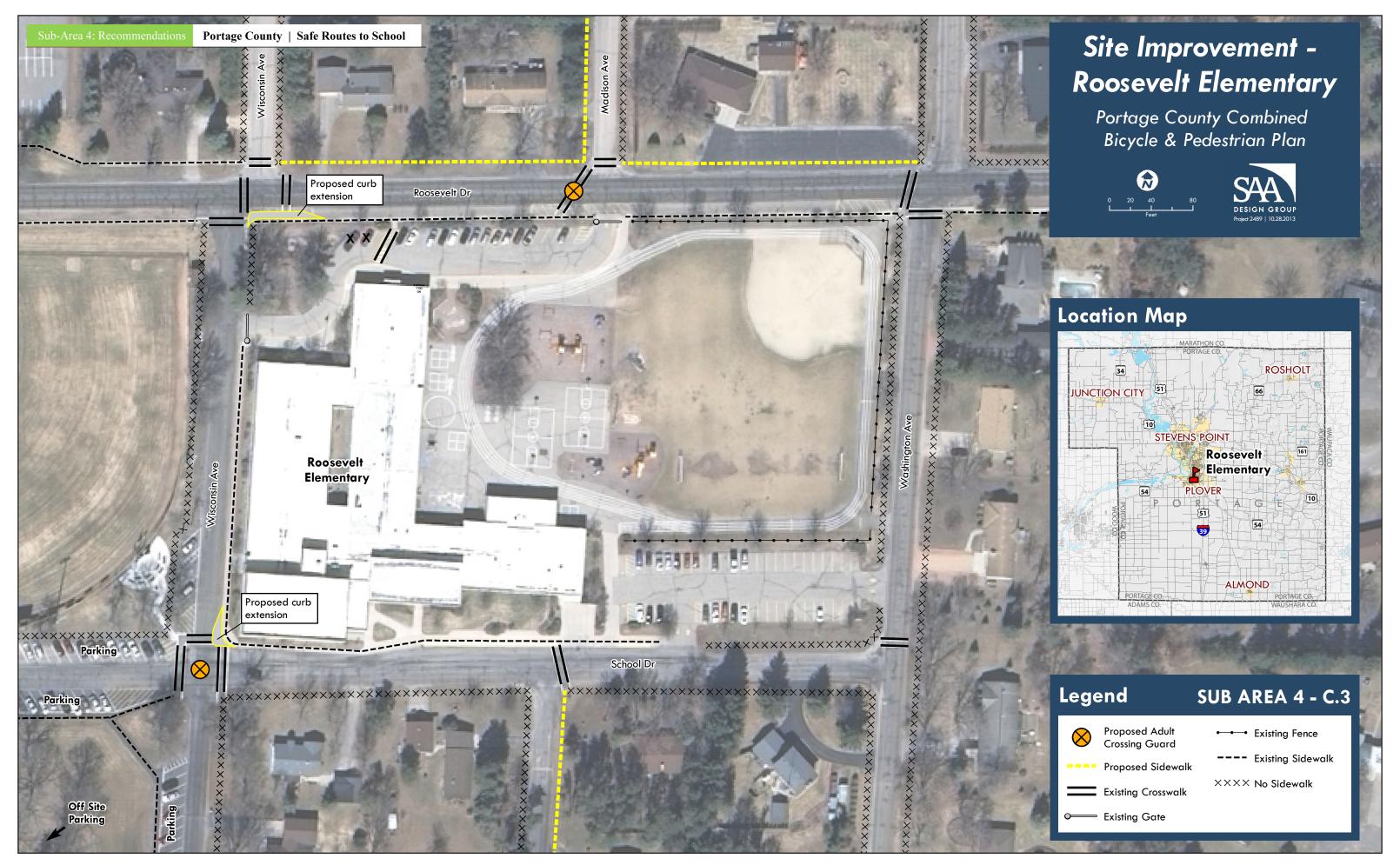


# Roosevelt I.D.E.A School



Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Congestion occurs during start and release times.	<b>4.3.1</b> Stagger start-times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 3)
Students and parents may be unaware of preferred walking and bicycling routes.	<b>4.3.2</b> Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3)
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>4.3.3</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Students may not have an understanding of core bicycle and pedestrian safety elements.	4.3.4 Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase user ship and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	<b>4.3.5</b> Work with WidDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	4.3.6 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
Some intersections are difficult to cross.	<b>4.3.7</b> Consider adding crossing guards at Roosevelt Drive/Madison Ave and at Wisconsin Ave/School	See Best Practices (Chapter 3).

	Drive.	
The number of students biking or walking to school could be increased.	<b>4.3.8</b> Consider establishing a Walking School Bus program from Royal Wood Park to the school.	See Best Practices (Chapter 3).
Strategy Type :: Enforcement		
Traffic laws and school zone regulations need to be enforced.	<b>4.3.9</b> Enforce speed limits, traffic signage and crosswalk regulations in school zones.	Drivers disobeying traffic rules create a dangerous environment for bicyclists and pedestrians.
Strategy Type :: Engineering	10105 111 11 11	
A gap exists in the sidewalk network along Roosevelt Drive.	4.3.10 Extend sidewalk on north side of Roosevelt Drive from Wisconsin Avenue to Washington Avenue.	Completing the sidewalk network on Roosevelt Drive creates a central east-west connection within the neighborhood.
Interconnected pedestrian facilities do not exist within the neighborhood.	<b>4.3.11</b> Install sidewalk on Madison Avenue from Plover Springs Drive to Roosevelt Drive and from School Drive to Cedar Drive.	Creating a central north-south pedestrian network will increase connectivity within the neighborhood.
Wisconsin Avenue can be difficult to cross.	4.3.12 Install curb extensions/bumpouts at Roosevelt Drive and Wisconsin Avenue Intersection to minimize crossing distance for pedestrians.	Reducing crossing distance provides a safer intersection for pedestrians.
Wisconsin Avenue can be difficult to cross.	<b>4.3.13</b> Install curb extensions/bumpouts at School Drive and Wisconsin Avenue Intersection to minimize crossing distance for pedestrians.	Reducing crossing distance provides a safer intersection for pedestrians.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	4.3.14 Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 3).
The benefits of biking and walking may not be fully understood within the community.	4.3.15 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	See Best Practices (Chapter 3).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>4.3.16</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 3).



# Saint Bronislava School

### **Location and Contact Information**

**St. Bronislava Elementary School** 3301 Willow Drive Plover, WI 54467 t(715) 342-2015

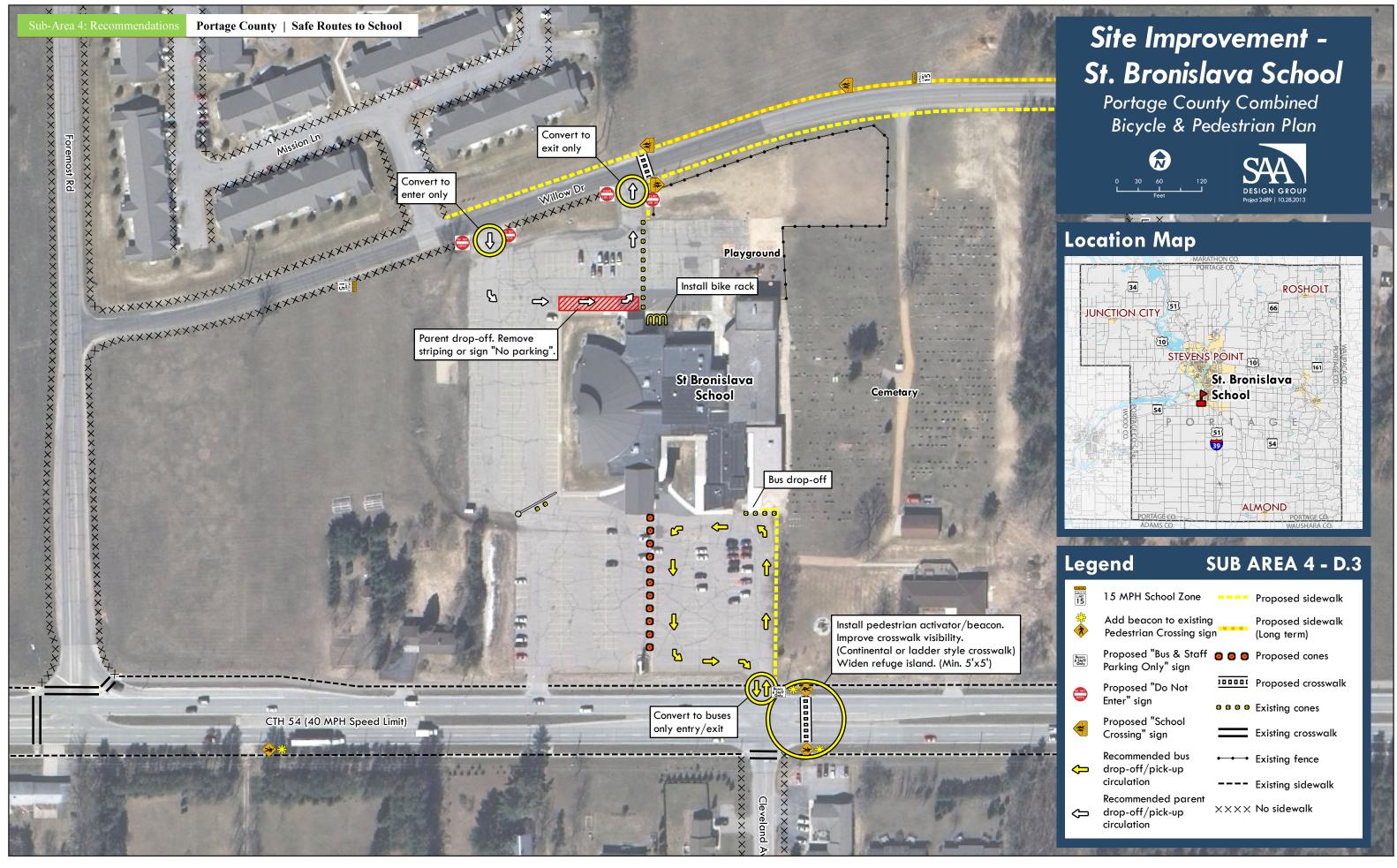
Ellen Lopas, Principal School Hours: 8:00-2:40

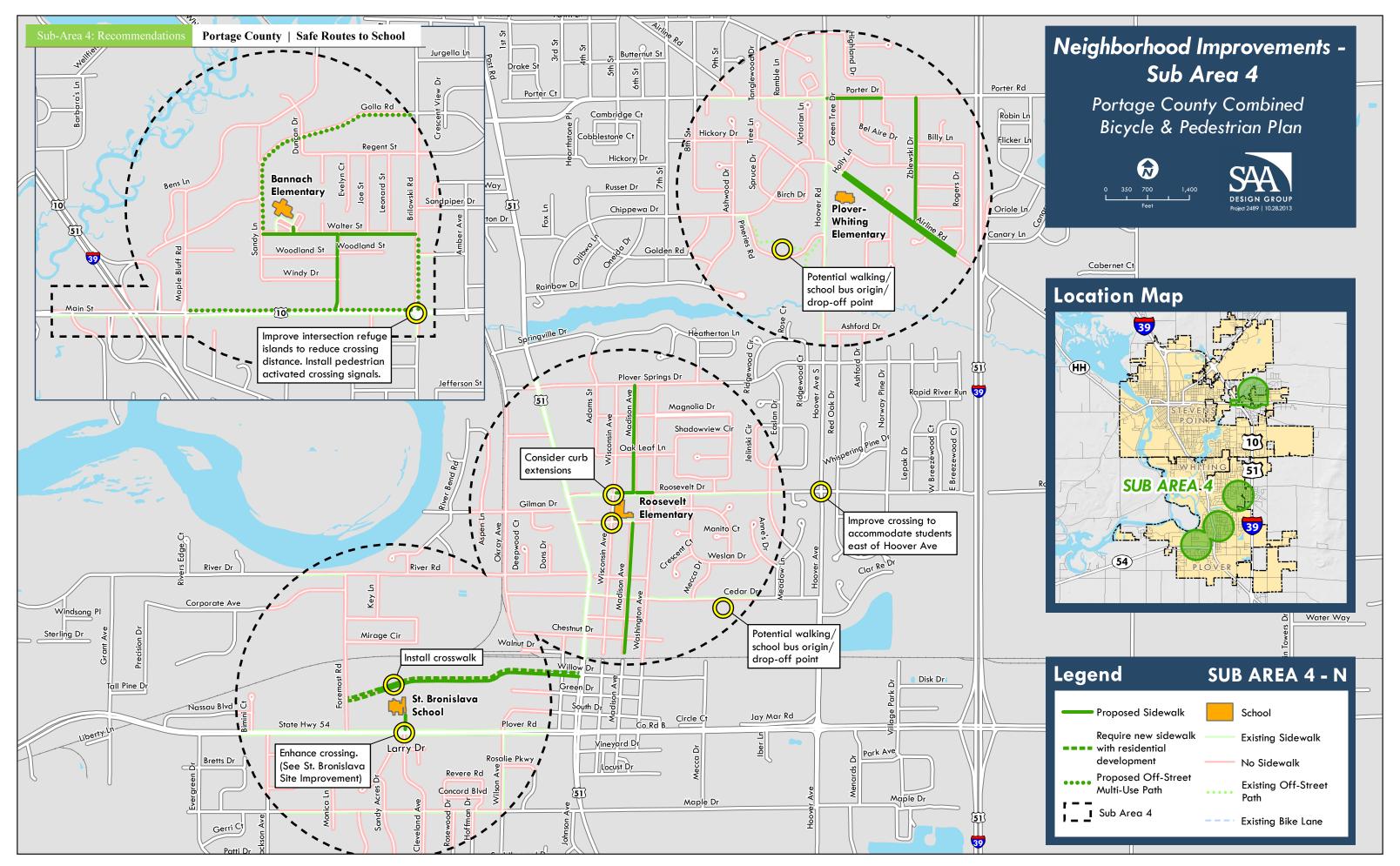
Grades PK-5



	By Pagerial In	Rosalie Plavy
Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Students and parents may be unaware of preferred walking and bicycling routes.	<b>4.4.1</b> Work with Portage County Planning and Zoning to implement maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 3).
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>4.4.2</b> Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Students may not have an understanding of core bicycle and pedestrian safety elements.	<b>4.4.3</b> Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase user ship and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	<b>4.4.4</b> Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable and livable environment.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	<b>4.4.5</b> Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 3).
Strategy Type :: Enforcement		
Willow Drive is immediately adjacent to the school grounds and is not posted as 15 mph.	<b>4.4.6</b> Post Willow Drive as a school zone with 15 mph limit from Foremost Road to Village Lane.	See Best Practices (Chapter 3).
The drop off/pickup area becomes congested at arrival and dismissal times.	<b>4.4.7</b> Restrict eastern driveway on STH 54 to bus/staff ingress and egress only; install signage (Do Not Enter, Buses Only).	A separated bus loading area will reduce conflicts during arrival and dismissal times.
The drop off/pickup area becomes	<b>4.4.8</b> Place safety cones or other	A separated bus loading area will

congested at arrival and dismissal	barriers in N-S orientation to	reduce conflicts during arrival and
times.	prevent pass-through of vehicles	dismissal times.
	and "channelize" bus traffic within	
	eastern half of parking lot.	
The drop off/pickup area becomes	<b>4.4.9</b> Restrict western driveway on	Creating a dedicated staff parking
congested at arrival and dismissal	STH 54 to "Staff Only" during	area simplifies circulation patterns
times.	school hours.	and may help reduce congestion.
The drop off/pickup area becomes	<b>4.4.10</b> Restrict western driveway on	Creating a one-way flow for the
congested at arrival and dismissal	Willow Drive to Enter Only.	drop-off/pick-up area will reduce
times.		opportunities for conflict.
The drop off/pickup area becomes	<b>4.4.11</b> Restrict eastern driveway on	Creating a one-way flow for the
congested at arrival and dismissal	Willow Drive to Exit Only.	drop-off/pick-up area will reduce
times.		opportunities for conflict.
Strategy Type :: Engineering		
Existing pedestrian crossing	<b>4.4.12</b> Improve existing pedestrian	See Best Practices (Chapter 3).
signage could be improved.	crossing ahead signage on STH 54	_
	with flashing beacon on timer	
	(beginning and end of school days)	
	or ped activation.	
Pedestrian facilities do not exist on	<b>4.4.13</b> Install sidewalk connections	Willow Drive connects residential
Willow Drive and the school	from STH 54 sidewalk to south	areas to the school and should have
grounds do not connect to the STH	school entry and from Willow Drive	pedestrian facilities. A sidewalk
54 sidewalk.	proposed sidewalk to north school	connection between the school and
	grounds.	STH 54 completes a gap in the
	8	sidewalk network.
Pedestrian facilities do not exist on	<b>4.4.14</b> Install sidewalk on north side of	Willow Drive connects residential
Willow Drive.	Willow Drive from Mission Lane to a	areas to the school and should have
Willow Bilve.	point east of the eastern access drive.	pedestrian facilities.
Access to the site from the north	<b>4.4.15</b> Install high-visibility	See Best Practices (Chapter 3).
could be improved.	crosswalk and signage on Willow	See Best Fractices (Chapter 3).
could be improved.	Drive linking proposed Willow	
	Drive sidewalk with school grounds.	
Pedestrian facilities do not exist on	<b>4.4.16</b> Install sidewalk on Willow	Sidewalks on Willow Drive will
Willow Drive.	Drive from eastern driveway to Post	create a direct route to the school
Willow Bilve.	Road.	grounds.
Stratogy Type Evaluation	Koau.	grounds.
Strategy Type :: Evaluation Current conditions for walking and	<b>4.4.17</b> Conduct a communitywide	Collecting data can provide
biking throughout the community		
are not fully known.	transportation survey to measure mode choice within the community.	information to help guide program
are not runy known.	-	planning, understand the progress
	Survey should include primary	and identify future actions. See
	concerns and popular destinations or	Best Practices (Chapter 3).
The honesite of hilder and and it	routes.	See Best Prestings (Charter 2)
The benefits of biking and walking	<b>4.4.18</b> Work with bicycle and	See Best Practices (Chapter 3).
may not be fully understood within	pedestrian advocacy groups to	
the community.	increase the working knowledge of	
	biking and walking and their impact	
	on key community health indicators	
	(physical activity, obesity rates,	
	energy consumption, productivity,	
	sick day rates, etc).	
The benefits of biking and walking	<b>4.4.19</b> Complete and submit School	See Best Practices (Chapter 3).
may not be fully understood within	Tally results to the National Center	
the community.	for Safe Routes to School at least	
	annually.	İ

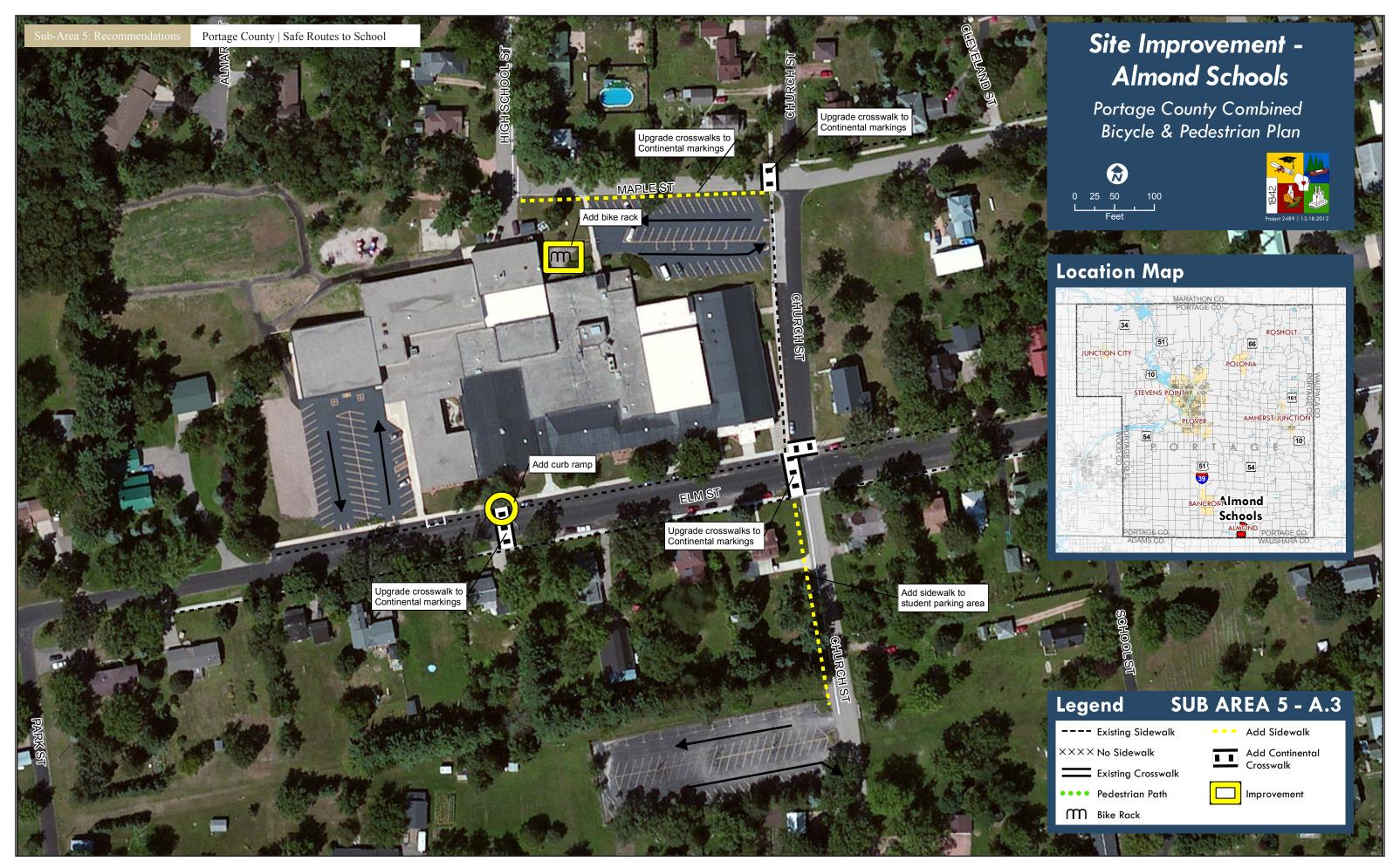




# **Almond Schools**

Almond Schools		
<b>Location and Contact Inform</b>	ation	
Almond Schools	harch S	Maple St. Almond Village Gernetery
1336 Elm Street	92 Maple St	Almond at
Almond, WI 54909	School	Public Ubrary Seventh Day Adventist Church Etm St. Division St.
t(715) 366-2941	Almond Bancroft Ash	Almond Fire Dept a g
	Elm St	Portage St
	Park SI	38 38
		Portage United County Bank Methodist (Au
Recommendations		Church
Issue	Recommendation	Rationale
Strategy Type :: Education	Recommendation	Kationaie
Congestion occurs during start and	<b>5.1.1</b> Consider staggering start-times	See Best Practices (Chapter 2).
release times.	and release times to reduce volume	See Best Fractices (Chapter 2).
release times.	of motor vehicle, bus, pedestrian,	
	and bicycle activity at any one time.	
Students may not have an	<b>5.1.2</b> Consider initiating a SRTS	Educational courses focusing on
understanding of core bicycle and	Training Program. These programs,	bicycle and pedestrian safety teach
pedestrian safety elements.	available through the Wisconsin	valuable skills.
pedestrian sarety elements.	Bike Fed, can increase usership and	variable skills.
	enhance skills.	
In depth bicycle safety training	<b>5.1.3</b> Work with WisDOT and local	Training programs such as Bicycle
opportunities are limited and forums	police to bring a Bicycle Rodeo or	Rodeos can teach valuable on-bike
for discussing opportunities for	Walkable Communities Workshop to	skills. Walkable Communities
improving the walkability of the	the district.	Workshops can help engage the
community do not currently exist.	the district.	community in the process to create a
community do not currently exist.		more walkable community.
Students and parents may be	<b>5.1.4</b> Display and distribute maps of	See Best Practices (Chapter 2).
unaware of preferred walking and	preferred walking and bicycling	See Best Fractices (Chapter 2).
bicycling routes.	routes to parents and students.	
Parents may be unaware of or ignore	<b>5.1.5</b> Integrate drop-off/pick-up	Educating parents on the drop-
established drop-off/pick-up	education into parent/teacher	off/pick-up routine is an ongoing
procedures.	conferences, student orientation, or	process and needs to be
procedures.	other significant school-wide event.	communicated at least annually.
Strategy Type :: Encouragement	significant sensor wide event.	
The number of students biking or	<b>5.1.6</b> Conduct a district-wide "Walk	Encouragement activities build
walking to school could be	and Wheel Wednesday" or similar	interest and enthusiasm and help
increased.	event and award prizes for biking	ensure the program's continued
	and walking to school. Other	success. See Best Practices (Chapter
	initiatives may include media	2).
	campaigns and participating in	
	national activities like Walk to	
	School Day/Bike to School Day.	
There aren't enough encouragement	<b>5.1.7</b> Develop school-based	See Best Practices (Chapter 2).
activities in place to promote biking	incentive programs such as "Mileage	(S.mp. 2).
and walking as a fun transportation	Clubs" or "Golden Sneaker Awards."	
alternative.		

There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.  Strategy Type :: Enforcement  Motorists may exceed school zone speed limits.  Consider adding crossing guards at all significant intersections.  Strategy Type :: Engineering  Bicycle racks should be able to secure bikes without posing a risk of damage.  Signature for the program that engages parents and teachers, as well as middle/high school students as "Walk Captains."  See Best Practices (Chapter 2).
and walking as a fun transportation alternative.  Strategy Type :: Enforcement  Motorists may exceed school zone speed limits.  Consider adding crossing guards at all significant intersections.  Strategy Type :: Engineering  Bicycle racks should be able to secure bikes without posing a risk of damage.  teachers, as well as middle/high school students as "Walk Captains."  See Best Practices (Chapter 2).  Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Strategy Type :: Enforcement  Motorists may exceed school zone speed limits.  Consider adding crossing guards at all significant intersections.  Strategy Type :: Engineering  Bicycle racks should be able to secure bikes without posing a risk of damage.  Strategy Type :: Engineering school students as "Walk Captains."  Strategy Type :: Engineering
Strategy Type :: Enforcement
Strategy Type :: Enforcement
Motorists may exceed school zone speed limits.  5.1.9 Consider driver feedback signs to inform motorists of their rate of speed within school zones.  Consider adding crossing guards at all significant intersections.  Strategy Type :: Engineering  Bicycle racks should be able to secure bikes without posing a risk of damage.  5.1.11 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry  5.1.2 Consider driver feedback signs to inform motorists of their rate of speed within school zones.  See Best Practices (Chapter 2).  See Best Practices (Chapter 2).  Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
speed limits.  to inform motorists of their rate of speed within school zones.  Consider adding crossing guards at all significant intersections.  Strategy Type :: Engineering  Bicycle racks should be able to secure bikes without posing a risk of damage.  5.1.11 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry  to inform motorists of their rate of speed within school zones.  See Best Practices (Chapter 2).  Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Strategy Type :: Engineering  Bicycle racks should be able to secure bikes without posing a risk of damage.  Strategy Type :: Engineering teast two touch points, and, where relevant, (re)locate near school entry  speed within school zones.  See Best Practices (Chapter 2).  See Best Practices (Chapter 2).  Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Consider adding crossing guards at all significant intersections.  Strategy Type :: Engineering  Bicycle racks should be able to secure bikes without posing a risk of damage.  5.1.10 Increase the number of adult crossing guards.  See Best Practices (Chapter 2).  Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
all significant intersections.  Strategy Type :: Engineering  Bicycle racks should be able to secure bikes without posing a risk of damage.  5.1.11 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry  Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
Strategy Type :: Engineering  Bicycle racks should be able to secure bikes without posing a risk of damage.  5.1.11 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry  5.1.11 Replace "wheel-bender" bike bike parking can encourage regular use of bikes as transportation.
Bicycle racks should be able to secure bikes without posing a risk of damage.  5.1.11 Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry  5.1.11 Replace "wheel-bender" bike parking can encourage regular use of bikes as transportation.
secure bikes without posing a risk of damage.  racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry  bike parking can encourage regular use of bikes as transportation.
damage. least two touch points, and, where relevant, (re)locate near school entry
relevant, (re)locate near school entry
on hard surface.
The student parking lot does not 5.1.12 Provide a sidewalk, rather Pedestrians may not legally walk in
have a sidewalk connecting it to the than a shoulder on one side of the both directions on a shoulder in
school grounds street, connecting the student Wisconsin; a sidewalk will provide
parking lot to the intersection of Elm   additional separation from traffic.
Street and Church Street
There is no pedestrian way along 5.1.13 Consider installing a sidewalk Sidewalk will provide pedestrian
Maple Street between High School   from High School Street to the   access to the school from Maple
Street and Church Street existing sidewalk on Church Street Street
There is no bicycle parking on the 5.1.14 Provide a bicycle rack on the Bicycle parking should be close and
north side of the school north side of the school convenient to entrances of the building
Crosswalks immediately adjacent to <b>5.1.15</b> Mark continental crosswalks See Best Practices (Chapter 2).
school have poor visibility where crosswalks currently exist
Mid-block crossing on Elm Street is 5.1.16 Ensure that curb ramps exist All pedestrian crossings should be
not ADA-compliant from the sidewalk to the crossing ADA compliant
Strategy Type :: Evaluation
Current conditions for walking and 5.1.17 Conduct a communitywide Collecting data can provide
biking throughout the community transportation survey to measure information to help guide program
are not fully known.  mode choice. Survey should include planning, understand the progress
primary concerns and popular and identify future actions. See Best
, <u>, , , , , , , , , , , , , , , , , , </u>
The benefits of biking and walking  5.1.18 Work with bicycle and  See Best Practices (Chapter 2).
may not be fully understood within pedestrian advocacy groups to
the community. increase the working knowledge of
biking and walking and their impact
on key community health indicators
(physical activity, obesity rates,
energy consumption, productivity,
sick day rates, etc).
Program success cannot be properly <b>5.1.19</b> Complete and submit School See Best Practices (Chapter 2).
evaluated without regular data  Tally results to the National Center
collection and analysis. for Safe Routes to School annually.



Bancroft 4K & Kindergarten

Bancroft 4K & Kindergarten		
<b>Location and Contact Informati</b>	on	
Bancroft 4K & Kindergarten 5590 School Road Bancroft, WI 54921 t(715) 335-4411	Bancroft Fine Baptist Chur  Bancroft Pine Grove Fire Dept  Glennville Rd	School Site  Sool Rd  Sool Rd  Sool Rd  Sool Rd  Sool Rd  Wilderness Ln
Recommendations	Decommendation	Detionals
Issue	Recommendation	Rationale
Strategy Type :: Education  Students may not have an understanding of core bicycle and pedestrian safety elements.  In depth bicycle safety training	<b>5.2.1</b> Consider initiating a SRTS Training Program. These programs, available through organizations like the Wisconsin Bike Fed, can increase usership and enhance skills. <b>5.2.2</b> Work with WisDOT and local	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.  Training programs such as Bicycle
opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.  Students and parents may be	police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.  5.2.3 Display and distribute maps of	Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable community.  See Best Practices (Chapter 2).
unaware of preferred walking and	preferred walking and bicycling	
bicycling routes.	routes to parents and students.	
The number of students biking or walking to school could be increased.	5.2.4 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for biking and walking to school. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 2).
There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.  There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.	<ul> <li>5.2.5 Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards."</li> <li>5.2.6 Develop a Walking School Bus program that engages parents and teachers, as well as middle/high school students as "Walk Captains."</li> </ul>	See Best Practices (Chapter 2).  See Best Practices (Chapter 2).

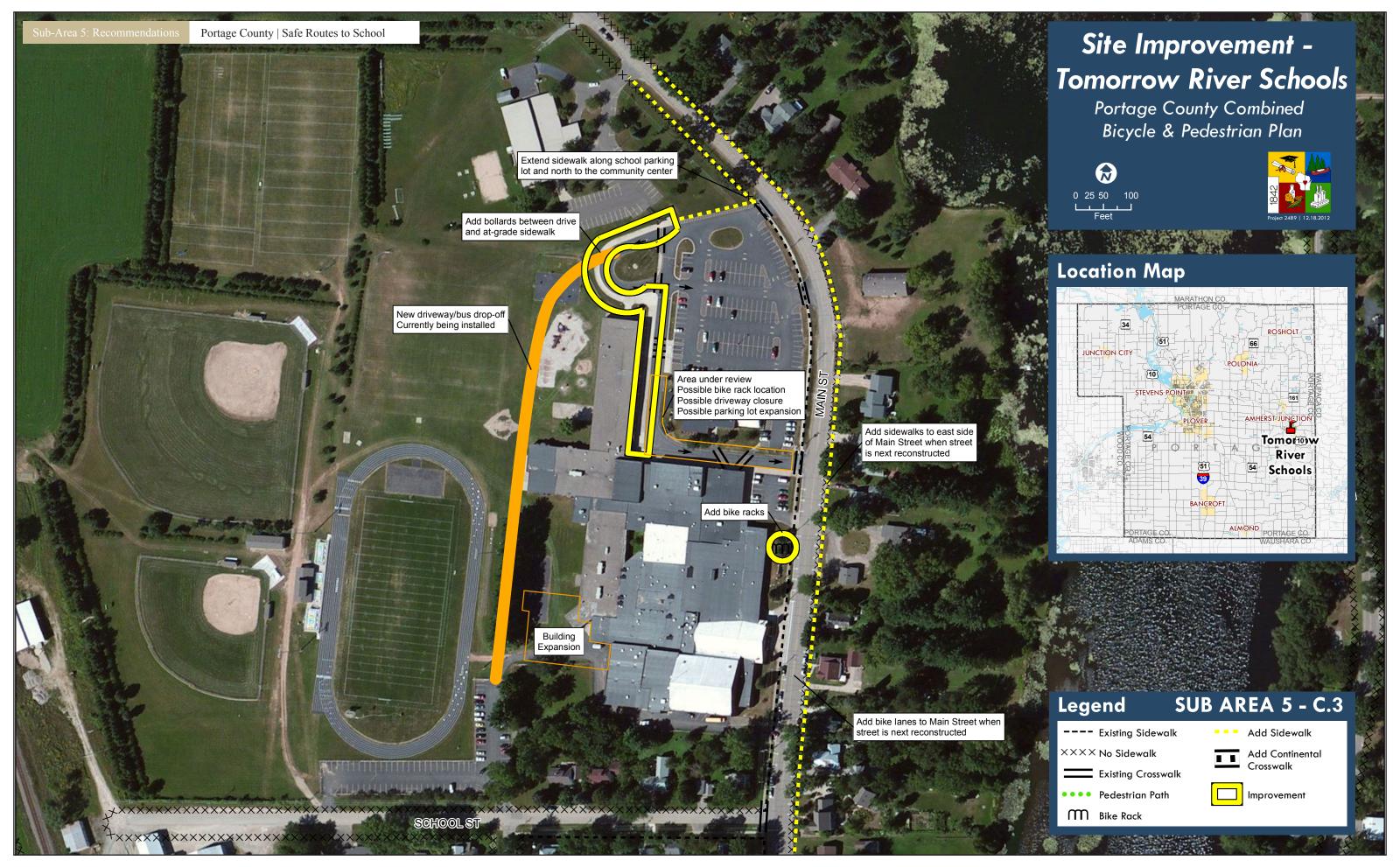
Strategy Type :: Enforcement		
Motorists may exceed school zone speed limits.	<b>5.2.7</b> Consider driver feedback signs to inform motorists of their rate of speed within school zones.	See Best Practices (Chapter 2).
Consider adding crossing guards at all significant intersections.	<b>5.2.8</b> Increase the number of adult crossing guards.	See Best Practices (Chapter 2).
Strategy Type :: Engineering		
Bicycle racks should be able to secure bikes without posing a risk of damage.	<b>5.2.9</b> Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry on hard surface.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
The sidewalk on the north side of CR W ends before connecting to School Road	<b>5.2.10</b> Extend the existing sidewalk east to School Rad	Sidewalk will provide pedestrian access to the School Road, which is primarily used for school access
There is no marked crosswalk across CR W at School Road	<b>5.2.11</b> Add a continental style crosswalk crossing CR W at School Road	A high visibility crosswalk will provide a defined place for people to cross CR W
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	<b>5.2.12</b> Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 2).
The benefits of biking and walking may not be fully understood within the community.	5.2.13 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	See Best Practices (Chapter 2).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>5.2.14</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 2).



### **Tomorrow River Schools**

# Location and Contact Information Tomorrow River Schools 357 North Main Street Amherst, WI 54406 t(715) 824-5521 School Site 
	St Pauf's Lutheran Church Lincoln St Lincoln St	8 Beverly Dr Edge Ra
Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Congestion occurs during start and release times.	<b>5.4.1</b> Consider staggering start-times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 2).
Students may not have an understanding of core bicycle and pedestrian safety elements.	<b>5.4.2</b> Consider initiating a SRTS Training Program. These programs, available through the Wisconsin Bike Fed, can increase usership and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	<b>5.4.3</b> Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable community.
Students and parents may be unaware of preferred walking and bicycling routes.	<b>5.4.4</b> Display and distribute maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 2).
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>5.4.5</b> Integrate drop-off/pick-up education into parent/teacher conferences, student orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	5.4.6 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for biking and walking to school. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 2).

There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.	5.4.7 Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards."	See Best Practices (Chapter 2).
The number of students biking or walking to school could be increased.	<b>5.4.8</b> Develop a Walking School Bus program that engages parents and teachers, as well as middle/high school students as "Walk Captains."	See Best Practices (Chapter 2).
Strategy Type :: Enforcement		
Motorists may exceed school zone speed limits.	<b>5.4.9</b> Consider driver feedback signs to inform motorists of their rate of speed within school zones.	See Best Practices (Chapter 2).
Additional school zone signage could be installed.	5.4.10 Add 15 mph school zone signage on NB 2nd Street between Franklin and Washington and on SB 2nd Street between Bukolt and 5th.	See Best Practices (Chapter 2).
Strategy Type :: Engineering		
There is no pedestrian facility connecting to the adjacent Community Center.	<b>5.4.11</b> Provide sidewalk along the north edge of the parking lot and along the west side of Main Street.	Sidewalk will increase the size of the pedestrian drop-off area and provide a defined path to the Community Center.
There is no convenient bicycle parking at the school near Main Street.	<b>5.4.12</b> Provide bicycle parking near a primary entrance facing Main Street.	Functional, convenient and secure bike parking can encourage regular use of bikes as transportation.
There is no sidewalk on the east side of Main Street	<b>5.4.13</b> Provide sidewalk on the east side of Main Street when the street is next reconstructed.	Sidewalk on the east side of Main Street will provide direct access to housing.
There are no bicycle accommodations on Main Street.	<b>5.4.14</b> Provide bicycle lanes on Main Street when the street is next reconstructed.	Bicycle lanes will provide bicyclists with a clearly defined space on the street and provide access to the school and other destinations along Main Street.
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	<b>5.4.15</b> Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 2).
The benefits of biking and walking may not be fully understood within the community.	5.4.16 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators	See Best Practices (Chapter 2).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>5.4.17</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 2).



## John F. Kennedy School

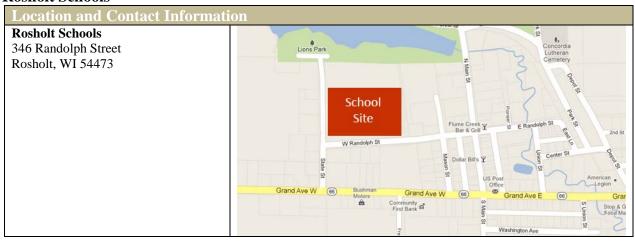


Recommendations							
Issue	Recommendation	Rationale					
Strategy Type :: Education							
Students may not have an	<b>5.3.1</b> Consider initiating a SRTS	Educational courses focusing on					
understanding of core bicycle and	Training Program. These programs,	bicycle and pedestrian safety teach					
pedestrian safety elements.	available through organizations like	valuable skills.					
	the Wisconsin Bike Fed, can						
	increase usership and enhance skills.						
In depth bicycle safety training	<b>5.3.2</b> Work with WisDOT and local	Training programs such as Bicycle					
opportunities are limited and	police to bring a Bicycle Rodeo or	Rodeos can teach valuable on-bike					
forums for discussing opportunities	Walkable Communities Workshop	skills. Walkable Communities					
for improving the walkability of the	to the district.	Workshops can help engage the					
community do not currently exist.		community in the process to create					
		a more walkable community.					
Students and parents may be	<b>5.3.3</b> Display and distribute maps of	See Best Practices (Chapter 2).					
unaware of preferred walking and	preferred walking and bicycling						
bicycling routes.	routes to parents and students.						
Strategy Type :: Encouragement							
The number of students biking or	<b>5.3.4</b> Conduct a district-wide "Walk	Encouragement activities build					
walking to school could be	and Wheel Wednesday" or similar	interest and enthusiasm and help					
increased.	event and award prizes for biking	ensure the program's continued					
	and walking to school. Other	success. See Best Practices (Chapter					
	initiatives may include media	2).					
	campaigns and participating in						
	national activities like Walk to						
	School Day/Bike to School Day.						
There aren't enough encouragement	<b>5.3.5</b> Develop school-based	See Best Practices (Chapter 2).					
activities in place to promote biking	incentive programs such as						
and walking as a fun transportation	"Mileage Clubs" or "Golden						
alternative.	Sneaker Awards."						

There aren't enough encouragement	<b>5.3.6</b> Develop a Walking School	See Best Practices (Chapter 2).
activities in place to promote biking	Bus program that engages parents	
and walking as a fun transportation	and teachers, as well as middle/high	
alternative.	school students as "Walk Captains."	
Strategy Type :: Enforcement		
Motorists may exceed school zone	<b>5.3.7</b> Consider driver feedback signs	See Best Practices (Chapter 2).
speed limits.	to inform motorists of their rate of	
	speed within school zones.	
Consider adding crossing guards at	<b>5.3.8</b> Increase the number of adult	See Best Practices (Chapter 2).
all significant intersections.	crossing guards.	
Strategy Type :: Engineering		
Bicycle racks should be able to	<b>5.3.9</b> Replace "wheel-bender" bike	Functional, convenient and secure
secure bikes without posing a risk	racks with modern rack that has at	bike parking can encourage regular
of damage.	use of bikes as transportation.	
	relevant, (re)locate near school entry	
	on hard surface.	
There are no sidewalks connecting	<b>5.3.10</b> Provide sidewalks along the	Sidewalk will provide pedestrian
to the school grounds	east sides of CR G and Morgan	access to the school from Main
	Avenue from Main Street to Second	Street and much of the rest of the
	Street and along the north side of	Village
	Second Street between CR G and	
	Morgan Avenue	
Crosswalks crossing Second Street	<b>5.3.11</b> Provide continental style	Continental style crosswalks will
are faded or not present	crosswalks crossing Second Street	provide a high visibility crossing for
	along CR G and Morgan Avenue	pedestrians
Strategy Type :: Evaluation		
Current conditions for walking and	<b>5.3.12</b> Conduct a communitywide	Collecting data can provide
biking throughout the community	transportation survey to measure	information to help guide program
are not fully known.	mode choice within the community.	planning, understand the progress
	Survey should include primary	and identify future actions. See Best
	concerns and popular destinations or	Practices (Chapter 2).
	routes.	
The benefits of biking and walking	<b>5.3.13</b> Work with bicycle and	See Best Practices (Chapter 2).
may not be fully understood within	pedestrian advocacy groups to	
the community.	increase the working knowledge of	
- -	biking and walking and their impact	
	on key community health indicators	
	(physical activity, obesity rates,	
	energy consumption, productivity,	
	sick day rates, etc).	
Program success cannot be properly	<b>5.3.14</b> Complete and submit School	See Best Practices (Chapter 2).
evaluated without regular data	Tally results to the National Center	, , ,
collection and analysis.	for Safe Routes to School at least	
·	annually.	
	J	

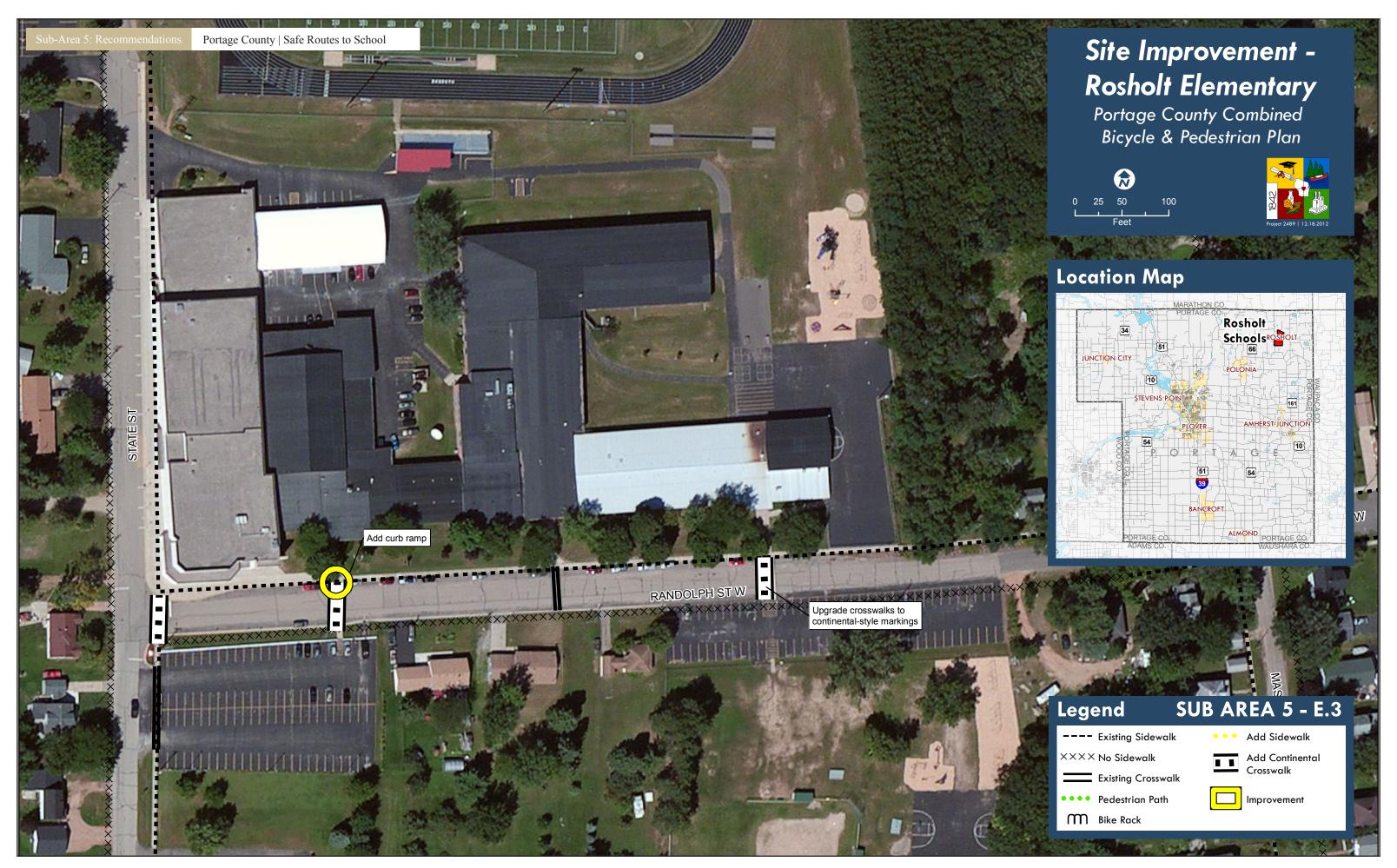


# **Rosholt Schools**



Recommendations		
Issue	Recommendation	Rationale
Strategy Type :: Education		
Congestion occurs during start and release times.	<b>5.5.1</b> Consider staggering start-times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	See Best Practices (Chapter 2).
Students may not have an understanding of core bicycle and pedestrian safety elements.	5.5.2 Consider initiating a SRTS Training Program. These programs, available through the Wisconsin Bike Fed, can increase usership and enhance skills.	Educational courses focusing on bicycle and pedestrian safety teach valuable skills.
In depth bicycle safety training opportunities are limited and forums for discussing opportunities for improving the walkability of the community do not currently exist.	5.5.3 Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	Training programs such as Bicycle Rodeos can teach valuable on-bike skills. Walkable Communities Workshops can help engage the community in the process to create a more walkable community.
Students and parents may be unaware of preferred walking and bicycling routes.	<b>5.5.4</b> Display and distribute maps of preferred walking and bicycling routes to parents and students.	See Best Practices (Chapter 2).
Parents may be unaware of or ignore established drop-off/pick-up procedures.	<b>5.5.5</b> Integrate drop-off/pick-up education into parent/teacher conferences, student orientation, or other significant school-wide event.	Educating parents on the drop- off/pick-up routine is an ongoing process and needs to be communicated at least annually.
Strategy Type :: Encouragement		
The number of students biking or walking to school could be increased.	5.5.6 Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for biking and walking to school. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day.	Encouragement activities build interest and enthusiasm and help ensure the program's continued success. See Best Practices (Chapter 2).

There aren't enough encouragement activities in place to promote biking and walking as a fun transportation alternative.  The number of students biking or walking to school could be	5.5.7 Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards."  5.5.8 Develop a Walking School Bus program that engages parents	See Best Practices (Chapter 2).  See Best Practices (Chapter 2).
increased.	and teachers, as well as middle/high school students as "Walk Captains."	
Strategy Type :: Enforcement		
Motorists may exceed school zone speed limits.	<b>5.5.9</b> Consider driver feedback signs to inform motorists of their rate of speed within school zones.	See Best Practices (Chapter 2).
Strategy Type :: Engineering		
Crosswalks immediately adjacent to school have poor visibility	<b>5.5.10</b> Mark continental-style crosswalks where crosswalks currently exist	See Best Practices (Chapter 2).
Mid-block crossing on Randolph Street is not ADA-compliant	<b>5.5.11</b> Ensure that curb ramps exist from the sidewalk to the marked crossing	All pedestrian crossings should be ADA compliant
Strategy Type :: Evaluation		
Current conditions for walking and biking throughout the community are not fully known.	<b>5.5.12</b> Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	Collecting data can provide information to help guide program planning, understand the progress and identify future actions. See Best Practices (Chapter 2).
The benefits of biking and walking may not be fully understood within the community.	5.5.13 Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	See Best Practices (Chapter 2).
Program success cannot be properly evaluated without regular data collection and analysis.	<b>5.5.14</b> Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	See Best Practices (Chapter 2).



### C. Action Plan

The following action plan is based on a one to five year forecast of reasonably attainable goals. The strategies within this Action Plan prioritize important components of the SRTS program because they lay the foundation for activities within each strategy area. Strategy areas include the 5 E's for Safe Routes to School. The 5 E's are 1) Education; 2) Encouragement; 3) Enforcement; 4) Evaluation; and, 5) Engineering. A successful SRTS program will incorporate components of each of these approaches.

The table is meant to complement the recommendations discussed throughout this chapter. It incorporates strategies and responsibility for implementation of select recommendations given. This table should be updated periodically with new strategies sourced from the recommendations within this chapter, or within the SRTS Best Practices discussed in Chapter 3.

Groups assigned to implement this SRTS Plan include all school districts within the planning area (authority for school site improvements), Portage County, local/county police departments, and other agencies operating within each community.

Sub-	Area 1: Action Plan		Projec	t Area			
	age County   Safe Routes to School	Madison Elementary	Stevens Point Area Senior High	Pacelli High	St. Peter Middle		
E	Action	1-A	1-B	1-C	1-D	When	Who
	1.1.1 - Consider staggering start-times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	✓	✓	✓	✓	Short-term	SPAPSD, SPCS
	<b>1.1.2</b> - Include bicycle and pedestrian safety as component of driver education programs held at the high school.		✓	✓		Short-term	SPAPSD, SPCS
ation	<b>1.1.3</b> - Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	✓	<b>✓</b>	✓	<b>✓</b>	Immediate	SPAPSD, SPCS
Education	<b>1.1.4</b> - Work with WidDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	<b>✓</b>			<b>✓</b>	Immediate	SPAPSD, SPCS, Stevens Point
	<b>1.1.5</b> - Display and distribute maps of preferred walking and bicycling routes to parents and students.	✓	✓	<b>√</b>	<b>✓</b>	On-going	SPAPSD, SPCS
	<b>1.1.6</b> -Continue to integrate drop-off/pick-up routine education into parent/teacher conferences, student orientation, or other significant school-wide event.	✓	<b>✓</b>	<b>✓</b>	<b>\</b>	On-going	SPAPSD, SPCS
Encouragement	1.2.1 - Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day (currently underway at Ben Franklin).	<b>✓</b>	<b>✓</b>	<b>\</b>	<b>✓</b>	Immediate & On-going	SPAPSD,SPCS
Encour	<b>1.2.2</b> - Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards".	✓	✓	✓	✓	Immediate & On-going	SPAPSD, SPCS
	<b>1.2.3</b> - Develop a Walking School Bus program that engages parents and teachers, as well as middle/high school students as "Walk Captains". Potential launch point at Bukolt Park.	<b>✓</b>				Immediate	SPAPSD, SPCS

E	Action	1-A	1-B	1-C	1-D	When	Who
	<b>1.3.1</b> - Consider driver feedback signs to inform motorists of their rate of speed within school zones.	✓	<b>✓</b>	✓	✓	Short-term	Stevens Point
Enforcement	<b>1.3.2</b> - Enforce sidewalk and property maintenance laws to increase safety and capabilities for walking and biking. Several instances of landscape overgrowth obstructing sidewalks noted in the neighborhood surrounding St. Peter Middle and Madison Elementary.	<b>√</b>			<b>✓</b>	Immediate	Stevens Point
Enfor	<b>1.3.3</b> - Add 15 mph school zone signage on NB 2nd Street between Franklin and Washington and on SB 2nd Street between Bukolt and 5th.				✓	Immediate	Ste ve ns Point
	1.3.4 - Increase the number of adult crossing guards.	✓				Immediate	SPAPSD
	<b>1.3.5</b> - Reduce spacing of parked buses (2' or fewer) at pick-up and drop off to prevent pedestrian pass-through.				✓	Immediate	SPAPSD, SPCS
	1.4.1 - Provide dedicated pedestrian connection from 2nd Street to High School internal sidewalk/path system, at south end of both 2nd Street access points.		✓			Short-term	SPAPSD
	<b>1.4.2</b> - Formalize path following "desire line" between Prentice Street N (at Scholfield Ave) and south tennis courts; extension of asphalt rec path preferred.		<b>✓</b>			Long-term	SPAPSD
	<b>1.4.3</b> - Improve existing mid-block crossing on Northpoint Drive at the Green Circle Trail with ladder or continental style crosswalk and ped-activated beacon.		<b>✓</b>			Short-term	Ste ve ns Point
Engineering	<b>1.4.4</b> - When reconstructed, enhance intersections east of St. Peter Middle School (1st/4th, 1st/Washington, 2nd/4th, 2nd/Washington) to include upgraded crosswalks (ladder or continental style), corner bumpouts, ADAAG-compliant ramps.				<b>√</b>	Long-term	Stevens Point
Eng	<b>1.4.5</b> - Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry on hard surface.	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	Immediate	SPAPSD, SPCS
	1.4.6 - Repair roadway, curb, and sidewalk condition of First Street in front of school, include ADAAG-compliant curb ramp at current yellow painted curb.				<b>✓</b>	Short-term	SPCS, Stevens Point
	<b>1.4.7</b> - Repair sidewalks and provide ADAAG-compliant curb ramps on south side of Washington Avenue and West side of West Street.				✓	Short-term	Stevens Point
	1.4.8 - Implement urban cross section (curb, gutter, terrace, sidewalk where possible) for roadways surrounding Madison Elementary; several locations display standing water after rainfall events due to poor drainage				<b>✓</b>	Long-term	Stevens Point

E	Action	1-A	1-B	1-C	1-D	When	Who
	1.5.1 - Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	>	<b>\</b>	<b>✓</b>	>	On-going	Portage County, Municiple
Evaluation	<b>1.5.2</b> - Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	✓	✓	✓	<b>√</b>	On-going	Portage County, Municiple
	1.5.2 - Complete and submit School Tally results to the National Center for Safe Routes to School at least annually (continue where already implemented).	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	On-going	Portage County, SPAPSD, Schools

Sub-	Area 2: Action Plan			Projec	t Area				
Port	age County   Safe Routes to School								
		Washington Elementary	Jefferson School for the Arts	Charles F. Fernandez Center for Alt Learning	PJ Jacobs Jr. High	St. Paul Lutheran Grade School	St. Stephens Elementary School		
Е	Action	2-A	2-B	2-C	2-D	2-E	2-F	When	Who
	<b>2.1.1 -</b> Include bicycle and pedestrian lessons as part of driver education programs held at the high school.							Ongoing	SPAPSD
	<b>2.1.2</b> - Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	<b>✓</b>	<b>✓</b>	✓	✓	<b>✓</b>	<b>√</b>	Ongoing	SPAPSD, SPACS
Education	<b>2.1.3</b> - Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase user ship and enhance skills.	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>	Ongoing	SPAPSD, SPACS
	<b>2.1.4</b> - Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	✓	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	Ongoing	SPAPSD, SPACS
	<b>2.1.5</b> - Display and distribute maps of preferred walking and bicycling routes to parents and students.	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<	Ongoing	SPAPSD, SPACS
	2.2.1 - Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>	Immediate	SPAPSD, SPACS
ement	<b>2.2.2</b> - Continue to discourage student crossing at the intersection of College Avenue and Michigan Avenue and encourage crossing at controlled intersections.				<b>√</b>			Ongoing	SPAPSD and Stevens Point
Encouragement	2.2.3 - Discourage parents using Ellis Street for a loading area from using the parking lot aisle east of St. Stephen Elementary to exit onto Clark Street.						<b>√</b>	Ongoing	SPACS
Ш	<b>2.2.5</b> - Consider driver feedback signs to inform motorists of their rate of speed within school zones.			✓	✓		✓	Ongoing	Stevens Point
	<b>2.2.6 -</b> Develop a Walking School Bus program at each school using community and parent volunteers.	✓	✓			✓	✓	Ongoing	SPAPSD, SPACS
	2.2.7 - Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards"	✓	✓	✓	✓	✓	✓	Ongoing	SPAPSD, SPACS

Ε	Action	2-A	2-B	2-C	2-D	2-E	2-F	When	Who
	<b>2.3.1</b> - Enforce speed limits, traffic signage and crosswalk regulations in school zones.	✓	✓	✓	✓	✓	✓	Ongoing	enforcement agencies
nt	2.3.2 - Report instances of inappropriate motorist behavior, illegal parking and loading to police regularly.	✓	✓	✓	✓	✓	✓	Ongoing	enforcement agencies
Enforcement	<b>2.3.3</b> - Enforce sidewalk and property maintenance laws to increase safety and capabilities for walking and biking.	✓	✓	✓	✓	✓	✓	Ongoing	
Enfo	<b>2.3.4</b> - Enforce "Right Turn Only" during arrival and dismissal times from Sims Avenue to Michigan Avenue.				✓			Immediate	enforcement agencies
	2.3.5 - Enforce "Buses Only" entrance on Michigan Avenue				✓				
	2.3.6 - Enforce "No Left Turn" during arrival and dismissal times from Michigan Avenue to College Avenue.				✓			Immediate	
	<b>2.4.1</b> - Remove crosswalk signage and striping crossing Michigan Avenue at the College Avenue and continue to encourage students to cross at controlled intersections to the north and south. Rotate "Use Crosswalk (north and south) sign to face sidewalk				<b>✓</b>			Immediate	Stevens Point
	2.4.2 - Move striped crosswalk and signage crossing Michigan Avenue at Sims Avenue to the south side of the intersection.				<b>√</b>			Immediate	Stevens Point
	2.4.3 - Install accessible ramps for on-street accessible parking along Prais Street (near the intersection of Prais and St. Paul Street). Ramps should be immediately adjacent to the accessible parking stalls and located along an accessible route.	✓						Short Term	Stevens Point
Engineering	2.4.4 - The existing accessible loading area on Prais Street (near the intersection of Prais and Wilshire Blvd.) does not meet current accessibility guidelines for loading areas. Provide an expanded loading area that conforms to maximum slope requirements.	<b>√</b>						Short Term	Stevens Point and SPAPSD
Ē	2.4.5 - Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and (re)locate near school entry on hard surface.	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	Short Term	SPAPSD
	<b>2.4.6</b> - Complete the sidewalk network on at least one side of the street surrounding the S. Paul's United Methodist Church property (Wilshire Blvd, St. Paul Street and Jordan Lane).	✓						Short Term	Stevens Point
	<b>2.4.7</b> - Narrow the width of Sims Avenue east of Michigan Avenue. Reduce lane widths, create protected parallel parking on the north side of Sims and explore opportunities for adding a sidewalk on the south side of Sims Avenue.				<b>√</b>			Short Term	Stevens Point
	2.4.8 - Restripe the existing city owned parking lot south of Sims Avenue. Orient parking bays east-west and explore opportunities for additional sidewalks around the perimeter of the parking lot.				<b>✓</b>			Short Term	Stevens Point

E	Action	2-A	2-B	2-C	2-D	<b>2-E</b>	2-F	When	Who
	2.4.9 - Add bike racks at the northeast corner of the building to serve students entering the campus from the east. Consider additional fencing along the western edge of the ball fields to restrict bicycle and pedestrian access.				<b>✓</b>			Short Term	SPAPSD
	2.4.10 - Shift fence along Main Street (adjacent to ball fields) several feet to the north and install a 10' wide multiuse path.				<b>√</b>			Short Term	SPAPSD
	<b>2.4.11</b> - Designate the parent vehicle loading area and route with permanent pavement marking.					✓		Short Term	St. Paul Lutheran School
	<b>2.4.12</b> - Create striped pedestrian route from bus drop off to entrance.					✓		Short Term	Lutheran School
	2.4.13 - Remove East Avenue roadway pavement between existing curbs at Jefferson Street and Oak Street (closed portion of East Avenue).      2.4.14 - In conjunction with the removal of East Avenue		✓					Short Term	SPAPSD
	pavement, create a widened central path connection between Jefferson Street and Oak Street.		✓					Short Term	SPAPSD
	<b>2.4.15</b> - Create and mark a designated bus loading area behind the school. Locate the bus loading area so that it does not conflict with vehicular parking.			✓				Short Term	SPAPSD
	2.4.16 - Create an off-street staff parking area near the intersection of Wyatt Avenue and Oak Street and relocate the play equipment in the green space created by the removal of pavement on East Avenue.		<b>✓</b>					Long Term	SPAPSD
	2.4.17 - Explore opportunities for creating dedicated on or off-street bicycle facilities (running east-west) to the west of Michigan Avenue and east of Minnesota Avenue.				<b>√</b>			Long Term	Stevens Point
	2.4.18 - Create new bus loading area on the north side of Main Street between right turn lane taper and Cross Street. Create wider sidewalk for loading in this area by paving the street terrace.				<b>√</b>			Long Term	Stevens Point and SPAPSD
	<b>2.4.19</b> - Reopen the two southern entrance doors to create direct access for the new bus loading area on Main Street.				✓			Long Term	SPAPSD
	2.4.20 - Create pedestrian bump outs at the intersection of Cross Street/Main Street and Minnesota Avenue/Main Street.				✓			Long Term	Stevens Point
	2.4.21 - Convert existing parent vehicle loading area on Michigan Avenue to a bus only loading area. Relocate parent vehicle loading area to the southern edge of the existing city owned parking lot. Close the "Bus Only" entrance from Michigan Avenue.				✓			Long Term	Stevens Point and SPAPSD
	2.4.22 - Create event parking/loading between the proposed pedestrian bump outs at Cross Street and Minnesota Avenue.				<b>√</b>			Long Term	Stevens Point
	2.4.23 - When Main Street is reconstructed, install pedestrian refuge islands at the intersections of Main and Wilshire and Main and Sunset.	<b>√</b>			<b>√</b>			Long Term	Stevens Point

E	Action	2-A	2-В	2-C	2-D	<b>2-E</b>	2-F	When	Who
	<b>2.4.24</b> - Install pedestrian activated crossing signals at all major signalized intersections.	<b>√</b>	✓	✓	✓	<b>√</b>	✓	Short Term	Stevens Point
	2.4.25 - Explore opportunities for creating on-street bicycle facilities along Minnesota Avenue, Clark Street, Main Street and Church Street. See Neighborhood Improvement Map (Sub Area 2)	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	Long Term	Stevens Point
	2.4.26 - Explore opportunities for creating on-street bicycle facilities (bike lane or paved shoulder) along Green Avenue. See Neighborhood Improvement Map (Sub Area 2)	<b>√</b>			<b>✓</b>			Long Term	Stevens Point
	2.4.27 - Explore opportunities for creating an off-street multi- use path along Green Avenue, Simonis Street, Wilshire Blvd and Prais Street. See Neighborhood Improvement Map (Sub Area 2).	<b>√</b>			<b>√</b>			Long Term	Stevens Point
	<b>2.5.1</b> - Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	✓	Short Term	Stevens Point, SPAPSD, SPACS
Evaluation	2.5.2 - Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	<b>√</b>	✓	<b>√</b>	<b>✓</b>	<b>√</b>	✓	Ongoing	SPAPSD, SPACS
	2.5.3 - Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	<b>√</b>	✓	✓	✓	<b>√</b>	✓	Ongoing	SPAPSD, SPACS

Sub-	Area 3: Action Plan		Projec	t Area			
	age County   Safe Routes to School	McDill Elementary	Ben Franklin Junior High	McKinley Elementary	Stevens Point Christian		
E	Action	3-A	3-B	3-C	3-D	When	Who
n.	<b>3.1.1</b> - Consider staggering start-times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.	✓	✓	✓		Short-term	SPAPSD
Education	<b>3.1.2</b> - Display and distribute maps of preferred walking and bicycling routes to parents and students.	✓	✓	✓		On-going	SPAPSD
3	<b>3.1.3</b> - Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant school-wide event.	<b>✓</b>	<b>✓</b>	✓	>	On-going	SPAPSD, SPCA
gement	3.2.1 - Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds. Other initiatives may include media campaigns and participating in national activities like Walk to School Day/Bike to School Day (currently underway at Ben Franklin).	<b>✓</b>	<b>\</b>	✓	<b>√</b>	Immediate & On-going	SPAPSD, SPCA
Encouragement	<b>3.2.2</b> - Develop school-based incentive programs such as "Mileage Clubs" or "Golden Sneaker Awards".	<b>✓</b>	<b>✓</b>	✓	✓	Immediate & On-going	SPAPSD, SPCA
Ē	3.2.3 - Use safety cones to block off east end of parking aisles to encourage orderly drop-off and pick-up in staff parking lot.	✓					
	3.2.4 - Develop a Walking School Bus program at each school using community and parent volunteers.	✓		✓		Immediate	SPAPSD
	<b>3.3.1</b> - Consider driver feedback signs to inform motorists of their rate of speed within school zones.	✓	✓	✓	✓	Short-term	Whiting, Stevens Point, Plover
ent	<b>3.3.2</b> - Add 15 mph school zone signage on Elm Street (WB) between Willard and Airline.	✓				Immediate	Whiting
Enforcement	3.3.3 -Install signage and enforce "Right Turn Only 8:25 - 9:15 and 3:25 - 4:00" at EB Beech Street and School Street, EB Willow Street and School Street, EB Rose Street and School Street.	✓				Immediate	Whiting
	<b>3.3.4</b> - Install signage and enforce "No Right Turns 8:15 - 9:15 and 3:15 - 4:00" at WB Cleveland Avenue and Rice Street and NB Rice Street and Blaine Street.			✓		Immediate	Stevens Point

E	Action	3-A	3-B	3-C	3-D	When	Who
	<b>3.3.5</b> - Install signage and enforce "Left Turn Only Onto School Street" at parking lot exit.	<b>✓</b>				Immediate	SPAPSD
	3.3.6 - Increase the number of adult crossing guards.	✓				Immediate	SPAPSD
	<b>3.3.7</b> - Reduce spacing of parked buses at pick-up and drop off to prevent pedestrian pass-through.	<b>✓</b>		<b>√</b>		Immediate	SPAPSD
	<b>3.4.1</b> - Install sidewalk along east side of 1st Street/School Street from Porter Court to McDill Ave.	✓				Short-term	Whiting, Plover
	3.4.2 - Install sidewalk along south side of Porter Court.	✓				Short-term	Plover
	<b>3.4.3</b> - Install painted crosswalk at east leg (oriented N-S) of 1st Street/Porter Court intersection.	✓				Short-term	Whiting, Plover
	<b>3.4.4</b> - Install "Right Turn Yield to Pedestrians" sign at WB Porter Court.	✓				Short-term	Plover
	<b>3.4.5</b> - Install sidewalk along south side of Elm Street from Post Road to Hoover Avenue.	<b>✓</b>				Short-term	Whiting, Plover
	<b>3.4.6</b> - Install "Share the Road" signage, or similar bicycle awareness signage, on Airline, School/1st, and Elm.	✓				Immediate	Whiting, Plover
ring	3.4.7 - Install 10' hard surface path system with traffic control signage on school grounds for pedestrian and bicycling encouragement and education.	<b>√</b>				Long-term	SPAPSD
Engineering	3.4.8 - Enhance Nebel Avenue intersections with US HWY 51 and Water Street with ladder or continental style crosswalks to increase visibility of crossing.		✓	✓		Short-term	Stevens Point
	<b>3.4.9</b> - Install corner bump-outs, ADAAG-compliant curb ramps at Heffron Avenue/USH 51 intersection to shorten crossing distance and increase pedestrian safety and visibility.		✓	✓		Long-term	Stevens Point, WIDOT
	3.4.10 - Install warning beacon on southbound Airline near Elm Street intersection; utilize ped activation or motion detection activator for beacon at east (rear) school grounds access gate.	<b>√</b>				Immediate	Whiting, SPAPSD
	<b>3.4.11</b> -Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and, where relevant, (re)locate near school entry on hard surface.	<b>✓</b>	✓	<b>√</b>	<b>✓</b>	Immediate	SPAPSD
	<b>3.4.12</b> -Replace parking lot islands to be compliant with standards of ADA accessibility.	✓				Immediate	SPAPSD

	Action	3-A	3-B	3-C	3-D	When	Who
	3.4.13 - "Road diet" for Water Street between (at minimum) Polk Street and Nebel Avenue/River View Avenue, to include designated bicycle facility (off road path on west side preferred).		<b>✓</b>			Long-term	Stevens Point
	3.4.14 -Explore options for bicycle facilities on Sherman Avenue/Minnesota Avenue, to link Green Circle Trail and Minnesota Avenue on-street facilities.		✓				
Engineering	3.4.15 -Develop 10' off-street shared use path along Nebel Avenue from Water Street to Minnesota Avenue (south side of road preferred).		✓	✓		Long-term	Stevens Point
핍	<b>3.4.16</b> -Eliminate southernmost driveway at School District facility on Water Street.		✓			Short-term	SPAPSD
	3.4.17 -Realign Water Street sidewalk to cross railroad track at or near perpendicular, and install truncated domes (similar to recent Post Road sidewalk installation).		<b>√</b>			Short-term	Whiting
	3.4.18 -Repair Sherman Avenue sidewalk segments: North side between Babcock and Albert; South side between Conant and Strange.		<b>√</b>			Short-term	Stevens Point, Whiting
	3.5.1 - Conduct a communitywide transportation survey to measure mode choise within the community. Survey should include primary concerns and popular destinations or routes.	✓	<b>√</b>	✓	<b>√</b>	On-going	Portage County, Municipalitie s
Evaluation	3.5.2 - Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	✓	✓	✓	✓	On-going	Portage County, Municipalitie s
	3.5.3 - Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	<b>✓</b>	✓	✓	✓	On-going	Portage County, Municipalitie s, SPAPSD,

Sub-	Area 4: Action Plan		Projec	t Area			
Port	age County   Safe Routes to School						
		Bannach Elementary	Plover-Whiting Elementary	Roosevelt Elementary	St. Bronislava School		
E	Action	4-A	4-B	4-C	4-D	When	Who
	4.1.1 - Stagger start-times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time.		✓	✓		On-going	SPAPSD
	<b>4.1.2</b> - Display and distribute maps of preferred walking and bicycling routes to parents and students.	✓	✓	✓	✓	On-going	SPAPSD, SPACS
ıtion	<b>4.1.3</b> - Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event.	✓	✓	<b>√</b>	✓	On-going	SPAPSD, SPACS
Education	<b>4.1.4</b> - Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance skills.	✓	✓	✓	✓	On-going	SPAPSD, SPACS
	<b>4.1.5</b> - Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	On-going	SPAPSD, SPACS, Stevens Point, Plover, Whiting
	<b>4.2.1 -</b> Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds.	✓	✓	<b>√</b>	✓	Immediate	SPAPSD, SPACS
	<b>4.2.2</b> - Consider adding an adult crossing guard at the Hoover Avenue mid-block crossing immediately west of the staff parking lot and west building entries.		✓			Short-term	SPAPSD
Encouragement	<b>4.2.3</b> - Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	Immediate	SPAPSD, SPACS, Stevens Point, Plover, Whiting
Ē	<b>4.2.4</b> - Consider driver feedback signs to inform motorists of their rate of speed within school zones.						
	<b>4.2.5</b> - Consider adding crossing guards at Roosevelt Drive/Madison Ave and at Wisconsin Ave/School Drive.			✓		Short-term	SPAPSD
	<b>4.2.6</b> - Consider establishing a Walking School Bus program from Royal Wood Park to the school.			✓		Short-term	SPAPSD
	<b>4.2.7</b> - Consider establishing a Walking School Bus program from Little Plover River Park to the school.		✓			Short-term	SPAPSD

E	Action	4-A	4-B	4-C	4-D	When	Who
	<b>4.3.1</b> - Enforce speed limits, traffic signage and crosswalk regulations in school zones.		✓	✓		On-going	Local law enforcement agencies
	<b>4.3.2</b> - Post Airline Road as a school zone with 15 mph limit from Hoover Ave to Brookshire Drive.		✓			Immediate	Plover
	4.3.3 - Post Willow Drive as a school zone with 15 mph limit from Foremost Road to Village Lane.				✓	Immediate	Plover
ment	<b>4.3.4</b> - Enforce and post "Enter Only" signage at Hoover Avenue access to prohibit vehicles from exiting school grounds via this driveway.		✓			Short-term	Plover
Enforcement	<b>4.3.5</b> - Restrict eastern driveway on STH 54 to bus/staff ingress and egress only; install signage (Do Not Enter, Buses Only).				<b>✓</b>	Short-term	SPACS
	<b>4.3.6</b> - Place safety cones or other barriers in N-S orientation to prevent pass-through of vehicles and "channelize" bus traffic within eastern half of parking lot.				<b>✓</b>	Short-term	SPACS
	<b>4.3.7</b> - Restrict western driveway on STH 54 to "Staff Only" during school hours.				<b>✓</b>	Short-term	SPACS
	<b>4.3.8</b> - Restrict western driveway on Willow Drive to Enter Only.				<b>\</b>	Short-term	SPACS
	<b>4.3.9</b> - Restrict eastern driveway on Willow Drive to Exit Only.				✓	Short-term	SPACS
	<b>4.4.1</b> - Replace "wheel-bender" bike racks with modern rack that has at least two touch points, and (re)locate near school entry on hard surface.		<b>✓</b>	<b>√</b>		Short-term	SPAPSD
	<b>4.4.2</b> - Extend Airline Road sidewalk on north side of road to Rogers Drive.		✓			Short-term	Plover
	<b>4.4.3</b> - Install sidewalk along south side of Airline Road from Hoover Avenue to Brookshire Drive.		✓			Short-term	Plover
	4.4.4 - Improve existing pedestrian crossing ahead signage on STH 54 with flashing beacon on timer (beginning and end of school days) or ped activation.				✓	Short-term	Plover
ering	4.4.5 - Install sidewalk connections from STH 54 sidewalk to south school entry and from Willow Drive proposed sidewalk to north school grounds.				✓	Short-term	SPACS
Engineer	<b>4.4.6</b> - Install sidewalk on north side of Willow Drive from Mission Lane to a point east of the eastern access drive.				✓	Short-term	Plover
Ē	<b>4.4.7</b> - Install high-visibility crosswalk and signage from linking proposed Willow Drive sidewalk with school grounds.				✓	Short-term	Plover
	<b>4.4.8</b> - Install sidewalk on Willow Drive from eastern driveway to Post Road.				✓	Short-term	Plover
	<b>4.4.9</b> - Extend sidewalk on north side of Roosevelt Drive from Wisconsin Avenue to Washington Avenue.			✓		Short-term	Plover
	4.4.10 - Install sidewalk on Madison Avenue from Plover Springs Drive to Roosevelt Drive and from School Drive to Cedar Drive.			✓		Short-term	Plover
	4.4.11 - Install curb extensions/bump-outs at Roosevelt Drive and Wisconsin Avenue Intersection to minimize crossing distance for pedestrians.			✓		Short-term	Plover

Е	Action	4-A	4-B	4-C	4-D	When	Who
	<b>4.4.12</b> - Install curb extensions/bump-outs at School Drive and Wisconsin Avenue Intersection to minimize crossing distance for pedestrians.			✓		Short-term	Plover
	<b>4.4.13</b> - Extend curb at southern edge of bus loading area to separate the bus loop and faculty parking drive from the parent loading area.	✓				Short-term	SPSPSD
	<b>4.4.14</b> - Create a raised sidewalk connection from the southern edge of the bus loading area to Walter Street.	✓				Short-term	SPAPSD
	4.4.15 - Repair or replace sidewalk at bus loading area, maintain width and restripe yellow standing lines as required.	<b>√</b>				Short-term	SPAPSD
D	<b>4.4.16</b> - Create an off street multi-use path connection along Golla Road and Sandy Lane. Provide a direct connection to the school's internal path network.	✓				Short-term	Stevens Point, Town of Hull, SPAPSD
Engineering	<b>4.4.17</b> - As traffic volumes increase, install flashing school zone signs in the areas surrounding the school site.	✓				Long-term	Stevens Point, Town of Hull
En	<b>4.4.18</b> - Install sidewalk along the north side of Walter Street, from Sandy Lane to Brilowski Road.	✓				Short-term	Stevens Point, Town of Hull
	<b>4.4.19</b> - Install sidewalk on at least one side of Wildwood Drive, from Walter Street to Highway 10.	<b>√</b>				Short-term	Stevens Point, Town of Hull
	<b>4.4.20</b> - Explore opportunities for creating an off-street multiuse path along the east side of Brilowski Road from Highway 10 to Walter Street. Provide crossing improvements at Walter Street and Brilowski Road.	✓				Long-term	Stevens Point, Town of Hull
	<b>4.4.21</b> - Improve bicycle and pedestrian accommodations at the intersection of Brilowski Road and Highway 10. Add pedestrian refuge islands and pedestrian activated crossing signals.	<b>✓</b>				Long-term	WisDOT, Stevens Point
	<b>4.4.22</b> - Explore opportunities for an off-street multi-use path along the north side of Highway 10, from Brilowski Road to Maple Bluff Road.	<b>✓</b>				Short-term	WisDOT, Stevens Point
	<b>4.5.1</b> - Conduct a communitywide transportation survey to measure mode choice within the community. Survey should include primary concerns and popular destinations or routes.	<b>✓</b>	✓	<b>✓</b>	<b>\</b>	On-going	Portage County, Municipalities
Evaluation	<b>4.5.2</b> - Work with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking and their impact on key community health indicators (physical activity, obesity rates, energy consumption, productivity, sick day rates, etc).	✓	<b>✓</b>	<b>√</b>	<b>√</b>	On-going	Portage County, Municipalities
	<b>4.5.3</b> - Complete and submit School Tally results to the National Center for Safe Routes to School at least annually.	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	On-going	Portage County, Municipalities , SPAPSD, SPCA

Sub	-Area 5: Action Plan		Projec	t Area				
Port	age County   Safe Routes to School	Almond Schools	Amherst	Bancroft Elementary	John F. Kennedy	Rosholt		
E	Action	5-A	5-B	5-C	5-D	5-E	When	Who
	<b>5.1.1</b> - Stagger start-times and release times to reduce volume of motor vehicle, bus, pedestrian, and bicycle activity at any one time	✓	✓	✓			On-going	
	<b>5.1.2</b> - Display and distribute maps of preferred walking and bicycling routes to parents and students	✓	✓	✓	✓	✓	On-going	
Education	<b>5.1.3</b> - Integrate drop-off/pick-up routine education into parent/teacher conferences, orientation, or other significant event	<b>√</b>	✓	<b>√</b>	<b>√</b>	<b>√</b>	On-going	
Educ	<b>5.1.4</b> - Consider initiating a SRTS Training Program. These programs, available through organizations like the Bicycle Federation of Wisconsin, can increase usership and enhance	✓	✓	✓	✓	✓	On-going	
	<b>5.1.5</b> - Work with WisDOT and local police to bring a Bicycle Rodeo or Walkable Communities Workshop to the district.	✓	✓	✓	✓	✓	On-going	
	<b>5.1.6</b> - Educate bus drivers about parking at least 15' from crosswalks to increase the visibility of pedestrians crossing the street	✓				<b>√</b>	On-going	
nt	<b>5.2.1</b> - Conduct a district-wide "Walk and Wheel Wednesday" or similar event and award prizes for school with top percentage, or miles traveled, by bikers and peds	<b>✓</b>	✓	<b>√</b>	<b>√</b>	<b>✓</b>	Immediate	
Encouragement	<b>5.2.2</b> - Develop communitywide encouragement and incentive programs to encourage walking and biking. These may include media campaigns and participating in activities like Walk to School Day.	✓	✓	✓	✓	✓	On-going	
<u> </u>	<b>5.2.3</b> - Consider driver feedback signs to inform motorists of their rate of speed within school zones.	✓	✓	✓	✓	✓	On-going	
ent	<b>5.3.1</b> - Enforce speed limits, traffic signage and crosswalk regulations in school zones.	✓	✓	✓	✓	✓	On-going	Local law enforcement agencies
Enforcement	<b>5.3.2</b> - Enforce and post "Enter Only" and "Exit Only" signage to make all driveways one-way loops.				✓		Short-term	
Ę	<b>5.3.3</b> - Enforce no-parking areas within 15' of all crosswalks, particularly in bus and parent loading zones	✓	✓	✓	<b>√</b>	✓	Short-term	

E	Action	5-A	5-B	5-C	5-D	5-E	When	Who
	<b>5.4.1</b> - Ensure that bike racks at all schools support bicycles at	<b>√</b>	<b>√</b>	<b>\</b>	<b>✓</b>	<b>√</b>	Short-term	
	at least two points; replace non-compliant racks.				•	٧	3HOTE-term	
	<b>5.4.2</b> - Add bike racks to the north side of the school	✓					Short-term	
	<b>5.4.3</b> - Upgrade crossalks across Elm Street, Maple Street and	<b>✓</b>					Short-term	
	Church Street to continental-style markings						5	
	<b>5.4.4</b> - Add an ADA-compliant curb ramp with detectable	<b>√</b>					Short-term	
	warnings to the mid-block crossing on Elm Street							
	<b>5.4.5</b> - Add sidewalk on the west side of Church Street	✓					Mid-term	
	between Elm Street and the student parking area  5.4.6 - Add sidewalk on the south side of Maple Street							
	·	✓					Mid-term	
	between High School Street and Church Street  5.4.7 - When a widened shoulder is provided, it should be							
	provided on both sides of the road so that pedestrians and	<b>√</b>					Short-term	
	bicyclists may use the legally appropriate side of the road	•					311011-terili	
	<b>5.4.8</b> - Add bike racks to the east side of the school		<b>√</b>				Short-term	
	5.4.9 - Add bollards between driveway/parking areas and						Shore term	
	pedestrian areas that are at-grade		✓				Mid-term	
	<b>5.4.10</b> - Extend the sidewalk along the north side of the							
	school parking lot/drop-off area from the street to the		<b>✓</b>				Mid-term	
	existing sidewalk							
ng	<b>5.4.11</b> - Extend the sidewalk on the west side of Main Street		/					
Engineering	north to the entrance of the community center		✓				Mid-term	
ine	<b>5.4.12</b> - Add bike lanes to Main Street from Wilson Street		/					
Eng	north to the edge of the village when the street is next		✓				Long-term	
	<b>5.4.13</b> - Add sidewalk to the east side of Main Street from the		<b>√</b>				lang tarm	
	edge of the village south to the existing sidewalk near John		•				Long-term	
	<b>5.4.14</b> - Upgrade crossalks across County Road W to			<b>√</b>			Short-term	
	continental-style markings						Short-term	
	<b>5.4.15</b> - Extend the sidewalk from the existing east to School			✓			Mid-term	
	<b>5.4.16</b> - Mark all drive ways as one way loops with "Enter				<b>✓</b>		Short-term	
	Only" and "Exit Only" signs as needed				·			
	<b>5.4.17</b> - Add/upgrade crosswalks to continental-style				✓		Short-term	
	markings across Second Street							
	<b>5.4.18</b> - Add sidewalk on north side of Second Street from CTH				✓		Mid-term	
	G to Morgan Avenue  5.4.19 - Add sidewalk on east side of CTH G from Second							
	Street to Main Street				✓		Mid-term	
	<b>5.4.20</b> - Add sidewalk on west side of Morgan Avenue from							
	Second Street to Main Street				✓		Long-term	
	<b>5.4.21</b> - Upgrade crosswalks on Randolph Street West to							
	parking lots to continental-style markings					✓	Short-term	
	<b>5.4.22</b> - Upgrade crosswalks on Randolph Street West at State							
	Street to continental-style markings					<b>√</b>	Long-term	
	<b>5.4.23</b> - Add curb ramps with DWFs to crosswalks to parking					<b>✓</b>	Long-term	
	<b>5.5.1</b> - Conduct a communitywide transportation survey to							
	measure mode choice within the community. Survey should	✓	✓	✓	✓	✓	On-going	
	include primary concerns and popular destinations or routes.							
on	<b>5.5.1</b> - Work with bicycle and pedestrian advocacy groups to							
Evaluation	increase the working knowledge of biking and walking and							
valu	their impact on key community health indicators (physical	✓	✓	✓	✓	$\checkmark$	On-going	
Ē	activity, obesity rates, energy consumption, productivity, sick							
	day rates, etc.).							
	5.5.1 - Complete and submit School Tally results to the	✓	✓	✓	✓	✓	On-going	
	National Center for Safe Routes to School at least annually.						5 5	