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Wisconsin Safe Routes to School

Wisconsin Department of Transportation

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Foreword

Parents, teachers, city officials, neighborhood groups and many others are concerned with the health and safety of our children. Many of today's children are not receiving enough physical activity to stay healthy and fit. Also, parents are concerned with traffic near their children's schools. Safe Routes to School Programs aim to address those concerns.

This toolkit contains everything your community needs to move forward with a Safe Routes to School Program and increase the number of children walking and biking to school and find solutions to traffic problems near your schools. The content for this toolkit came from international, national and most importantly, Wisconsin SRTS Programs and leaders. The advice, expertise and experience of the SRTS leaders in Wisconsin and across the country helped shape this document.

With the combined efforts of a number of Wisconsin state agencies such as Transportation, Health and Education, SRTS stakeholders and this toolkit, the goals of this program can and will be achieved.



For the most up-to-date information about Wisconsin's Safe Routes to School, visit our Web site at www.dot.wisconsin.gov and click on Programs for Local Government or visit the National Clearinghouse Web site at www.saferoutesinfo.org or e-mail SRTS@dot.state.wi.us.

Table of Contents

- 7** **How to Use the Toolkit**
 - 8** **Introduction to Safe Routes to School (SRTS)**
 - 8** Why SRTS?
 - 9** How do we accomplish this?
 - 10** Where is Safe Routes to School taking place?
 - 12** **Creating a Safe Routes to School Plan**
 - 12** Form a Task Force
 - 14** Evaluate Existing Conditions and Identify Issues
 - 18** Make Recommendations
 - 20** Next Steps
 - 21** **Engineering, Enforcement, Education and Encouragement**
 - 21** Engineering
 - 25** Enforcement
 - 26** Education
 - 30** Encouragement
 - 31** **Walk to School Day**
 - 31** Implementing a Walk to School Day
 - 32** Safety First: Convincing the Parents
 - 33** Events and Contests: Convincing the Children
 - 34** Going Beyond a Day
 - 35** **Evaluation**
 - 35** Getting Started
 - 35** Gathering Data
 - 37** Utilization
 - 37** Evaluation Report
 - 37** Resources
 - 41** Conclusion
 - 38** **Additional Funding, Related Programs and Resources**
 - 38** Additional funding
 - 40** Related programs
 - 41** Other Resources
 - 42** Survey for Parents
 - 45** Student Tally Sheet
-
- Back cover**
Supplemental CD content
- ▶ How to Get Press and Promote SRTS in your Community
 - ▶ Walk to School Day materials
 - » Invitation
 - » News Release
 - » Walking School Bus/ Bike Train information
 - » Walk to School Day Proclamation
 - » Poster Contest materials
 - ▶ SRTS Plan Development materials
 - » Kick off meeting letter
 - » PowerPoint
 - » Talking Points
 - » Brief Instructions for Surveys
 - » SRTS Parent Survey
 - » Student Survey
 - » Walking and Bicycling Audit materials

How to Use the Toolkit

The Wisconsin Safe Routes to School Toolkit is designed to help Wisconsin communities start their own Safe Routes to School Program. It is split into six sections with a seventh section on the CD that contains supplemental materials.

The toolkit is set up to be used by a community during any stage of the planning process. Whether the community is new to SRTS or has already identified problems and started creating a plan, the Wisconsin Safe Routes to School Toolkit contains all the materials needed to design a successful program.

Examples of current SRTS Programs in Wisconsin are included to help further explain and emphasize the importance of each step outlined in the toolkit. In the end, the Wisconsin Safe Routes to School Toolkit will help any community plan their own SRTS Program.

Section 1: Introduction to SRTS

This section gives an overview of SRTS including what it is, why it is important and a general discussion of how to implement a program in your community.

Section 2: SRTS Planning

Developing a SRTS Plan helps communities identify problems, recommend solutions and plan for a comprehensive SRTS program.

Section 3: Engineering, Enforcement, Education, and Encouragement

Successful Safe Routes to School Programs address each of these elements to make it safer for children to walk and bike to school and to increase the number of children doing so. Each school is unique so the activities undertaken will differ for each school depending on the issues identified during the SRTS planning process.

Section 4: Walk to School Day

Walk to School Day can be a first step to creating a comprehensive encouragement program and can build interest for SRTS programs.

Section 5: Evaluation

After a SRTS Plan is created, communities must be aware of how important collecting data before and after the program is to ensure continuous improvement and sustainability.

Section 6: Additional Funding and Related Programs

As soon as communities have created a timeline for implementing their SRTS plan, they will want to look at the many funding options. This section outlines numerous funding options available to communities for SRTS projects as well as a list of related programs that can work concurrently with SRTS.

Supplemental CD:

This CD includes customizable templates as well as other information to assist communities with outreach, promotion and networking. These templates are intended to make implementing SRTS in your community easier.

Introduction to Safe Routes to School (SRTS)

Safe Routes to School is an international movement that promotes walking and biking to school. Its history stretches all the way back to the 1970s in Denmark, which had an alarming number of child fatalities due to road accidents. The movement did not officially reach the United States until 1997, when The Bronx received local funds to implement a Safe Routes to School Program to reduce the startling number of child accidents and fatalities around schools. The success of the program convinced other communities to adopt similar measures and by 2000, Safe Routes to School Programs had swept the nation from Chicago, Illinois to Marin County, California.

In 2005, Congress saw the importance of these programs and consequently signed into law a federally funded Safe Routes to School Program. The new law allocated money to all 50 states and the District of Columbia to create, implement and administer Safe Routes to School Programs. Federal Safe Routes to School funds can only be used for projects within two miles of an elementary or middle school (kindergarten through eighth grade). However, concepts in this Toolkit are applicable to other projects such as those of High Schools or outside the two-mile radius of a school.



Why SRTS?

WISCONSIN WILL USE ITS MONEY to help communities create safer, easier and more enjoyable walking and biking routes to school so more students choose walking and biking as their main mode of transportation. The benefits of walking and biking to school are important to the entire community for many reasons:

Safer routes

One of the reasons parents do not allow their children to walk and bike to school is because the routes to school are too dangerous. Problems such as incomplete, poorly maintained or missing sidewalks and trails, congested streets and lack of traffic calming devices in the vicinity of schools discourage walking and biking to school. SRTS Programs help communities fix these problems in order to create safer routes so parents are comfortable allowing their children to walk and bike to school.

Healthier children

In the past thirty years, the number of active children in the United States has decreased and the number of overweight children has almost doubled. Kids spend too much time sitting indoors watching T.V. or playing video games. According to the American Academy of Pediatrics, children in the United States watch about four hours of television a day. Instead, children should be more active. The American Heart Association recommends that children participate in at least 60 minutes of moderate to vigorous physical activity every day. One of the ways to achieve this goal is by getting students to walk and bike to school. SRTS Programs encourage children to be more active by walking and biking to school.

Cleaner environment

Emissions from cars pollute the air our children breathe and can cause serious health problems such as asthma and bronchitis. Motor vehicle use is now generally recognized as the source of more air pollution than any other single human activity (*New State of the Earth Atlas*). In order to decrease air pollution, communities should look to reduce the number of vehicles on the roads especially in the vicinity of schools. Fewer cars emitting pollutants will improve the air quality thus decreasing health problems in children. *Safe Routes to School Programs* decrease the number of cars in the vicinity of schools thereby creating a cleaner environment.

Other desired outcomes of Safe Routes to School

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

How do we accomplish this?

IN ORDER TO ACCOMPLISH THE goals of *Safe Routes to School Programs* communities must focus on the 5 E's: Engineering, Education, Encouragement, Enforcement and Evaluation. This comprehensive approach allows for communities to maximize the number of students walking and biking to school.

Engineering

Problems with the physical environment around schools such as damaged or missing sidewalks, lack of traffic calming measures or unsafe crosswalks prevent children from walking and biking safely and easily to and from school. These problems can be dangerous enough to cause child pedestrian injuries and fatalities. Clearly, a safe physical environment is necessary for enabling children to walk and bike to school. Therefore, *Safe Routes to School* funds can be used to make infrastructure improvements that will fix these problems and make the physical environment safer for children.

IMPROVING THE PHYSICAL ENVIRONMENT NEAR SCHOOLS may be necessary for a successful *Safe Routes to School Program* but not necessarily sufficient enough to get students walking and biking to school. In addition to engineering, *Safe Routes to School Programs* use encouragement, education and enforcement to get students walking and biking safely and enjoyably to school.

Encouragement

Another key component to the *Safe Routes to School Program* is encouraging children to walk and bike to school. Convincing children as well as parents and guardians that walking and biking to school is safe, fun and healthy can be a difficult task especially since SRTS may interfere with a parent's already busy schedule or established routine of driving their child to school. That is why the *Safe Routes to School Program* offers activities and events that promote walking and biking to school that are fun, safe, and easy. Encouragement activities and events

will ease the concerns of parents and guardians as they see how safe and easy it is for their children to walk and bike to school.

Education

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

Enforcement

Driver education and safety campaigns do not ensure the elimination of unsafe driving behaviors. Therefore, *Safe Routes to School Programs* should partner with the local law enforcement to make sure traffic laws are obeyed (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and biking behaviors), and to initiate community enforcement such as crossing guard programs. Enforcement programs keep an eye on those individuals that disregard the safety of the community, especially around schools.

EACH OF THESE APPROACHES IS NECESSARY for a successful program. By tackling the project from multiple angles, communities can maximize the safety of the routes to school and increase the number of students that use the routes. All of these techniques, however, cannot be applied without first implementing the fifth 'E.'

In Madison, on Walk Our Children to School Day, school mascots, stilt walkers, bagpipers, police officers, fire fighters, parents and even the city mayor walked with children to school. Madison schools also holds classroom competitions where the class with the most students walking or biking to school on a certain day receives a giant shoe as a reward.

Milwaukee implemented a number of programs to educate drivers and students on safety.

In 2004, Milwaukee employed a billboard campaign to raise awareness of safe driving around pedestrians and bikers.

They also surveyed parents to determine the barriers preventing walking and biking to school.

With the information obtained through the surveys, Milwaukee developed a comprehensive and effective bicycle and pedestrian education program that was taught at six pilot schools, affecting more than 1,400 students. The results of the education program demonstrated a 37% average increase in bike safety knowledge as well as an increase in bike travel to school.

Evaluation and Sustaining a Program

Understanding the barriers and obstacles that prevent children from walking and biking to school are essential in implementing an effective *Safe Routes to School* plan. Evaluation techniques such as surveys will help communities see the current walking and biking behaviors and understand the attitudes that parents and children have towards walking and biking. With this information, communities can make the necessary adjustments (through Engineering, Education, Encouragement and Enforcement techniques) to change behaviors and attitudes. Also, evaluation of the program will be key to continuing *Safe Routes to School*, so being able to show improvements by comparing before and after data is important. Even more, evaluation can show what techniques did not work so that improvements can be made in the future.

CLEARLY, A SUCCESSFUL *Safe Routes TO School Program* is dependent on the use of all 5 E's.

Where is Safe Routes to School taking place?

Safe Routes to School is not limited to any one location, demographic or size community. Safe Routes to School is taking place all over the globe from Canada to Great Britain to California to Wisconsin. Even within Wisconsin, communities of all different sizes and demographics are implementing Safe Routes to School Programs. From the populated urban streets of Milwaukee to the quiet neighborhoods of Eau Claire, Safe Routes to School is already present all over Wisconsin. Check out the following examples to get an idea of what is happening internationally, nationally and here in Wisconsin.

Canada's Active and Safe Routes to School

Canada has had *Safe Routes to School* related programs since the early 1990s. In 1992, as part of the Go for Green program, Canada took steps "to establish projects that allow Canadians to try more active lifestyle [behaviors] as their form of transportation." This included initiatives at schools to get children biking and walking and by 1994 Go for Green was providing funds specifically for *Safe Routes to School Programs* in Toronto. Toronto eventually adopted a program that focused on the Walking School Bus, No Idling at School and



Classroom Mapping. By 1997, *Safe Routes to School* reached national recognition and the “Active and *Safe Routes to School*” national program was established with the intended goal to “set the stage, develop and implement a national program for active transportation to and from school that is safe, accessible and sustainable.” Over the next couple years, the program expanded to include more partners and in 2000 funded approximately 100 schools. The program is still active today and maintains a Web site with materials on how to create and implement a program, *Walk to School Day* and examples of successful programs in Canada. For more info, visit: http://www.goforgreen.ca/asrts/home_e.html.

Marin County's Safe Routes to School

In 1998, the National Highway Transportation Safety Administration (NHTSA) funded two *Safe Routes to School* pilot programs in Arlington, MA and Marin County, California. Marin County used the \$50,000 NHTSA grant to launch a *Safe Routes to School Program* in August 2000. Nine schools participated in the pilot program in an attempt to increase walking and biking to school, increase community participation in transportation solutions, decrease the number of private motor vehicle trips to school and increase the health and safety of students. After one year of implementing the program, the nine pilot schools in Marin County experienced over a fifty percent increase in walking and biking to school as well as a significant drop in drive alone trips to school. With the success of the program in its first year, Marin County was able to secure additional grants to continue the program. In its second year of existence, the Marin County *Safe Routes to School* funded 20 schools, and by January 2004, *Safe Routes to School* became a program of Marin County's Department of Public Works funded through a grant provided by the Bay Area

Air Quality Management District. The program currently funds 37 schools, representing over 16,000 students and will continue to be funded for at least 20 more years because of the enactment of a half-cent tax for transportation projects in Marin County. For more info, visit: <http://www.saferoutestoschools.org/>.

Eau Claire's Safe STEPS Workgroup

In 2002, representatives from the health department, police department and local PTA established the *Safe STEPS (Safe Student Transportation-Every Possible Solution) Workgroup*. The primary goal of *Safe STEPS* is to make walking and biking to school a safe and valued activity for children. In 2002, *Safe STEPS* implemented the first *Safe Routes to School Program* at Flynn Elementary. In the last two years the *Safe STEPS Workgroup* received a grant through the Wisconsin Department of Transportation's (WisDOT's) Bureau of Transportation Safety to implement *Safe Routes Programs* at additional Eau Claire schools. This grant has allowed the workgroup to expand efforts and include seven additional elementary schools and begin work at one middle school. The long-range goal for *Safe STEPS* is to create a plan for each of the thirteen elementary schools in Eau Claire, then the middle schools and then the high schools. The key to success in Eau Claire has been the successful partnerships formed between multiple groups including the City-County Health Department, the Childhood Nutrition Coalition, the Eau Claire Police Department, the Public Works Department, PTAs, and the WisDOT. The Workgroup conducts an annual survey of all elementary schools and results have shown their efforts have improved safety around schools and increased the number of students walking and biking to school.

CLEARLY, A COMMON THEME EXISTS IN communities across the nation and around the world: something must be done to improve the health and safety of our children. Today, especially compared to thirty years ago, our children are less active and therefore less healthy. Walking and biking to school, a source of daily activity for children, is more difficult because of the many safety hazards. Steps must be taken to remove these barriers that prevent physical activity. *Safe Routes to School Programs* are an important step in this direction.

Creating a Safe Routes to School Plan

The creation of a Safe Routes to School Plan is an important first step in developing a successful SRTS Program. A SRTS Plan details the methods your community and school plan to take to increase walking and bicycling to school. The Plan also shows the actions required to make it safer to bicycle and walk to school.

An important component of the SRTS Plan is community input. The more people involved with the creation of the plan, the better the chances the community will support it. Organize a SRTS Task Force. Make sure that elected officials, city staff and school administrators are involved. Hold public meetings and publish progress reports where people can read them (a simple Web site or Web log can be used).

A SRTS Plan helps your community and school set priorities and publicize findings to create community support. In addition, a plan will assist in submitting funding proposals should funding be needed for any elements of your plan.

Superior created a SRTS Plan with the help of the MPO, the city, school district, police department, principals, parents, teachers and children to “identify obstacles along primary routes to school and to propose recommendations to improve safety.”

In Ellsworth, the Rotary Club held a community fund raiser during the summer of 2006 to raise money to improve the walking and biking trails in their community. This effort also provided funding for the creation of the Village of Ellsworth’s Safe Routes to School Plan.

Form a Task Force

Project Leader

The project leader is essential to keeping the SRTS Program moving forward. This person will be a champion for the program. The project leader can be a teacher, a principal, a parent or a local official. However, every SRTS Program needs someone who is responsible for ensuring progress is being made and who brings the organizational skills and enthusiasm necessary to make that happen.

Form a SRTS Task Force

The first step is to prepare a list of potential task force members and invite them to a kick off meeting.

- » School principal
- » Three or four interested parents
- » School Board member
- » Representative of the Parent Teacher Organization/Association
- » One to two teachers such as a physical education teacher, health teacher or nurse
- » School transportation coordinator
- » Neighborhood association member
- » Local transportation or traffic engineer
- » Representative from local police department
- » Local bicycle and pedestrian club or advocate group representative
- » City Council president or elected official that represents the neighborhood
- » Staff of local health department
- » Local Metropolitan Planning Organization (if applicable)
- » Representative from local business

You may have other individuals or organizations that you want to invite to be a part of your SRTS Task Force. Once you have your list together, organize a kick-off meeting.

Send a letter to each person inviting him or her to attend the kick-off meeting. The letter should give a brief explanation of the purpose of the SRTS Task Force and what you hope to accomplish. Allow a few weeks between sending the letter and holding the meeting. A sample letter is included on the supplemental CD, which you can customize to fit your situation. If you can, make reminder calls a few days before the meeting.

Even if all the invitees cannot attend keep them on your mailing list. You may need assistance from them in the future and it will be beneficial if they are informed of your activities.

Holding the Kick-Off Meeting

- » Explain what *Safe Routes to School* is and its purpose.
- » Talk about why you have gotten involved and what challenges you think the children face in your area in biking and walking to school.
- » Let people know about health concerns, traffic congestion, and the decreasing trend for children to bike and walk.
- » Give participants an opportunity to talk about their safety concerns. Write down the problems and ideas that are mentioned and summarize them at the end.
- » Discuss the next steps the task force needs to take and develop a timeline.
- » Assign tasks that need to be done by the next meeting.
- » Set the date for the next meeting

In La Crosse, the La Crosse County Obesity Coalition teamed up with the La Crosse City Planning Department and the City of Onalaska Planning Department to create a SRTS Plan. This group eventually expanded to include the School District, County Nutritionist, Police Department, Bike-Ped Committee and the city Traffic Engineer. After learning that federal funds would be available for SRTS projects, the group decided to hire a consultant to do a citywide SRTS Plan that includes 29 schools.

Tips for a Successful Program

- » Involve potential stakeholders immediately so they have buy-in to the process and decisions.
- » Appoint a Project Leader who is focused and has the motivation to keep the program moving and the other committee members interested.
- » Develop a schedule and stick to it.
- » Develop goals and refer back to them regularly throughout the process.
- » Hold efficient meetings. Short meetings are better than long meetings.
- » Hold open meetings. Advertise meetings along with other school functions so the larger community can attend. Be open to comments from people not on the committee.
- » Be patient but persistent. Accomplishing your goals will take time.
- » Celebrate your accomplishments as you go along. Recognize those that have invested time and energy into the program. This will keep people motivated to keep working.

In 2003 the Town of Rib Mountain received assistance from the Wisconsin Department of Transportation's Bureau of Transportation Safety to conduct a walking audit. The area around Rib Mountain Elementary School was included in this audit. The concerns that were identified as a result of the audit led to the formation of the Rib Mountain Pedestrian and Bicycle Safety Committee which meets monthly. Members of the committee include law enforcement personnel, elected officials, town residents as well as the local bike shop owner.

Evaluate Existing Conditions and Identify Issues

Determine school enrollment boundaries

- » Work with the school district to get the information necessary to create a map that shows school enrollment boundaries.
- » Mark on the map the boundaries for where bus transportation is provided.
- » Work with the school district to map the actual home addresses of enrolled students.

Walking and Bicycling Audit

Walking and Bicycling Audits are important tools helping to identify the current conditions in the vicinity of your local school. The maps that were created showing enrollment boundaries, bus eligibility and student locations will be important tools in conducting the walking and bicycling audit. The audits require that volunteers walk and bicycle nearby streets that children could use to get to school. The volunteers map any problems that are noticed. When all of the streets have been walked and biked these problems are compiled on one map. Make sure that the maps are simple and easy to read. Complicated engineering drawings can be difficult for the general public to understand. Volunteers may also want to take pictures along the way to further document problems.

School facilities assessment

An assessment also needs to be undertaken of the actual school area including building entrances, the drop-off/loading zone, and bicycle facilities.

- » Look at the sidewalks, pathways and driveways on the school property. Are they properly maintained? Are they kept clear of snow and debris? Are they cracked or broken? Are there appropriate curb cuts?
- » Look to see if secure bicycle parking is provided. Is the amount of bike racks sufficient for the school? Are the bike racks designed in such a way to be easy to use? Is any of the bicycle parking covered to protect bikes from rain? Is it located in an easy to find and secure location? Is it in a well-lit area?

Walking and Bicycling Audit Checklist

Safe Routes to School volunteers should look for:

Sidewalks

- Are sidewalks continuous? Are there gaps in the sidewalk network? Are there no sidewalks at all in some locations?
- Are the sidewalks maintained (broken, cracked, snow covered, standing water)?
- Are sidewalks obstructed (poles, signs, shrubs, dumpsters)?
- Are the sidewalks well lit?
- Are there accessible ramps for wheelchairs?

Street Crossing

- What is the width of the roads near the school?
- Are there crosswalks?
- What is the volume of traffic on the adjacent roads?
- Are there any traffic signals?
- Do traffic signals allow enough time for children to cross?
- Is there a pedestrian signal or warning?
- Do parked cars block the view of oncoming traffic?
- Are there accessible ramps for wheelchairs?

School Zone

- Are there advance signs indicating drivers are approaching a school zone?
- Are there signs specifying a school zone speed limit? If so, what is the speed limit?
- Are there any speed bumps, speed tables, traffic circles or other traffic-calming infrastructure in the area of the school?
- Is the existing signage faded, damaged or outdated?

Driver Behavior

- Do drivers yield to pedestrians in the crosswalk?
- What are the posted speed limits? Do drivers follow those speed limits?
- Are drivers speeding up to make it through traffic lights or driving through traffic lights?

Bicycle Specific

- Are bicycle route signs showing the recommended routes present?
- Are marked bike lanes or wide curb lanes available to accommodate bicyclists?
- Are separate bicycle paths available?
- Are the road or paths for bicyclists well maintained?
- Are bicyclists able to activate any traffic signals along the route?
- Do drivers give bicyclists space on the road?
- Are bicyclists following the rules of the road?

Other

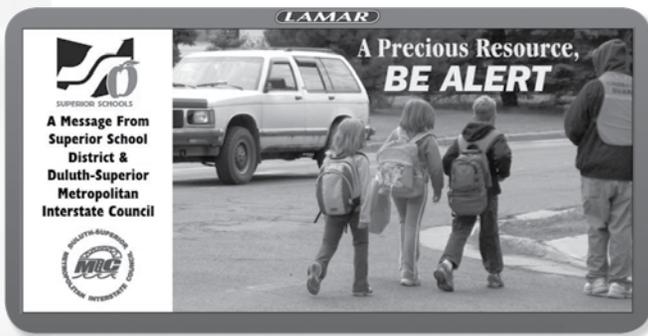
- Are there abandoned buildings or cars along the routes to the school?
- Is loitering a problem?
- Do (actual or suspected) drug activity or other crimes take place in the area?
- Do any homes have scary dogs or loose dogs?
- Are there areas isolated from commercial or residential zones?
- Is there litter or trash?
- What is the air quality like?
- Are there railroad crossings?
- What is the landscaping like? Is it conducive to promoting walking and biking?

Note the positive

- Note items that worked particularly well when walking or bicycling the routes to discover the items that work well in your community.
- Noticing these items can help the group when it comes time to make recommendations.

Walking and bicycling route audit materials

- Instruction sheet describing project and list of questions showing what volunteers should look for on route.
- Maps: smaller for doing audits and larger for compiling audits.
- Clipboards and writing utensils.
- Letter home to parents asking for volunteers.
- Letter to community and school officials letting them know of audits.
- Sample press release announcing audit.



Look to see where both buses and cars drop off children.

Student Drop-off Areas

- ▶ Are they designed so that students exiting and entering cars are able to do so safely?
- ▶ Are vehicles separated from pedestrians or are students walking in the street or across a parking lot to reach the school?
- ▶ Are there accessible curb ramps for wheel chair access? Do the ramps have tactile warning strips or textured concrete?
- ▶ What traffic control signs are in the area? Are there signs notifying vehicles that pedestrians are present?
- ▶ Is the area well lit?
- ▶ Does traffic move freely, or is the drop off area congested?

Bus Loading Zones

- ▶ Are bus driveways separate from parent pick-up/drop-off areas?
- ▶ Is traffic in the bus loading zone one-way?
- ▶ Is there a continuous curb and sidewalk adjacent to the drop-off/loading zone area leading into the school site?
- ▶ Is the area well lit?

Policy Assessment

- » Determine if your school has any policies encouraging or limiting bicycling and walking to school.
- » Find out what your school's physical activity requirements are (PE, recess, after school activities).
- » Find out your school's Wellness Policy.
- » Find out if your municipality has any bicycle and pedestrian ordinances or policies.
- » Review what bus services are provided to the school, their routes and schedules and who is eligible to use them.

Surveys

Survey Parents

- » Getting parents to return a survey can be challenging. Think creatively about how you can collect the information.
- » Ideas from other schools include:
 - ▶ Many schools send the survey home with the child and then remind the children to have their parents fill it out and send it in or send it back with the child.
 - ▶ Students in middle school may be old enough to assist with the survey process. Have students interview their parents and fill out the survey as part of a class project. Not only does this give parents and students an incentive to do the survey since it is an assignment, but it can serve as a learning tool. If you do this, ensure that students have an opportunity to see the results and discuss them in class.
 - ▶ Have parents fill out the survey when they arrive for parent-teacher conferences. You still won't get every parent to fill out the survey but are likely to get a higher return rate than a mailing. This can also be a great time to have a table with information on the SRTS project. The *Safe Routes to School* parents survey is located on pages 42–44 of the toolkit as well as on the supplemental CD.

Survey and Involve the Students

- » Have teachers do a hand count of how children got to school every day for a week. A tally sheet is included in this toolkit on page 45 as well as on the supplemental CD.
- » In addition, you may want to ask children what routes they like to use to get to and from school. Sometimes this can bring out interesting information. For instance, in one community children preferred to travel on a route that had berry bushes but the adults did not realize why the children used that route until they started asking them questions.
- » Some schools have had children create posters depicting their trip to school. These posters are then displayed during community meetings to help keep the focus on children.
- » A sample Parent Survey and Student Tally Sheet are included at the end of the Toolkit as well as on the Supplemental CD. Instructions for use are also included on the Supplemental CD.

Teacher Input

- » Work with the Principal to find a time to make a presentation to teachers and other school staff about SRTS. Ask them what they have noticed about student attitudes, any unsafe behaviors they have witnessed, and any other concerns they may have. Ask if they teach any pedestrian and bicycle safety skills or include any transportation issues in their class curriculum. This is a great time to gauge their interest in including transportation issues in their classroom. Find out if any teachers walk or bike to school and could serve as role models for the school.

Community Input

- » Hopefully, you have representatives from your local neighborhood on your SRTS Task Force. If not, it will be particularly important that you gather input from them early in the process. They may already be working on some of the issues you find and may have strong opinions on what should happen on streets in the neighborhood. You may want to make a presentation at a neighborhood association meeting or invite neighborhood residents to a SRTS workshop.

Parent Teacher Organization/Association

- » Hopefully, you have a representative on your SRTS Task Force. However, you may get more parent involvement if you make a presentation and ask for input on safety and traffic issues at a regular meeting.

Police Department

- » It is very important to have a representative of the local police department on the SRTS Task Force. The local police department can offer valuable input on what routes they feel are the safest and other safety issues worth considering. However, if a representative is not on the SRTS Task Force then set up a meeting with the local Police Chief to discuss SRTS.

In Superior, students and parents were surveyed to identify safety issues around each of the six schools examined in the Superior SRTS Plan. Some of the safety issues that were identified by the students and parents were lack of crossing guards, unshoveled sidewalks and busy, unsafe roads. These surveys were eventually used to help make recommendations.

Getting parents to return surveys can be challenging. The Oneida Nation used a variety of community events such as the Parent Breakfast, the Tsyuhekwa Harvest Supper and the Honor the Youth Pow-Wow as opportunities to distribute surveys as well as educate the community about SRTS and garner support.



In Ashwaubenon, a police officer and a crossing guard devised a strategy to improve the safety of students walking to school at no cost and minimal time. On a two lane road adjacent to a local school, motorists during morning and afternoon rush hour were driving in the shoulders that were designated for biking and parking, creating a four lane road in violation of lane restriction signs. Since motorists were not following the signs and consequently increasing the danger of students crossing the now four lane road, the police officer and crossing guard set up cones in the shoulder thereby blocking traffic from forming two additional lanes. This made the crossing guard's job much easier and students were able to cross the street on their way to school more safely and easily.

Other

Crash data

- » Find the crash data for your community for pedestrian and bicycles. Look for crashes near the school and at the overall number of crashes for children in your community.

Traffic counts

- » Traffic counts measure the number of vehicles driving in the area of the school. A simple traffic count involves volunteers at each school entrance counting cars arriving during the half-hour before school begins. A more complex count tallies the number of cars passing the school and the number of students biking and walking to school. Your municipality may have automatic vehicle counters that can be installed near the school to get an accurate count of the number of automobiles traveling on the streets near the school.

Speed checks

- » Work with local law enforcement to see what speeds cars travel on the roads near the school.

Local business traffic

- » Make contact with local businesses that might create a lot of traffic. Find out their delivery schedules, work schedules or other issues that might affect traffic near the school.

Make Recommendations

THE SRTS TASK FORCE SHOULD analyze the collected information and look at needed encouragement, education and enforcement activities as well as engineering or physical improvements that are needed.

Once all the information has been collected from site audits, assessments and surveys, take time to analyze the information. Then present it to the community. Publish information in the school newsletter or use your own flyer. Invite the community to a SRTS forum to present the data, discuss issues revealed in the surveys and explain the *SRTS Program*. People who were surveyed or involved in the audits want to know what happened. You may also get useful ideas from people who are not on the SRTS Task Force.

Remember that some individuals may resist aspects of the program that require changes in their behavior. While these people can challenge the program, they can also contribute to its success. Facilitate a positive process where all concerns are heard. Criticism and dissenting opinions often lead to a better program.

Outline the variety of problems that *SRTS programs* address and request input and feedback in all those areas. Recommendations will fall into the following categories:

Engineering

Engineering includes a variety of design techniques that can reduce traffic volumes, decrease speed, and improve safety.

Enforcement

Enforcement enlists the help of local police departments to focus enforcement efforts in problem areas and increase community awareness of school safety issues.

Education

Education programs teach motorists, pedestrians and bicyclists about their responsibilities and about traffic rules, while promoting activities that encourage bicycling and walking.

Encouragement

Encouragement activities are a way to get students to apply what they've learned from the Education component in their daily habits.

The committee should use the feedback from the community to develop a list of options. Ensure that your plan includes a specific list of infrastructure improvements that are needed to increase biking and walking and improve safety. Also include the list of educational, encouragement and enforcement components that are needed in your community.

After you have created your list, decide which projects and activities should be pursued first. Keep in mind that some projects will take longer to put in place than others. Think about the ease of implementing the recommendation, the cost and the ability of the solution to make a difference.

Some things may be easily fixed, such as changing or adding signage or adding bicycle racks. Making these easier changes will allow the community to see some immediate results and help build support for more complex projects.

PROJECTS SUCH AS CONSTRUCTING A NEW sidewalk or installing speed tables will require more time to gather support and funding. These projects also take longer because they require planning, design and construction as well as cooperation among different levels of government. It will often take time for your project to be constructed. However, it is important to start building support for the project so that it is included in your community's plan.

In the Village of Weston representatives of DC Everest Junior High School, the Everest Metropolitan Police Department, the Marathon County Health Department, the Wausau Metropolitan Planning Organization, the Village of Weston, Laidlaw Bus Service and a parent used this toolkit as well as resources from the National Center for SRTS to develop a SRTS plan for their school. They were able to identify a number of safety and environmental issues that prohibited safe walking and biking to school. The planning process helped them to develop a list of recommendations that will allow them to improve conditions.

Safe Routes to School plan elements

1. Introduction

- » List of members of SRTS Task Force
- » Basic community and school information

2. Community vision and goals for local SRTS

3. Report of existing condition

- » Map of school enrollment boundaries
- » Walking and bicycling audit
- » Assessment of school facilities
- » School walking and bicycling policies
- » City pedestrian and bicycle ordinances
- » Surveys of students, parents, teachers, etc
- » Crash data, traffic counts, and speed checks

4. Issue identification

- » Information from audits, assessments and surveys

5. Recommendations for improvements

- » Engineering
- » Enforcement
- » Education
- » Encouragement

6. Next steps/Conclusion

- » Steps needed and a timeline to implement both the short-term and long-term recommendations

Next Steps

Putting it all together

Slower traffic and a comprehensive non-motorized network create a more livable community where more people can choose to walk and bike with ease. When you create a SRTS Plan, make sure that the entire community has an opportunity to participate and comment on the plan. The more people involved in creating the plan, the better the chances that it will be accepted by the community.

Once you have completed your plan start immediately with events and activities in the school. Consider having a kick off event and invite the media, politicians, parents, school staff, the SRTS Task Force and, of course, children. You may want to hold the kick off in conjunction with an event such as *International Walk to School Day*, *Bike to Work Week* or *Earth Day*.

However, this is not the end of the work for your SRTS Task Force. Look at all the funding options that exist for the various programs and projects you want to undertake. Have committee members begin pursuing the necessary funding and keep your momentum going.

REMEMBER ENGINEERING SOLUTIONS TAKE TIME BUT smaller projects and special events can generate immediate results. When people start seeing more children on the streets, the program will take on a life of its own. Most SRTS Programs experience strong support from their communities. When streets are safer for children, they are safer for everyone.

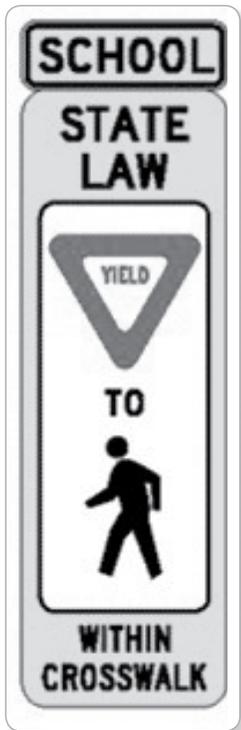
The 4 E's: Engineering, Enforcement, Education and Encouragement

Different approaches are necessary at different schools to make it safer for children to walk and bike and to get more children to do so. However, most schools throughout Wisconsin and across the nation use a combination of engineering, enforcement, education and encouragement to achieve their goals.

Engineering

THE BUILT ENVIRONMENT IS A large factor in whether children walk and bike to school. Well-designed and maintained facilities make it more likely that children will walk and bike to school and will improve safety for those that already do.

Not all improvements are expensive and some low-cost solutions are effective and easy to implement. For example, signs and paint are relatively low cost changes that can make a difference in safety. In addition, these smaller changes can help build momentum and support for larger more expensive changes such as new sidewalk, trails, bridges or traffic calming measures.



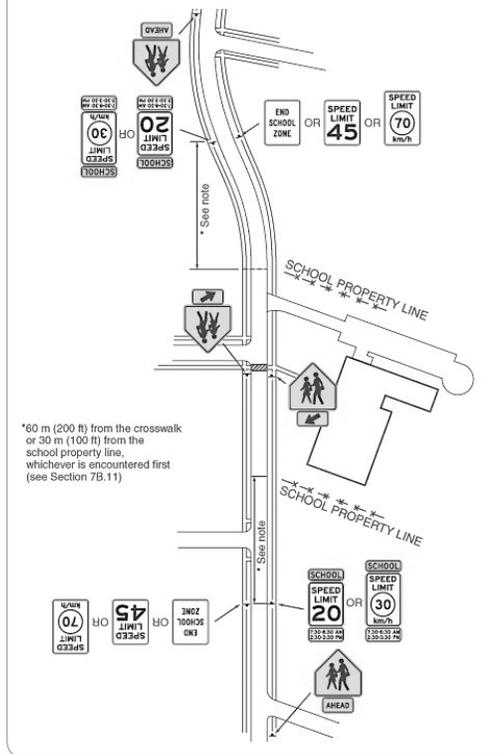
School Zone Signs and Pavement Markings

The *Manual on Uniform Traffic Control Devices*, or MUTCD defines the standards used nationwide to install and maintain traffic control devices on all streets and highways.

The MUTCD is published by the Federal Highway Administration (FHWA) and all SRTS projects must be in compliance. The MUTCD can be found online at <http://mutcd.fhwa.dot.gov/>.

In addition, WisDOT, in conjunction with county, city and local governmental agencies collaborated to develop the Wisconsin Manual

Figure 7B-3. Examples of Signing for School Area Traffic Control with School Speed Limits



on Uniform Traffic Control Devices (WMUTCD). This manual provides additional information on how to properly install and use traffic control devices. The goal is to ensure that all traffic control devices and other related items built in Wisconsin are uniform. All SRTS projects must meet the standards set forth in these documents. The Wisconsin MUTCD can be accessed online at http://dotnet/dtid_bho/extranet/manuals/wmutcd/index.shtml.

Properly placing signs and pavement markings within school zones can improve safety by providing more visible and clear direction to drivers. However, signs should not be over used, as too many signs can confuse drivers. In addition, once they are installed it is important keep them maintained and free from obstructions to keep them visible. Schools are increasingly using "Yield to Pedestrian" signs placed in the middle of the street. These signs can either be permanently installed in the roadway or with a portable base. Often schools use the signs only at the beginning and end of the school day. A school official or adult crossing guard can be responsible for putting them out and removing them as needed.

Sidewalks

A safe walking route to school is difficult to establish without sidewalks. According to a study by the UNC Highway Safety Research Center, areas with paved sidewalks are 88.2% less likely to be a crash site than those without after accounting for traffic volumes and speed limits.

When designing a sidewalk, it is helpful to provide a buffer zone so that children are not walking right next to traffic. A buffer between the road and the sidewalk also creates a place for snow in the winter. The buffer zone is often just a strip of grass and trees. However, in some instances a bicycle lane, parked vehicles or items such as benches, lighting and newspaper boxes serve as the buffer.

When planning a new sidewalk the minimum required width is five feet. However, a six-foot sidewalk allows for two people to walk side-by-side while still allowing space for a pedestrian traveling in the opposite direction. In addition, a wider sidewalk should be considered where large numbers of walkers are expected such as adjacent to school grounds.

It is also important to monitor sidewalks to ensure they are well maintained. Poorly maintained sidewalks can create tripping hazards and difficulties for pedestrians in wheelchairs or with strollers or walkers. In addition, poorly maintained landscaping along sidewalks can make it difficult for pedestrians to use the sidewalk or be seen by other users.

Curb Ramps and Truncated Domes

ADA guidelines recommend two curb ramps at each corner rather than one curb ramp in the center. Two ramps guide sidewalk users along a safe, direct line of travel across the road.

ADA guidelines require that a truncated dome warning strip is placed along the bottom of all new curb ramps. These small, flattened domes can be felt underfoot and by cane serving as a warning that pedestrians are transitioning from sidewalk to road.

The Wisconsin DOT Facilities Development Manual (WisDOT FDM) states that for state and federal projects the standard width of ramps is 5 feet wide and the maximum grade is 8.3%. In addition, all new and altered intersections shall include truncated domes. Ramps need to have a minimum 4' by 4' landing on the top, which is not to exceed a 2% slope in any

one direction. The WisDOT FDM section includes the ADA requirements and also contains Wisconsin state law related to curb ramps. This information is available online at <http://roadwaystandards.dot.wi.gov/standards/fdm/11/11-25-30.pdf>.

A summary of other pedestrian access issues can be found online at <http://www.dot.wisconsin.gov/projects/state/docs/ped-ada.pdf>.

In Eau Claire, neighborhoods built in the 1960s are missing curb ramps at many intersections along designated Safe Routes to School. In order to more safely guide students through these crossings, Eau Claire began replacing curbs with in-line ramps where possible. This usually requires building two ramps at each corner as single ramps pointing to the center of the intersection tend to lead bicyclists out into the middle of the intersection and into traffic.

Eau Claire continues to add curb ramps to neighborhood streets as they feel a Safe Route to School must accommodate wheeled travelers to encourage families to walk and bike to school. Eau Claire has found young students cross the road from nearby driveways when curb ramps are not present at the street crossing. Often, this results in bicyclists riding in the street against the flow of traffic until their return to the sidewalk can be made. In addition, many babies and toddlers in strollers join parents on the walk to school. Parents can be discouraged when their baby strollers or toddler's trike has to be lifted over a curb to continue the journey.

Bicycle Facilities

Bicycling is an important way for children to get to and from school especially if they live too far from school to walk. Use of on-street facilities is most appropriate for upper level elementary school students and older children who have sufficient bicycle skills and knowledge. In many communities most bicycling occurs on neighborhood streets where children live and go to school. However, trails and pathways can complement this network of neighborhood streets. The Wisconsin Bicycle Facility Design Manual covers the basic design features and approaches for accommodating bicyclists from improving roadways to designing separate multi-use paths. This manual includes all the design specifications that SRTS projects must meet when constructing a bicycle facility. The manual is online at <http://www.dot.wisconsin.gov/projects/state/docs/bike-facility.pdf>.

Multi-Use Paths

Paths can connect neighborhoods directly to schools and in some instances decrease the distance that children need to travel.

Pedestrian Bicycle Bridges and Tunnels

Sometimes a bridge or tunnel can help connect neighborhoods and schools when major freeways or major multi-lane high-speed arterials exist. However, bridges and tunnels are very costly to build and if the bridge or tunnel is not convenient it may not be used. In addition, it is important to consider security issues, drainage problems, lighting and maintenance issues that are unique to these facilities.

Bicycle Racks

Providing a convenient and safe place for bicycles to park is important. A good bicycle rack should keep the bicycle upright by supporting the frame without bending the wheel and should allow for proper locking with both the frame and at least one wheel secured. Bicycle racks should be placed on hard surfaces that will not become muddy after rains. Also, racks should be placed in locations that will discourage vandalism and do not require children to ride through car and bus traffic to access. In addition, some schools have established a "lock library" where children who forget their locks can check one out to use for the day. For more information on bicycle rack design and placement see the recommendations compiled by the Association of Pedestrian and Bicycle Professionals at <http://www.bicyclinginfo.org/pdf/bikepark.pdf>.

In Osceola, new residential areas were developed without creating safe routes to school. In one instance, students who wanted to walk or bike to school had to travel 2 miles and cross 23 intersections plus downtown business park driveways to get there. Osceola's SRTS Planning process led to a plan for a multi-use path that decreased the travel distance to school to less than one mile and reduced the number of intersection crossings for over 25% of their students.



Responding to concerns about unsafe crossings, Eau Claire constructed curb extensions like the one pictured above. The new design reduces traffic speed, makes pedestrians more visible to cars and lessens the crossing distance, all of which increase pedestrian safety.

Street Crossings

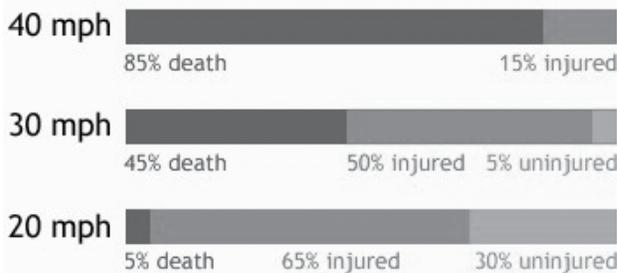
When developing street crossings consider how to slow motor vehicle speeds, reduce crossing distances, and place traffic controls appropriately.

Curb extensions, which extend the curb out from the sidewalk and into the street typically at an intersection, are commonly used to make streets easier to cross. Curb extensions reduce the distance pedestrians must walk in the street and can also make children more visible. However, not all streets will accommodate curb extensions. Pay particular attention to streets that have bike lanes as curb extensions can make bicycling more difficult.

Pedestrian islands are also used to simplify a crossing by breaking it into two pieces. These can be located at an intersection or midblock. By breaking the crossing into two stages, crossing islands improve pedestrian wait time, reduce crossing distance and allow pedestrians to cross one direction of traffic at a time. If these are placed near a school it is important that they are designed to accommodate groups of children crossing at one time.

Countdown Pedestrian Signals help by giving pedestrians information on how much time remains for crossing. The flashing DON'T WALK is often not enough information, especially for children. The countdown signal timer shows the number of seconds remaining to cross the street. Some studies have shown that countdown signals reduce the number of stragglers in the street when the signal changes.

Pedestrian Injuries at Impact Speeds



Slowing Down Traffic

Slowing down traffic is integral to improved pedestrian safety. Slowing down traffic reduces the chance of pedestrian or bicyclist injury as drivers have the ability to stop over a shorter distance. The severity of the crash is also much lower at slower speeds. There are many design solutions that can be used to slow traffic.

Many local agencies have used speed humps to slow down traffic. Modern speed humps are 12 to 14 feet wide and are rounded. They are most often used on neighborhood streets. It is necessary to work with the fire, police and streets departments to ensure that emergency vehicles and snow plows are not impeded.

Raised Pedestrian Crosswalks calm traffic by extending the sidewalk across the road and bringing motor vehicles to the pedestrian level. The raised crosswalks allow the pedestrian to cross

at a nearly constant grade without the need for a curb ramp. In addition, raised crosswalks can be used in school parking lots both slowing traffic and providing a safer crossing for pedestrians.

Traffic circles are another way to help slow traffic on local and collector streets. Traffic islands are not typically used at school crossings but can be used at another location along a Safe Route slowing traffic along the entire street. Traffic islands often include landscaping to make them more visible and more aesthetically pleasing to a neighborhood.

Enforcement

ENGINEERING IMPROVEMENTS ALONE WILL NOT guarantee a safer driving, bicycling and walking environment. For that reason *Safe Routes to School Programs* should partner with local law enforcement agencies to help ensure good driving, bicycling and walking behavior.

Although many people see enforcement merely as police officers writing tickets, *Safe Routes to School* recognizes that local law enforcement can be involved in a variety of ways. One strategy is to increase the presence of police officers around schools to discourage dangerous driving or other unlawful activity. Further, they can help evaluate traffic problems and create practical solutions. Police officers can also help educate students, parents and the community about safety issues.

Law Enforcement

An important first step is to ensure that officers have received proper training before starting an enforcement campaign. In Wisconsin officers can take a course entitled *Wisconsin Pedestrian/Bicycle Law Enforcement Training* designed to improve safety by educating law enforcement about pedestrian and bicycle rights. This course provides information about the most common violations that cause pedestrian and bicycle crashes, what violations need better enforcement, and how to raise awareness about accident prevention. Law enforcement officers played a great role in designing this course.

FOR MORE INFORMATION ON THE *Wisconsin Pedestrian/Bicycle Law Enforcement Training* see the last section of the Toolkit entitled Additional Funding and Related Programs.

Officers who attended the Wisconsin Pedestrian/Bicycle Law Enforcement training in Green Bay in June 2007 said:

“Excellent course of instruction, many concepts were explained that after years of law enforcement were not thought of.”

“The field work supplemented the lecture nicely.”

“This class turned out to be a much better class than I anticipated it to be. When officers are not clear on the bike/ped laws it’s easy to not take any enforcement action.”

In Milwaukee, the Police Department used staggered enforcement around six pilot schools to determine the most common traffic violations. Enforcement was increased in areas where speeding, failing to yield to pedestrians, and other violations were frequently occurring. Milwaukee also established a school crossing guard program to help students safely cross the street.

Speed Trailers and Radar Speed Signs

Speed trailers and signs show drivers how fast they are going with the goal of slowing drivers down. These devices can often collect speed data throughout the day as well as conduct traffic counts. This information can be used to measure their effectiveness (does traffic really slow down over time in response to the trailer or sign?) as well as to identify times during the day when more enforcement is needed.

The City of Wauwatosa installed a solar powered school crossing sign coupled with a radar feedback sign in the late fall of 2006. The sign was placed well in advance of the school crossing thus giving drivers sufficient time to slow down. Background data was collected before activating the sign and a decrease in speed was noted the first few days after activation although more time is needed to fully evaluate the long-term benefits.

Wauwatosa intends to install speed radar feedback signs at additional locations and will be evaluating whether these signs can play a role in decreasing speeds, which was found to be a major issue near their schools. In order to enhance effectiveness, the speed display signs will only be activated during school crossing hours. In addition, all of the devices will be equipped with data gathering capabilities. This way, should the data show that speeds during crossing times are excessive, the police will be dispatched to do targeted enforcement.



Education

LAW ENFORCEMENT OFFICERS CAN ALSO play a key role in other parts of a *Safe Routes to School* program. They can be important partners in education programs aimed at children, parents and neighbors.

In Prairie du Chien the police department partners with the Gundersun-Lutheran Clinic to hold a Bicycle Safety Day for children ages 4–14. The event includes a bike safety check, bike safety training, a safety discussion lead by a local police officer along with a prize giveaway that includes two kid's bicycles. The Gundersun-Lutheran Clinic helps staff the event and provides bicycles and helmets for the skills training. The Prairie du Chien Police Department has a Bicycle Patrol Unit interested in educating citizens about bicycle safety. The Bicycle Safety Day provides one way for them to reach out to the children in their community.

In Milwaukee, the Bicycle Federation of Wisconsin worked with six pilot schools to develop their own bicycle and pedestrian education program. This program was taught to more than 1,400 students. There was a 37% increase in bike safety knowledge as well as an increase in bike travel to school as a result of this effort. The curriculum that was developed for this program is available online at www.bfw.org.

In Madison, the Bicycle Federation of Wisconsin worked with both Cherokee and Sherman Middle Schools to provide bicycle education and encouragement through after school Bike Clubs. The Bike Clubs focused on learning safe bicycle skills as well as topics such as bicycle maintenance. Bike Clubs were marketed as a fun after school activity attracting participants and providing a setting to teach them safe bicycling skills

Teachers at Shorewood Hills Elementary School in Madison work with the UW Hospital and the ThinkFirst program to stress the importance of bicycle safety—especially wearing a helmet. Safety presentations are given to second and third graders and helmets are made available to those who need them. Find out more about ThinkFirst at www.thinkfirst.org.

At DC Everest Junior High School in Weston, school administrators plan to add a unit on pedestrian safety to their Physical Education curriculum. Teachers will work with the police department's community safety officer to teach the course. In addition, walking and bicycling safety tips will be added to the school newsletter and a bike safety event will be held at one school in the fall.

Bicycle and Pedestrian Education

If children are already walking and biking to school or if you're looking to begin an encouragement program children should receive bicycle and pedestrian education. Before beginning a bicycle education program it is important that the potential instructors are well trained. Instructors interested in teaching a one-day bicycle rodeo can take a free course titled Teaching Safe Bicycling through the Wisconsin Department of Transportation's Bureau of Transportation Safety. In addition, the Bicycle Federation of Wisconsin has developed a bicycle and pedestrian education curriculum for those who want to go beyond just a short rodeo.

Things to remember about children and bicycling:

- » Children have a narrower field of vision than adults, about 1/3 less.
- » Children cannot easily judge a car's speed and distance.
- » Children assume that if they can see a car then its driver must be able to see them. However, children are easily hidden from view by parked cars and other objects.
- » Children cannot readily tell the direction a sound is coming from.
- » Children may be impatient and impulsive.
- » Children can concentrate on only one thing at a time.
- » Children have a limited sense of danger.
- » Children often mix fantasy with reality.
- » Children imitate the (often bad) behavior of others, especially older children and adults.

When teaching bicycle skills ensure that all participants wear helmets. Teaching children the importance of wearing a helmet is critical and a habit that should be instilled at an early age. In addition, make sure your volunteers set a good example by wearing their helmets when riding.

Environmental and Health Education

Children and parents can also learn about the health and environmental benefits of walking and biking. The impact of motor vehicle use on air quality and the long-term health benefits of daily physical activity can be stressed.

In Middleton the Assistant City Planner and a Police Sergeant worked with two high school teachers to add SRTS curriculum to their Environmental Studies classes. The high school students conducted student and parent surveys and brainstormed ways to incorporate the “E’s” to improve the safety of children at each of the school district’s six elementary and two middle schools. Students worked in small groups to create educational posters, brochures, maps and safety guidelines. The students’ work not only helped them better understand important transportation issues but also helped raise awareness of SRTS among City and School District officials. In addition, the students’ work was used to create Middleton’s SRTS application.

At Middleton’s Northside Elementary School, the City and School will be working together to educate parents about how their travel choices affect air quality. Parents are often concerned about the safety of their children walking or biking to school during times of high vehicle congestion. However, high numbers of idling and slow-moving vehicles also generate exhaust emissions that negatively impact air quality. In addition to being inhaled by all students as they travel to or wait to enter the building, these vehicle emissions also get into building air intake systems where they are likely to linger long after the vehicles have left.

Middleton intends to undertake an educational campaign about this important issue to raise awareness among members of the school community. In addition, Middleton will be measuring changes in travel behavior and air quality before and after the campaign. It is their hope to develop a program that can be used at other schools.



Personal Safety Education

Many communities and schools use their *Safe Routes to School Programs* as an opportunity to teach children a variety of ways to stay safe. Fear of abduction or assault is a common worry for parents that prevent them from allowing their children to walk or bike to school. *SRTS programs* need to address parents’ perceptions of this danger as well as teach children about the real dangers that exist. Many schools work with local law enforcement agencies to teach children about stranger danger. In addition, walking school buses can be started as a way to address parents’ fears by creating a reliable way for children to walk to school under adult supervision. In addition some schools teach about bullying and violence prevention along with bicycle and pedestrian safety.

Superior has numerous rail lines throughout the city that create safety hazards for children walking and bicycling to school. Superior plans to teach children about railroad safety using materials from Operation Lifesaver. For information about this program, visit www.oli.org.

Milwaukee and Madison have been working on a program called StreetShare. This program is designed to educate and encourage motorists to respect pedestrian and bicycling rights including yielding to pedestrians at a crosswalk, driving within the speed limit and sharing the road with bicyclists and other users. Companies, municipalities and individuals sign a pledge agreeing to behave accordingly. To find out more go to www.streetshare.org.

Marshfield plans to educate their students about safe walking and bicycling through art. Elementary school students will develop art that reflects important safety messages through a program called Safety Art. Middle School students will work with local businesses to develop an ad campaign focusing on the importance of driver awareness.

Midvale Elementary School in Madison created a "Safe Arrival to School" program by working with school staff, parents and neighbors. The group identified safety concerns and then worked with the Madison Health, Police, and Traffic Engineering Departments to implement solutions. In addition to creating well marked drop-off and pick-up locations for driving parents, a brochure was created to help parents and students work together to come to school safely. The brochure is printed in both English and Spanish and is distributed to the whole school community.



The Superior School District and the Metropolitan Interstate Council cosponsored a BE ALERT billboard campaign. These signs were posted from September 15 through October 15th at three locations near local schools.

Educating Drivers

Parents, neighbors and other community members may drive near the school each day. All of these people can help or hinder safety near the school. For that reason it is important to educate drivers so that they travel at safe speeds, yield to pedestrians and bicyclists and stop at stop signs. This will help create a bicycle and pedestrian friendly environment near the school.

Many communities also sponsor yard sign campaigns with messages such as "Drive 25, Keep Kids Alive" that remind drivers to slow down. This is one way to encourage individuals to make their own commitment to driving the speed limit.

Radio or Public Service announcements during prime commute times can also be effective. Combining these with an overall media campaign that includes newspaper articles or television features can really make an impact both drawing attention to the importance of safe driving and highlighting your local SRTS program.

Special attention may need to be given to parents who frequently drive their children to school as all too often they contribute to safety problems. A variety of tools can be used.

Well established methods such as articles in backpack newsletters, on school Web sites and in e-mails sent to parents can be effective. Some schools hand out information flyers to parents as they drive up to the school. In addition, clear signage and pavement markings can guide parents safely through the school area. In addition, a *SRTS* committee may want to invite the school PTO to address this issue as often times parents are unaware how their own driving behavior creates risks .

Encouragement

ENCOURAGEMENT IS ANOTHER KEY COMPONENT of a *Safe Routes to School* Program. Convincing children as well as parents that walking and biking to school is safe, fun and healthy can be difficult especially since parents and children may be reluctant to alter their already established routine. That is why it is important to offer walking and biking activities and events that are fun, safe and easy. And, encouragement activities can often be easy as well as inexpensive to start. Communities often start their encouragement programs by holding a *Walk to School Day* event.

Walk to School Day

Each October, millions of children, parents, teachers and community leaders across the globe walk to school to celebrate International Walk to School Day. It is an energizing event, reminding parents and children alike of the simple joy of walking and biking to school. It also serves as an opportunity to focus on the importance of physical activity, safety, air quality and a more walkable community. Once children and parents discover the joys of walking and biking through such events, they are more motivated to continue on their own. This is why Walk to School events can be a great way to jumpstart a Safe Routes to School Program in your community. Here's how:

Green Bay was able to promote their Walk to School Day event on the morning news the morning of the event. One of the locals, a grandmother who felt unconnected with her neighborhood ever since she stopped walking her own children to school, saw the promotion and waited by her front window for the neighborhood families to walk by. When they did, she went out and introduced herself to them and walked with them to the school. After walking with her neighbors, she once again felt connected with her community as she had when she walked her own children to school many years ago. She also offered to serve as a walking helper for the neighborhood children whenever they walked to school.

Implementing a Walk to School Day

Getting Started

Find parents, teachers, local police and other key community leaders and supporters that will help organize and promote the event. Potential partners include PTA/PTO members, physical education teachers, school nurses, public health department staff or other community members with an interest in physical activity, safety or pedestrian issues.

Planning

Working with your partners, decide what type of event fits your school and community. Then choose a focus for the walk, such as promoting physical activity, pedestrian safety or a cleaner environment and determine whether the event will last one day or a week. Consider involving local businesses, as they may be able to sponsor the event and provide participants with incentives.

Registering

Register your event online. By registering, you make the event known to media, your community and other participants. In addition, you demonstrate a commitment to changing transportation habits and provide an opportunity for data collection. You'll also get access to additional materials and information and the chance to win money for your event! Register at <http://www.walktoschool.org/>.

Promoting your event

Let students, parents and others know about your event and how they can participate. Make announcements at school, publish school newsletter articles and send flyers home. If possible, post signs along the route a few days ahead to let the community know about the event. Business sponsors may want to hang signs in their stores.

Media coverage of the event brings visibility to the event's purpose and can help build support for any changes that need to be made to make it safer for kids to walk and bike to school. When media cover your event, they help spread the word of the great health, safety, environmental and social benefits of more children walking to school every day. Colorful signs held by smiling, walking children and adults creates a perfect photo opportunity. (*Customize the materials provided to you on the CD to your school/ community to help promote the event.*)

At Madison's Midvale Elementary, a K-2 school, a group of parents started an informal walking school bus. Each morning parents and children gathered at the same corner to make their trek to school. Parents soon realized that on days when they were unavailable to walk their own child they could count on their neighbors to do so.

Important: Walk to School Day does not have to be limited to the first week in October. As long as there is enough enthusiasm from children, parents, teachers and other community leaders, Walk to School Day events can be organized at any time of the school year

In Sheboygan Falls, about 250 children participated in Walk to School Day in April 2007. The event coincided with Earth Day intending to help people become more aware of how their everyday choices impact their personal health and the health of their community. Organizers of the event originally expected about 50 children to participate and were overwhelmingly pleased when 250 showed up.

Safety First: Convincing the Parents

MANY PARENTS ARE RELUCTANT TO allow their children to walk or bike to school on their own because of safety issues and many parents do not have time to walk or bike with them. Below are activities that put walking and biking safety first.

Walking School Bus

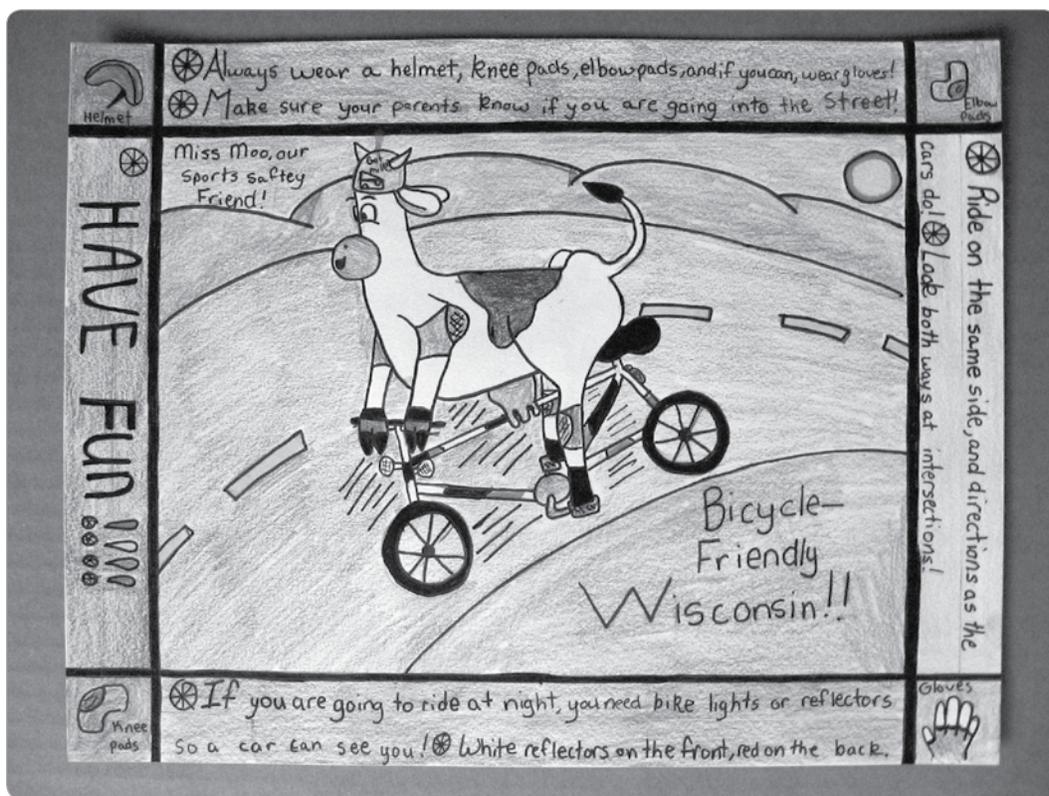
Alleviate parents' concerns for safety by organizing a walking school bus. By inviting adults to walk along with a group of children, parents will feel less concerned with their children walking to school (*For more information on how to start a walking school bus, visit www.walkingschoolbus.org or read the Starting a Walking School Bus Guide included on the supplemental CD*).

Bike Trains

A bike train is like a walking school bus except students ride their bikes to school. Bike trains, however, require students to learn and know bike safety rules and wear a helmet. Hold a workshop on bike safety before the event to teach bike safety rules. Also, there must be a smaller parent to student ratio for a bike train because more attention is needed on each student to ensure their safety. (*For more information on how to start a Bike Train, read the Bike Train section of the Walking School Bus Guide on the supplemental CD*).

Alternative Drop-offs

For students that live too far away to walk or bike to school, an alternative drop-off location can be designated so that these children still have the option of walking and biking to school. A good drop-off location must be big enough to allow safe drop-offs, be close to the school and have safe sidewalks connecting to the school. From the alternative drop-off location, parent volunteers walk or bike with the children to school.



The Bicycle Federation of Wisconsin the Governor's Bicycle Council held a poster contest intended to encourage young people to bike. Here is a picture of the 2006 winner!

Events and Contests: Convincing the Children

CONVINCING CHILDREN TO WALK AND bike to school on *Walk to School Day* may be difficult. Below are a list of events and contests that create enthusiasm for *Walk to School Day* or any day.

Class Competition

Classes can compete against each other based on walking and biking related activities. For example, schools can reward the class that has the highest percentage of students walking and biking to school, the most miles walked or biked to school, etc.

Frequent Rider Miles

This contest rewards students for personal transportation choice. A student receives a tally card to mark his/her points. Students earn two points every time they walk or bike to school and one point every time they carpool or take the bus. When they earn twenty points, students turn in

their card for a small prize and get another card. At the end of the contest, hold a raffle drawing of all the completed tally cards for prizes. Contact local businesses and ask them to donate prizes.

Poster Contest

Poster contests allow children to be creative and have fun while learning about better walking and biking safety practices. Use themes such as pedestrian safety or best biking practices and allow for students to compliment their artwork with creative slogans. Display copies of the winning poster around the community to advertise *Walk to School Day* or *Safe Routes to School*. (Forms for poster contest on supplemental CD.)

In addition, the Governor's Bicycle Council sponsors a poster contest each year. More information is available from the Bicycle Federation of Wisconsin's Web site at www.bfw.org.

Walk and Bike Across America

This contest allows students to get a broader perspective on the freedom provided by walking and biking. Students keep track of the distance that they walk and bike to school by calculating how far they live from school and multiplying that by the number of one-way biking and walking trips. If children are dropped off at alternative drop-off points near the school they calculate

the distance they travel from there. Similar counts are made from home to the bus stop. Children could also be given pedometers for this project.

Each week at a designated time, 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. As your class continues to accumulate miles, the class can research new destinations around the country. At the end of a designated time, the class that has traveled the farthest gets a special reward, such as a video or pizza party.

Hold an assembly

Hold an assembly with speakers on safe walking and biking. Have local dignitaries attend to emphasize the importance of physical activity. Invite parents to attend so they receive the message as well. You could also invite local bike clubs or teams to come speak about biking. Have them bring expensive, lightweight bikes to show the kids and have them wear their local club or team jersey. Racers can talk about what it takes to compete in bike racing, train over long distances and answer questions about how it works. If your local area has a long distance cyclist have them show the children how they hauled their clothes, tent and other belongings by bike. No matter what, have them stress the importance of always wearing a helmet. They may even have a cracked helmet to show the children.

Going Beyond a Day

Safe Routes to School

Increasing physical activity among children, teaching safe walking and biking skills, reducing traffic and improving the environment around schools can not be achieved in one day.

Addressing all these problems takes time.

Walk to School Day is only the beginning, yet it is a great way to start a long-term program.

A *Walk to School Day* event can bring attention to existing obstacles for biking and walking as well as build community enthusiasm to make change. Use the momentum from the *Walk to School Day* to continue building a *Safe Routes to School Program*.

Evaluation

Being involved with Safe Routes to School can be fun and exciting as people work to change behaviors and improve bicycle and pedestrian facilities. However, at the end of the day everyone wants to know if the programs and activities undertaken were successful. Decision-makers, grant administrators, and local advocates need concrete evidence that the program was a success.

For those reasons, evaluation activities are an important component of a Safe Routes to School Program and should be planned for from the beginning. Collecting data is important at the beginning of a project in order to identify and address areas of concern. This identification of a problem is a powerful motivator for action to create safe routes to school. Ongoing evaluation helps keep a project on track, and to document changes at different points in time.

Many people may worry that doing an evaluation is only about showing whether their program and activities were a success or even worse a failure. However, in reality, evaluation is about looking for continuous ways to improve the program and get feedback on your work. No programs or activities are perfect, so evaluation gives SRTS leaders the knowledge needed to make continuous improvements.

Getting Started

ENSURE THAT THE PROGRAM OBJECTIVES that you set at the beginning of the planning process are reflected in your evaluation. Look back at the goals for your program as a starting point for your evaluation, as they will guide you in deciding what evaluation activities to undertake. Your original goals will also help you decide what you want to measure.

Just like in developing a SRTS Plan, involve as many stakeholders as possible in the evaluation process. Different stakeholders will be interested in finding out different pieces of information related to their specific areas.

When developing an evaluation plan, the SRTS Task Force must keep in mind the resources that are available. Consider not just how much money is available for evaluation, but also how much time the Task Force can devote to evaluation activities.

- » Ask your SRTS Task Force if any of them have professional experience with evaluation and, if so, utilize their expertise.
- » If you have a college in your area consider contacting them to see if there are any college students who might be willing to assist with the evaluation.
- » If your committee has the funding, you may be able to contract with a consulting firm to assist with the evaluation. Having the evaluation done by someone outside the Task Force can make the results seem more impartial and will add a new perspective that can be valuable.

Gathering Data

IT IS IMPORTANT THAT INFORMATION was collected during the planning stages of your SRTS Program. Without this baseline information it is difficult to show success and do a thorough evaluation.

There are many sources of information that can be used in evaluating SRTS programs. The table lists some ideas and sources of information that are commonly used.

Potential Key Indicators of Success for a Safe Routes to School program

Outcome	Measure Before/After	Measurement Tools
<i>Change in behavior of children</i>	<ul style="list-style-type: none"> » Number of children walking to and from school » Number of children bicycling to and from school » Physical activity of children outside of travel to/from school » Skills/knowledge for walking and bicycling safely 	<ul style="list-style-type: none"> » Student Survey » Observation in front of school » Pre and post test
<i>Change in behavior of drivers</i>	<ul style="list-style-type: none"> » Number of vehicles arriving and departing school at morning drop-off and evening pick-up times » Speed of vehicles in and around school area » Aggressive driving behavior (not yielding to pedestrians, etc) » Number of driving trips by parents and length of morning and evening commute 	<ul style="list-style-type: none"> » Observation on streets near school » Observation/speed board » Observation on streets near school » Survey/observation
<i>Community facilities</i>	<ul style="list-style-type: none"> » Quality of walking environment: amount of sidewalk, provision of other pedestrian features (bulb outs, refuge islands, etc) » Quality of bicycling environment (bike lanes, separated paths, etc) » Safely designed intersections (lights, crosswalks, etc) 	<ul style="list-style-type: none"> » Observation or Pre and Post Walking and Bicycling Audits
<i>Crashes and injuries</i>	<ul style="list-style-type: none"> » Number of traffic crashes involving children walking or biking to and from school » Severity of injuries to children from traffic on their way to and from school » Number of conflicts between motorists and pedestrians/bicyclists 	<ul style="list-style-type: none"> » Community Crash data and count of traffic stops
<i>Community buy-in</i>	<ul style="list-style-type: none"> » Different groups/agencies involved in SRTS » Parent's attitudes towards allowing their children to bike/walk to school » Children's perception of walking and bicycling as a way to travel » Walking and bicycling integrated into curriculum 	<ul style="list-style-type: none"> » Observation » Pre and Post Surveys » Pre and Post Surveys or Interviews
<i>Environmental quality</i>	<ul style="list-style-type: none"> » Level of air and noise pollution in school areas » Land devoted to parking and drop-off/pick-up areas 	<ul style="list-style-type: none"> » Pre and Post Travel Surveys and analysis » Air pollution monitoring via mechanical device » Observation

A *SRTS Program* may collect data on all of these issues or just the ones pertinent to their *SRTS* objectives. In addition, some of this data is more technical and will likely require assistance to collect. You will need to work with your community partners to collect data on changes related to issues such as air quality, crash rates and vehicle speeds. Some information will be easier to collect such as the quality of the pedestrian facilities or the total number of cars dropping off children in the morning.

IN ADDITION, YOUR EVALUATION SHOULD INCLUDE information on number of media articles or stories, total attendance at community or neighborhood meetings, and quantity of partners involved with *SRTS* Task Force. Measuring media attention, outreach efforts and new partnerships gained is also an important measure of success for a *SRTS Program*.

Surveys

You will want to use the exact same surveys that were used during the planning process for your evaluation so that the information that you collect is comparable. From the beginning you should establish a schedule for doing surveying and stick to that schedule.

Observations

Observations are a good way to collect information for evaluation. When people respond to questions in a survey or in an interview they may be reluctant to respond in ways that won't be seen as acceptable or that might be viewed negatively. Observations can be used to gauge actual behavior such as speeding, number of cars yielding to pedestrians, number of cars dropping children off, etc.

Interviews

In addition, it may be valuable to take time to interview some key participants in the *SRTS Program*. Although you could survey a school principal or other key stakeholders you may find out more in-depth information by conducting an interview. If this is done it is important to prepare the questions before hand and ensure that the questions are focused on the information you are trying to gather. Remember to be prepared so you do not waste the person's time that you are interviewing.

Utilization

ONCE THE EVALUATION IS DONE it should be put to use. It should be used to help target changes in your activities. The evaluation may also help you find new directions for your program. The evaluation may also point to areas where you need to add emphasis.

The evaluation may also be a tool to get policy makers more interested in the *SRTS Program*. If your organization can show what affect your programs have already had, policy makers may be favorably impressed and more interested in working with you on the issues. Your Task Force may want to try and arrange to make a presentation of the information to your school board or community's elected officials. A well-designed presentation with visuals can be a more effective method of getting your message across than simply sending the report.

Evaluation Report

Formal Report

A longer, more detailed report should be prepared that includes all the important information that was collected from the evaluation. This longer report should be available for funding agencies, policy makers, local advocacy organizations and Task Force members.

Executive Report

A shorter report should be made available for parents, teachers, and other stakeholders who will not have the time to read a long formal report but who are interested in the evaluation findings.

Press Release

A one-page press release summarizing the evaluation findings should be sent to the local papers to get the word out in the community.

Resources

IT IS IMPORTANT FOR ALL *SRTS Programs* to gather data. We realize that it can be hard to gather some of the data that has been discussed. In addition, the information can vary from month to month, and season to season. Data gathered from children can be inaccurate or incomplete. Nevertheless, as more people in more communities work on *SRTS*, everyone's data will add to the overall understanding of what works.

A guide to doing program evaluation is available through the University of Wisconsin Extension. The guides are available online at <http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html> or hard copies can be ordered.

Additional Funding and Related Programs

Additional funding

Safe Routes to School

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

For information about the guidelines and funding cycles, contact the program coordinator:

Renee Callaway

Wisconsin Safe Routes to School Coordinator

✉ **E-mail:** srts@dot.state.wi.us

Bicycle Safety-Rodeo

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

For more information, contact:

Larry Corsi

Wisconsin Bureau of Transportation Safety

☎ **Phone:** (608) 267-3154

✉ **E-mail:** larry.corsi@dot.state.wi.us

Pedestrian Road Show-Walking Workshop

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

For more information, contact:

Larry Corsi

Wisconsin Bureau of Transportation Safety

☎ **Phone:** (608) 267-3154

✉ **E-mail:** larry.corsi@dot.state.wi.us

Teaching Safe Bicycling

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

For more information, contact:

Larry Corsi

Wisconsin Bureau of Transportation Safety

☎ **Phone:** (608) 267-3154

✉ **E-mail:** larry.corsi@dot.state.wi.us

Wisconsin Pedestrian and Bicycle Law Enforcement Training Course

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

For more information, contact:

Larry Corsi

Wisconsin Bureau of Transportation Safety

☎ **Phone:** (608) 267-3154

✉ **E-mail:** larry.corsi@dot.state.wi.us

Local Transportation Enhancements (TE)

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

For more information, contact:

John Duffe

Department of Transportation

☎ **Phone:** (608) 264-8723

✉ **E-mail:** john.duffe@dot.state.wi.us

Congestion Mitigation Air Quality Improvement (CMAQ)

The Congestion Mitigation and Air Quality Improvement program encourages transportation alternatives that improve air quality. It includes efforts to enhance public transit, bicycle/pedestrian facilities, ridesharing programs and facilities, and technologies that improve traffic flow and vehicle emissions. The funds are only available in the southeastern Wisconsin ozone non-attainment and maintenance counties: Milwaukee, Racine, Kenosha, Waukesha, Washington, Ozaukee, Sheboygan, Kewaunee, Manitowoc and Door.

For more information, contact:

John Duffe

Department of Transportation

☎ **Phone:** (608) 264-8723

✉ **E-mail:** john.duffe@dot.state.wi.us

Recreational Trails Program

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

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

Green & Healthy Schools Program

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

For more information, visit www.dnr.wi.gov/greenandhealthyschools or contact:

Carrie Morgan

Wisconsin Department of Natural Resources

☎ **Phone:** (608) 267-5239

✉ **E-mail:** carrie.morgan@dnr.state.wi.us

Elizabeth Kane

Wisconsin Department of Public Instruction

☎ **Phone:** (608) 266-2803

✉ **E-mail:** elizabeth.kane@dpi.state.wi.us

School Health Education and Physical Activity

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

To find out more about how your school can begin a *Movin' and Munchin' Schools* program contact:

Jon Hisgen

✉ **E-mail:** jon.hisgen@dpi.state.wi.us

Web: <http://dpi.wi.gov/sspw/pdf/movnmunchn.pdf> or contact

Wisconsin Medical Society Public Health Grant

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

Dane County Bicycle Association (DCBA)

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

Bikes Belong

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

General Mills Champions for Healthy Kids

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

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

Community Academic Partnership Fund

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

Related programs

National SAFE KIDS Campaign

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

School Wellness Policy

With the passing of the Child Nutrition and WIC Reauthorization Act of 2004, school districts participating in federally subsidized child nutrition programs (e.g., National School Lunch Program, School Breakfast Program, Special Milk Program and After School Snack Program) will be required to establish a local school wellness policy by the beginning of the 2006–07 school year. Part of Wisconsin's School Wellness Policy requires schools to set goals for physical activity for their students. *Safe Routes to School Programs* will help meet these goals. For more information, visit <http://dpi.wi.gov/fns/wellnessplcy.html>

Governor's School Health Award

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

Nutrition and Physical Activity Program

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

Comprehensive School Health Program

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

Other Resources

Bicycle Federation of Wisconsin (BFW)

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

Wisconsin Walks

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

Active Living by Design

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

Kid Power

A program that works to develop a wide range of upbeat, effective community violence prevention and self esteem building services. For more information, visit www.kidpower.org

America on the Move

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

YMCA Activate America

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

Girls on the Run

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

Conclusion

Safe Routes to School Programs are already underway in many Wisconsin schools and communities both large and small. Some schools are just starting by holding a Walk to School Day event while others are already making infrastructure changes and holding events throughout the year. What these communities have in common is a desire to increase the safety of children walking and biking to school and also increase the number of children who are walking and biking.

Bicycling and walking are important elements in a good transportation system. Constructing sidewalks, installing bicycle parking, teaching children to walk and bicycle safely all contribute to the safety and mobility in your community.

Once you have read through this toolkit start by forming a Task Force and developing a SRTS Plan. Once you have a SRTS Plan it will take enthusiasm and energy to keep moving forward. Hold a Walk to School Day or other fun events to keep enthusiasm high.

Remember, with a broad base of community support change is possible. Your work can achieve dramatic results in the safety and physical activity level of the children at your school and in your community.

SURVEY ABOUT WALKING AND BIKING TO SCHOOL - FOR PARENTS -

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 10 - 15 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. **Thank you for participating in this survey!**

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

1. **What is the grade of the child who brought home this survey? (K – 8)** _____ grade
2. **Is the child who brought home this survey male or female?** MALE FEMALE
3. **How many children do you have in Kindergarten through 8th grade?** _____ children
4. **What is your ZIP Code?** *(please provide ZIP +4 if known)* _____ ZIP code
(note: many utility bills will show your ZIP +4)
5. **How far does your child live from school?** *(choose one)*
 - a. less than 1/4 mile
 - b. 1/4 mile up to 1/2 mile
 - c. 1/2 mile up to 1 mile
 - d. 1 mile up to 2 miles
 - e. More than 2 miles
 - f. Don't know

6. **On most days, how does your child arrive at school and leave for home after school?** *(circle one choice per column)*

	Arrive at school	Leave for home
a.	Walk	Walk
b.	Bike	Bike
c.	School Bus	School Bus
d.	Family vehicle (only with children from your family)	Family vehicle (only with children from your family)
e.	Carpool (riding with children from other families)	Carpool (riding with children from other families)
f.	Transit (city bus, subway, etc.)	Transit (city bus, subway, etc.)
g.	Other (skateboard, scooter, inline skates, etc.)	Other (skateboard, scooter, inline skates, etc.)

7. How long does it normally take your child to get to/from school? (check one choice per column)

Travel time to school	Travel time from school
<input type="checkbox"/> a. Less than 5 minutes	<input type="checkbox"/> a. Less than 5 minutes
<input type="checkbox"/> b. 5 - 10 minutes	<input type="checkbox"/> b. 5 - 10 minutes
<input type="checkbox"/> c. 11 - 20 minutes	<input type="checkbox"/> c. 11 - 20 minutes
<input type="checkbox"/> d. More than 20 minutes	<input type="checkbox"/> d. More than 20 minutes
<input type="checkbox"/> e. Don't know / Not sure	<input type="checkbox"/> e. Don't know / Not sure

8. Has your child asked you for permission to walk or bike to/from school in the last year? (check one box) YES NO

9. At what grade would you allow your child to walk or bike without an adult to/from school? (select a grade between K-8)
 Grade (K-8) _____ (or I would not feel comfortable at any grade)

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

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

<input type="checkbox"/> Distance	YES	NO	Not Sure
<input type="checkbox"/> Convenience of driving	YES	NO	Not Sure
<input type="checkbox"/> Time	YES	NO	Not Sure
<input type="checkbox"/> Child's participation in before/after-school activities	YES	NO	Not Sure
<input type="checkbox"/> Speed of traffic along route	YES	NO	Not Sure
<input type="checkbox"/> Amount of traffic along route	YES	NO	Not Sure
<input type="checkbox"/> Adults to walk or bike with	YES	NO	Not Sure
<input type="checkbox"/> Sidewalks or pathways	YES	NO	Not Sure
<input type="checkbox"/> Safety of intersections and crossings	YES	NO	Not Sure
<input type="checkbox"/> Crossing guards	YES	NO	Not Sure
<input type="checkbox"/> Violence or crime	YES	NO	Not Sure
<input type="checkbox"/> Weather or climate	YES	NO	Not Sure
<input type="checkbox"/> Other _____	YES	NO	Not Sure
<input type="checkbox"/> Other _____	YES	NO	Not Sure

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school? (check one box)

Strongly Encourage Encourage Neither Discourage Strongly Discourage

(Questions 13 and 14) Please answer these two questions based on your feelings (or what your child has told you) about your child walking or biking to/from school *whether or not your child actually walks or bikes to/from school.*

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

Very Fun Fun Neutral Boring Very Boring

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

Very Healthy Healthy Neutral Unhealthy Very Unhealthy

15. (a) How many full years of regular school have you completed? _____ years
(grade school through graduate school)

(b) Your spouse/partner's education? (if applicable) _____ years

16. Please provide any additional comments below (use the back of this page, if needed):

Thank you for participating in this survey!

Interested in Learning More?

If you are interested in discussing the conditions related to walking or biking to your child's school, please provide your contact information below (*Your name will not be associated with the results of this survey!*):

Name: _____

Email: _____

Address: _____

Phone: _____

SAFE ROUTES TO SCHOOL

STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: _____ Grade: _____ # of students enrolled in class _____

Teacher: _____ Monday's Date: _____

School's Zip Code _____ (used to identify weather conditions)

Teachers, here are simple instructions for using this form:

- Please conduct these counts **each of the five days of the assigned week.**
- Before asking your students to raise their hands to indicate the *one answer* that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question **“How did you arrive at school today?”**
- Read each answer and record the number of students that raised their hands for each.
- Follow the same procedure for the question **“How do you plan to leave for home after school?”**
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day			Step 2. Ask students “How did you arrive at school today?” and “How do you plan to leave for home after school?” (record number of hands for each answer)							
	Weather S= sunny R= rainy C= cloudy Sn= snow	Number of Students (in class when count made)	Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (riding with children from other families)	Transit (city bus, subway, etc.)	Other (skateboard, scooter, inline skates, etc.)	
Mon AM										
Mon PM										
Tues AM										
Tues PM										
Wed AM										
Wed PM										
Thur AM										
Thur PM										
Fri AM										
Fri PM										

Comments (Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally):

Thank you for helping gather this information!

WISCONSIN 
**Safe
Routes**
TO SCHOOL

