

# Safe Routes to School Plan

## Pleasant View Elementary School

City of Franklin, Wisconsin

Implementation Guide  
November 2011

This document was incorporated as a guideline reference within the City of Franklin 2025 Comprehensive Master Plan.

Adopted November 16, 2011

Prepared by: Patrick Hannon, SAA Design Group, Inc.  
and the City of Franklin Safe Routes to School Task Force  
(Nicholas Fuchs, Task Force Coordinator)



Project # 2429.04

# Acknowledgements

## Task Force

### City of Franklin

#### Trails Committee Members

David Fowler, Chairman  
John Michlig  
Kevin Haley

Curtis Bolton

Greg Kowalski

### Task Force City Elected Officials

Alderman Kristen Wilhelm

Alderman Tim Solomon

### City of Franklin Staff

Nicholas Fuchs, Senior Planner  
John Bennett, City Engineer  
Kristin Anderson, Public Health Nurse  
Ted Mazza  
Jon Czerwinski

### Franklin Public School District

Dr. Steve Patz  
Mark Cloutier  
Jamie Foeckler

### City of Franklin Business Members

Tom Labisch  
Philip Schultz

### Agency Advisors

Sonia Dubielzig  
Jessica Binder

## Participating Municipality

### City of Franklin

9229 W. Loomis Road

### Other Affiliations

City Plan Commission, MMSD employee, Parent  
Forward Franklin EDC, City Plan Commission, Parent  
City Plan Commission, Milwaukee County Parks and Recreation Department, Parent  
Former Municipal employee, Performance Benchmark & Planning, LLC  
Citizens for Community Development

### Other Affiliations

Franklin Trails Committee, Finance Committee, Board of Health, License Committee, Parent  
Franklin Trails Committee, Parks Commission, Finance Committee, License Committee, Personnel Committee

### Other Affiliations

Trails Committee Staff Coordinator  
  
Parent  
Police Officer  
Police Officer

### Other Affiliations

Superintendent  
Building and Grounds Manager  
Pleasant View Elementary School Principal

### Other Affiliations

InStep Walking Centers  
Horizon Design Build Manage

### Other Affiliations

Southeastern Wisconsin Regional Planning Commission  
Bicycle Federation of Wisconsin

### City of Franklin Elected Officials

Mayor, Tom Taylor  
Alderman Tim Solomon  
Alderman Kristen Wilhelm  
Alderman Steve Taylor  
Alderman Kenneth Skowronski  
Alderman Steve Olson  
Alderman Doug Schmidt

**Participating School**  
**Pleasant View Elementary School**  
4601 W. Marquette Avenue

**School Board Members**  
Debbie Larson, President  
Jeff Traylor, Vice President  
Melissa Klein, Treasurer  
Judith Bialk, Clerk  
Janet Evans  
Tim Nielson  
Linda Witkowski

**Planning Consultant\***  
SAA Design Group, Inc.  
717 John Nolen Drive  
Madison, WI 53713  
608 255-0800  
[www.saa-madison.com](http://www.saa-madison.com)

\*Ongoing revisions to this document performed by Task Force

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Appendix I: Milwaukee County Trails Network Plan (Incorporated into the 2025 Comprehensive Master Plan as a Guideline Reference 9/7/2010). Attached here for reference only.

Appendix J: City of Franklin Plan Commission Resolution No. 2011-012 and Ordinance (Adoption of an ordinance to amend the City of Franklin 2025 Comprehensive Master Plan to incorporate the Pleasant View Elementary Safe Routes to School Implementation Guide as a guideline reference within the Comprehensive Plan).

## Executive Summary

### Introduction

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

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

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

The Task Force was comprised of representatives from the participating school as well as parents, city staff, health officials, and others. This committee met at key benchmarks during the process to oversee preparation of the plan and provide direction for policy development. Generation of this plan included review of present policies and conditions (Chapter 2); a biking and walking audit as well as student, parent, and teacher surveys (Chapter 3); and a comprehensive listing of recommendations and an action plan (Chapter 4). Additional resources and program ideas are provided in Chapter 5.

### Existing Conditions

The Franklin Public School District is located in southwest Milwaukee County. The majority of its approximately 29,000 students reside in the suburban neighborhoods within the City of Franklin.

This report focuses on Pleasant View Elementary School. Though this report focuses only on this school, improvements recommended to increase the mobility and safety for children is also likely to have a positive impact on safety for other student and resident populations.

Several surveys were administered as part of the planning process to determine attitudes for walking and bicycling, and to determine the numbers of students who walk or bicycle on a daily basis. Surveys include a student tally, parent survey, and a teacher survey.

Student travel tallies from April 2011 show the highest percentage of students (66%) traveled to and from school via school bus. The next highest categories were “family vehicle” with 27%,

“walk” with 4% and bike with 2%. These data show utilization of a range of transportation across the district, but transportation by school bus or family vehicle were the predominant modes.

Parent and teacher surveys each recorded attitudes about walking and biking to school, and cited observed behaviors of students. The primary issues affecting mode choice for parents were the “Amount of Traffic Along Route” followed by “Traffic Speed” and “Safety of Intersections and Crossings”. The lack of sidewalks and pathways as well as the distance between place of residence and the school their child attends were also noted as concerns. Surveys of teachers revealed a number of observations about existing behaviors in school zones. Inappropriate walking and bicycling behaviors like crossing at unmarked locations, walking or biking on the incorrect side of the road, and not wearing visible clothing when it’s dark or protective gear such as helmets.

To supplement attitudinal data, a walking and biking audit was conducted for areas within a ½ mile radius of Pleasant View Elementary School in February 2011. Primary physical issues identified included incomplete sidewalk networks, unsafe crossings (especially at Rawson Ave.), and lack of off-street connections (especially between the school and adjacent neighborhoods).

### **Site and Communitywide Recommendations**

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

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

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

### **Funding**

Potential funding sources for implementation strategies are listed in the action plan, and elaborated in Chapter 5. Primary funding sources are anticipated to include federal funding through Safe Routes to School. This fund includes monies for both infrastructure and non-infrastructure improvements and programs. Other grants are available through the Wisconsin Department of Transportation including Transportation Enhancement (TE) funds for larger infrastructure projects. Some other programs may be implemented through volunteer efforts or fundraising, or can be earmarked as part of an approved expenditure in local municipal or school district budgets.

# 1

## Introduction

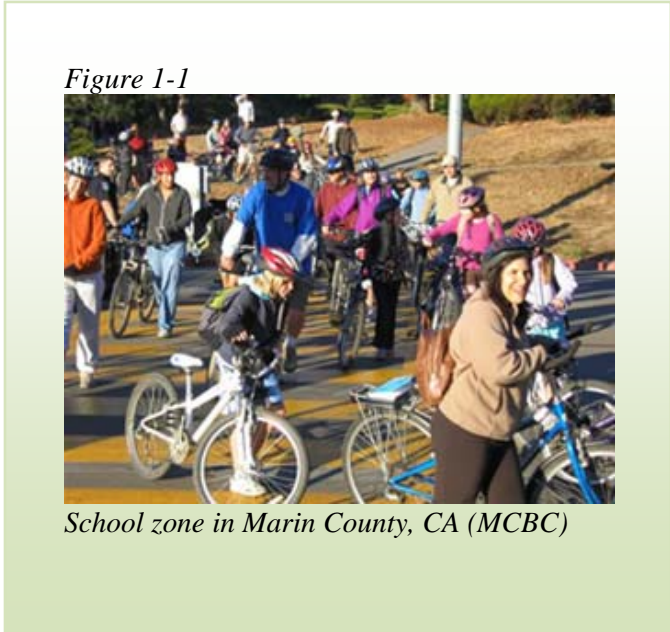
Safe Routes to School (SRTS) began as a European phenomenon thirty years ago and migrated through Canada to New York City in 1997, spurred by high pedestrian crash rates in some Bronx neighborhoods. In the 1970s, Denmark had Europe's highest child pedestrian crash rate. Implementing the first Safe Routes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

Inspired by such success and faced with rising childhood obesity and crash rates, the Bronx neighborhood in New York tested their own SRTS program. In 1998, Congress funded two pilot SRTS programs through the National Highway Traffic Safety Administration (NHTSA). NHTSA issued \$50,000 each for Safe Routes to School pilot programs in Marin County, California, and Arlington, Massachusetts. Within a year after launching these pilot programs, grassroots SRTS efforts took off in other parts of the country.

After the initial success of Safe Routes to School pilot programs in the United States, subsequent federal funding facilitated SRTS's expansion nationwide. The 2005 passage of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) institutionalized Safe Routes to School by allocating \$612 million among the fifty states. These funds have been distributed to states based on student enrollment, with no state receiving less than \$1 million per year. SRTS funds can be used for both infrastructure projects and non-infrastructure activities.

In Wisconsin, this amounted to more than \$9 million for program years 2005 through 2009. Since 2009, SAFETEA-LU has been reauthorized through short-term extensions. In program year 2009-11, Wisconsin had over \$3 million per year available for distribution. The SAFETEA-LU legislation requires each state to have a Safe Routes to School Coordinator. Renee Callaway, with the Wisconsin Department of Transportation, oversees Wisconsin's SRTS efforts and serves as a central contact for the state.

SAA Design Group (SAA), in partnership with the Wisconsin Department of Transportation and local task forces, has developed Safe Routes to School plans throughout Wisconsin. Through program year 2011, SAA has helped prepare thirty SRTS Plans covering 90 schools including this plan for the DeForest Area School District.





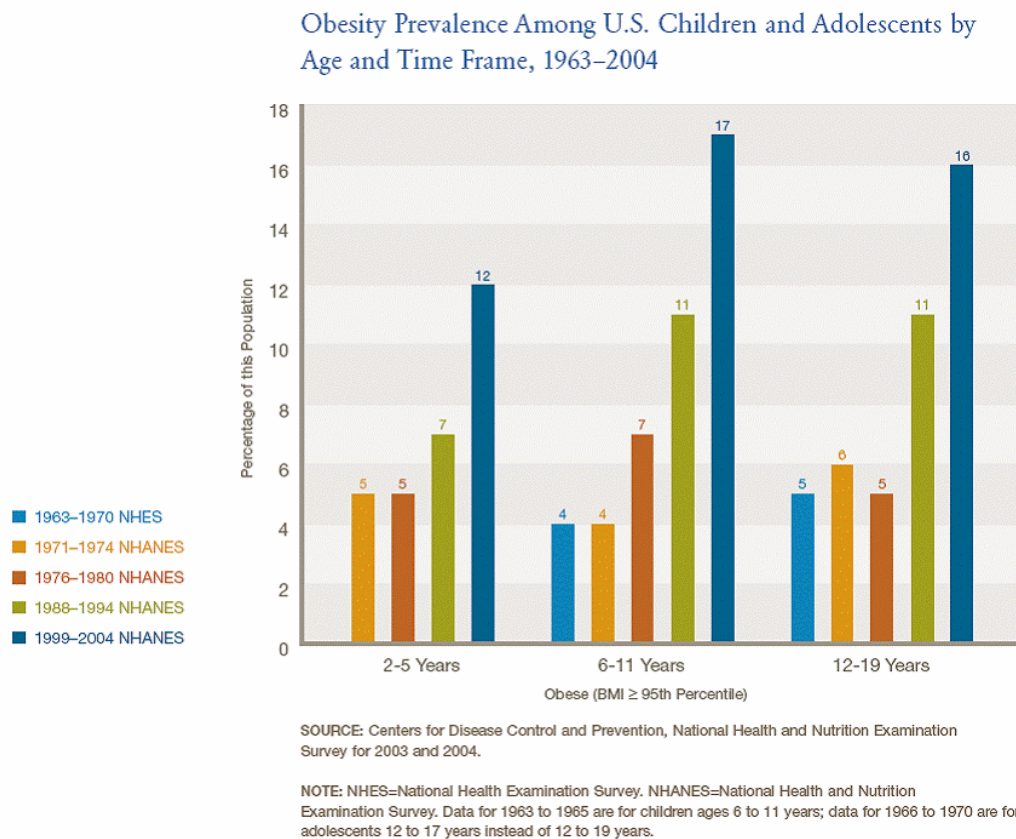
# National Trends

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

## Health

In less than a generation, the percentage of children age six to nineteen that are considered severely overweight has tripled, according to the National Health and Nutritional Examination Survey (NHANES). Likewise, even among the youngest children, ages 2 to 6, the rate of severely overweight children has doubled in the last thirty years.<sup>1</sup> Results from the 2007-2008 NHANES, using measured heights and weights, indicate that an estimated 16.9% of children and adolescents aged 2-19 years are obese.

Chart 1: Obesity Prevalence



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

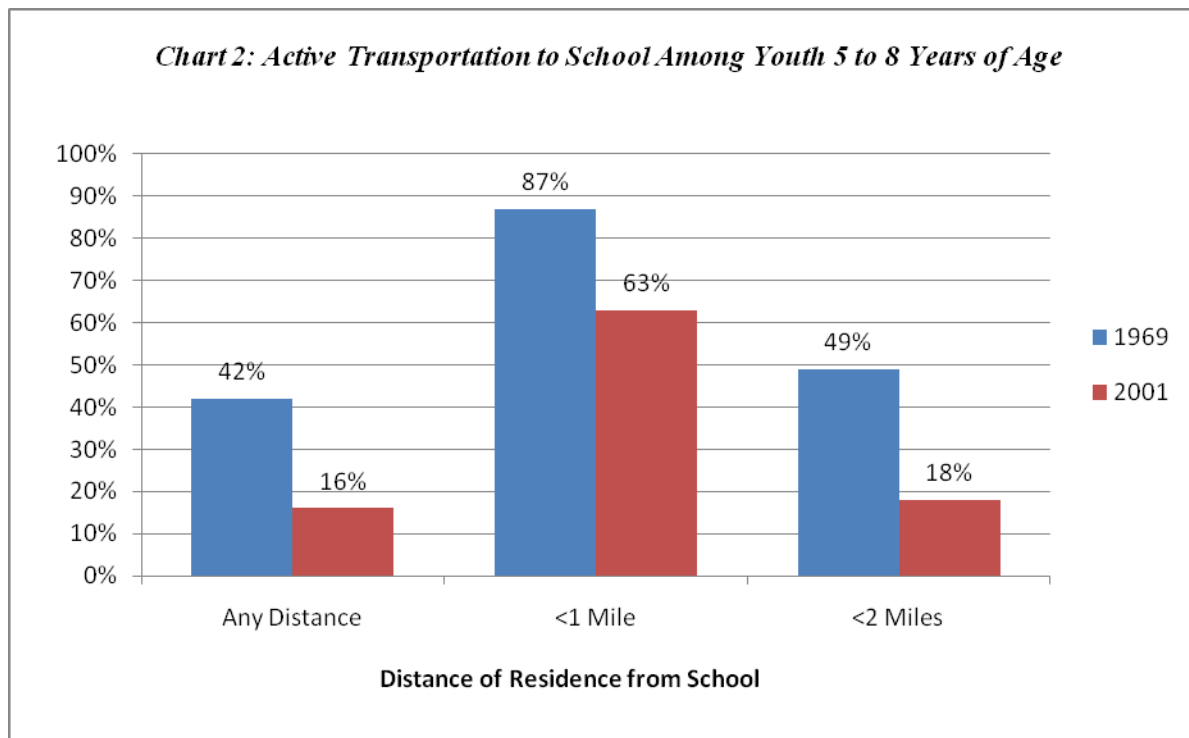
<sup>1</sup> U.S. Centers for Disease Control and Prevention: Overweight and Obesity. Available: <http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm> Accessed: April 17, 2008.

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

Contributing to the obesity epidemic, recent studies have demonstrated that most kids are not getting the exercise they need. Among 9 to 13 year-olds, 61.5% do not engage in organized physical activity during non-school hours; 22.6% do not participate in any free-time physical activity at all.<sup>2</sup> These statistics become even more grim as children get older. As age increases, physical activity participation drastically declines.

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

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



<sup>2</sup> U.S. Centers for Disease Control and Prevention: Child and Adolescent Health. Available: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5233a1.htm> Accessed: April 17, 2008.

<sup>3</sup> U.S. Centers for Disease Control and Prevention: Then and Now – Barriers and Solutions. Available: [http://www.cdc.gov/nccdphp/dnpa/kidswalk/then\\_and\\_now.htm](http://www.cdc.gov/nccdphp/dnpa/kidswalk/then_and_now.htm) Accessed: April 17, 2008.

Part of the solution to reverse these trends includes increasing the amount of time children spend exercising. A nationwide study published in March 2008 by the U.S. Center for Disease Control validated the positive residual effects of increased physical activities among children. Researchers tracked the reading and math skills of more than 5,000 elementary students and found that girls, especially, with the highest levels of physical education (70-300 minutes/week) consistently scored higher on standardized tests.

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

### **Safety**

Concurrent with rising childhood health concerns and decreased walking and biking trips to school, the National Highway Traffic Safety Administration (NHTSA) determined in 2002 that motor vehicle crashes are the leading cause of death for children two years of age and for people of every age from four to 34 years old. Not all of these crashes were “automobile on automobile” crashes, some included bicyclists or pedestrians struck by automobiles. In 2003 alone, 4,749 pedestrians were reported to have been killed in motor vehicle crashes in the United States. These deaths accounted for 11 percent of the 42,643 motor vehicle deaths nationwide that year. Pedestrian crashes are most prevalent during morning and afternoon peak periods, when traffic levels are highest, and coincidentally, when children are out of school.

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

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

- Have a narrower field of vision than adults, about 1/3 less.
- Cannot easily judge a car’s speed and distance.
- Assume that if they can see a car, its driver must

*Figure 1-2*



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

be able to see them.

- May be impatient and impulsive.
- Concentrate on only one thing at a time. This is likely not to be traffic.
- Have a limited sense of danger.

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

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

Even with increased attention given to childhood obesity and decreased physical activity, Americans are driving more than ever before. According to the NHTSA, over the past twenty years, the number of miles Americans travel on highways has nearly doubled. This includes increased automobile trips to school. In fact, as part of the Marin County, California SRTS pilot program the county's congestion management agency determined parents driving their children to school accounted for 20-25% of all morning rush-hour traffic<sup>4</sup>.

**Paradoxically, as motor vehicle traffic increases, parents become more convinced that it is unsafe for their children to walk or bicycle to school so more parents drive their children to school, thereby increasing the amount of traffic experienced and justifying their perception.**

Additional safety concerns about walking or biking to school were identified in a 2004 U.S. Centers for Disease Control (CDC) nationwide survey<sup>5</sup>. The survey revealed the most commonly reported barrier was distance to school (62%), followed by traffic-related concerns (30%), and weather (19%).

*Figure 1-3*



*Students walk through the exhaust of an idling*

<sup>4</sup> USDOT National Highway Traffic Safety Administration: Safe routes to School Overview. Available: <http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/overview.html#back2>. Accessed April 22, 2008.

<sup>5</sup> U.S. Centers for Disease Control and Prevention: Barriers to Children Walking to or from School – United States, 2004. Available: <http://www.cdc.gov/MMWR/preview/mmwrhtml/mm5438a2.htm>. Accessed: April 22, 2008.

## Environment

The affects of increased automobile traffic go beyond safety concerns – there are also environmental health considerations. The Environmental Protection Agency (EPA) reports that transportation is the fastest-growing source of greenhouse gas (GHG) emissions in the United States. Greenhouse gases are components of the atmosphere that contribute to the greenhouse effect that warms the planet. In 2003, the transportation sector accounted for about 27% of total U.S. GHG emissions<sup>6</sup>.

According to the U.S. Department of Energy (DOE), transportation energy use is expected to increase 48 percent between 2003 and 2025, despite modest improvements in the efficiency of vehicle engines. This projected rise in energy consumption closely mirrors the expected growth in transportation GHG emissions and bodes poorly for future environmental integrity.

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

The US Environmental Protection Agency’s “Clean School Bus USA” program identified idling school buses as contributing to air pollution outside and inside of schools. Automobile emissions can enter school buildings through air intakes, doors, and open windows<sup>7</sup>. Instructing bus drivers to shut off their buses also saves money. A typical school bus engine burns approximately half a gallon of fuel per hour. School districts that eliminate unnecessary idling can also save significant dollars in fuel costs each year, but a greater benefit to reducing vehicle emissions in the school zone is increased school attendance. Asthma is the most common chronic illness in children and the cause of most school absences. It is also the third leading cause of hospitalization among children under the age of 15.

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

Figure 1-4



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

<sup>6</sup> U.S. Environmental Protection Agency: Greenhouse Gas Emission from U.S. Transportation Section: 1990-2003. Available: <http://www.epa.gov/oms/climate/420r06003summary.htm>. Accessed: April 22, 2008.

<sup>7</sup> U.S. Environmental Protection Agency: National Idle-Reduction Campaign. Available: <http://www.epa.gov/otaq/schoolbus/antiidling.htm>. Accessed: April 22, 2008.

emissions, which may contribute to global warming.

### **Land Use Patterns**

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

Traditionally, schools were located in the center of communities, and this close

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

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

The effects of consolidation are measurable. Between 1940 and 2003, the number of public school districts decreased from 117,108 to 14,465, and the number of public and private elementary and secondary schools went from over 226,000 to approximately 95,000 in 2003. During this same period, the number of students attending elementary and secondary schools grew from 28 million to 54.5 million according to the U.S. Department of Education (DOE)<sup>8</sup>.

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

*Figure 1-5*



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

<sup>8</sup> U.S. Department of Education Digest of Education Statistics: Number of public school districts and public and private elementary and secondary schools: Selected years, 1869-70 to 2002-03. Available: [http://nces.ed.gov/programs/digest/d04/tables/dt04\\_085.asp](http://nces.ed.gov/programs/digest/d04/tables/dt04_085.asp). Accessed: April 22, 2008.

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

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

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

### **Why Safe Routes to School?**

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

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

Safe Routes to School (SRTS) programs are sustained efforts to improve the health and well-being of children by enabling and encouraging them to walk and bicycle to school. The SRTS effort begins by understanding why kids are not walking and bicycling to school. Safe Routes to School programs audit conditions around the school and conduct surveys of parents, teachers, and

*Figure 1-6*



*Parents and students walk together during a Walk to School Day encouragement activity (Waterford, WI)*

students to determine existing attitudes and facilities surrounding the school. SRTS programs then identify opportunities to make bicycling and walking to school a safer and more appealing transportation choice, thus encouraging a healthy and active lifestyle from an early age.

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

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

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

- **Education** includes identifying and promoting safe routes, teaching students to safely cross the street and obey crossing guards, handling potentially dangerous situations, and the importance of being visible to drivers. Education initiatives also teach parents to be aware of bicyclists and pedestrians and the importance of practicing safety skills with their children. SRTS education efforts alert all drivers to the potential presence of walkers and bikers and the need to slow down, especially in school zones.

**Additionally, the Safe Routes to School plan educates local officials by identifying regulatory changes needed to improve walking and bicycling conditions around schools. This strategy is closely tied to Encouragement strategies.**

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

Figure 1-7

**SAFE ROUTES TO SCHOOL  
STUDENT ARRIVAL AND DEPARTURE TALLY SHEET**

School Name: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade (K-6): \_\_\_\_\_

Monday's Date: M / D / Y, T, E, A, T      # of students enrolled in class: \_\_\_\_\_

Teachers, here are simple instructions for using this form:

- Please conduct these counts on any two days from Tuesday, Wednesday, or Thursday of the assigned week. Only two days worth of counts are needed, but counting all 2 provides better data.
- Please do not conduct these counts on Mondays or Fridays.
- 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.
- Please just one character or number in each box.
- 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?" (insert number of hands for each answer)						
	Weather is sunny or rainy or overcast (or write in)	Number of Students in class when count made		Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (only with children from other families)	Transit (city bus, subway, etc.)	Other (taxi, board, roller, inline skates, etc.)
SAMPLE	S	27		4	2	11	7	3	0	0
Tues AM										
Tues PM										
Wed AM										
Wed PM										
Thur AM										
Thur PM										

Comments (List disruptions to counts or any unusual travel conditions to/from the school on the days of the tally):  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you for helping gather this information!

*Surveys, like the Student Arrival and Departure Tally Sheet through the National Center for Safe Routes to School, should be used to evaluate the*



- **Evaluation** involves monitoring outcomes and documenting trends through data collection before and after SRTS programming to identify successful methods and practices and to measure overall effectiveness.

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

## Franklin Public School District Planning Process

### Franklin Community

The Franklin Public School District is a K-12 common school district with five elementary schools, one middle school and one high school. The total population within the district is estimated at over 29,000 people. All schools in the district are located within the City of Franklin.

Franklin encompasses 34.6 square miles in southwest Milwaukee County. The City of Franklin contains a combination of US, state, and county highways, as well as local roads. **The primary highways are USH 41, located east of the city limits and USH 45, located near the west of city limits. The primary vehicular obstacles in Franklin are a series of highly trafficked collector streets, which carry relatively high-speed traffic north-south and east-west through the center of the community. The collector streets lack proper bicycle and pedestrian facilities and separate some neighborhoods from schools and other meaningful destinations.**

The City of Franklin was initially designed for travel by automobile. Facilities for walking and biking are located sporadically throughout Franklin. A segment of the Oak Leaf Trail, a 108 mile multi-use facility, runs through the community, but trail heads are not easily accessible to cyclists and pedestrians. There is a lack of sidewalk facilities around some school sites, and many of the collector streets can be difficult for student bicyclists and pedestrians to negotiate. There are very few on-street bicycle facilities throughout the community which requires bicyclists to use a combination of roads or off-street trails to complete most trips.

The Wisconsin Department of Administration projects the population of Franklin to be 33,900 people in 2010 and by 2030, the projected population is anticipated to be 39,199 people (a 41% increase from 2010). With the City's expanding population, it is particularly important to grow multi-modal transportation options as the community expands. It is easier and more cost effective to build the infrastructure for a good bicycle and pedestrian environment in conjunction with development projects, rather than retrofitting bicycle and pedestrian improvements after construction of new neighborhoods and commercial areas. Enhancing the bicycle and pedestrian network can also save money in the long-term if development of new or expanded roadways is deemed unnecessary due to mode shift.

This report focuses on Pleasant View Elementary School. Though this report focuses only on this school, improvements recommended to increase the mobility and safety for children is also likely to have a positive impact on safety for other student and resident populations.

Enrollment at Pleasant View Elementary School totaled 475 students for the 2009-10 school year. 85% of these students live within two miles of the school. It is this 85% that this plan is focused on, as SRTS funding is available for physical improvements within two miles of a school site.

### **Study Process**

Formation of the SRTS program for Franklin originated with City Council direction and mayoral support to form a committee to address citizen requests for increased bike and pedestrian facilities. In December 2010 planners from Schreiber/Anderson Associates began working with the local SRTS Task Force and interested municipal and community members. Development of the plan entailed collecting and analyzing information, identifying community needs and priorities, and recommending steps to remedy existing problems and accomplish community goals and visions.

The Franklin Safe Routes to School Task Force was comprised of a diverse group of stakeholders including parents, school administrators, teachers, and city staff. Prior to plan development, the Task Force completed several tasks including a public Walking Workshop and a series of follow-up meetings to gather public input and serve as a kickoff for the City's SRTS program. The group also recommended incorporation of the Milwaukee County Trails Network Plan into the City's 2025 Comprehensive Master Plan for future city trail design and funding and made significant strides.

Plan development included Task Force review at key benchmarks in the process. Starting in fall 2008, there were seven SRTS Task Force working meetings. The plan was prepared using this outline:

- Start Up and Visioning
  - SRTS Plan Start Up
  - Meeting #1 (January 2011)
- Existing Conditions and Current Issues
  - Collect and Review Existing Information
  - Conduct Walking/Biking Audits
  - Administer Surveys
  - Develop Recommendations
  - Meeting #2 (discuss draft recommendations, February 2011)
- Draft and Final Plans
  - Meeting #3 (public information meeting, April 2011)
  - Meetings #4-7 (review draft SRTS plan, May-July 2011)
  - Finalize SRTS Plan

The schedule was determined by the availability of municipal and school staff, and authorization by the Wisconsin Department of Transportation. Surveys and the biking and walking audits were administered early in the process to provide a framework and direction for recommendations.

## Plan Objectives and Policy Statements

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

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

**Education:** Members of the SRTS Task Force will continue to educate the community through presentations at PTA meetings, back to school nights, and school board meetings. To increase the education opportunities for cyclists and pedestrians, additional tools such as school newsletters, website publications, the District TV channel, and press releases should also be utilized.

**Enforcement:** Law enforcement will increase patrolling around schools during arrival and dismissal times to deter hazardous behaviors. This may include establishing an adult crossing guard program to help students safely cross busy streets.

**Engineering:** Sidewalk and crosswalk facilities will continue to be developed and evaluated throughout the community. When complete networks have been established, the Task Force, City of Franklin staff or school district staff and local law enforcement will develop walking and biking routes which will be mapped and promoted through a brochure provided by the District.

**Evaluation:** The SRTS Task Force, City of Franklin staff or school district staff will continue to distribute National Center for Safe Routes to School surveys to determine program impact and to identify additional concerns and obstacles within the community. The Task Force will also continue to evaluate and update this plan to ensure relevancy and to prioritize facility and programming improvements.

# 2

## Present Conditions & Past Studies

This chapter provides a current conditions inventory of existing policies, plans, and legislative controls within the school district. Policies and ordinances are listed to demonstrate district and municipal standards for walking and biking as transportation. The chapter also discusses past studies that may affect recommendations cited elsewhere in this plan.

### Present Conditions

#### School Enrollment Boundaries

The Franklin Public School District is a K-12 common school district with a total population of over 29,000. Schools within the district include Ben Franklin Elementary, Country Dale Elementary, Pleasant View Elementary, Robinwood Elementary, Southwood Glen Elementary, Forest Park Middle School and Franklin High School. **See Appendix A.** All schools that service the District in 2010-11 are located within the City of Franklin.

The District boundaries include approximately 18,628 acres, or approximately 29.1 square miles and has approximately 4,100 students enrolled in kindergarten through twelfth grade. There are five elementary schools in the District, one middle school and one high school. Pleasant View Elementary School is the focus of this plan, which includes analysis and recommendations.

#### Bicycle and Recreational Facilities

Bicycle accommodations in Franklin are primarily limited to off-street facilities; limited almost exclusively to the Oak Leaf Trail network. However, many roads have adequate paved shoulders that allow for on-street bicycle transportation. Loomis Road, Drexel Avenue, Oakwood Road and Ryan Road are preferred routes for on-street travel.

Franklin is fortunate to have connections to the Oak Leaf Trail, which is managed by the Milwaukee County Park System as part of its extensive state trail system. The 108-mile trail network is comprised of off-road paved trails, park drives and municipal streets where necessary. The trail loops extend through all major parkways and parks in Milwaukee County and offers year round recreation opportunities.

#### Pedestrian Facilities

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

Sidewalks are located sporadically throughout the City of Franklin and, despite recent efforts to improve the network, poor connections to some school sites still exist. A major impediment to pedestrian travel is Rawson Avenue which bisects several neighborhoods adjacent to Pleasant View Elementary School. **The school is located south of Rawson Avenue, a 4-lane divided highway (with turn lanes) making this busy roadway an obstacle for any student residing north of Rawson Avenue. Even though there are sidewalks on both sides of Rawson Avenue between S. 51<sup>st</sup> Street and S. 35<sup>th</sup> Street, there is only one signal controlled intersection, all others are stop controlled.** There are currently no adult crossing guards in the District.

### **Sidewalk Development Policy**

Part 8 (Improvements and Construction) of the City of Franklin Unified Development Ordinance states that sidewalks shall be required under the following conditions: one (1) side of all collector streets; on the school and/or public park side of a collector street; on minor, collector and/or arterial streets which provide adjacent access to school and/or public park sites; on arterial streets with an urban type cross section; and any other identified pedestrian access areas to accommodate safe and adequate pedestrian circulation. Where sidewalks are provided, they shall be a minimum of five (5) feet in width and be located within a dedicated public right-of-way or pedestrian access easement.

### **School Zone Speed Limits—Wisconsin Law**

Wisconsin law requires drivers to reduce their speed to 15 mph or the posted school zone speed and maintain this speed until the end of the school zone when children are going to and from school or are present. Technically, a school zone is enforceable any time children are present, not just during regular school hours. Too often, drivers do not observe posted limits.

Unfortunately, other rules and regulations put in place to increase pedestrian safety are also not uniformly observed. A Safe Community Coalition survey in Madison and Dane County, WI in 2005 showed that less than 2 percent of drivers were yielding the right-of-way to pedestrians at crosswalks.

Disobeying posted speed limits and ignoring crosswalk regulations can add to unsafe conditions for all transportation users. It should be noted that vehicles traveling at lower rates of speed are better able to stop and the rate of speed has a dramatic effect on the severity of injury sustained in a crash event. For example, a pedestrian hit at 20 mph has a 95 percent chance of survival. Compare this to a crash at even 30 mph and the chance of pedestrian fatality increases to 45 percent. Even small increments of speed reduction can have a dramatic effect on safety.

### **Transit Facilities**

In some communities, public transit services are utilized to transport children to school. The Franklin Public School District does not utilize this form of public transportation for journey to school. The Milwaukee County Transit System provides transit services to the City of Franklin and, during the school year, a total of 57 routes within Milwaukee County are operational. 30 routes are local, 10 are freeway based, 14 have limited morning and afternoon service and 3 function as service to UW Milwaukee. Several routes serve major corridors within the City of Franklin and there are currently no plans to expand service.

### **Rail and Truck Routes**

Transportation for heavy vehicles, including trains, is an important consideration when developing non-motorized transportation routes since these vehicles can pose hazards to pedestrians and bicyclists. In the next chapter, school district-defined hazard areas are described for the determination of school busing routes.

Franklin is not directly served by railroads, though freight and passenger rail service extends to neighboring communities. The primary regional rail corridor runs between Milwaukee and Chicago with the nearest spur located east of the City in Oak Creek.

There is a significant amount of truck traffic generated by Franklin's business and industrial parks and commercial areas. The Franklin Municipal Code designates CTH BB (Rawson Ave.), MM (St.

Martins Rd.), J (N. Cape Rd.), OO (Forest Home Ave.), H (Ryan Road), A (S. 68<sup>th</sup> St.) and U (76<sup>th</sup> St.) as heavy traffic routes. In addition, the State of Wisconsin designates STH 36 and 100, as well as USH 45 and 241(27<sup>th</sup> Street), and Rawson Avenue as truck routes.

### **Traffic Counts and Crash Data**

#### *National Crash Data*

Nationally, 698 pedalcyclists and 4,654 pedestrians were killed in 2007, according to the National Highway Traffic Safety Administration. Additionally, 70,000 pedestrians and 43,000 pedalcyclists were injured in traffic crashes in the United States this same year. Pedalcyclists include all types of transportation that is pedaled by the user, including bicycles, tricycles, etc. They accounted for 13 percent of all nonoccupant traffic fatalities in 2007, while pedestrians made up 85 percent of all nonoccupant traffic fatalities. In terms of age, children under 16 years of age accounted for 15 percent of all pedalcyclists killed in 2007. Children under age 13 accounted for 5 percent of the pedestrian fatalities in 2007.

#### *Wisconsin Crash Data*

In Wisconsin, 1,122 pedalcyclists were injured and 10 pedalcyclists were killed in 2007. With 1.79 pedalcyclist fatalities per million population. Wisconsin's rate was slightly higher than that of Illinois (1.44) and significantly higher than that of Minnesota (0.78). Additionally, in Wisconsin, 1,351 pedestrians were injured and 52 pedestrians were killed in traffic crashes in 2007.

#### *Local Crash Data and Traffic Counts*

07/01/2009 to 07/01/2010: S. 35<sup>th</sup> Street to S.51<sup>st</sup> Street/W.Drexel Ave. to W. Rawson Ave.

In this time period there were 26 crashes resulting in property damage and personal injury. Unfortunately the crash data documentation does not specify if bicyclists or pedestrians were involved. Since 2004, there have been three fatal accidents involving pedestrians. In September, 2004 a fatal accident involving a pedestrian occurred on the 3500 block of W. Rawson Avenue, another occurred in December, 2005 at the intersection of S. 51<sup>st</sup> Street and W. Rawson Avenue and the third fatal accident occurred in July, 2007 at the intersection of Riverwood Blvd. and 27<sup>th</sup> Street.

Traffic counts near the school show a variety of average annual daily traffic numbers (AADT). The highest AADT, excluding Hwy. 241, was recorded just north of Pleasant View Elementary School on W. Rawson Avenue. W. Rawson Avenue has been cited as a major barrier to bicycle and pedestrian travel. The lowest traffic count was recorded near W. Drexel Avenue and S. 51<sup>st</sup> Street where 2,800 trips were recorded in 2008. See Table 2-2 for a complete listing.

**Table 2-1 Crash Data near Pleasant View Elementary School**

Date	Time	Location	Date	Time	Location
<b>Personal Injury Crashes (2009)</b>			<b>Personal Injury Crashes (2010)</b>		
08/01/09	9:42 am	3700 Rawson	03/28/10	12:07 pm	4600 Drexel
09/16/09	3:12 pm	5100 Rawson	05/28/10	10:48 pm	7300 51 <sup>st</sup>
12/06/09	11:16 am	7200 51 <sup>st</sup>	<b>Property Damage Crashes (2010)</b>		
12/14/09	5:14 pm	4300 Rawson	01/09/10	2:10 pm	5100 Rawson
12/22/09	5:12 am	4300 Rawson	01/12/10	7:11 am	7500 51 <sup>st</sup>
<b>Property Damage Crashes (2009)</b>			02/04/10	3:40 pm	5100 Drexel
09/08/09	10:46 am	7700 51 <sup>st</sup>	02/08/10	7:03 am	5100 Rawson
09/10/09	2:49 pm	4700 Rawson	02/09/10	1:19 pm	4900 Rawson
09/19/09	4:36 pm	5100 Rawson	02/24/10	5:13 pm	4600 Rawson
10/03/09	11:19 am	3500 Rawson	06/20/10	10:23 am	5100 Rawson
10/26/09	6:45 am	5100 Rawson	07/01/10	3:03 pm	5100 Rawson
11/23/09	9:20 am	5100 Rawson			
12/04/09	6:37 am	5100 Drexel			
12/05/09	5:24 pm	3500 Rawson			
12/22/09	5:47 pm	4200 Rawson			
12/26/09	3:22 pm	5100 Rawson			
12/31/09	5:06 pm	3500 Rawson			

**Table 2-2 Traffic Counts near Pleasant View Elementary School (2008)**

Location		AADT
W. Drexel Avenue	Between S. 51 <sup>st</sup> St. and S. 31 <sup>st</sup> St.	2,800
W. Drexel Avenue	Between S. 31 <sup>st</sup> St. and Hwy 241	5,600
S. 51 <sup>st</sup> Street	Between W. Drexel Ave. and W. Rawson Ave.	5,500
S. 51 <sup>st</sup> Street	North of W. Rawson Ave.	5,700
W. Rawson Ave.	West of S. 51 <sup>st</sup> Street	18,500
W. Rawson Ave.	Between S. 51 <sup>st</sup> St. and Hwy. 241	22,200
Hwy. 241	Between W. Rawson Ave. and W. Drexel Ave.	19,100

## Policies, Programs & Plans

There are a number of school policies and plans that have an affect on the physical condition and behaviors of children within the District. A sampling of policies and plans related to Safe Routes to School programming is provided below.

### Policies

#### Transportation

The entire Franklin School District has been declared a hazardous transportation area by the Milwaukee County Sheriff's Department and, as a result, transportation must be provided for every student. Much of the district's busing needs are privately contracted although the district does own several busses used for students with special needs. There are a series of policies related to bus stop locations, pick-up and drop-off times, and route assignment.

#### *Hazardous Transportation Areas*

Unique characteristics to each community generate unusual transportation areas and, as a result, state laws do not dictate specific conditions to define these areas. The Wisconsin Department of Instruction suggests the following criteria for determining a hazard situation.

- Age of pupils
- Lack of sidewalks
- Lack of crossing guards
- Lack of local law enforcement
- Railroad crossings
- Width of shoulder of road/highway
- Traffic counts
- Temporary hazards such as construction projects or street repairs
- Other conditions identified by local units of government

#### Wellness

Schools can play an important role in establishing student health and nutrition habits. Positive impacts to students may include provision of nutritious meals and snacks through the schools' meal programs, supporting the development of good eating habits, and promoting increased physical activity. Parents and the public at large also play a significant role so a communitywide education effort is encouraged to promote, support, and model healthy behaviors and habits.

In 2006, the Franklin Public School District implemented a wellness policy (#5315) to promote wellness, good nutrition, and regular physical activity as a part of the total learning experience. The District identified the following four components as essential to the implementation of positive nutrition and wellness practices.

1. Nutrition Education: Student and parent education will emphasize the newest Dietary Guidelines for Americans and nutrition information.
2. Physical Activity: Students and staff will increase their knowledge and skills to integrate physical activities into various instructional areas.
3. Other School Based Activities: All students will have access to healthy food choices during school and at school functions where food is available.



4. Food Service Program: Franklin Public School's hot lunch program will follow Federal and State guidelines, administered by the Food Service Manager.

### **Health**

The City of Franklin Health Department has created a booklet that illustrates recommended park and neighborhood walking loops. The intent is to encourage residents to seek and use safe neighborhood pedestrian networks.

The City of Franklin has implemented a 5-Year Community Health Improvement Plan, based on Mobilizing for Action through Planning and Partnerships principles, intended to improve community health. The framework seeks to prioritize public health issues and identify resources to help address them. A recent survey in Franklin placed obesity and lack of physical activity first out of twelve concerns with roughly 75% of respondents reporting no or insufficient physical activity.

### **Programs**

#### **Movin' and Munchin' Schools**

Pleasant View Elementary School has incorporated the Movin' and Munchin' Schools program, designed to encourage healthful eating and increased physical activity, into the Physical Education classes. The program awards children with points for various healthy activities, ranging from a week without TV to walking with a family member, which can be redeemed for prizes.

### **Plans**

#### **City of Franklin 2025 Comprehensive Master Plan (2009)**

The City of Franklin experienced nearly a 25 percent growth rate over the last decade, making it one of the fastest growing communities in the state and the fastest growing community in Milwaukee County. Based on a history of solid population growth and the desire to remain a well-planned model community, the city prepared a comprehensive master plan in 2009. The plan includes multiple recommendations related to walking and bicycling. These recommendations include:

1. Provide appropriate facilities to encourage recreational and commuter bicycle trips.
2. Develop a system of sidewalks and paths that links neighborhoods to active destinations.
3. Provide transportation options for the disabled and those who cannot drive.

#### **Comprehensive Outdoor Recreation Plan 2020 (2002 with 2011 update)**

This plan was developed to present a comprehensive strategy for the City of Franklin that would serve as a guide to its citizens and officials in the development of facilities to accommodate existing and future park and recreational needs. Existing park acreage in Franklin includes regional and multi-community parks, community parks, neighborhood parks, mini-parks and playgrounds totaling approximately 3,880.72 acres. A large amount of this land (approximately 2,166 acres) is located within the floodplain of the Root River, owned by Milwaukee County.

#### **Milwaukee County Trails Network Plan (2007)**

The Milwaukee County Trails Network Plan identifies the countywide network of trails and provides guidance to the Milwaukee County Park System for effectively using its funding sources for land acquisition and development. This plan identifies trail corridors for potential

development, provides guidance for trail development and funding future land acquisitions, develops budget guidelines and builds on partnerships between Milwaukee County and various units of government, nonprofit organizations and volunteer groups. The plan is also designed to encourage the consideration of connections between recreational trails and roadway routes in order to provide a comprehensive and seamless network for bicyclists travelling from residential, employment, commercial and recreational facilities.

### **Wisconsin State Trails Network Plan (2001)**

The Wisconsin State Trails Network Plan, completed in 2001 and approved by the Natural Resources Board, provides a long-term, big-picture vision for establishing a comprehensive trail network for the state. Franklin is located within the Southeast Region. Plans for trail expansion in this region are somewhat different than in other parts of the state due to intensive growth and development. Trail connections between municipalities are needed to provide useful routes for commuting as well as for recreation. Development intensity limits the likelihood of trail development within rail corridors and, as a result, trails will need to be located within natural resource corridors and on existing roadways.

Segment 37 of the Trails Network Plan seeks to create a continuous trail connection beginning in the southwest corner of Milwaukee County and ending at the east end of the Muskego Lakes Trail. Part of this segment includes a natural resource/utility corridor proposed as the Waterford-St. Martins Trail, building on four miles of the corridor (Waterford-Wind Lake Trail) developed by Racine County. The Fox River Trail, the Burlington Trail and the Southwestern Trail complete connections to the state line.

### **Wisconsin Bicycle Transportation Plan 2020 (1998)**

WisDOT encourages planning for bicyclists at the local level, and is responsible for developing long-range, statewide bicycle plans. The development of WisDOT's statewide long-range bicycle plan, Wisconsin Bicycle Transportation Plan 2020, involved many people, including an advisory committee. The plan is intended to help both communities and individuals in developing bicycle-friendly facilities throughout Wisconsin. The recommendations within the Plan are worth considering in Franklin as connections to other communities are studied.

The *Wisconsin Bicycle Transportation Plan 2020* states that “the most frequent, comfortable, and practical trips for bicyclists—those under five miles—produce the greatest environmental benefits since [auto] trips under five miles in length are the least fuel efficient and produce the highest emissions per mile.” Multipurpose trails and the availability of sidewalks offer people alternative transportation routes that can reduce automobile use and provide alternatives to solo driving.

### **Wisconsin Pedestrian Policy Plan 2020 (2002)**

The *Wisconsin Pedestrian Policy Plan 2020*, created by the Wisconsin Department of Transportation (WisDOT), was established to make pedestrian travel a viable, convenient and safe transportation choice throughout Wisconsin. While the Policy Plan primarily aims to minimize the barriers to pedestrian traffic flow from State Trunk Highway expansions and improvements, it provides guidance to local communities on how to encourage pedestrian travel through the creation of pedestrian plans, increasing enforcement of pedestrian laws, adopting and implementing sidewalk ordinances, and addressing pedestrian issues through public participation.

# 3 Identifying Safety Issues & Attitudes

This chapter explores attitudes and barriers for walking and bicycling that may exist within the community. Survey information, school site assessment, and neighborhood evaluations are provided as both a baseline assessment and as a starting point for future deliberation, monitoring, and evaluation.

## Surveys

Communities tailor a combination of engineering, education, encouragement and enforcement strategies to address the specific needs of their schools. Evaluation is also an important component of any SRTS program. Evaluation is used to determine if program actions are having an effect and to assure that resources are directed toward efforts that show the greatest likelihood of success. Timely evaluation also allows for:

- **Making sure that the underlying problem is identified so that proper strategies to address the problem are chosen.** Sometimes a SRTS program begins without a good understanding of the underlying issues resulting in a less successful program.
- **Setting reasonable expectations about what the program can do.** By knowing the starting point, SRTS programs can set specific and reasonable objectives.
- **Identifying changes that will improve the program.** Part of evaluation is monitoring what happens throughout the life of a project so that mid-course corrections can be made, if needed, to improve chances of success.
- **Determining if the program is having the desired results.** This is a primary purpose of any evaluation and can be used to inform funding sources, the media, and the public to help build support for SRTS.

There are benefits that extend beyond an individual program. Data collected and shared by local programs can influence future funding at the local, state and national level. Today's SRTS exists in part because of the evaluations of earlier programs.

Copies of the student, teacher and parent survey instruments used for this analysis can be found in **Appendix B**. The student and parent survey instruments were developed by the National Center for Safe Routes to School. A subsequent Teacher Survey was also developed and administered by SAA.

A discussion about each survey and its results is provided below.

### **Student Tally**

The Student In-Class Travel Tally was developed to help measure how students get to school and whether the SRTS Program affects trips to and from school in the future. Teachers use the tally sheet to record the travel mode children utilize to arrive and depart from school on select days during one week. The data collected in Franklin were entered using the SRTS DataTools – Online Data Entry and Analysis System provided through the National Center for Safe Routes to School. The Center uses these data to help track the success of SRTS programs across the country.

Student Tally data were recorded for 100% of classrooms (21) within Pleasant View Elementary School. This accounts for 501 students. Data were collected during one week in spring 2011.

As shown in Chart 3.1, about two-thirds of the students (66%) traveled to and from school via school bus. The next highest categories were “family vehicle” with 27%, “walk” with 4% and “bike” with 2%. These data show utilization of a range of transportation, but transportation by school bus or family vehicle were the predominant modes.

Using these data one may infer that about 30 children were walking or biking to school each day. One of the primary goals of the SRTS program is to create mode shift to walking and biking by reducing transportation by bus or automobile. In Franklin, that means capturing a percentage of the approximately 94% of students who arrived and departed school grounds via school bus or family vehicle.

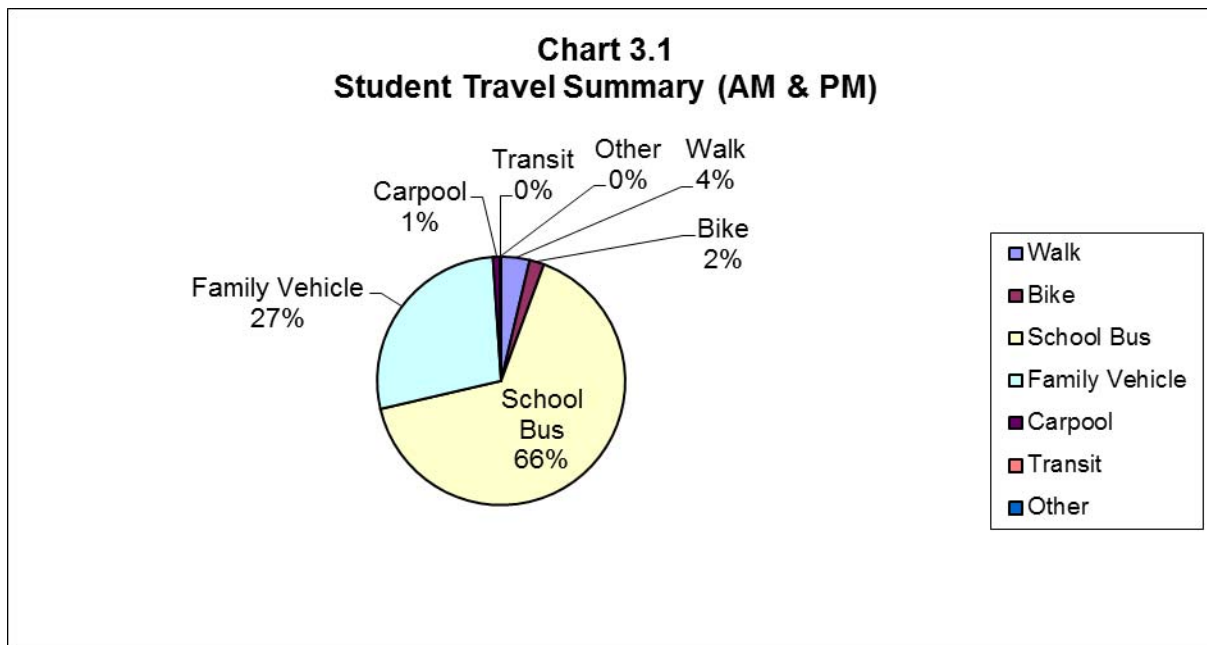
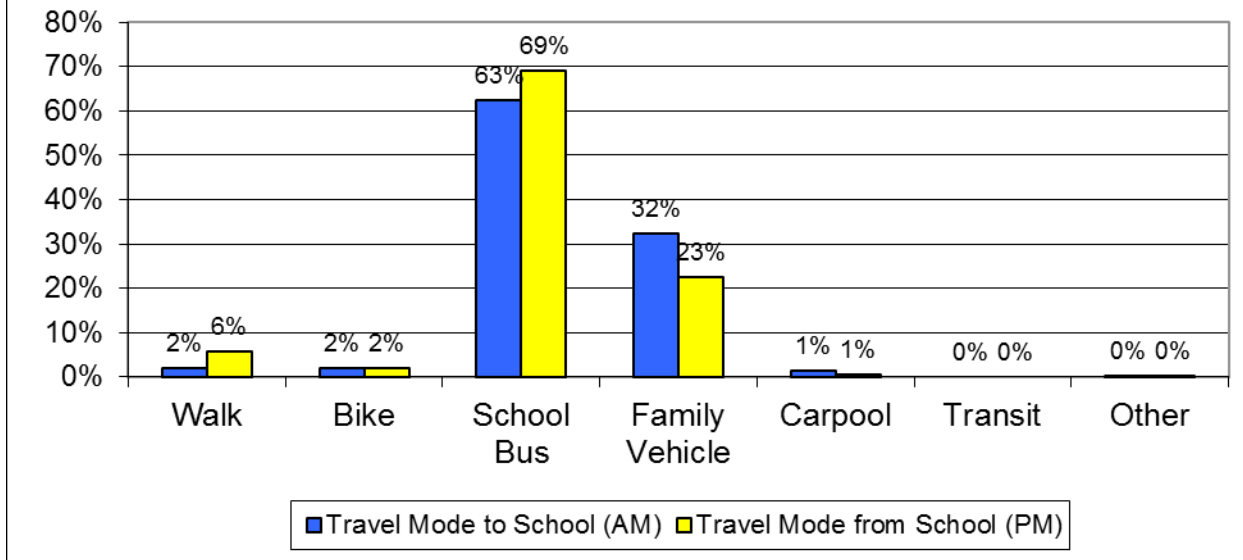


Chart 3.2 indicates that some students who arrived by family vehicle departed by another mode. Family vehicle trips fell from 32% in the morning to 23% in the afternoon. There was a related increase in other mode shares with increases observed in “school bus” and “walk” for trips from school (PM). It’s worth noting that walking showed an increase from morning to afternoon with an increase from 2% to 6% of trips. This equates to about 30 students walking home after school. Further, the jump in walking from morning to afternoon demonstrates that more children are capable of walking from home to school but use other modes.

**Chart 3.2  
Student Travel AM & PM Comparison**



**Parent Surveys**

The Parent Survey asks for information about what factors affect whether parents allow their children to walk or bike to school. It also records opinions concerning the presence of key safety-related conditions along existing routes to school, and collects related background information. The survey results are used to help determine how to improve opportunities for children to walk or bike to school and to measure changes in attitude among parents as the local SRTS program grows.

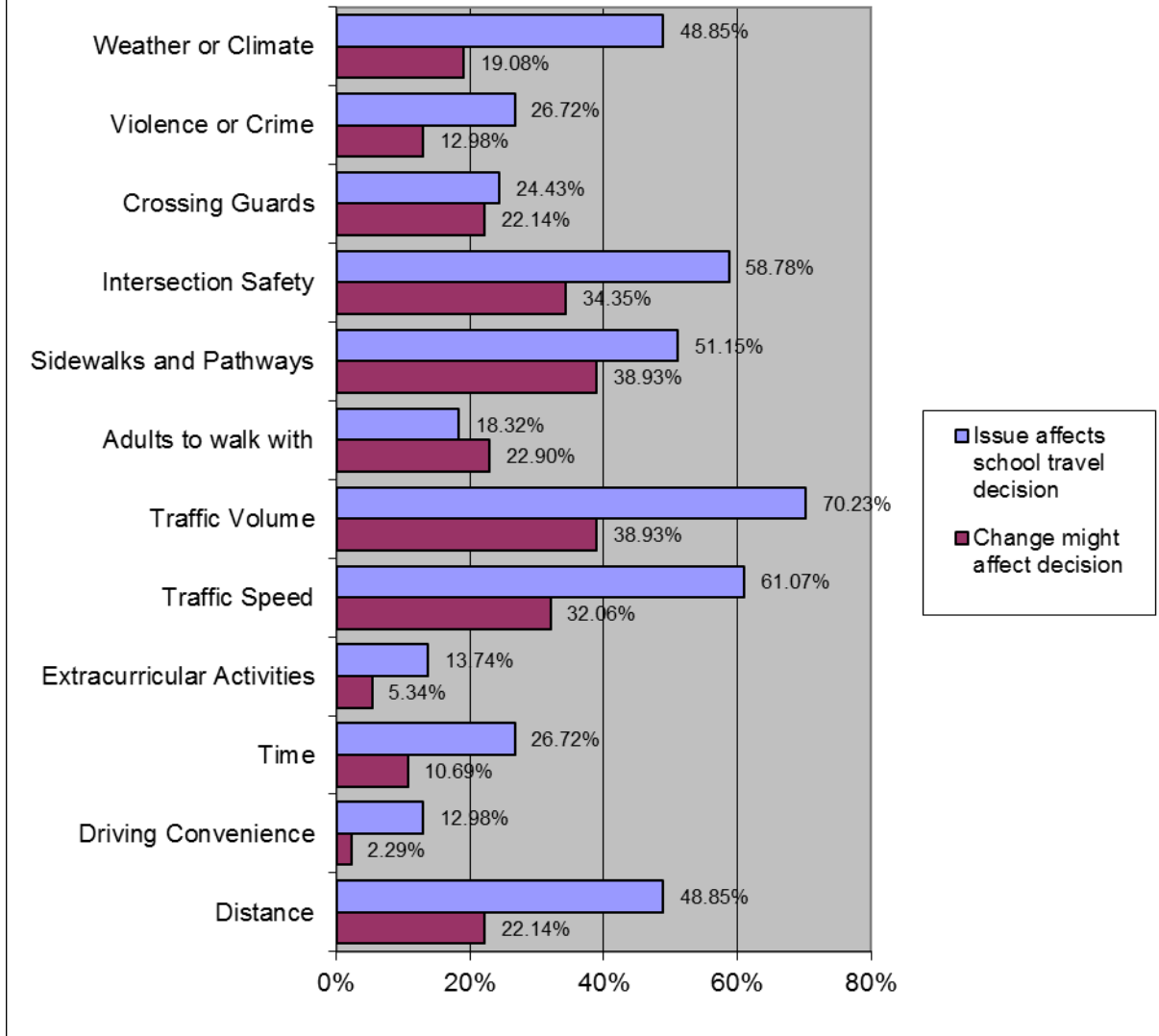
Parent Surveys were administered in March 2011 and 356 surveys were distributed to Pleasant View Elementary parents with 131 returned (37%).

The following section provides information from parents about their perceptions and attitudes on their child walking and bicycling to school. The data used in this report were collected using the Survey about Walking and Biking to School for Parents survey instrument from the National Center for Safe Routes to School.

The highest recorded issues affecting parent’s decisions to allow, or not allow, their child to walk or bike to/from school included the following. See Chart 3.4.

- Volume of traffic along route (70%)
- Speed of Traffic along route (61%)
- Safety of intersection and crossings (59%)
- Sidewalks or pathways (51%)
- Distance (49%)
- Weather (49%)

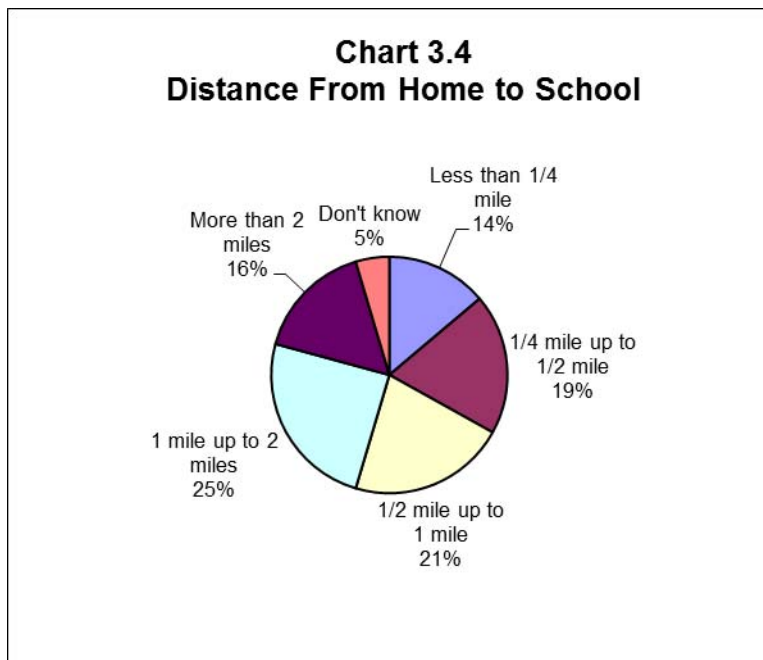
**Chart 3.3  
Opportunities to Affect School Travel Decisions**



When asked if parents would allow their child to walk or bike to school if any of these conditions were changed or improved the majority replied “yes”. Factors that would be unaffected by “change” or “improvement” were:

- Convenience of Driving (2%)
- School Activities (5%)
- Violence or Crime (13%)
- Time (11%)

Respondents who lived between 1 and 2 miles from school accounted for the highest percentage of responses (25%). See Chart 3.5. About 54% of respondents lived within 1-mile of Pleasant View Elementary School. Generally speaking, this is the population an SRTS program is most interested in capturing for regular trips to school. In terms of encouragement overall, 92% of respondents felt their child’s school neither encouraged nor discouraged walking or biking to school. This high percentage of parents who don’t feel encouraged to use non-motorized transportation options demonstrates that encouragement or incentive programming may have an impact.



### **Teacher Surveys**

The Teacher Survey was developed to measure the extent to which walking and bicycling skills are or are not included in classroom curricula, and to determine teacher attitudes and observations about walking and biking. Teacher Surveys were administered to all Kindergarten through sixth grade instructors.

#### *General Findings*

The 21 total Teacher Surveys recorded a number of observations about existing behaviors in school zones. These include inappropriate walking and bicycling behaviors like crossing at unmarked locations, walking or biking on the incorrect side of the road, and not wearing visible clothing when it’s dark or protective gear such as helmets. Issues stemming from a lack of sidewalks and access paths to the school were also a common observation. Observed driver behaviors include inattentive driving, speeding, and not yielding to pedestrians in crosswalks.

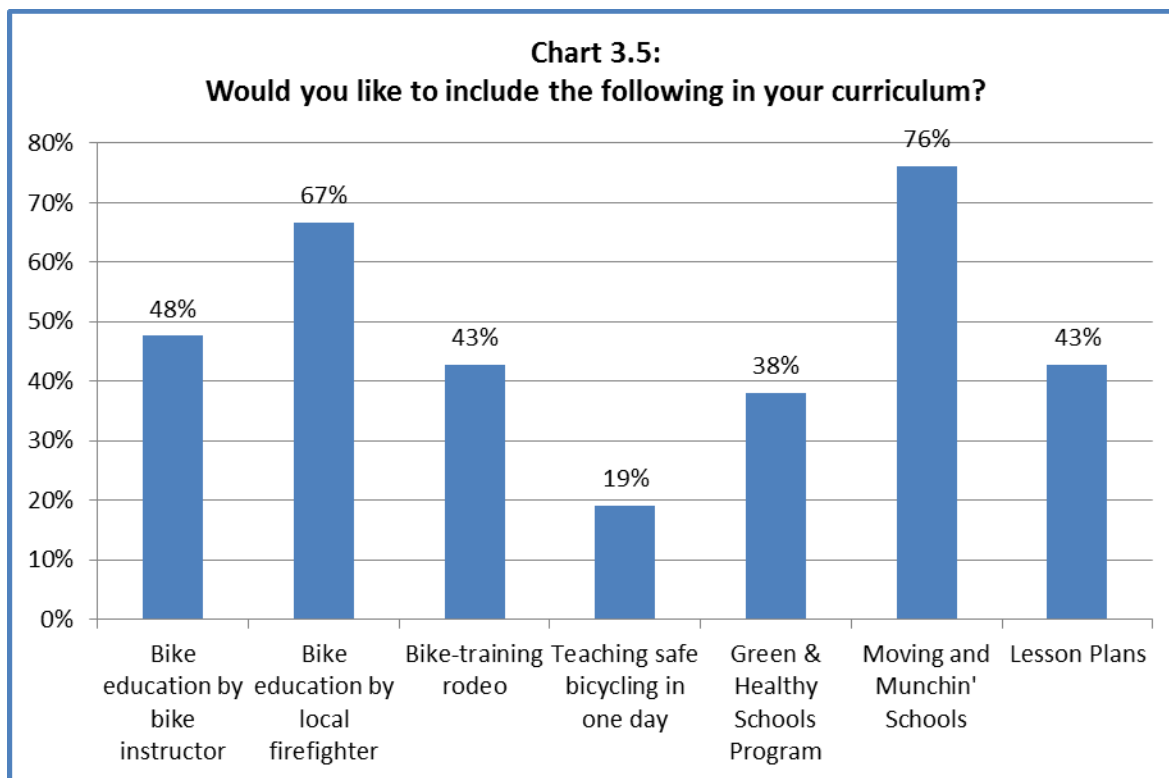


Chart 3.5 shows percentages of response to the question, “Would you like to include the following in your curriculum?” These data show many teachers (76%) would be interested in incorporating the “Moving and Munchin’ Schools” program (Wisconsin DPI). A prior question on the survey asked how many teachers already incorporated walking or biking education in their curricula with the highest response (67%) recorded for “how to prevent advances from strangers”.

In the open-ended portion of the survey, many teachers responded that inappropriate walking and biking behavior was a problem on and off school grounds and this issue is compounded by a lack of sidewalks throughout the community. Teachers report that there is a perception that helmets are “uncool” and some older students are acting inappropriately towards vehicles. Other comments include drivers traveling too fast in the school zone and being inattentive; observation of walking or biking on the incorrect side of the street; and, the need to grow a critical mass of walkers and bikers to change safety attitudes.

## School Environment

### Walking and Biking Audits

A walking and biking audit was conducted at Pleasant View Elementary School and the audit was performed for areas within a ½ mile radius of the school. The audit was conducted by Principal Jamie Foeckler, City of Franklin Senior Planner Nick Fuchs, Alderperson Kristen Wilhelm and Patrick Hannon (SAA) on February 22, 2011.

The audit consisted of a group walk with the audit volunteers and concluded with a debriefing where observations were discussed. The information gathered during the group walk and assessment of the school site was used to produce an audit map with conditions and issues



relevant to SRTS programs within a ½-mile radius of each school. Generation of the map was supplemented by narrative descriptions of the general safety for biking and walking to school as expressed by the meeting attendees and any recommendations for improvements to the neighborhood or campus that were discussed.

One of the primary functions of the audit data was to identify cases where existing facilities were insufficient for use by children with varying abilities. The audit exercise is a primary means of identifying gaps in the transportation network that may impede safe travel (e.g. missing sidewalk segments).

Audit maps for Pleasant View Elementary School can be found in **Appendix C**. The following list includes a summary of primary issues identified.

Primary observations included:

- Children approaching the school on foot or bike from Hillendale Drive (and connecting streets) do not have a formalized path providing a direct route to the school. A well-worn dirt path is the only east-west connection.
- There are sidewalks on one side of West Marquette Avenue, but the street and sidewalk both terminate at the edges of the school property creating significant gaps in the transportation network.
- Very few sidewalks exist in the neighborhoods surrounding Pleasant View Elementary School and off street trails have not been formalized.
- S. 46<sup>th</sup> Street is the only street providing direct access to the school. The street is essentially shoulderless, narrow and does not accommodate bicyclists or pedestrians. This street carries a high volume of traffic during arrival and dismissal times.
- An informal path is the only connection to the neighborhood directly southeast of the school.
- Pedestrian crossings opportunities along W. Rawson Avenue are infrequent.
- A bridge over the creek between the Victory Creek subdivision and the school does not have railing and is unsafe for use.
- W. Rawson Avenue carries a high volume of traffic and is perceived as a major barrier to bicycle and pedestrian travel.
- Many students live within view of Pleasant View Elementary School, but are unable to bike or walk due to insufficient accommodations and unsafe conditions.

**School Site Assessments**

An assessment of Pleasant View Elementary School grounds surrounding and containing the school was performed at the same time as the audit on February 22, 2011. The analysis included walking around the school sites and photographing entrances, bike racks, traffic signage, sidewalks, and other features of the sites that may enable or impede walking or biking to the building. See the Site Assessment Map in **Appendix D**.

General observations of school site conditions around Pleasant View Elementary School include:

- Adult crossing guards would greatly enhance the existing non-motorized transportation network.
- The school is minimally accessible via biking or walking from multiple directions, even where dedicated bicycle or pedestrian facilities are absent.
- There are some major impediments to travel including busy intersections [W. Rawson Avenue at S. 51<sup>st</sup> Street] and high-speed roadways.
- Surrounding neighborhoods lack sidewalks.
- There appears to be a desire to connect neighborhoods to school facilities (evidenced by several well-worn paths and informal trails maintained by parents).
- Crosswalk striping on W. Marquette Avenue is lacking.
- Generally speaking, bus and parent drop-off areas are very well identified. There are also bicycle parking facilities that are easily accessible.

Site Specific Observations:

Pleasant View Elementary School is located on W. Marquette Avenue between W. Rawson Avenue and W. Drexel Avenue. The only direct access to the school property is via S. 46<sup>th</sup> Street and, as a result, this street accommodates a high volume of traffic. Bus traffic enters the loading area from the westernmost parking entrance while parents picking up and dropping off children queue at the easternmost entrance and traffic is combined at the central exit aisle (exit only) leading directly to S. 46<sup>th</sup> Street. Traffic flows reasonably well given the current access limitations, but vehicular traffic is dominant and the lack of bike and pedestrian facilities make non-motorized travel hazardous around the school. The posted speed limit in front of the school along S. 46<sup>th</sup> Street is 15 mph.

Bicycle racks, located east of the main entry, are well positioned and seem to be adequate given the number of students currently biking to school. Students should be instructed to walk their bicycles to the rack once on school grounds by way of sidewalks to avoid conflicts with automobiles in the drop off area. Sidewalk facilities are adequate immediately around the school and along the south side of W. Marquette Ave., although crosswalks should be painted across all drive aisles to the parking and loading area. A second north-south sidewalk connection (with a painted crosswalk) near the west end of the school should be considered once W. Marquette Ave. is extended to S. 51<sup>st</sup> Street.

# 4

## Recommendations for Infrastructure and Non-Infrastructure Improvements

This chapter was developed to address the issues and opportunities observed by school officials, Task Force members, parents, and SAA staff throughout the development of this plan. Previous chapters identified existing policies and ordinances, quantified attitudes about walking and biking, and compiled other existing conditions information. This chapter will present possible solutions to improve or mitigate existing concerns.

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

Recommendations are categorized into two sections:

- A) Site and Neighborhood Recommendations
- B) Communitywide Recommendations.

The site and neighborhood recommendations are school-specific concepts and programs to improve the conditions for walking and bicycling at the Pleasant View Elementary school site and its immediate vicinity. The communitywide recommendations are more generalized activities and actions that should take place throughout the community respective to the 5 E's. Both sets of recommendations should occur in tandem to enhance their effectiveness.

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

### A. Site and Neighborhood Recommendations

This section includes issues and recommendations for the Pleasant View Elementary School site and the surrounding neighborhood. A summary of site and neighborhood issues pertaining to the school is summarized in a table preceding each section. Following this table is an explanation of each issue and a series of recommendations to address listed concerns.

<b>Sec. I. Site and Neighborhood Issues</b>
<b>Pleasant View Elementary School</b>
1.1 Important vehicular, bicycle and pedestrian connections are missing.
1.2 Heavy vehicles and high speeds create hazardous conditions on W. Rawson Ave. and W. Drexel Ave.
1.3 Neighborhoods surrounding the school lack consistent sidewalks.
1.4 The planned sidewalk connection along S. 51 <sup>st</sup> Street (from W. Rawson Ave. to W. Drexel Ave.) remains incomplete.
1.5 W. Rawson Ave. is a major barrier to bike and pedestrian travel.
1.6 Arrival and dismissal times are hazardous for a variety of transportation users.
1.7 There is a desire to increase the amount of formalized encouragement and education programs.

### **Issue 1.1: Important vehicular, bicycle and pedestrian connections are missing.**

Vehicular connections to S. 51<sup>st</sup> Street are missing and, as a result, the majority of vehicular traffic is forced to use S. 46<sup>th</sup> Street. Sidewalks are infrequent in the neighborhoods surrounding Pleasant View Elementary School and off street path connections have not been formalized.

#### **Recommendations**

- 1.1.1 The extension of W. Marquette Ave. 1.3.4 to S. 51<sup>st</sup> Street should become a priority. The street connection should also provide accommodations for bicyclists and pedestrians.
- 1.1.2 Upon completion of the connection of W. Marquette Ave. to S. 51<sup>st</sup> Street, consider routing bus traffic along W. Marquette Ave directly to 51<sup>st</sup> Street to reduce vehicular traffic on S. 46<sup>th</sup> Street.
- 1.1.3 Upon completion of the connection of W. Marquette Ave.to S. 51<sup>st</sup> Street, explore the possibility of limiting vehicular traffic to one way on S. 46<sup>th</sup> Street (from W. Marquette Ave. to Rawson Ave.) during arrival and dismissal times. The second travel lane could be signed and marked for bicycle and pedestrian use only (during arrival and dismissal times).
- 1.1.4 Construct a universally accessible path (8-10 foot width) from Pleasant View Elementary School eastward to provide a formalized connection to Hilleandale Drive and the neighborhood northeast of the school.
- 1.1.5 Construct a universally accessible path from Pleasant View Elementary School southeast to the Victory Creek neighborhood. An informal path currently exists, but lacks appropriate surfacing and requires the use of an unsafe bridge. It is recommended that the path be placed on the City of Franklin property (future park) directly south of the school.

### **Issue 1.2: Heavy vehicles and high speeds create hazardous conditions on W. Rawson Ave. and W. Drexel Ave.**

Pleasant View Elementary is located between W. Rawson Avenue and W. Drexel Avenue; both are major arterials. W. Rawson Avenue carries a high volume of heavy vehicle traffic from a nearby quarry (west of S. 51<sup>st</sup> Street) and, with a posted speed of 45 mph, conditions are seen as unsafe for bicycle and pedestrian travel. Sporadic sidewalk linkages and infrequent crossings compound the problem.

#### **Recommendations**

- 1.2.1 Encourage periodic enforcement of speed limits on W. Rawson Ave. and W. Drexel Ave. At a minimum, this should include focused enforcement efforts near Pleasant View Elementary School at the beginning of each school semester to enforce posted limits.
- 1.2.2 Consider employing adult crossing guards to help students cross key intersections safely.

### **Issue 1.3: Neighborhoods surrounding the school lack consistent sidewalks.**

The neighborhoods surrounding Pleasant View Elementary School were designed to accommodate motorized vehicular traffic, but not necessarily bicyclists and pedestrians. Many of the roads were designed with a rural cross section (no curb and gutter, no sidewalk and ditches to accommodate drainage) and few have widened or paved shoulders. The existing road profiles make it difficult to accommodate sidewalks. Relatively narrow roads with few facilities for non-motorized transportation create hazardous conditions for bicyclists and pedestrians.

#### **Recommendations**

- 1.3.1 Work with the Franklin Public Works Department to schedule sidewalk improvements in the Capital Improvements Plan for key areas in the community that would strengthen the pedestrian network.
- 1.3.2 At a minimum, major connecting streets should have a sidewalk installed on one side.
- 1.3.3 Create a “Complete Streets” review committee/commission to review all Franklin developments, trails, sidewalk and road projects to ensure that facilities for pedestrians and bicycles are included (or at least considered), and to advise based on the citywide and regional transportation network as a whole (see also 2.2.8).

In addition, the “Complete Streets” initiative/committee should accomplish the following:

- Review design policies to ensure their ability to accommodate all modes of travel, while still providing flexibility to allow designers to tailor the project to unique circumstances.
  - Measure and report the City of Franklin’s success through a number of methods. For example: the miles of on-street bicycle routes created; new linear feet of pedestrian accommodation; changes in the number of people bicycling or walking (mode shift); number of new street trees; and/or the creation or adoption of a new multi-modal Level of Service standard that better measures the quality of travel experience.
- 1.3.4 As roads are scheduled for reconstruction, ensure they are improved upon, where possible, to include facilities for bicycles and pedestrians.
- 1.3.5 Encourage annual or biennial grant applications to the DOT for Transportation Enhancement (TE) or Bicycle and Pedestrian Facilities Program (BFPF) monies that can be used to enhance the multimodal transportation network.

**Issue 1.4: The planned sidewalk connection along S. 51<sup>st</sup> Street remains incomplete.**

A Community Development Block Grant was secured by the City of Franklin to fund the construction of a sidewalk that would run just under one-third of the distance between W. Drexel Avenue and W. Rawson Avenue. A complete sidewalk running the length of S. 51<sup>st</sup> Street from W. Rawson Avenue to W. Drexel Avenue would complement other improvement recommendations and help establish a more complete pedestrian network.

**Recommendations**

- 1.4.1 A sidewalk network is being designed for the east side of the street. On-street bike lanes should be considered in the roadway design. If development occurs on the west side of S. 51<sup>st</sup> Street, sidewalks should be installed.
- 1.4.2 Consider the use of countdown signals at crossings along S. 51<sup>st</sup> Street.
- 1.4.3 Consider the use of traffic calming devices along S. 51<sup>st</sup> Street at key crossing locations.

**Issue 1.5: W. Rawson Ave. is a major barrier to bike and pedestrian travel.**

W. Rawson Ave., posted at 45 mph, carries a high volume of traffic and is a major route for heavy vehicles going to and from a nearby quarry. W. Rawson Ave. is viewed as a barrier to bicycle and pedestrian travel for students as well as adults. Expanded bicycle and pedestrian facilities and safe crossings may help community members travel to and from Pleasant View Elementary School, travel between neighborhoods and allow access to retail/service destinations without the use of a vehicle. Few opportunities for safely crossing W. Rawson Ave. currently exist and where they do exist, the crossings facilities are inadequate. Consider restriping crosswalks,

installing user activated crossing signals and creating pedestrian refuge islands within the existing median on W. Rawson Avenue.

### Recommendations

- 1.5.1 Consider utilizing different crosswalk marking patterns to provide additional accommodation for student pedestrians. Markings that utilize a wider pattern of lines, including “ladder” or “continental” stripes alert motorists of the crosswalk location more effectively than standard patterns.
- 1.5.2 Improve crossing facilities at the intersection of W. Rawson Ave. at S. 51<sup>st</sup> St. Consider restriping crosswalks, installing user activated crossing beacons, countdown timers and creating pedestrian refuge islands within the existing median on W. Rawson Ave.
- 1.5.3 Explore opportunities for additional crossing locations along W. Rawson Ave. Tumble Creek Drive at W. Rawson Ave. may be feasible. Coordinate with Milwaukee County to determine the warrant for installing traffic signals at the W. Rawson Ave. (CTH BB)/Tumble Creek Drive intersection. This is a location where students could be encouraged to cross the street. Installing pedestrian countdown timers across W. Rawson Ave. (CTH BB) will also better enable students to determine when it is safe to cross the street.
- 1.5.4 Work cooperatively with the Franklin Police Department to periodically enforce speed limits in key areas. This enhanced enforcement effort should focus on high-use areas throughout the community.
- 1.5.5 Consider employing adult crossing guards to help students cross key intersections safely.

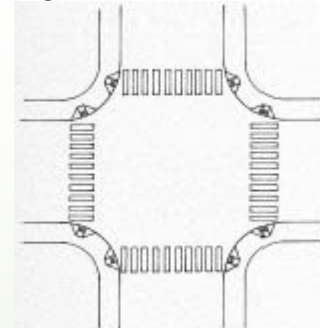
### Issue 1.6: Arrival and dismissal times are hazardous for a variety of transportation users.

The arrival and dismissal procedure is relatively functional given the site access constraints; however reports of motorized vehicles occasionally disobeying rules and the volume of traffic being routed to S. 46<sup>th</sup> Street creates conflicts that are hazardous for a variety of transportation users. As improvements are made and circulation patterns change, it will be important to review the arrival and dismissal procedure on a regular basis and make revisions to the process as needed.

### Recommendations

- 1.6.1 Continue to develop, review and implement on-site management plans that include designated drop-off/pick-up locations (zones), adult monitors, and

Figure 1.1



*Above: FHWA considers “continental” markings to be the most visible to motorists.*

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

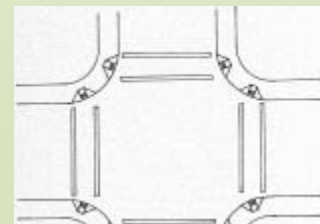


Figure 1.2



*Pedestrian countdown timer. (FHWA)*

- student safety patrols for schools that do not currently have such plans. Evaluate existing on-site management plans annually for functionality.
- 1.6.2 Develop a safe walk/bike zone within a block or two of the schools and actively discourage parents or caregivers from driving into the zone for ten minutes before and after arrival/dismissal times. This zone can be introduced on a monthly basis to ease transition.
  - 1.6.3 Develop a “friendly notes” program to issue “tickets” to vehicles not obeying rules. They may include a “no idling” message, or convey information like “no parking” or “bus lane”. Conversely, issue “tickets” to vehicles obeying the rules that can be cashed in by the student for a prize drawing or some other reward.
  - 1.6.4 Institute a “No Idling” campaign to educate students, parents, and neighbors on the consequences of idling engines.
  - 1.6.5 Instruct children who ride their bikes to school to dismount their bikes and walk them to a bike rack when on school property. Riding on busy sidewalks can cause user conflicts and injuries.

**Issue 1.7: There is a desire to increase the amount of formalized encouragement and education programs.**

The Teacher Survey revealed that many teachers have observed unsafe bicyclist and pedestrian behavior and feel that increased education and encouragement programs may help create a safer environment. Other comments included the need to educate students and motorists about walking or biking on the correct side of the road, the dangers of inattentive driving (cell phones and texting) and arrival/dismissal procedures for motorized vehicles.

**Recommendations**

- 1.7.1 Recruit adult volunteers to develop a Walking Wednesday’s program. Students and the volunteer would gather at designated locations and then walk together to the Pleasant View Elementary School.
- 1.7.2 Periodically, teachers should remind students to walk their bicycles once on school grounds. Rewarding children for wearing helmets might also help to reinforce the message that helmets are an important part of their bicycle equipment.
- 1.7.3 The Franklin Public School District should prepare a circulation plan for all of its schools. This includes written directions for where parents who drive their children to school should drop-off/pick-up their children, and maps to indicate the locations. Teachers or parent volunteers should be utilized to enforce “No Parking” areas, and to remind parents to turn off their vehicle’s engine (before the line starts to move) if they are waiting to pick up a child in the queue. Many schools post “No Idling” signs as a reminder.
- 1.7.4 For parents who want their children to walk or bicycle to school, they should reserve some time on a weekend day to determine a route and observe their child’s behavior while en route to the school. Principals can aid in route determination by providing maps where safer crossings are located.
- 1.7.5 Include biking and walking route information as part of new student orientation. Educate parents on current arrival/dismissal procedures and rules and continue to do so at intervals during the school year.
- 1.7.6 Consider taking students on walking field trips when applicable.

## B. Communitywide Recommendations

Communitywide issues in Franklin include a perceived lack of bicycle, pedestrian and driver education. This issue is common in most communities especially the perception by pedestrians and bicyclists that motorists aren't paying attention to them and their rights within the transportation network. Parents and students worry about motorists yielding to pedestrians in crosswalks and high automobile speeds in school zones. This issue is compounded by the general lack of a sidewalk network. There is also some need to maintain existing crosswalks, develop new ones, and to improve certain intersection crossings. Achieving a greater working knowledge of walking and bicycling conditions within the community is also a strong desire, as is increasing the perception of safety for these mode choices.

A series of issues and recommendations for implementation throughout Franklin are provided below. Many require substantial inter-agency coordination including cooperation between the Franklin Public School District, City of Franklin and its departments, Milwaukee County, WisDOT and various parents, teachers, and community organizations.

<b>Sec. 5. Communitywide Issues</b>
2.1 Perceived lack of bicycle/pedestrian/driver education.
2.2 Facilities in school zones should be evaluated and consistent.
2.3 Vehicles speeding
2.4 Walking and biking to school as a popular transportation choice.
2.5 Perception of community safety for walking and biking to school is poor.
2.6 Current conditions for walking and biking throughout the community are not fully known.

### **Issue 2.1: Perceived lack of bicycle/pedestrian/driver education.**

There is some concern that children do not ride their bicycles appropriately, and do not obey traffic signs or wear appropriate safety gear (helmets, etc.). Many adults also worry about children running out into the street, or crossing mid-block. While these are behaviors exhibited primarily by children, another major concern is the behavior of motorists, especially in school zones or where they encounter crosswalks communitywide.

The biggest danger posed to most bicyclists and pedestrians is automobiles. While Franklin maintains an efficient system of roadways for motorized vehicles, conflicts emerge when other modes are introduced into the system. When pedestrians cross the street and bicyclists utilize local roadways they share the transportation network with automobiles. In order to function effectively, all users must know and practice their responsibilities when operating in the transportation network.

### **Recommendations**

- 2.1.1 Disseminate information via backpack flyer, websites, or an instructional DVD illustrating the benefits and responsibilities of active transportation.
- 2.1.2 Add lessons to current classroom curricula on the benefits of walking or biking to school. Include sections on the environment, health, and safety.



- 2.1.3 Contact the Wisconsin Department of Transportation, Franklin Police Department, and local advocacy groups about bringing a Walkable Communities Workshop or other education programs to Franklin.
- 2.1.4 Work with local organizations to hold Bike Rodeo events to teach children about bicycle and helmet safety, and promote Lids On Kids programs that provide helmets at reduced costs. These programs are most effective if held during a school day, when all children are able to participate. The event should include parent invites, because parents must learn about proper safety procedures that they can reinforce at home. Promote the Teaching Safe Bicycling (TSB) educational course through WisDOT to train bicycle instructors.
- 2.1.5 Include bicycle and pedestrian education as part of driver education programs held at the local high schools and elsewhere within the community.
- 2.1.6 Invite guest speakers and hold assemblies on safe transportation. Include sections for parents and other drivers about sharing the road with bicyclists and pedestrians.

**Issue 2.2: Facilities in school zones should be evaluated and consistent.**

The City of Franklin should standardize school warning signs and crosswalk designs in school zones and perform yearly maintenance of marked crosswalks if identified as substandard along identified school routes. Consistent sidewalk networks, curb ramps, and crosswalks should also be developed to increase mobility options for all members of the community.

**Recommendations**

- 2.2.1 The City of Franklin should work with each local school to identify their preferred school zone and place signs appropriately.
- 2.2.2 Determine the need for beacons on school speed limit signs to identify to motorists when the reduced speed limits apply. There are programmable beacons available that will activate only when school is in session, many can also be manually activated.
- 2.2.3 Perform yearly maintenance of marked crosswalks if identified as substandard along identified school routes. This will require an updated listing of school crosswalk locations and installation of additional crosswalks where they do not exist. Utilization of a ladder-style pattern is preferred to a standard two bar design.
- 2.2.4 Consider placing in street pedestrian pylons to inform drivers they should “yield to pedestrians”. Start with these signs in school zones on collector and arterial roadways.
- 2.2.5 Encourage annual or biennial grant submittals to the DOT for Transportation Enhancement (TE) or Bicycle and Pedestrian Facilities Program (BFPF) monies that can be used to enhance the multimodal transportation network. Safe Routes to School (SRTS) Funding grants should also be pursued because they offer 100% funding whereas the other programs mentioned require a local match.

**Issue 2.3: Vehicles speeding**

Franklin contains many major thoroughfares. This flow of automobile traffic increases the likelihood of a variety of traffic-related incidents including crashes, speeding, illegal parking, and failure to yield to the right-of-way. Many of these conditions are compounded during pick-up and drop-off times in schools zones when parents are looking for the fastest and easiest way to access and depart the school area.

**Motorist behavior is affected by a number of factors including perception of the driving environment. If motorists feel it is safe to travel at a higher rate of speed than posted, they**

**often will. Aside from vehicle speeding, multiple lanes of traffic result in great distances curb-to-curb for pedestrians and bicyclists to negotiate. Compound great distance with a high rate of speed and some intersections that do not contain pedestrian signals are very difficult to cross (portions of Rawson Ave, etc.).**

### **Recommendations**

- 2.2.3 Work cooperatively with the Franklin Police Department to periodically enforce all applicable bicycle and pedestrian rights-of-way. This enhanced enforcement effort should focus on high-use crosswalks or other crossings throughout the community.
- 2.2.3 Work with the Franklin Police Department to report incidents of speeding, parking violations, and crosswalk violations in school zones.
- 2.2.4 Work with the City of Franklin and school district to better identify school zones by ensuring school zone speed limits are identified and enforced.
- 2.2.5 In the long term, initiate an adult crossing guard program to control identified pedestrian crossing points. This program should include annual training of the adult crossing guards and a public education campaign to alert motorists about their responsibilities when crossing guards are controlling traffic. Most programs are administered through the local traffic authority (City of Franklin) with cost sharing between school districts and the locality as needed.
- 2.2.6 Remove “when children present” from all school zone speed limit signs and replace with “when flashing”. This change would necessitate installing flashing beacons to the school warning sign assembly. These beacons should be on timers, or manually actuated so that the reduced speed limits only apply “when flashing” (during student arrival and dismissal times).
- 2.2.7 Identify locations for curb extensions, or bulb-outs, to extend the sidewalk curb line out into the street. This narrowing of the street simultaneously slows traffic and decreases the distance for pedestrians crossing the street. Temporary bulb-outs can also be constructed using traffic cones during pick-up/drop-off times in school zones with village approval.

### **Issue 2.4: Walking and biking as a popular transportation choice.**

Over the past 30 years America overall has become much more accustomed to utilizing a private automobile for regular transportation. Part of the issue in educating drivers about pedestrian and bicyclist rights is creating a critical mass of walkers and bikers to increase the expectation these users will be encountered during a trip. If residents don't see walking or biking frequently, or don't believe people walk or bike as part of regular transportation, they are less likely to look for them while driving. Further, non-walkers and non-bikers are less likely to suggest walking or biking trips to their children.

A variety of facilities including some sidewalks, bike lanes, and the Oak Leaf Trail enable walkers and bikers a variety of route options to accommodate many users. On-street facilities and off-street trails have also increased access to a variety of locations including schools and public parks, but the pedestrian network remains relatively incomplete. Unfortunately, many residents and workers find it more convenient to drive to their destinations in Franklin, even when other options exist. This includes parents driving their children to school.

### **Recommendations**

- 2.4.1 Encourage more people to walk or bike as a regular transportation choice. Consider implementing “Walking/Fitness Day” activities that promote walking to school. Similar

- efforts should be expanded by asking community groups, employers, and residents to observe Bike to Work Week and other walking or biking encouragement events.
- 2.4.2 Develop school-based incentive programs, such as Mileage Clubs that offer rewards when mileage thresholds are reached, to encourage biking and walking as a daily activity. Continue current programs in the district including “Golden Shoe” clubs and walking tours. A menu of other encouragement activities is provided in Chapter 5.
  - 2.4.3 Consider developing a media campaign to get the SRTS message out to parents and the general public. This may include posters, emails, newsletters, or stories in the local newspaper about the programs used to generate enthusiasm within the community.
  - 2.4.4 Encourage the City of Franklin Department of Public Works and other traffic authorities to continue to grow the sidewalk and bike lane network. This includes designing bicycle and pedestrian facilities as part of any roadway reconstruction project.

**Issue 2.5: The perception of community safety for walking and biking to school is low. There are a variety of issues affecting the perceived safety of walking or biking to school. The Parent Survey, conducted in spring 2011, revealed many concerns related to traffic. The top two recorded issues affecting parent’s decisions to allow, or not allow, their child to walk or bike to/from school included the “volume of traffic along the route”, and the “speed of traffic along the route”. It is likely that Rawson Avenue and S. 51<sup>st</sup> Street played heavily in these responses since these routes separate many neighborhoods from Pleasant View Elementary.**

### **Recommendations**

- 2.5.1 Increase the safety of the pedestrian network. This includes improving pedestrian connections where they encounter intersections, and installing crosswalks.
- 2.5.2 The City of Franklin should require sidewalks in new residential developments per the subdivision ordinance.
- 2.5.3 Enforce speed limits and crosswalk regulations in school zones, in the long term consider positioning adult crossing guards at strategic intersections communitywide.
- 2.5.4 Develop a regular Walking School Bus program to encourage groups of children to walk to school together. This program is most successful when led by an adult who can ensure safe practices among “passengers”.
- 2.5.5 The Franklin Public School District should consider developing a “School Facility Planning” policy to identify requirements for the placement and construction of school facilities. This includes ensuring a site is located within walking distance of the neighborhood it is meant to serve and that school sites should not be located next to major arterial streets or highways. Every effort should be made to provide off-road facilities to the neighborhoods adjacent to schools (such as multiuse trails) as the site is developed. If the policy cannot be enforced, revise the policy to ensure that **connections** to neighborhoods (existing or planned) are designed and installed when siting and developing new school properties.

- 2.5.6 Consider installing a wayfinding system of sign assemblies including destination panels. Destinations should include major places of interest, such as the Oak Leaf Trail or parks and schools, and include direction and distance markers. See Figure 5.6.

**Issue 2.6: Current conditions for walking and biking throughout the community are not fully known.**

Like many communities, an exhaustive analysis of bikeability or pedestrian friendliness has not been performed and is only available anecdotally. Census 2000 shows that less than 1% of the working population walks to work on a regular basis, there is no measure of safety attributed to this datum. The Student Tally performed at Pleasant View Elementary shows roughly 4% of the potential 501 students recorded, walked to school. Similar analysis performed communitywide should measure the effectiveness of designating preferred routes to key destinations. This baseline analysis should be used for comparison purposes against future pedestrian numbers that may increase with implementation of this SRTS plan, or any other bicycle or pedestrian plan that may be implemented. Bicycle data should also be recorded to determine the effectiveness of education or encouragement programs.

**Recommendations**

- 2.6.1 Consider working with bicycle and pedestrian advocacy groups to increase the working knowledge of biking and walking issues within the community. These groups may also be able to provide key insight or volunteers for implementation efforts, and survey distribution.
- 2.6.2 Determine the feasibility of a communitywide transportation survey to measure mode choice within the community. The survey should include a section on popular destinations and list the primary concerns of pedestrians. Biking questions should include information on preferred routes to identify where bicycle facilities should be developed (such as bike lanes) to help prioritize recommendations and formalize a bicycle and pedestrian plan for Franklin.
- 2.6.3 Continue to collect and submit SRTS survey and advocacy results to the National Center for Safe Routes to School so that national databases can be expanded.
- 2.6.4 Develop a formalized bicycle and pedestrian plan on a citywide scale to link not only neighborhoods and schools, but also places of recreation, employment centers, and commercial areas. Utilize recommendations developed as part of this *Pleasant View Elementary Safe Routes to School Plan* to inform and support a specific element of the plan on developing safe routes to schools communitywide.

Figure 5.6



Above: Bike Route Signage with destination markers and directional arrow.

Below: Destination panels that describe the direction, destination, and distance.



(Images: Chicago DOT; walkinginfo.org)

- 2.6.5 Encourage Milwaukee County to perform a Bicycle Compatibility Index (BCI) to quantitatively evaluate the area roadways for levels of bicycle accommodation.

Capital improvements identified in this chapter that are located in the public right-of-way have been consolidated below. The following table (Table 4-1) contains the reference (recommendation or map number) where the improvement is discussed in greater detail. School site recommendations, long-term goals, and some off-street facilities are not included in this table (Table 4-1).

Ref.	Improvement	Segment
	Restripe Crosswalks	W. Rawson Ave. at S. 51 <sup>st</sup> Street
	Sidewalk	East Side of S. 51 <sup>st</sup> Street from W. Rawson Ave. to W. Drexel Ave.
	Street/Sidewalk	Extend W. Marquette Ave. to S. 51 <sup>st</sup> Street
	School Crossing Signs/Beacons	W. Rawson Ave. at S. 51 <sup>st</sup> Street
	Traffic Study	Determine the warrant for installing a pedestrian crossing at W. Rawson Ave. and Tumble Creek Drive
	Striping and Signage	Conversion of S. 46 <sup>th</sup> Street to a one-way street during arrival and dismissal times
	Pedestrian Refuge Islands	W. Rawson Ave. at S. 51 <sup>st</sup> Street

## C. Action Plan

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

The table is meant to complement the recommendations discussed throughout this chapter. It incorporates strategies and responsibility for implementation of select recommendations given. This table should be updated periodically with new strategies sourced from the recommendations within this chapter, or within the SRTS Toolbox discussed in Chapter 5.

Groups assigned to implement this SRTS Plan include the Franklin Public School District (authority for school site improvements), the City of Franklin and Milwaukee County, local/county police departments, and other agencies operating within the community. See Table 4-2.

**Table 4-2: Action Plan**

Strategy Type	Action	Who	Funding Source	#
<b>Education</b> includes identifying safe routes, teaching students to look both ways at intersections, and how to handle potentially dangerous situations. This strategy is closely tied to Encouragement strategies.	Periodically, teachers should remind students to walk their bicycles once on school grounds. Rewarding children for wearing helmets might also help to reinforce the message that helmets are an important part of their bicycle equipment.	Pleasant View Elementary School	None Req.	1.7.2
	The Franklin Public School District should prepare a circulation plan for all of its schools.	School District	None Req.	1.7.3
	For parents who want their children to walk or bicycle to school, they should reserve some time on a weekend day to determine a route and observe their child's behavior while en route to the school.	Parents & Pleasant View Elementary School	None Req.	1.7.4
	Include biking and walking route information as part of new student orientation. Educate parents on current arrival/dismissal procedures and rules and continue to do so at intervals during the school year.	Pleasant View Elementary School	SRTS, General	1.7.5
	Disseminate information via backpack flyer, websites, or an instructional DVD illustrating the benefits and responsibilities of active transportation.	Pleasant View Elementary School	SRTS, General	2.1.1
	Expand educational opportunities within the school system and throughout the community. Explore holding frequent Bike Rodeos, Walking Workshops and other events and encourage ephasis on bike/ped safety in driver education programs.	School District, City of Franklin	SRTS, General	2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.6.1
<b>Encouragement</b> combines the results of the other "E's" to improve knowledge, facilities and enforcement to encourage more students to walk or ride safely to school. Most importantly, encouragement activities build interest and enthusiasm. Programs may include "Walk to School Days" or "Mileage Clubs and Contests" with awards to motivate students.	Consider employing adult crossing guards to help students cross at key intersections	School District	School District	1.2.2, 2.2.5
	Develop a safe walk/bike zone within in an area around the school, institute a "no idling" campaign and develop a "friendly notes" program to encourage safe behavior from drivers, bicyclists and pedestrians.	Pleasant View Elementary School	None Req.	1.6.2, 1.6.3, 1.6.4, 1.6.5
	Promote regular Walk/Bike to School days and other fitness events. Consider extending events to parents and school staff.	Pleasant View Elementary School	None Req.	1.7.1, 1.7.6, 2.1.4, 2.4.1, 2.5.4
	Distribute biking and walking route information as part of new student orientation.	School District	SRTS	1.7.5
	Develop Walking School Bus programs and incentive programs to encourage groups of children to walk to school together.	School District	SRTS	2.4.2, 2.4.3

Strategy Type	Action	Funding Source	#
<b>Enforcement</b> includes policies that address safety issues such as speeding or illegal turning, but also includes getting community members to work together to promote safe walking, bicycling, and driving.	Upon completion of the connection of W. Marquette Ave. to S. 51st Street, consider routing bus traffic along W. Marquette Ave directly to 51st Street to reduce vehicular traffic on S. 46th Street.	City of Franklin General	1.1.1, 1.1.2, 1.1.3
	Encourage periodic enforcement of speed limits on W. Rawson Ave. and W. Drexel Ave.	City of Franklin General	1.2.1, 1.5.4
	Create a "complete streets" review committee to review all Franklin developments, trails, sidewalk and road projects.	City of Franklin None Req.	1.3.1, 1.3.2, 1.3.3, 1.3.4
	Periodically remind parents and students of and enforce on-site arrival and dismissal policies.	Pleasant View Elementary School None Req.	1.7.2, 1.7.3, 1.7.5
	Periodically enforce all applicable bicycle and pedestrian rights-of-way.	Franklin Police Department General	2.2.3
<b>Engineering</b> is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school.*	The extension of W. Marquette Ave. westward to S. 51st Street should become a priority. The street connection should also provide accommodations for bicyclists and pedestrians.	City of Franklin General	1.1.1
	Upon completion of the connection of W. Marquette Ave. to S. 51st Street, explore the possibility of limiting vehicular traffic to one way on S. 46th Street (from W. Marquette Ave. to Rawson Ave.) during arrival and dismissal times. The second travel lane could be signed and marked for bicycle and pedestrian use only (during arrival and dismissal times).	City of Franklin SRTS, General	1.1.3
	Construct universally accessible paths to the neighborhoods adjacent to Pleasant View Elementary School.	City of Franklin SRTS, General	1.1.4, 1.1.5
	Continue to expand the sidewalk network within the City of Franklin.	City of Franklin SRTS, WisDOT, General	1.3.1, 1.3.2, 1.3.4, 1.4.1, 2.5.1, 2.5.2
	Work with Milwaukee County and the City of Franklin to improve crossing facilities at key locations.	City of Franklin, Milwaukee County SRTS, WisDOT, General	1.5.1, 1.5.2, 1.5.3, 2.2.2, 2.2.3, 2.2.4, 2.2.7
	Prepare annual or biennial grant submittals to WisDOT to implement infrastructure projects.	City of Franklin, School District None Req.	2.2.5
<b>Evaluation</b> involves monitoring outcomes and documenting trends through data collection before and after SRTS activities. Surveys and audits can help provide quantitative support for improvements brought about through SRTS programming.	Continue to develop, review and implement on-site management plans that include arrival/dismissal procedures	School District None Req.	1.6.1, 1.7.3
	Develop a communitywide transportation survey to measure mode choice within the community. The survey should include a section on popular destinations and list the primary concerns of pedestrians.	City of Franklin General	2.6.2
	Develop a "School Facility Planning" policy to evaluate potential placement on new school facilities.	School District SRTS	2.5.5
	Continue to collect and submit SRTS survey and advocacy results to the National Center for Safe Routes to School.	City of Franklin, School District WisDOT	2.6.3
	Encourage Milwaukee County to perform a Bicycle Compatibility Index (BCI) to quantitatively evaluate the area roadways for levels of bicycle accommodation.	Milwaukee County General	2.6.5

**General Fund:** the agency's normal operating budget

**City of Franklin:** the City of Franklin offices and agencies

**Milwaukee County Hwy Dept:** Milwaukee County Highway Department is the traffic authority for county highways

**None Req.:** funding is not necessarily required to implement this action

**Periodic:** perform at regular intervals (annual, biannual, biennial, etc)

**School District:** Franklin Public School District

**SRTS:** Safe Routes to School funding provided through the Department of Transportation

**WisDOT:** Department of Transportation, Transportation Enhancement (TE) and Statewide Multimodal Improvement Program (SMIP)

# 5

## Best Practices and Implementation Programs

There are many active Safe Routes to School (SRTS) programs across the country and around the world today. Fortunately, the people behind these successful programs are very willing to share the tools and ideas they have developed. Chapter 5 borrows from this knowledge base and provides a resource for your local SRTS program to build understanding and enthusiasm for SRTS at your school or within the community.

This chapter offers a review of the 5 E's approach to SRTS planning and an extensive toolbox detailing program suggestions and ideas. Additionally, a list of web resources is provided to help your community tap into the vast resources available on the internet that can help enhance your SRTS program.

### The 5 E's Reviewed

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

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

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

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

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



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

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

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

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

## SRTS Tool Box

### Engineering Tool Box

- 1) **Signing and Pavement Marking:** Use signing and pavement markings consistently to convey the same message throughout the community. Signage in School Zones should follow the same conventions elsewhere in the community and convey a clear message. For example, if the intention of a NO PARKING sign is that no vehicle is to be stopped, then the sign should reflect that (NO STANDING ANY TIME), otherwise drivers may interpret the sign to mean they can temporarily wait in the location.
- 2) **Install Bicycle Lanes:** Bike lanes are 4 to 5 feet wide lanes located next to the road edge or between the parking lane and travel lanes on a street. They are defined by a 4 inch white line and help communicate to bikers and drivers how a road functions.
- 3) **Build Bike Paths:** Bike paths are generally 10 foot wide multi-use trails for both bikers and



walkers. They typically have their own right-of-way and can be built on abandoned rail lines, on utility corridors or along riverfronts.

- 4) Complete the Sidewalk Network: A complete sidewalk network is one of the most important tools for SRTS programs. Sidewalks provide a safe place for students to walk and a complete network makes safe routes from home to school possible.
- 5) Install, Enhance, or Repair Crosswalks: Crosswalks define the area of the street where automobile drivers can expect to see pedestrians. In the State of Wisconsin, a driver is required to yield to a pedestrian in a crosswalk. For crosswalks adjacent to school grounds, it is suggested that a “ladder crosswalk” be considered to increase visibility.
- 6) Install Bump Outs: Bump outs are curb extensions usually located at intersections that reduce the crossing distance on streets.
- 7) Install New or Improved Street Lighting: The school day starts before dawn in parts of Wisconsin during the winter months and ends around dusk. Adequate street lighting is an important tool for walking safety.
- 8) Install New or Improved Signage (school zones, speed limits, crosswalks, etc.): A surprising number of schools, both public and private, do not have School Zone signs on all streets surrounding the school. These signs remind drivers of the increased likelihood of children being present and allow for the enforcement of reduced speed limits.
- 9) Install Bicycle Parking Near School Entrances: The location of bike racks on school grounds can encourage regular use of bikes as transportation. Locating them near the main entrance where bikes can be seen from inside the building discourages theft and makes parents more likely to allow their child to ride to school.
- 10) Install Traffic Calming Measures (curb extensions, speed tables, traffic circles, raised crosswalks, narrowing lanes, etc): Traffic calming measures have become more popular in recent years and the engineering behind them has also improved. Studies have shown that well designed traffic calming measures can reduce speeds considerably.
- 11) Restrict Turning Movements: Particular restrictions, such as only allowing right turns out of or into school properties, more commonly called “right-in, right-out” access, can help alleviate congestion and queuing in some locations.

Figure 5-2



*Best practice: bicycle parking should be conveniently located near school entrances (SAA)*

### **Education Tool Box**

- 1) The Wisconsin Department of Transportation has a wide selection of educational materials from DVDs and brochures to coloring books on transportation safety. These materials are provided for free or at a minimal cost. The DOT encourages assistance with the distribution of these materials at PTO meetings, School Board meetings, and other gatherings.
- 2) Bicycle Rodeos or training courses can be used to teach on-bike skills. Local community service organizations such as the Lions Club or Jaycees are often looking for opportunities to make

use of their volunteers and are happy to help organize and run a Bike Rodeo. Course information can be found on the web or by calling the Wisconsin Bicycle Federation or contacting Larry Corsi with the Wisconsin Department of Transportation at 608-267-3154 or e-mail [larry.corsi@dot.state.wi.us](mailto:larry.corsi@dot.state.wi.us).

- 3) Movin' and Munchin' is a wellness initiative sponsored by the Wisconsin Department of Public Instruction and cosponsored by WEA Trust. The program aims to encourage healthy eating habits and increased physical activity among students and their families. Individuals earn "Movin' and Munchin' Miles" for healthy nutrition choices and various forms of physical activity, such as walking or biking. All participating schools are considered for awards up to \$500 to use towards improving their physical education and nutrition programs. If the district has a WEA Trust health plan and at least 50% of school staff also participate in Movin' and Munchin', the WEA Trust will match any awards given by DPI. More information, including a detailed description of the program, can be found at <http://www.movinandmunchin.com>. Contact Jon Hisgen of DPI at (608) 267-9234 or e-mail [jon.hisgen@dpi.state.wi.us](mailto:jon.hisgen@dpi.state.wi.us) with any further questions.
- 4) Teach personal safety skills to students and parents (never walk alone etc.). Local police departments are usually willing to come to elementary schools and talk with the students about safety skills.
- 5) The Wisconsin Bicycle Federation and Wisconsin Walks are two statewide advocacy organizations that advocate for better walking and biking conditions in our communities. They have professional staff willing to help with educational programs for students and are a useful resource on biking and walking safety.
- 6) Bring the FHWA Pedestrian Roadshow to local communities. The FHWA developed this four-hour workshop to increase pedestrian safety in communities through local awareness and local problem solving.
- 7) Identify local and knowledgeable advocates to give SRTS presentations throughout the community to build awareness and support for your SRTS program (Rotary, Lions Club, PTO, Plan Commission, etc.).
- 8) The League of American Bicyclists has developed a Bike Ed program which includes curricula for adults and children taught by certified instructors. Programs include Traffic Skills 101, Traffic Skills 102, Commuting, Motorist Education, Kids I, and Kids II. The latter two include instruction for parents and children to improve on-bike skills for riders of all ages. The Motorist Education program includes a 3-hour session that can be taught in driver's education curriculum. It

Figure 5-3



*Best practice (top): bicycle safety training workshops (SAA)*

*Best practice (bottom): utilize trained adult crossing guards (SAA)*



includes roadway positioning for cyclists, motorists and hand signals, principles of right-of-way, and left and right turn conflicts. Working with a local League Cycling Instructor to present as many of the classes as possible will increase overall community traffic safety by improving driver and biker skills.

## **Enforcement Tool Box**

### Community Efforts

- 1) Safety Patrols (or Cadets) – Safety patrols are comprised of specially trained students, usually 5<sup>th</sup> grade and above, who are assigned tasks such as escorting students to buses and assisting students across streets. They are not legally allowed to stop traffic; however they can and do help other children spot appropriate gaps in traffic so they can cross. They also teach and model safe behaviors on the sidewalk and crossing the street.
- 2) Adult School Crossing Guards – The local police department usually trains and certifies the crossing guards for a community. They are also legally allowed to stop traffic or traffic violators. They are best deployed at busy intersections along popular school routes.
- 3) Neighborhood Speed Watch Programs – These programs use a speed trailer to indicate current speeds to drivers as they pass by the trailer. In addition to the trailer, a neighborhood may use yard signs or stickers to encourage drivers to slow down.
- 4) Active Speed Monitors (or Driver Feedback Signs (DFS)) – These are signs that are permanently mounted near schools to make drivers aware of their current speed. They flash when a motorist is exceeding the posted speed limit.
- 5) Pace Cars – A pace car program uses volunteers who take a pledge to follow speed limits, stop at stop bars, yellow lights and other traffic control devices. The pace cars slow traffic down by modeling good behavior.
- 6) AAA School Safety Patrol: Upon registration, schools are eligible to receive free training materials, belts, badges and other items necessary for the operation of a successful School Safety Patrol program.

### Police Department Efforts

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

*Figure 5-4*



*Best practice: portable radar speed trailer (SAA)*

posted school zone speed limit.

The National Center for Safe Routes to School web site has much more in depth information regarding enforcement tools at <http://www.saferoutesinfo.org/guide/enforcement/index.cfm>

### Encouragement Tool Box

- 1) International Walk to School Day:  
Occurring each October, this event can be used to kick off a new SRTS program or as a highlight of the year for an existing program. The International Walk to School Day organization creates many media opportunities and can be useful for a community to use as a springboard for its own Walk to School Day.
- 2) Walking School Bus: The walking school bus is a volunteer based program where a parent or other trusted adult volunteers to walk a set route, picking up school children along the way and walking them to the school grounds. Another adult will pick up the children at the school grounds and walk them home. This type of program is sometimes called School Pool or a Bike Train (if using bicycles).
- 3) Park-And-Walk Programs: Park and walk programs allow students who live too far away to walk the entire way to school a chance to participate and receive the benefits of walking to school. By providing a remote parking lot within a mile of the school grounds, parents and children can leave the car and walk to school.
- 4) Walking Wednesdays: Walking Wednesdays program participants meet with school staff at a public location such as a coffee house near the school and at a pre-determined time, the students and the staff walk together to school one day a week.
- 5) Safe Passage or Neighborhood Watch Program: This program is organized by the National Crime Prevention Council and is intended to help communities reduce crime and can be a great asset to a SRTS program.
- 6) Stagger Dismissal Times: Staggering dismissal times for walkers/bikers, bus riders, and family vehicle riders can be an effective solution to separate transportation modes. By adjusting dismissal time by 5 minutes, schools with limited space to separate transportation modes can alleviate some of the safety and congestion issues common around dismissal time.
- 7) Adult Crossing Guard Recognition Week: This one week each school year allows local schools and communities an opportunity to formally recognize the value and efforts of school crossing guards. School crossing guards are formally recognized differently across the State of Wisconsin, but universally appreciated among them are "Thank You" cards designed and delivered by school children.
- 8) Frequent Rider Miles: The Frequent Rider Miles contest was originally conceived by GO GERONIMO, an alternative transportation program in the San Geronimo Valley in Marin County, California, and adapted by the Marin SRTS program of the Marin County Bicycle Coalition (See "SRTS Resources" in this chapter). Children are issued tally cards to win points for walking, biking, carpooling and busing. Every time they walk or bike to school they earn

Figure 5-5



Best practice: Walk to School Day (SAA)

two points. Every time they carpool or take the bus they earn one point. When they earn twenty points, students turn in their card for a small prize and receive another card. At the end of the contest, a raffle is held using all of the completed tally cards for major prizes. Contact local businesses and ask them to donate prizes.

- 9) **Greening of the Trees:** In the “Way to Go” contest (British Columbia), each child arrives at school and colors a leaf. The color of the leaf is determined by the child’s travel mode. Walking and biking students color leaves green. Those who arrive by bus and carpool get a different shade of green leaf. If a child traveled by car part of the way, but walked at least a block, the leaf is half yellow or brown and half green. Students who arrive by car (but not in a carpool) get a brown leaf. The leaves are then mounted on a tree, and the more the children walk or bike to school, the greener the tree becomes. A prize is given to the class with the greenest tree.
- 10) **Walk and Bike Across America:** Another “Way to Go” Initiative, this contest allows students to gain a broader perspective on the freedom provided by walking and biking. Students keep track of the distance that they walk and bike to school 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 staging areas near school they calculate the distance they travel from there. Similar counts are made from home to the bus stop. 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 the class continues to accumulate miles, they 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 movie or pizza party. In a variation on this contest, carpools and bus passengers can be included by adding bonus miles for every child who uses those modes. Note that students using motorized transportation can travel farther than those going on their own power. To include the actual miles would defeat the purpose of the exercise. Add one mile to the class total for every child who carpools or rides the bus to school.
- 11) **Art Contest:** Art contests provide children the opportunity to develop safety slogans and art while learning about better safety practices. Their artwork can then be used as signs or banners as part of a community wide safety campaign. Students in Hertfordshire, England (United Kingdom), had their artwork transformed into “gateway” signs to alert drivers entering roads around schools.
- 12) **Trip Counters:** These systems utilize a radio frequency identification tag (often affixed to helmets) that sends a signal to a solar-powered device. In Boulder, Colorado, one elementary school increased bicycle trips from 10,000 to 20,000 trips per year in part because participants could trade accumulated bicycle trips for prizes. The Freiker program (FREquent – bIKER) registers tags, beeps, and wirelessly uploads data to the Freiker website so kids

Figure 5-6



*Best practice: frequent rider systems, such as Freiker (FREquent bIKER) may encourage active transportation (Freiker)*

- can see how close they are to earning a prize. The system can also be used by walkers.
- 13) Essay Contests: Essay and creative writing contests give students an opportunity to address how transportation affects their community and the environment. Middle school students at the Lagunitas School in Marin County, California, met with school instructors to develop an essay that examined two different scenarios: 1) What would the world be like in 20 years if everyone drove as much as Americans? and 2) Contemplate a world where everyone rode bikes, walked, or used transit. The outcome “Nightmares and Sweet Dreams” was a thought-provoking essay on the choices the students face in their future. The essay was published in a number of different newsletters.
  - 14) Treasure Hunt: Organize a Treasure Hunt by creating a list of objects, safety signs, and special landmarks and ask the children to locate them on their walk to school. Those who find all the items get a prize.
  - 15) Board Game: Hawthorne School in British Columbia created a classroom game board. Every time the majority of the class walked or biked to school, they stamped a square on the board. When the whole board was completed, the class qualified for a prize.
  - 16) Walk-a-Thon: A Walk-a-Thon is a way to promote walking and raise funds at the same time. Children solicit pledges for every mile they walk (or bike) to and from school. At the end of the period, the student who raises the most money wins a prize.
  - 17) The Marin County Safe Routes to School Coalition has many resources on its website including complete guides to popular encouragement activities such as the Golden Sneaker Award and School Pool. These can be found at: <http://www.saferoutestoschools.org/forms.html>

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

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

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

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

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

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

### **Before initiating SRTS:**

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

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

### **After SRTS:**

- 5) Collect the student travel tally and parent survey information again after the activities have taken place. Enter the data using the Web-based tools. These tools can generate reports that compare findings. If engineering improvements were made, reassess the walking and bicycling routes affected with the audit checklist.
- 6) Compare results collected before and after the program to identify changes. Did walking and bicycling increase? Did parents' attitudes change? Did safety improvements occur? Did parents recognize these improvements?

### **Who Evaluates?**

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

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

### **Sharing Information**

Because each stage of evaluation provides important information that can strengthen or improve a program, the results need to be utilized as soon as possible at each stage. Before the Safe Routes to School program, evaluation helps inform the program objectives and activities so the findings can be shared with those who can get the program started. During the program, evaluation identifies what is or is not working while the program is being conducted. These results should be shared with those who can make mid-way changes to improve the program. Evaluation after the completion of the formal SRTS program highlights the changes since the program began.



These results need to be shared with those that can fund the program again or make other decisions about whether to expand or change the program.

## Arrival and Dismissal Plans

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

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

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

*Figure 5-7*



*Best practice: designated bus drop-off area (SAA)*

and dismissal procedures may be included on the back side of the map. The map and instructions will need to be distributed several times a year and should be posted on the web for easy access.

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

- 1) **Staggered Release:** Some schools allow children who biked or walked to school to leave 5 minutes early. This encourages biking and walking and provides them a head start before the auto/bus traffic increases in volume.
- 2) **Designated Doors for Differing Modes of Travel:** It may be helpful to consider directing children to different doors depending on if they are expecting to walk or bike, are picked up by private cars, or board buses.
- 3) **Student Valets:** Designate older students as valets who escort children from a private vehicle to the building entrance in the morning and vice versa in the afternoon.
- 4) **Controlled Pick-up:** The school distributes signs (placards) with children's last names to be displayed in car window at pick-up time. A teacher or monitor will read the last name and that child may load into the vehicle. Usually, names are called out in groups of four, with four cars parked to load children, and four cars in queue for loading. This can help reduce the dangerous practice of children racing to their parents' cars between parked or moving cars.
- 5) **Friendly Notes:** These "tickets" can be issued by school staff or by student valets to vehicles not obeying rules. They may include a "no idling message", or convey other information like "no parking" or "bus lane". In Utah, parents developed a Parent Parking Patrol (PPP) to monitor specific school areas. When they observe traffic violations, volunteers approach offenders in a non-confrontational manner and provide safety-related materials and a warning note. Some volunteers also record license plates so that habitual offenders can be reported to local police. Many schools are more comfortable issuing appreciative tickets to motorists who follow the rules. This positive reinforcement encourages continued safe driving practices around the school.
- 6) **Involve Parents:** Parents who repeatedly ignore efforts to improve the operation and safety situation on school grounds may be "sold" on the idea if they actually see the problem for themselves. Involving parents in assessing safety on the school grounds, collecting data, and brainstorming solutions allows them to see for themselves the potential consequences of not following the rules.

## SRTS Resources

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

The National Center for Safe Routes to School provides a very complete website with information and resources on all aspects of a Safe Routes to School.

<http://www.saferoutesinfo.org/index.cfm>

International Walk to School maintains an excellent website that shares SRTS information from around the world and organizes International Walk to School Day each fall.

<http://www.iwalktoschool.org/index.htm>

The Wisconsin DOT's Safe Routes to School website contains information on the state grant program, helpful information on planning and SRTS programs.

<http://www.dot.wisconsin.gov/localgov/aid/saferoutes.htm>

Wisconsin Walks is Wisconsin's state-wide pedestrian advocacy organization. Their website contains general information on how to make your community more walkable as well as information specific to SRTS.

<http://www.wisconsinwalks.org/index.htm>

The Bicycle Federation of Wisconsin is Wisconsin's state-wide bicycle advocacy group. They provide information on safe bike riding techniques, ideas for how to improve your community for biking and a specific page on SRTS.

<http://www.bfw.org/SRTS/index.php>

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

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

The Safe Routes to School Partnership provides links and contacts to businesses and organizations in each state that support SRTS and can help individuals building a SRTS program.

<http://www.saferoutespartnership.org/>

Marin County, CA was the first county in the nation to develop a successful SRTS program. The results of their efforts, including helpful "How-to" guides, are available for download at:

<http://www.saferoutestoschools.org/>

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

## Funding Sources

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

### Public Funding

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

Grant Source/Name	Brief Description	Local Match*	Contact Information
<b>Wisconsin Safe Routes to School Program</b>			
Infrastructure Grant	Will fund improvements to public infrastructure within 2 miles of an elementary or middle school that will improve conditions for biking or walking to school.	0%	SRTS WisDOT Coordinator srts@dot.state.wi.us
Non Infrastructure Grant	Will provide funding for programs to encourage biking or walking to school. Will also fund enforcement or evaluation efforts.	0%	
Planning Grant	Funds SRTS planning efforts for an individual school or a community of schools.	0%	
<b>Wisconsin Bureau of Transportation Safety</b>			
Bicycle Safety-Rodeo	One-time funding to assist a community with the initiation of an annual Bike Rodeo to teach safe bike riding skills to elementary students.	0%	WisDOT Bureau of Transportation Safety <a href="mailto:larry.corsi@dot.state.wi.us">larry.corsi@dot.state.wi.us</a>
Pedestrian Road Show/Walking Workshop	Funding to bring a half-day workshop to a community to initiate pedestrian safety improvements	0%	
Teaching Safe Bicycling	Annual free "train the trainers" seminar focused on teachers, YMCA and recreation staff so they may in turn teach young students safe riding techniques.	N/A	
Wisconsin Pedestrian and Bicycle Law Enforcement Training Course	A two-day course for law enforcement officers focused on managing traffic for bicycle and pedestrian safety.	Varies	
<b>Wisconsin Department of Transportation</b>			
Local Transportation Enhancements	Funds bicycle and pedestrian facility improvements that address commuting and transportation needs.	20%	WisDOT <a href="mailto:john.duffe@dot.state.wi.us">john.duffe@dot.state.wi.us</a>
Bicycle and Pedestrian Facilities Program (BFPF)	Funds projects that construct or plan for bicycle or bicycle/pedestrian facilities.	20%	WisDOT <a href="mailto:john.duffe@dot.state.wi.us">john.duffe@dot.state.wi.us</a>
Congestion Mitigation Air Quality Improvements	Funds projects that reduce congestion and improve air quality including bicycle and pedestrian facilities. Funding is limited to certain counties in Wisconsin.	20%	

Grant Source/Name	Brief Description	Local Match*	Contact Information
<b>Wisconsin Department of Natural Resources</b>			
Recreational Trails Grant	Funding to build trails for motorized and non motorized traffic.	50%	Depends on location <a href="mailto:Debra.Martinelli@Wisconsin.gov">Debra.Martinelli@Wisconsin.gov</a>
Stewardship	Funding for "nature based" recreational facilities including hiking and biking trails.	50%	
<b>Wisconsin Department of Public Instruction</b>			
Movin' and Munchin' Schools	A wellness initiative sponsored by the Wisconsin Department of Public Instruction and cosponsored by WEA Trust. The program aims to encourage healthy eating habits and increased physical activity among students and their families. Individuals earn "Movin' and Munchin' Miles" for healthy nutrition choices and various forms of physical activity, such as walking or biking. All participating schools will be considered for awards up to \$500 to use towards improving their physical education and nutrition programs. And if your district has a WEA Trust health plan and at least 50% of your staff also participates in Movin' and Munchin', the WEA Trust will match any awards given by DPI.	N/A	(608) 267-9234  <a href="http://www.movinandmunchin.com">www.movinandmunchin.com</a>
Green and Healthy Schools Program	A DPI program that addresses many of the same issues as SRTS including improved air quality and increase physical activities among students. Small grants are available to schools showing commitment to the same goals.	N/A	

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

### Private Sector Funding

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

<b>Grant Source/Name</b>	<b>Brief Description</b>	<b>Local Match*</b>	<b>Contact Information</b>
<b>P.E. For Life: The Carol M. White PEP Grant</b>			
The Carol M. White Physical Education Program	Will fund efforts to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade.	N/A	<a href="http://www.peforlife.org">www.peforlife.org</a>
<b>General Mills Youth Nutrition and Fitness Grants</b>			
Champions for Healthy Kids Grant Program	General Mills Foundation awards 50 annual grants of \$10,000 each to community-based groups that develop creative ways to help youth adopt a balanced diet and physically active lifestyle. In addition, the General Mills Foundation sponsors up to 50,000 young people each year to participate in the President's Challenge and earn the Presidential Active Lifestyle Award for their commitment to a physically active and fit lifestyles	N/A	<a href="http://www.generalmills.com/corporate/commitment/champions.aspx">www.generalmills.com/corporate/commitment/champions.aspx</a>
<b>Gleason Foundation Grants</b>			
The Gleason Foundation	Awards grants to support organizations with programs in education, research, cultural and civic activities. Primary funding interests in organizations with emphasis on education, cultural and civic activities. Grants range from \$500 to \$10,000,000	N/A	<a href="http://www.thegleasonfoundation.org">www.thegleasonfoundation.org</a>
<b>Robert Wood Johnson Foundation</b>			
RWJF Grants	One of the largest foundations in the country, the Robert Wood Johnson Foundation offers grants that address public health issues such as childhood obesity and asthma.	N/A	<a href="http://www.rwjf.org">www.rwjf.org</a>

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

#### Corporations and businesses

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

#### Foundations

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

#### Individuals

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

#### Events

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

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

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

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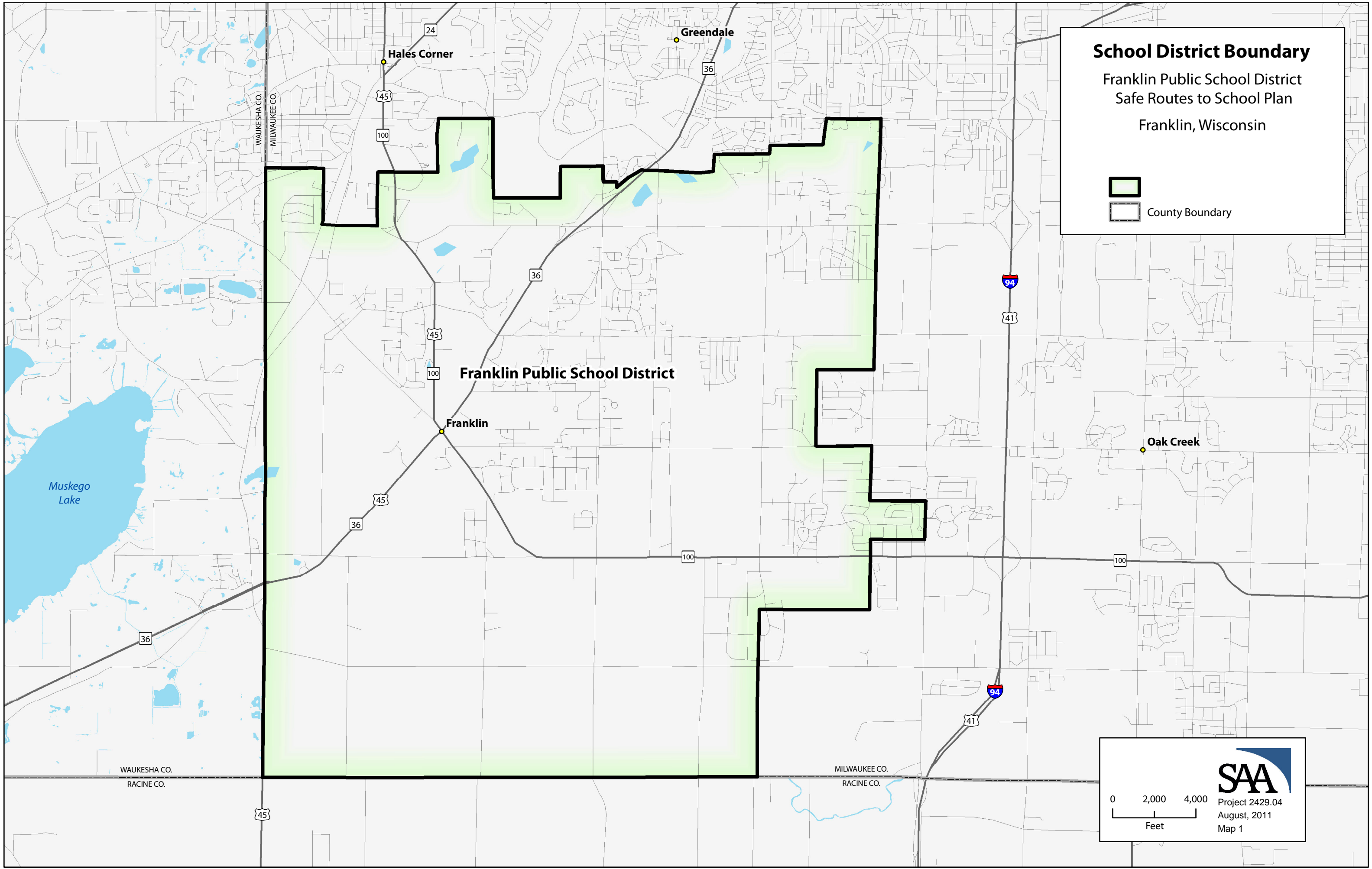
<sup>2</sup> From the National Center for Safe Routes to School website-  
[http://www.saferoutesinfo.org/legislation\\_funding/private.cfm](http://www.saferoutesinfo.org/legislation_funding/private.cfm)

# **Appendix A:**



## **School District Boundary Map**




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**School District Boundary**  
 Franklin Public School District  
 Safe Routes to School Plan  
 Franklin, Wisconsin

 School District Boundary  
 County Boundary


 Project 2429.04  
 August, 2011  
 Map 1

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 Feet

# **Appendix B:**

## **Survey Instruments**

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8. Has your child asked you for permission to walk or bike to/from school in the last year?  Yes  No

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

(Select a grade between PK,K,1,2,3...)   grade (or)  I would not feel comfortable at any grade

**Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box**

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

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)

- Distance.....  Yes  No  Not Sure
- Convenience of driving.....  Yes  No  Not Sure
- Time.....  Yes  No  Not Sure
- Child's before or after-school activities.....  Yes  No  Not Sure
- Speed of traffic along route.....  Yes  No  Not Sure
- Amount of traffic along route.....  Yes  No  Not Sure
- Adults to walk or bike with.....  Yes  No  Not Sure
- Sidewalks or pathways.....  Yes  No  Not Sure
- Safety of intersections and crossings.....  Yes  No  Not Sure
- Crossing guards.....  Yes  No  Not Sure
- Violence or crime.....  Yes  No  Not Sure
- Weather or climate.....  Yes  No  Not Sure

**Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box**

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

- Strongly Encourages  Encourages  Neither  Discourages  Strongly Discourages

13. How much fun is walking or biking to/from school for your child?

- Very Fun  Fun  Neutral  Boring  Very Boring

14. How healthy is walking or biking to/from school for your child?

- Very Healthy  Healthy  Neutral  Unhealthy  Very Unhealthy

**Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box**

15. What is the highest grade or year of school you completed?

- Grades 1 through 8 (Elementary)  College 1 to 3 years (Some college or technical school)
- Grades 9 through 11 (Some high school)  College 4 years or more (College graduate)
- Grade 12 or GED (High school graduate)  Prefer not to answer

16. Please provide any additional comments below.








SURVEY ABOUT WALKING AND BIKING SKILLS INCLUDED IN  
CLASSROOM CURRICULA  
- FOR TEACHERS -

**Dear Teacher,**

Congratulations on your school's selection as a *Safe Routes to School (SRTS)* planning grantee! *Safe Routes to School* is a nationally-funded program which addresses concerns regarding a lack of physical activity among today's children and dangerous traffic conditions surrounding schools.

*Safe Routes to School* seeks to increase the number of children walking and biking to school and promote safer walking and biking conditions. In addition to engineering improvements, encouragement efforts, and traffic enforcement, **education** is critical. All community residents benefit from education about rules and procedures for biking and walking safely and from learning about the benefits of walking and biking as transportation.

To facilitate the planning process, we ask that you fill out the following brief survey to determine the extent to which safe walking and biking skills are incorporated into your current classroom curriculum.

Please complete the survey at your earliest convenience and return it to your school principal.

**Thank you for participating in this survey!**

---

Date:

School Name / District:

Community:

Teacher Name:

Grade Level:

Subject(s) Taught (if applicable):

**1. Do you incorporate bicycle and pedestrian safety education in your classroom curriculum?**

- YES
- NO
- Don't Know

**2. Please mark if you incorporate these safety education objectives into your classroom curriculum. Where you mark "yes", at what grade levels do you incorporate them and what do you call the curricula?**

No	Yes	If yes, what grade?	If yes, what do you call the curricula?	Safety Education Objectives
				<b>Multimodal Orientation</b>
<input type="checkbox"/>	<input type="checkbox"/>			How walking and biking promote good personal and environmental health
<input type="checkbox"/>	<input type="checkbox"/>			How automobile emissions may negatively impact the earth's environment (air, water)
				<b>Walking Skills</b>
<input type="checkbox"/>	<input type="checkbox"/>			Safe places to cross a street
<input type="checkbox"/>	<input type="checkbox"/>			Safely crossing a street at an intersection when there's not a traffic signal
<input type="checkbox"/>	<input type="checkbox"/>			Wearing brightly colored/reflective clothing to increase visibility
<input type="checkbox"/>	<input type="checkbox"/>			How a student would prevent or respond to advances of strangers
				<b>Biking Skills</b>
<input type="checkbox"/>	<input type="checkbox"/>			Importance of properly sized bike and rider visibility
<input type="checkbox"/>	<input type="checkbox"/>			Importance of properly wearing a proper fitting helmet
<input type="checkbox"/>	<input type="checkbox"/>			Bicycle rules of the road - how to respond to certain traffic signs, signals, and situations, and how to react to certain road conditions
<input type="checkbox"/>	<input type="checkbox"/>			Cycling techniques on the road: (1) entering a roadway safely, (2) scanning, (3) signaling in traffic, (4) merging, changing lanes, yielding, and turning, and (5) obeying traffic signs

**3. Do these education messages also go home to parents?**

**4. If these resources were made locally available, which of the following resources would you be interested in incorporating into your curriculum?**

- Bicycle education, taught by a certified bicycle instructor
- Bicycle education, taught by a local Firefighter or Police Officer
- Bicycle-training rodeo: A one-time event that teaches safe bicycling operation, skill, and judgment to elementary and middle school children and their parents.
- Teaching Safe Bicycling: A one-day course that teaches attendees how and why children are different from adults when it comes to bicycling and what the most common child bicycle crashes are.
- Green & Healthy Schools Program: A web-based program that 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.
- Movin' and Munchin' Schools: A program that promotes healthy eating and increased physical activity among students and their families.
- Lesson Plans that Integrate Walking/Biking Into Classroom Subjects: Safety education can be integrated into traditional classroom subjects to meet education standards. Examples include:
  - Math: Calculating average walking speeds or distances.
  - Science: Walking outdoors to collect samples and observe nature; learning about climate change, pollution, and how walking and bicycling can play a protective role.
  - Reading: Reading about nature or walking.
  - Language arts: Writing about walking or what is seen on the route to school.
  - Art: Designing posters to encourage walking.
  - Geography: Tracking students' walking and bicycling mileage and plotting it on a map; learning about places that the school or class "visits" as they gather miles; drawing a map of the route to school.
  - Health: Learning about the cardiovascular system; calculating heart rate; using pedometers to count steps.

5. What are some unsafe attitudes or behaviors of pedestrians, bicyclists, and drivers/motorists that a SRTS Plan should address at your school?

**Thank you for helping gather this information!**

**Please return this survey to your school principal.**

# **Appendix C:**

## **Biking and Walking Audit Maps**
















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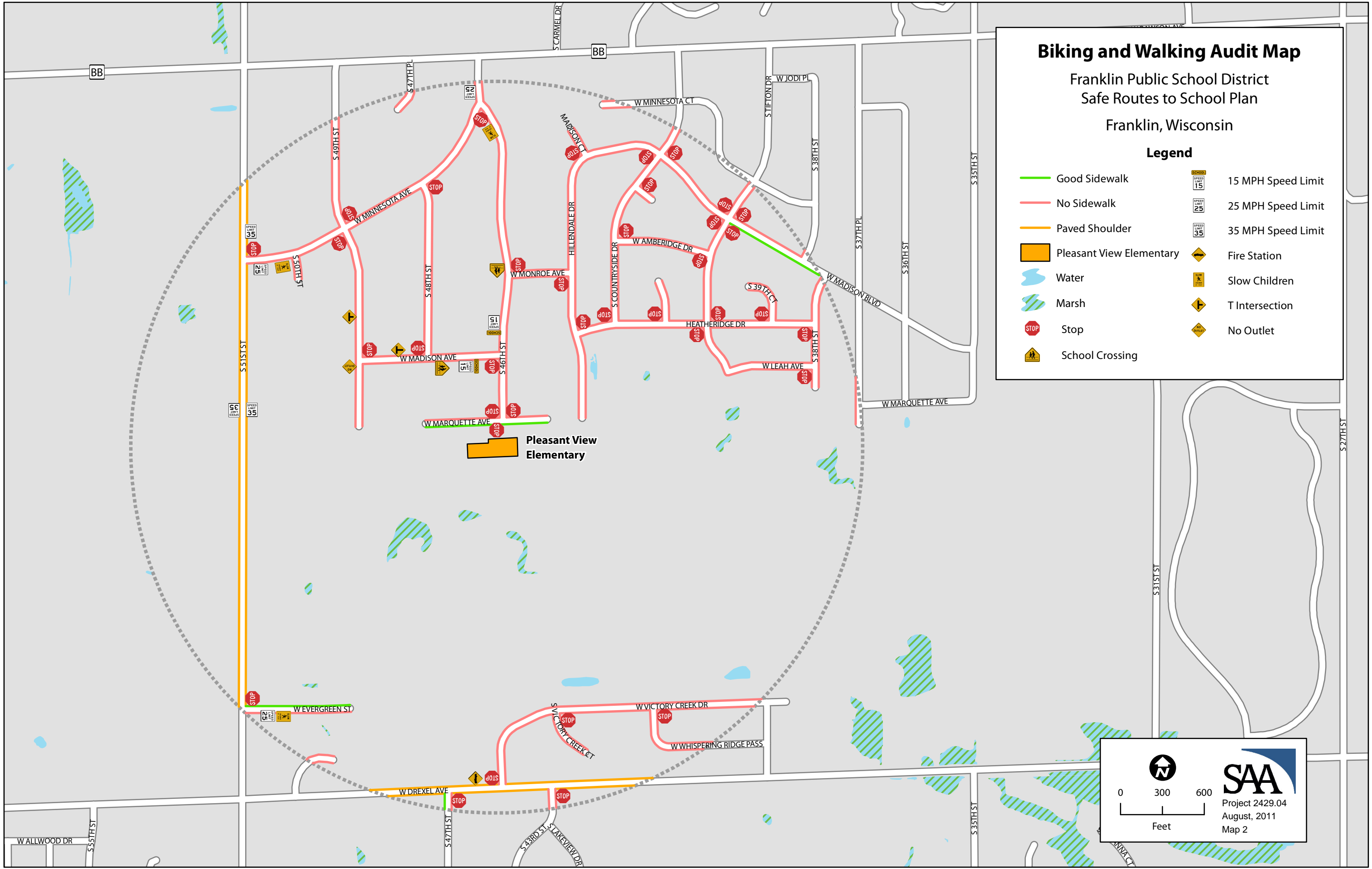
# Biking and Walking Audit Map


Franklin Public School District  
Safe Routes to School Plan

Franklin, Wisconsin


## Legend

- |   |                          |   |                    |
|---|--------------------------|---|--------------------|
|  | Good Sidewalk            |  | 15 MPH Speed Limit |
|  | No Sidewalk              |  | 25 MPH Speed Limit |
|  | Paved Shoulder           |  | 35 MPH Speed Limit |
|  | Pleasant View Elementary |  | Fire Station       |
|  | Water                    |  | Slow Children      |
|  | Marsh                    |  | T Intersection     |
|  | Stop                     |  | No Outlet          |
|  | School Crossing          |   |                    |





0 300 600  
Feet



Project 2429.04  
August, 2011  
Map 2

# **Appendix D:**

## **School Site Assessments**



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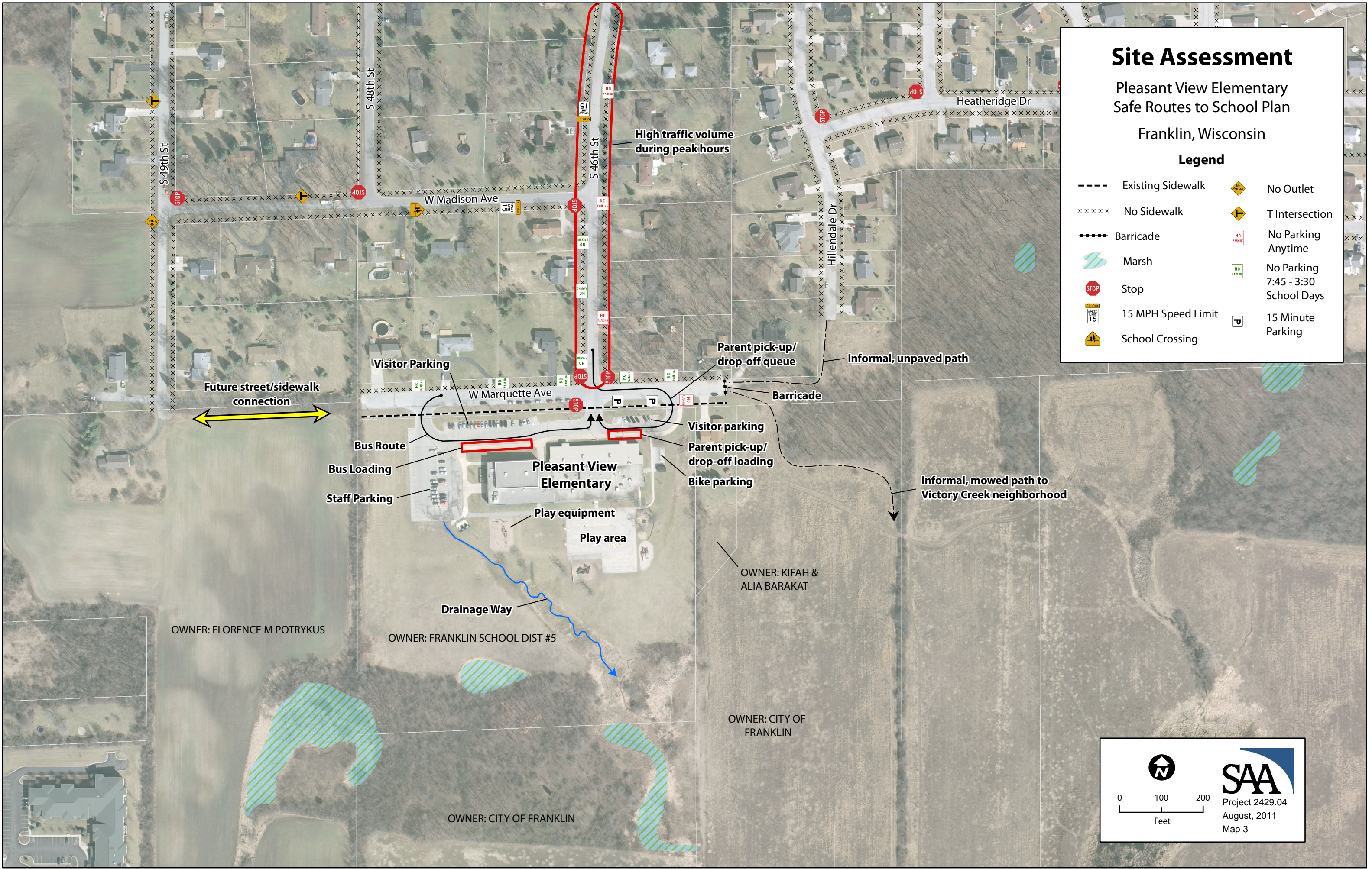
# Site Assessment

Pleasant View Elementary  
Safe Routes to School Plan

Franklin, Wisconsin

## Legend

----	Existing Sidewalk	NO PARKING	No Outlet
xxxxx	No Sidewalk	T	T Intersection
-----	Barricade	NO PARKING	No Parking Anytime
	Marsh	NO PARKING	No Parking 7:45 - 3:30 School Days
	Stop	15	15 Minute Parking
	15 MPH Speed Limit		
	School Crossing		



OWNER: FLORENCE M POTRYKUS

OWNER: FRANKLIN SCHOOL DIST #5

OWNER: KIFAH & ALIA BARAKAT

OWNER: CITY OF FRANKLIN

OWNER: CITY OF FRANKLIN

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 Project 2429.04
   
 August, 2011
   
 Map 3

# **Appendix E:**

## **Site/Neighborhood Improvement Plans**

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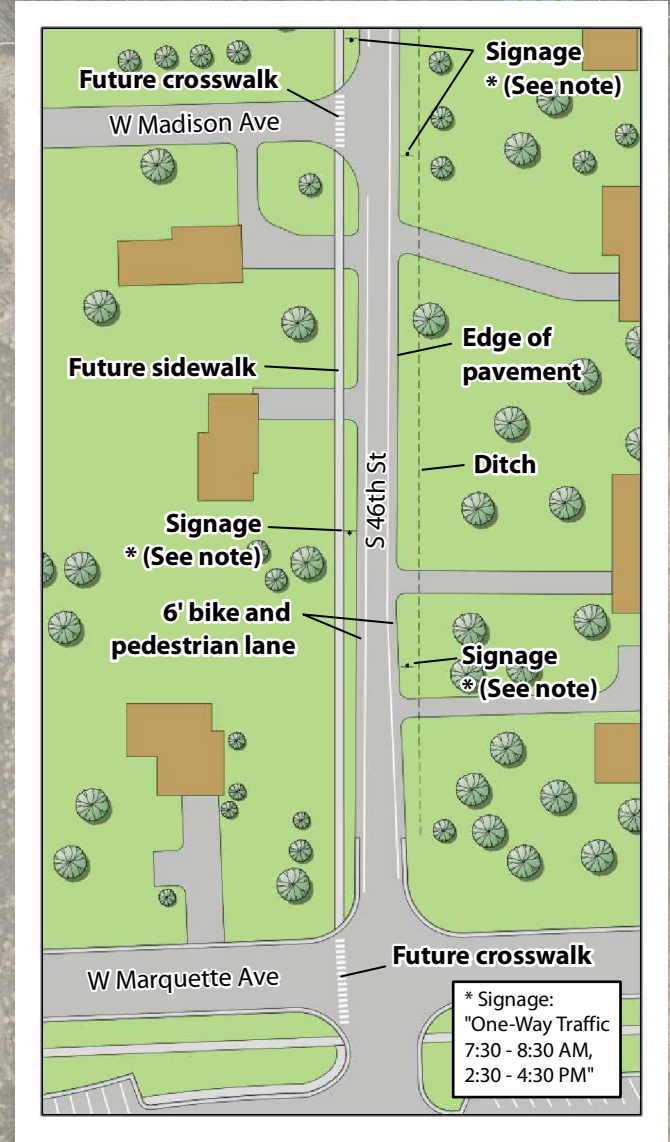
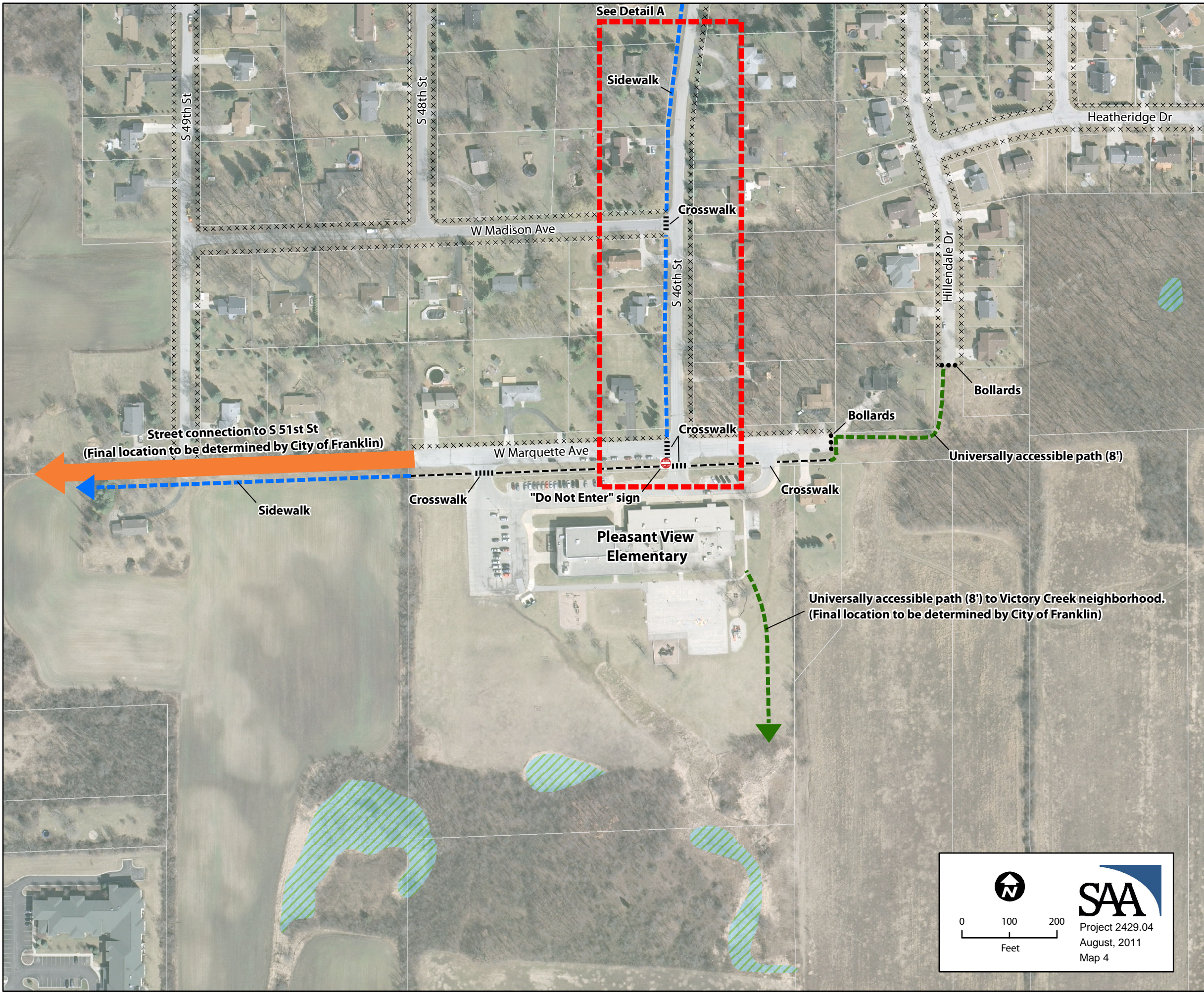
# Site Improvement



Pleasant View Elementary  
Safe Routes to School Plan

Franklin, Wisconsin

## Legend

- ▬▬▬▬▬▬ Future Crosswalk
- Future Bollards
- ▬▬▬▬▬▬ Future Sidewalk
- ▬▬▬▬▬▬ Future Asphalt Path
- - - - Existing Sidewalk
- ××××× No Sidewalk
- ⊘ Do Not Enter




















  
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 Feet  
  
 Project 2429.04  
 August, 2011  
 Map 4

# Neighborhood Improvement

## Franklin Public School District Safe Routes to School Plan

Franklin, Wisconsin

### Legend

- |   |                          |   |                               |
|---|--------------------------|---|-------------------------------|
|  | Good Sidewalk            |  | 25 MPH Speed Limit            |
|  | No Sidewalk              |  | 35 MPH Speed Limit            |
|  | Paved Shoulder           |  | Fire Station                  |
|  | Planned Sidewalk         |  | Slow Children                 |
|  | Pleasant View Elementary |  | T Intersection                |
|  | Water                    |  | No Outlet                     |
|  | Marsh                    |  | School Crossing               |
|  | Stop                     |  | Proposed adult crossing guard |
|  | 15 MPH Speed Limit       |   |                               |

**Intersection/Crossing Improvements**

- Countdown pedestrian timer
- Pedestrian refuge island
- Adult crossing guard
- User activated beacons

Explore limiting S. 46th Street to one-way during arrival and dismissal times. See Chapter 4 and site improvement plan.

Explore potential intersection improvements to create a safe crossing

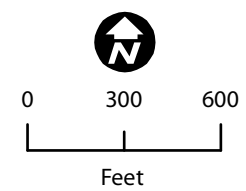
Potential in-roadway "Yield to Pedestrian" signs, radar speed feedback sign area

Future bus route


Street extension with sidewalk on one side (minimum) - Exact location unknown

Proposed universally accessible path (Exact location unknown)

**Pleasant View Elementary**



0 300 600  
Feet



Project 2429.04  
August 2011  
Map 5

# **Appendix F:**

## **Proposed S. 51<sup>st</sup> Street Sidewalk Plans**

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PRELIMINARY COST ESTIMATES  
SIDEWALK INSTALLATION  
S. 51<sup>ST</sup> STREET

CITY OF FRANKLIN  
JUNE, 2011

<u>LENGTH</u>	<u>SECTION/LOCATION</u>	<u>COST RANGE</u>
<u>SOUTH OF W. RAWSON AVENUE</u>		
1100 LF	A. (Red) – 7637 to 7508 South East side	\$50,000-60,000
1220 LF	B. (Yellow) – 7508 South to W. Minnesota Ave.	\$60,000-75,000
1325 LF	C. (Green) – W. Minnesota Ave. to W. Rawson Ave.	\$60,000-80,000
<hr/>		
3645 LF	Subtotals For A, B and C	\$170,000-215,000
<u>NORTH OF W. RAWSON AVENUE</u>		
2110 LF	D. (Blue) – 1010 Ft. North of W. Rawson Ave. to W. Harvard Drive West side	\$110,000-135,000
2615 LF	E. (Purple) – 1020 Ft. North of W. Rawson Ave. to W. Berkshire Drive East side	\$120,000-150,000
<hr/>		
4725 LF	Subtotals For D and E	\$230,000-285,000
<hr/>		
8370 LF (1.6 Miles)	Total of A through E	<u>\$400,000-500,000</u>

# PROPOSED SIDEWALK S. 51TH STREET NORTH AND SOUTH OF W. RAWSON AVE.



## **Appendix G:**

**Comprehensive Outdoor Recreation Plan: 2025,  
Map 7.1 Existing and Planned Public Outdoor  
Recreation Sites: 2010**

**(Adopted 4/4/2011)**

**Attached here for reference only.**

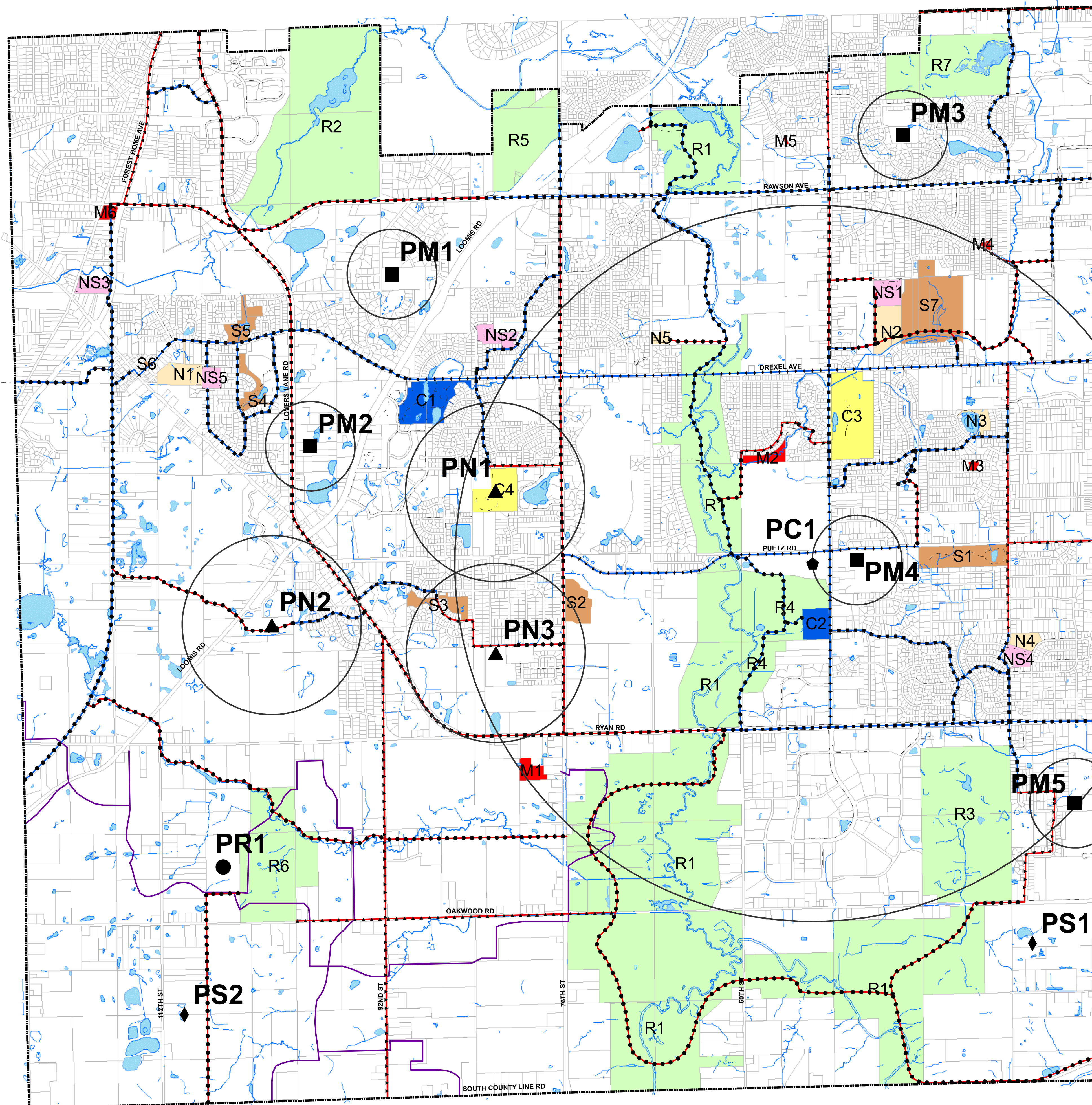
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**COMPREHENSIVE OUTDOOR RECREATION PLAN: 2025**

**MAP 7.1 EXISTING AND PLANNED PUBLIC OUTDOOR RECREATION**

**SITES: 2010 (Adopted 4/4/2011) Attached here for reference only.**

**LEGEND**




-  City Boundary
-  Water
-  Existing "Non Trail Network" Sidewalk

**Proposed Public Park Sites**

-  Planned Community Park
-  Planned Mini Park
-  Planned Neighborhood Park
-  Planned Regional Park
-  Planned Special Park



- PC1 = Community Rec. Center Bldg. Park
- PM1 - PM5 = Mini Parks
- PN1 = Forest Hills Neighborhood Park
- PN2 = Hillcrest Neighborhood Park
- PN3 = Woodview Neighborhood Park
- PR1 = Southwest Park
- PS1 = Mahr Woods Special Park
- PS2 = Metro Conservancy Park

-  Service Area Radii of Planned Facilities

**Trail Type**

-  Road Shoulder
-  Sidewalk
-  Trail
-  Unknown

**Trail System Status**

-  Existing
-  Proposed

**EXISTING PUBLIC PARK SITES**

**REGIONAL AND MULTI-COMMUNITY PARKS**

- R1 Root River Parkway
- R2 Whitnall Park
- R3 Oakwood Park and Golf Course
- R4 Milwaukee Co Sports Park
- R5 Crystal Ridge
- R6 Franklin Park
- R7 Grobschmidt Park

**COMMUNITY PARKS (at Park Sites):**

- C1 Lion's Legend Park
- C2 Froemming Park

**COMMUNITY PLAYFIELDS (at MS or HS Sites):**

- C3 Franklin High School
- C4 Forest Park Middle School

**NEIGHBORHOOD PARKS (at Park Sites):**

- N1 St Martins (Robinwood)
- N2 Pleasant View
- N3 Jack Workman Park
- N4 Southwood Glen
- N5 Christine Rathke Memorial Park

**NEIGHBORHOOD PLAYGROUNDS (at ES Sites):**

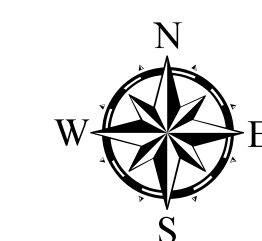
- NS1 Pleasant View Elementary
- NS2 Ben Franklin Elementary
- NS3 Country Dale Elementary
- NS4 Southwood Glen Elementary
- NS5 Robinwood Elementary School

**MINI PARKS (at Park Sites):**

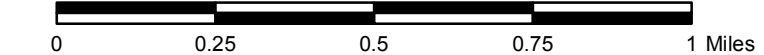
- M1 Lion's Baseball Field
- M2 Cascade Creek Park
- M3 Friendship Park
- M4 Glenn Meadows Park
- M5 Dr Lynette Fox Memorial Park
- M6 Ken Windl Park

**SPECIAL PARKS:**

- S1 Franklin Woods Nature Center
- S2 Franklin Little League Complex
- S3 Meadowlands Park
- S4 Ernie Lake Park
- S5 Mission Hills Neighborhood Wetlands
- S6 Market Square
- S7 Victory Creek Park



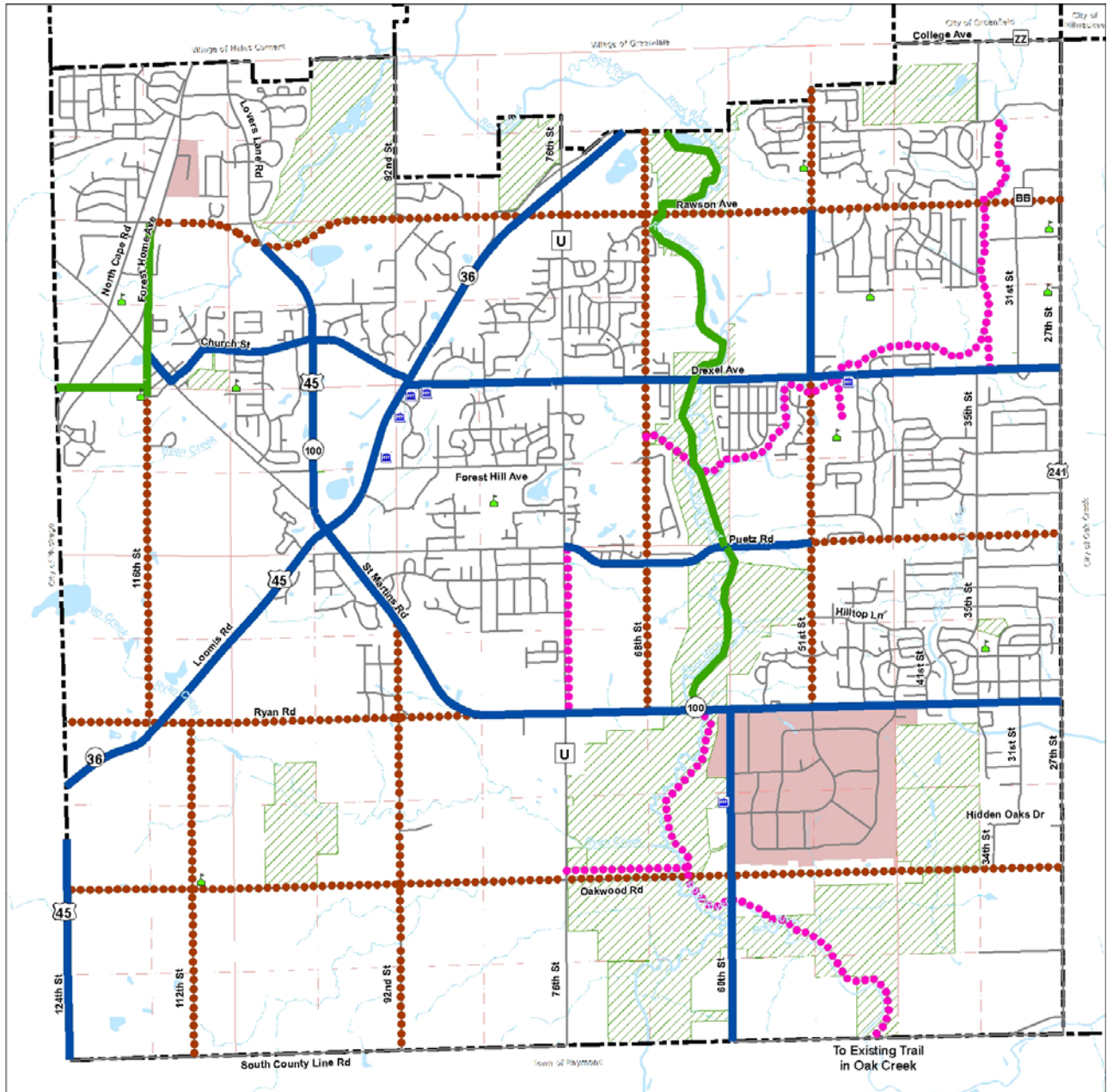
This map shows the approximate relative location of property boundaries but was not prepared by a professional land surveyor. This map is provided for informational purposes only and may not be sufficient or appropriate for legal, engineering, or surveying purposes.




## **Appendix H:**

**City of Franklin 2025 Comprehensive Master Plan,  
Map 7.4 Bicycle and Pedestrian Circulation Facilities  
(Adopted 10/21/2009)  
Attached here for reference only.**

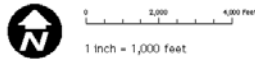
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City of Franklin

## Bicycle and Pedestrian Circulation Facilities



1 inch = 1,000 feet





R.A. Smith National  
Beyond Surveying and Engineering

Source: City of Franklin  
 8:\Work\401000701\mxd\GreenHill\4025Transport.mxd 11/10/2009 10:48:12 AM



## **Appendix I:**

**Milwaukee County Trails Network Plan  
(Incorporated into the 2025 Comprehensive Master  
Plan as a Guideline Reference 9/7/2010)  
Attached here for reference only.**

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# MILWAUKEE COUNTY TRAILS NETWORK PLAN

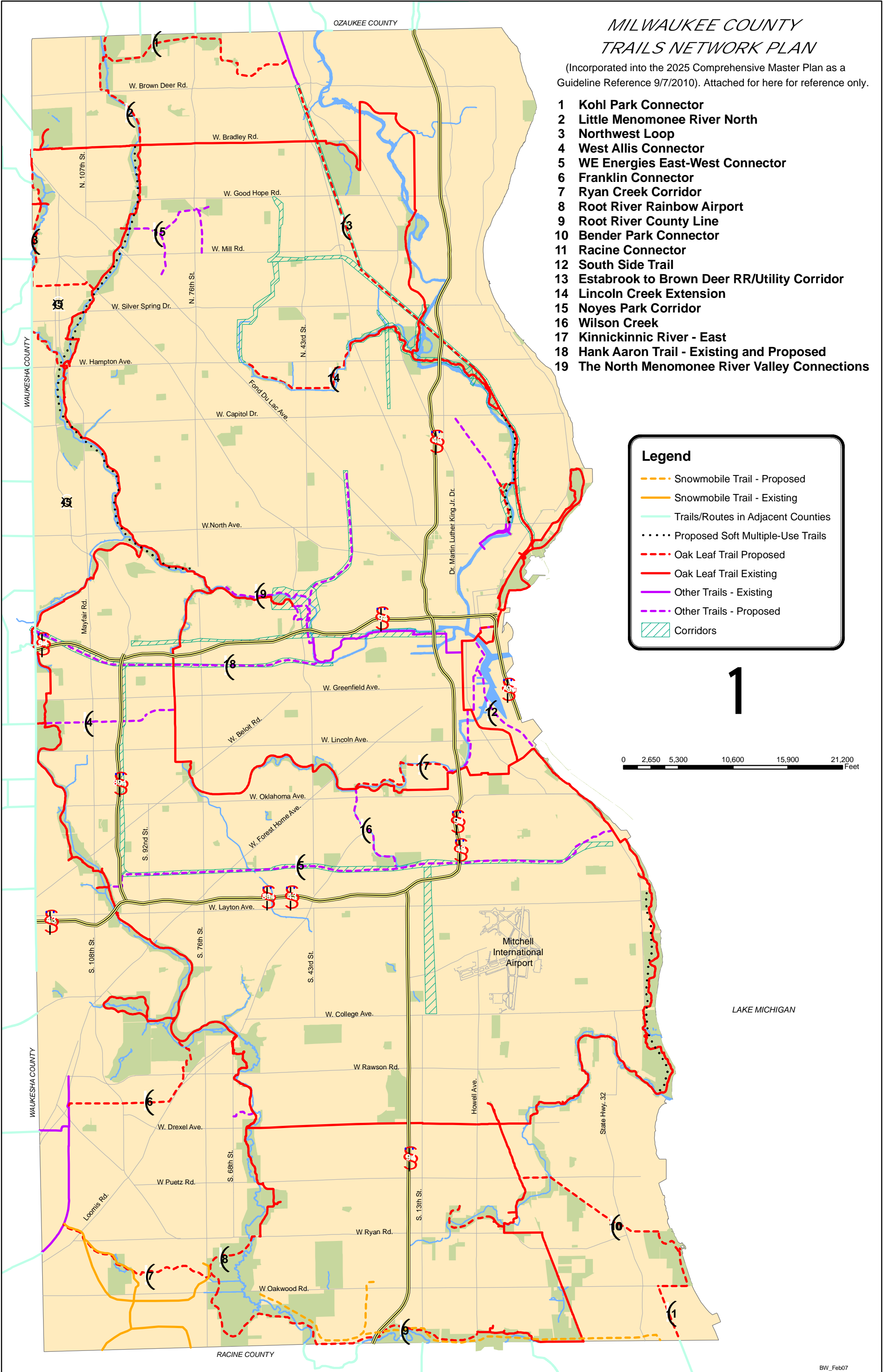
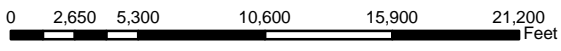
(Incorporated into the 2025 Comprehensive Master Plan as a Guideline Reference 9/7/2010). Attached for here for reference only.

- 1 Kohl Park Connector
- 2 Little Menomonee River North
- 3 Northwest Loop
- 4 West Allis Connector
- 5 WE Energies East-West Connector
- 6 Franklin Connector
- 7 Ryan Creek Corridor
- 8 Root River Rainbow Airport
- 9 Root River County Line
- 10 Bender Park Connector
- 11 Racine Connector
- 12 South Side Trail
- 13 Estabrook to Brown Deer RR/Utility Corridor
- 14 Lincoln Creek Extension
- 15 Noyes Park Corridor
- 16 Wilson Creek
- 17 Kinnickinnic River - East
- 18 Hank Aaron Trail - Existing and Proposed
- 19 The North Menomonee River Valley Connections

**Legend**

- Snowmobile Trail - Proposed
- Snowmobile Trail - Existing
- Trails/Routes in Adjacent Counties
- ..... Proposed Soft Multiple-Use Trails
- - - Oak Leaf Trail Proposed
- Oak Leaf Trail Existing
- Other Trails - Existing
- - - Other Trails - Proposed
- Corridors

# 1



## **Appendix J:**

**City of Franklin Plan Commission Resolution No. 2011-012 and Ordinance (Adoption of an ordinance to amend the City of Franklin 2025 Comprehensive Master Plan to incorporate the Pleasant View Elementary Safe Routes to School Implementation Guide as a guideline reference within the Comprehensive Plan).**

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STATE OF WISCONSIN

CITY OF FRANKLIN  
PLAN COMMISSION

MILWAUKEE COUNTY

RESOLUTION NO. 2011-012

A RESOLUTION RECOMMENDING THE ADOPTION OF AN ORDINANCE  
TO AMEND THE CITY OF FRANKLIN 2025 COMPREHENSIVE MASTER  
PLAN TO INCORPORATE THE PLEASANT VIEW ELEMENTARY SAFE ROUTES TO  
SCHOOL IMPLEMENTATION GUIDE AS A GUIDELINE REFERENCE WITHIN THE  
COMPREHENSIVE MASTER PLAN, PURSUANT TO WIS. STAT. § 66.1001(4)(b)

---

WHEREAS, pursuant to Wis. Stat. §§ 62.23(2) and (3) and 66.1001(4), the City of Franklin is authorized to prepare and adopt and to amend a comprehensive plan as defined in Wis. Stat. §§ 66.1001(1)(a) and 66.1001(2); and

WHEREAS, pursuant to Wis. Stat. § 66.1001(4)(b), the Plan Commission may recommend the amendment of the Comprehensive Master Plan to the Common Council by adopting a resolution by a majority vote of the entire Commission, which vote shall be recorded in the official minutes of the Plan Commission; and

WHEREAS, the City of Franklin Trails Committee, at their August 11, 2011 meeting, recommended the adoption of the Pleasant View Elementary Safe Routes to School Implementation Guide; and

WHEREAS, the City of Franklin has applied for an amendment to the Comprehensive Master Plan to incorporate the Pleasant View Elementary Safe Routes to School Implementation Guide as a guideline reference within the Comprehensive Master Plan; and

WHEREAS, the Plan Commission having determined that the proposed amendment, in form and content as presented to the Commission on November 3, 2011, is consistent with the Comprehensive Master Plan's goals, objectives and policies and in proper form and content for adoption by the Common Council as an amendment to the 2025 Comprehensive Master Plan, subject to such modifications the Common Council may consider reasonable and necessary, following public hearing, in order to protect and promote the health, safety and welfare of the City of Franklin.

NOW, THEREFORE, BE IT RESOLVED, by the Plan Commission of the City of Franklin, Wisconsin, that the application for and the proposed ordinance to amend the City of Franklin 2025 Comprehensive Master Plan to incorporate the Pleasant View Elementary Safe Routes to School Implementation Guide as a guideline reference within the Comprehensive Master Plan be, and the same is hereby recommended for adoption and incorporation into the 2025 Comprehensive Master Plan by the Common Council.

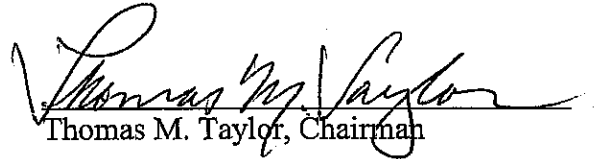
RESOLUTION NO. 2011 -012

Page 2


Introduced at a regular meeting of the Plan Commission of the City of Franklin this 3rd day of November, 2011.

Passed and adopted at a regular meeting of the Plan Commission of the City of Franklin this 3rd day of November, 2011.

APPROVED:

  
Thomas M. Taylor, Chairman

ATTEST:

  
Sandra L. Wesolowski, City Clerk

AYES 5 NOES 0

ORDINANCE NO. 2011-\_\_\_\_

AN ORDINANCE TO AMEND THE CITY OF FRANKLIN 2025 COMPREHENSIVE MASTER PLAN TO INCORPORATE THE PLEASANT VIEW ELEMENTARY SAFE ROUTES TO SCHOOL IMPLEMENTATION GUIDE AS A GUIDELINE REFERENCE WITHIN THE COMPREHENSIVE MASTER PLAN

WHEREAS, pursuant to Wis. Stat. §§ 62.23(2) and (3) and 66.1001(4), the City of Franklin is authorized to prepare and adopt and to amend a comprehensive plan as defined in Wis. Stat. §§ 66.1001(1)(a) and 66.1001(2); and

WHEREAS, the City of Franklin has applied for an amendment to the Comprehensive Master Plan to incorporate the Pleasant View Elementary Safe Routes to School Implementation Guide as a guideline reference within the City of Franklin 2025 Comprehensive Master Plan; and

WHEREAS, the Plan Commission of the City of Franklin by a majority vote of the entire Commission on November 3, 2011, recorded in its official minutes, has adopted a resolution recommending to the Common Council the adoption of the Ordinance to Amend the City of Franklin 2025 Comprehensive Master Plan to Incorporate the Pleasant View Elementary Safe Routes to School Implementation Guide; and

WHEREAS, the City of Franklin has held at least one public hearing upon this proposed Ordinance, in compliance with the requirements of Wis. Stat. § 66.1001(4)(d); the Common Council having received input from the public at a duly noticed public hearing on November 15, 2011; and

NOW, THEREFORE, the Mayor and Common Council of the City of Franklin, Wisconsin, do ordain as follows:

SECTION 1: The City of Franklin 2025 Comprehensive Master Plan is hereby amended to incorporate the Pleasant View Elementary Safe Routes to School Implementation Guide, in the form and content as annexed hereto and incorporated herein, as a guideline reference within the Comprehensive Master Plan, pursuant to Wis. Stat. § 66.1001(4).

SECTION 2: This ordinance shall take effect and be in force from and after its passage and publication.

Introduced at a regular meeting of the Common Council of the City of Franklin this \_\_\_\_ day of \_\_\_\_\_, 2011, by Alderman \_\_\_\_\_.



ORDINANCE NO. 2011-\_\_\_\_\_

Page 2

Passed and adopted by a majority vote of the members-elect of the Common Council at a regular meeting of the Common Council of the City of Franklin this \_\_\_\_\_ day of \_\_\_\_\_, 2011.

APPROVED:

\_\_\_\_\_  
Thomas M. Taylor, Mayor

ATTEST:

\_\_\_\_\_  
Sandra L. Wesolowski, City Clerk

AYES \_\_\_\_\_ NOES \_\_\_\_\_ ABSENT \_\_\_\_\_