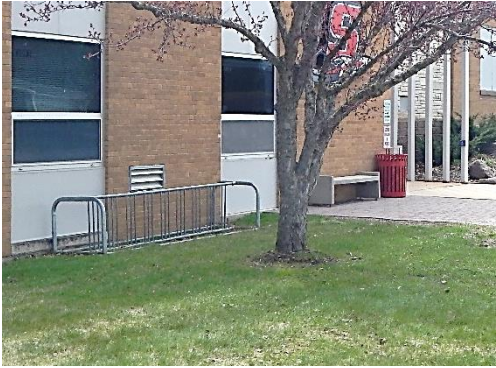

Spencer Safe Routes to School Plan



ACKNOWLEDGEMENTS

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Cover photos: TAPCO for In-Street sign & NCWRPC

January 2024

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- D. Adoption Documentation
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- F. School Success Story – Omro, WI
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PREFACE

NCWRPC

The North Central Wisconsin Regional Planning Commission (NCWRPC) is a voluntary association of governments created in 1973 under Wisconsin State Statute 66.945, now 66.0309. NCWRPC provides assistance throughout the region in the areas of economic development, geographic information systems (GIS), intergovernmental cooperation, land use, and transportation. Staff regularly provides professional planning services to communities, for projects of both local and regional significance.



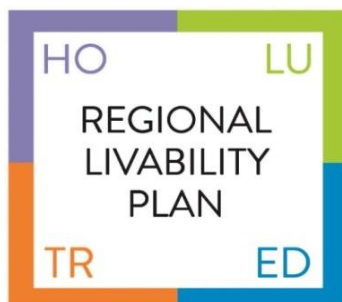
Under Wisconsin law §66.0309(9), “The regional planning commission shall have the function and duty of making and adopting a master plan for the physical development of the region”. The statute was later revised to add that the master plan must incorporate the elements described in §66.1001 – the state's comprehensive planning law. To comply with that requirement, the NCWRPC adopted the "Regional Livability Plan" in 2015.

THE REGION

The Region consists of a ten county area stretching one hundred and eighty-five miles in a north-south direction, extending from Forest and Vilas Counties in the north to Adams and Juneau Counties in the south. The Region roughly follows the upper Wisconsin River Valley and covers 9,328 square miles, or about 17 percent of the state’s total land mass.

The ten counties are: Adams, Juneau, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Wood, and Vilas. The Region includes 268 local units of government: 198 towns, 39 villages, 21 cities, and ten counties.

REGIONAL LIVABILITY PLAN



The Regional Livability Plan (RLP) of 2015 identifies ways to address the Region’s opportunities and weaknesses to become more livable for all residents. The RLP addresses four specific areas: Housing, Economic Development, Transportation, and Land Use. The RLP introduces goals, objectives, and recommendations that can help the Region use the money we have more effectively and efficiently by investing in solutions that solve multiple problems. Mainly, livable and sustainable developments are less expensive to build, require fewer municipal services, result in higher property values, and generate a range of long-term social and environmental benefits.

Working as a region, all communities can be made more livable. When residents are able to live near their place of employment, travel costs, transportation maintenance, pollution, and congestion are reduced. Efficient use of land and support for walking, biking, and access to transit reduces energy consumption saving money for individuals, communities, and the Region. The successful implementation of the RLP will save tax dollars, create more housing options, provide more transportation choices, increase economic development, accommodate an aging population, retain and attract a knowledgeable workforce, improve community health, protect the Region’s rural character, and enhance the Region’s scenic beauty.

NORTH CENTRAL WISCONSIN REGIONAL SAFE ROUTES TO SCHOOL PROGRAM

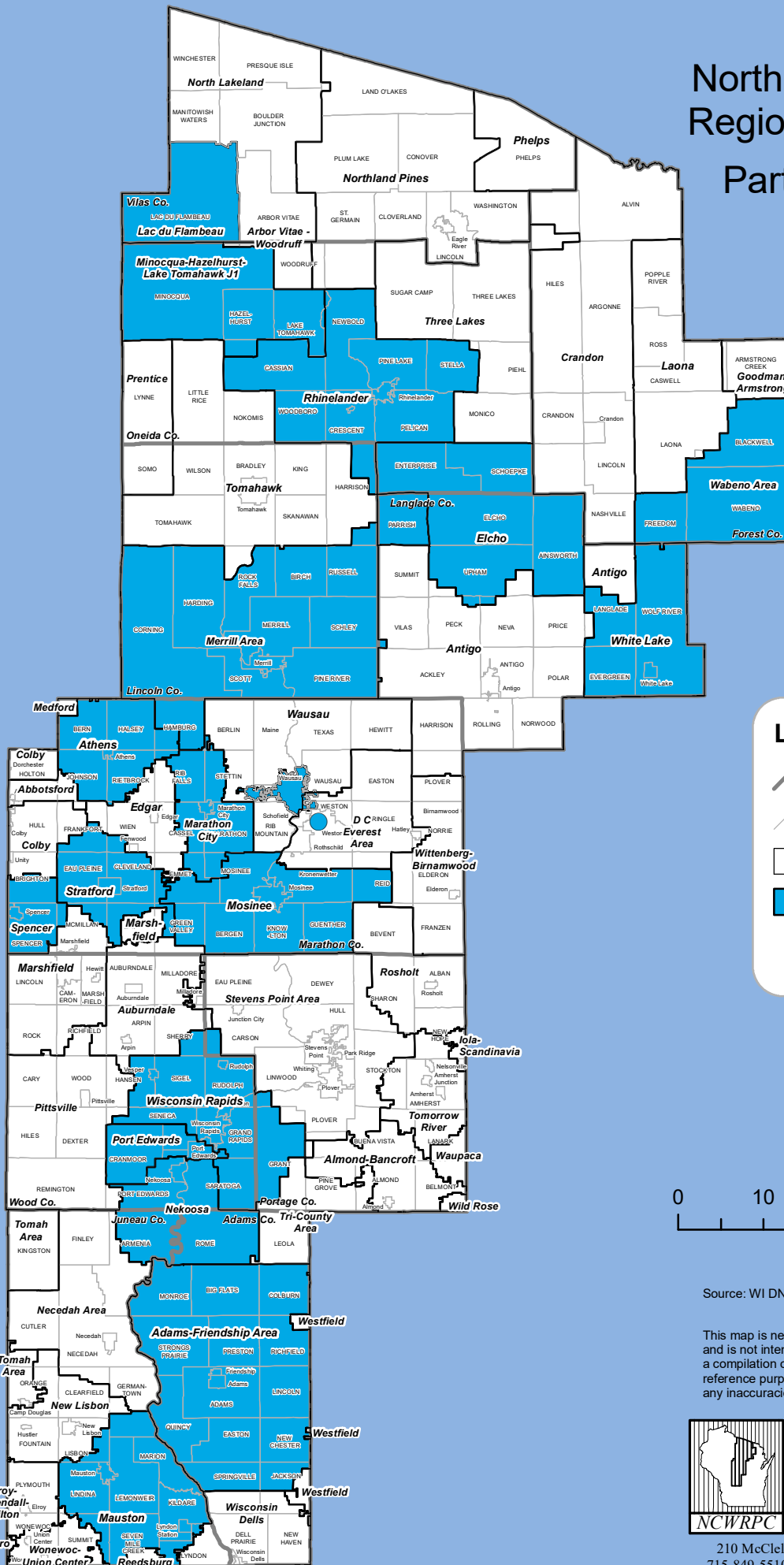
As part of NCWRPC’s on-going commitment to implement the Regional Livability Plan, the North Central Wisconsin Regional Planning Commission (NCWRPC) has created the Regional Safe Routes To School (SRTS) program. Implementing Safe Routes to School advances livability principles by making it safer and more enjoyable for people to walk and bike within their communities. The Regional SRTS program’s 2022-2025 funding period allows the NCWRPC to assist seven school districts comprised of a total of 32 school sites. See Map 1 for all districts that have entered the Regional SRTS program. This Safe Routes to School Plan document and the associated school SRTS Action Plans are an outcome of the Regional SRTS program.



To fund the program, the NCWRPC applied for and received Transportation Alternatives Program (TAP) grants from the Wisconsin Department of Transportation. Additional funding to support the grant was provided by the NCWRPC and local governments. The Regional SRTS program will provide resources and ongoing support for public and private schools, as well as communities, within the North Central Region. This regional effort will effectively leverage local funds with state funds to greatly increase Safe Routes to School programming in the Region and state.

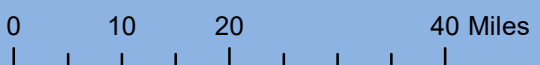


North Central Wisconsin Regional SRTS Program Participating School Districts



Legend

- County Borders
- Minor Civil Divisions
- School District Boundaries
- Participating Districts
- Participating School (Weston Elementary)



Source: WI DNR, NCWRPC

This map is neither a legally recorded map nor a survey and is not intended to be used as one. This drawing is a compilation of records, information and data used for reference purposes only. NCWRPC is not responsible for any inaccuracies herein contained.



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CHAPTER 1: INTRODUCTION

PURPOSE AND OVERVIEW

The purpose of Safe Routes to School (SRTS) is to provide safe pedestrian and bicycle facilities that provide healthier lifestyle choices. SRTS 1) identifies physical barriers to safe walking and biking; 2) provides physical improvement ideas; and 3) provides tools for parents, students, and the community on how to safely walk and bike to school and the long lasting benefits of doing so.


Safe Routes to School (SRTS) is an international movement--and federal program--that uses programs and infrastructure to encourage children to walk and bike to school.

SRTS planning efforts 1) assess the facilities and conditions near a school; 2) examine how students are currently traveling to/from school; and 3) identify concerns/issues raised by parents, the school, and the community. Infrastructure and programming recommendations are then created for local implementation.


NCWRPC continues to be a resource for a community as they implement their SRTS Plan.

Major SRTS goals are:

1. To facilitate the planning, development, and implementation of projects and activities that will improve the safety of walking or biking to school.
2. To enable and encourage parents to allow their children, including those with disabilities, to walk and bike to school where it is safe to do so.
3. To make bicycling and walking to school a safer and fun transportation alternative, thereby encouraging a healthy and active lifestyle from an early age.



Office of Policy, Performance, and Evaluation



Achieving lasting impact on health outcomes requires a focus not just on patient care, but on community-wide approaches aimed at improving population health.

The CDC's Health Impact in 5 Years (HI-5) initiative highlights non-clinical, community-wide approaches that have evidence reporting 1) positive health impacts, 2) results within five years, and 3) cost effectiveness and/or cost savings over the lifetime of the population or earlier.

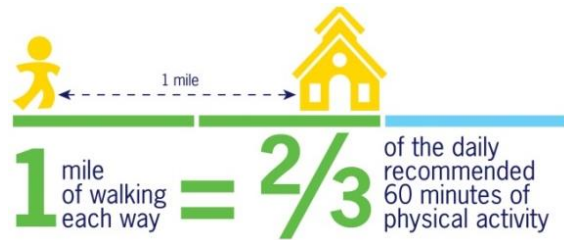
Safe Routes to School is one of those programs that are cost-effective and show significant population health impacts within five years.

WHY SAFE ROUTES TO SCHOOL?

Safe Routes to School is an international movement that began in Denmark in the 1970s when high student traffic deaths occurred. U.S. Congress established a nationwide SRTS program in 2005 due to high child pedestrian crash rates and rising childhood obesity rates. The whole reason for this effort is to make it safer and easier for students to walk and bike to school. Nationally, walking and bicycling to school are viewed as realistic ways for students to achieve higher levels of daily physical activity and for communities to reduce the number and speed of vehicles around schools.

Health and Obesity

- Over the past 40 years, rates of obesity have continued to steadily increase among children of all ages in the United States; and approximately 14.7 million children and adolescents—about 19.7%—are now overweight or obese. (CDC)
- Today, approximately 20% of health care costs in the United States are attributable to obesity, and health care costs just for childhood obesity are estimated at about \$14 billion per year (\$19,000 per child). (NIH)
- Less than one-quarter of children (24%) get 60 minutes of physical activity every day. (CDC)



Physical Activity and Academic Performance

- Physical activity and fitness boost learning and memory in children; fitness-associated performance benefits are largest for those situations in which initial learning is the most challenging. (NIH)
- Sixth- and ninth-grade students with high fitness scored significantly better on math and social studies tests compared with less fit students, even after controlling for socioeconomic status. Muscular strength and muscular endurance were significantly associated with academic achievement in all grades. (NIH)
- Lower performing students appear to derive particular benefit from physical activity. In addition, short bicycling exercise periods resulted in enhanced neuronal activity and increased cognitive performance for teenagers with intellectual and developmental disabilities. (NIH)
- When children get physical activity before class, they are more on task and fidget less. This is true for both girls and boys, and has been shown to be particularly beneficial for children who have the most trouble paying attention and those with attention deficit disorders. (NIH)

Safety

- People walking are more than twice as likely to be struck by a vehicle in locations without sidewalks. (FHA)
- In 2020, approximately 10,400 children ages 14 and younger were injured and about 212 were killed while walking or bicycling in the United States. (NHTSA)
- Studies clearly show that higher speeds result in greater impact at the time of a crash, which leads to more severe injuries and fatalities. This is especially concerning for more vulnerable road users, such as motorcyclists, bicyclists, and pedestrians. Per vehicle miles traveled in 2019, motorcyclist fatalities occurred nearly 29 times more frequently than passenger car occupant fatalities, and 33% of motorcycle riders involved in fatal crashes in 2019 were speeding. Pedestrians made up 17% of traffic fatalities in 2019 with 6,205 fatalities. Bicyclists accounted for approximately 2% of fatalities in 2019 with 846 bicyclist fatalities. (FHA)

Traffic Congestion

- By boosting the number of children walking and bicycling, Safe Routes to School projects reduce traffic congestion around schools. (Nat'l SRTS)
- Within the span of one generation, the percentage of children that live within 1 mile of school and walked or biked to school has dropped precipitously, from approximately 89% in 1969 to just 35% in 2009. (FHA & Nat'l SRTS)
- While distance to school is the most commonly reported barrier to walking and bicycling by parents, private vehicles still account for half of school trips between 1/4 and 1/2 mile—a distance easily covered on foot or bike. (FHA)

CDC = Center for Disease Control and Prevention

NIH = National Institutes of Health

FHA = Federal Highway Administration

NHTSA = National Highway Traffic Safety Association

Nat'l SRTS = National Safe Routes to School Partnership

WHY SPEED MATTERS

There is a proven relationship between motor vehicle speeds and pedestrian safety. The average risk of death for a pedestrian upon impact from a vehicle rises as a vehicle's speed increases. Higher speeds also give both drivers and walkers less time to avoid a crash.

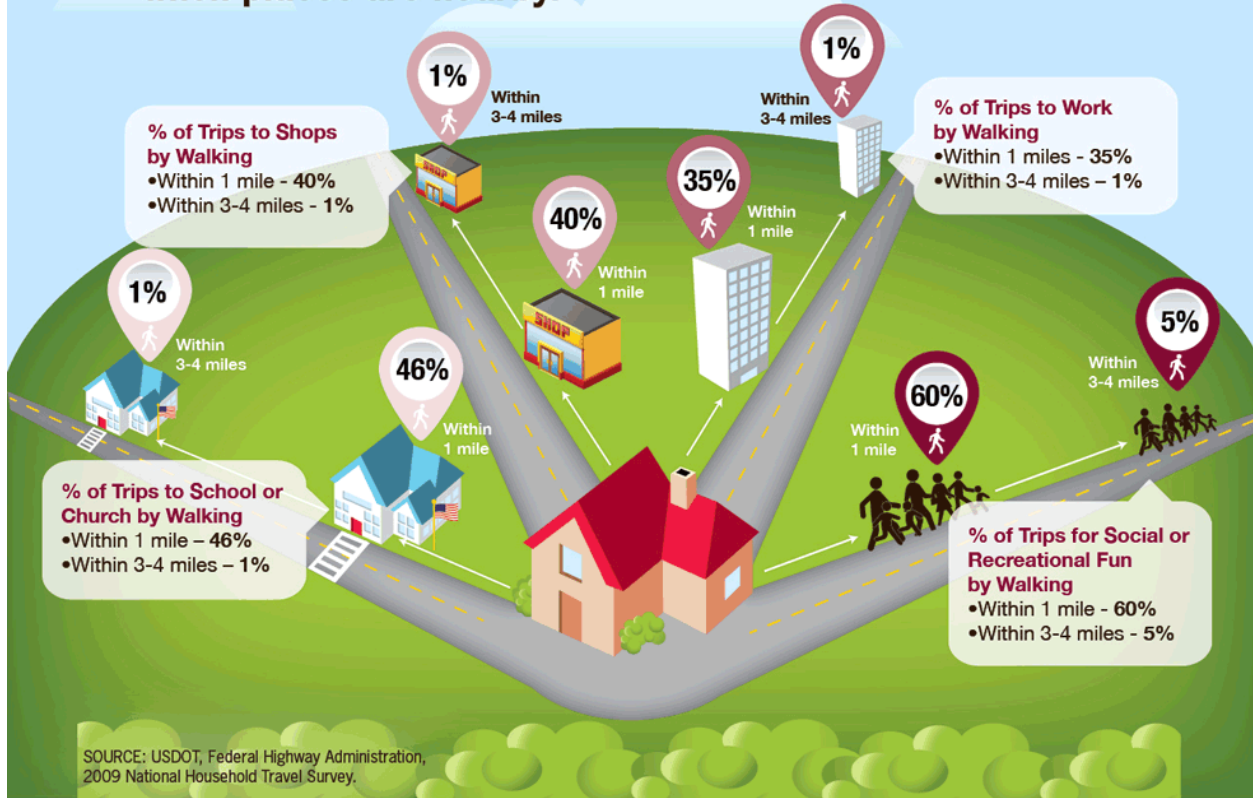


Source: Federal Highway Administration. Based on data from the AAA Foundation for Traffic Safety, Impact Speed and a Pedestrian's Risk of Severe Injury or Death, September 2011.



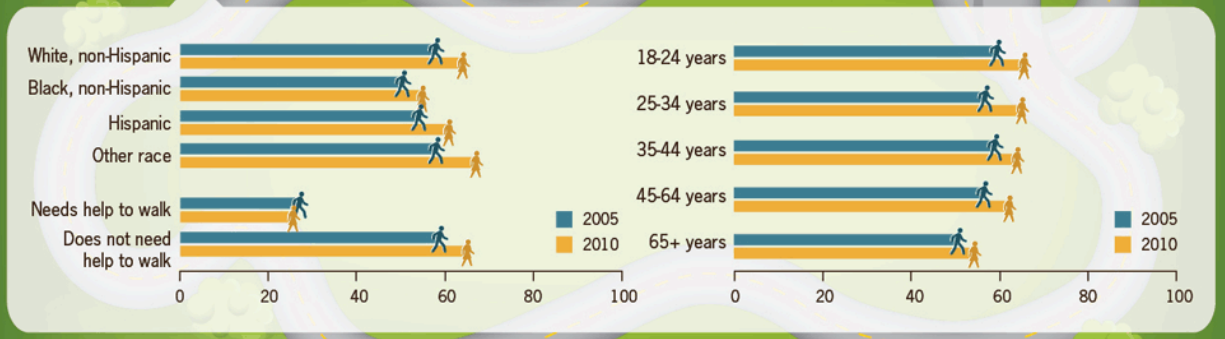
Source: FHWA.

People walk to get to places they want to go when places are nearby.



Source: USDOT, Federal Highway Administration; 2009 National Household Travel Survey.

Percentage of adults who walk



Source: CDC National Health Interview Survey, 2005, 2010.



Benefits of Safe Routes to School

Safe Routes to School improves sidewalks and street crossings and creates safe, convenient, and fun opportunities for children to bicycle and walk to and from school. The CDC has recognized Safe Routes to School as one of a handful of programs that are cost-effective and show significant population health impacts within five years. saferoutespartnership.org

COST SAVINGS

- Household savings from reduced gas & car use
- Education budget savings through reduced student busing costs



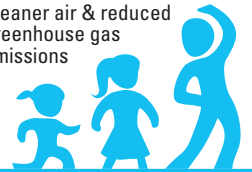
TRAFFIC SAFETY

- Reduced traffic injuries & dangers for students and community members at arrival & dismissal through street improvements near schools
- More chances to learn & practice road safety for students



CLIMATE BENEFITS AND CLEANER AIR

- Fewer student asthma attacks due to less driving & reduced air pollution results
- Cleaner air & reduced greenhouse gas emissions



SAFETY FROM CRIME

- Increased safety from crime & violence due to more people on the streets, good lighting & better street design
- Less harassment, bullying, or violence when students walk or bike together or with adults



COMMUNITY CONNECTEDNESS

- Stronger student friendships & relationships through walking & biking together
- Positive social connections for families & neighbors



HEALTHIER STUDENTS

- Better health & stronger bones, muscles & joints through more walking & biking
- Reduced risk of chronic disease, diabetes, & obesity



SCHOOL TRANSPORTATION FIXES

- Solutions to reduced or non-existent bus service through Safe Routes to School
- Reduced traffic congestion at pick-up/drop-off times



BETTER ACADEMIC PERFORMANCE

- Better focus, improved concentration & less distraction for students who are active before school
- Fewer absences and less tardiness when students walk or bike in groups



SCHOOL

THE 6 ES OF SAFE ROUTES TO SCHOOL

Comprehensive Safe Routes to School initiatives have been shown to be more effective at increasing bicycling and walking to school and reducing injuries. Community members; public health, planning and transportation professionals; and school communities all have roles to play to change norms in how we move around our communities and make it appealing and safe for students to walk, bike or roll to school. The Regional Safe Routes to School program uses the 6 E's strategy as a framework for identifying needs and structuring a local SRTS program.

Education – *Providing families and the community with the skills to walk and bicycle safely.*

- A general cultural shift has increased the use of motor vehicles for short trips that easily could be done by walking or biking. **Educational** efforts include skills training among students, driver education courses, and making sure street signs and pavement markings are current and well maintained (**Engineering**).

Encouragement – *Generating enthusiasm through events, activities, and programs.*

- Encouragement strategies are about having fun; they generate excitement and interest in walking and bicycling. Encouragement activities also play an important role moving the overall SRTS program forward, because they build interest and enthusiasm, which can maintain support for changes that might require more time and resources – such as constructing a sidewalk (**Engineering**).

Engineering – *Creating physical improvements to streets and neighborhoods.*

- Engineering is the design, implementation, operation, and maintenance of traffic control devices or physical measures of roads, sidewalks, and paths. Children and adolescents need well designed paths, safe crossings, and well-maintained roads and pathways. The goal of these recommendations is to create a balanced roadway environment that can accommodate traffic, bicycles, and pedestrians of all types including those with disabilities. With regard to engineering, it is best to implement low cost solutions first and then seek funding for the larger cost-intensive projects.

Enforcement – *Working together to enforce rules for safe walking, biking, and driving.*

- Enforcement includes parents, adult school crossing guards, student patrols, school personnel, and neighborhood watch programs all working in conjunction with law enforcement to enforce rules for safe walking, bicycling, and driving.

Equity – *Ensuring that initiatives are benefiting all demographic groups and neighborhoods.*

- By prioritizing schools and neighborhoods with the highest need for safe walking and biking conditions (**Engineering**), **Education & Encouragement** programs, and **Enforcement** solutions, a higher bang-for-the-buck usually results because walking and biking are already occurring here for many trips.

Evaluation – *Assessing which approaches are more or less successful, and if they are supporting equitable outcomes.*

- Evaluation data is key to determining the scope and the success of **Education** programs; **Encouragement** events, activities, and programs; **Enforcement** solutions, **Engineering** improvements; all while making sure that results are benefiting everyone (**Equity**)

SPENCER SRTS PLANNING PROCESS

This Safe Routes to School (SRTS) Plan was prepared by the North Central Wisconsin Regional Planning Commission (NCWRPC) as part of its Regional Safe Routes to School Program. This Program was made possible by an 80% Transportation Alternatives Program (TAP) grant from the Wisconsin Department of Transportation (WisDOT), with the local match coming from NCWRPC. The Village of Spencer and Spencer Public Schools were one of 7 community & school district groups to join with the NCWRPC for TAP applications submitted in January of 2022 to WisDOT.

To make sure SRTS Plan development matches a community's and school district's needs, a SRTS Task Force is created to provide plan oversight. A SRTS Task Force is comprised of school administrators, principals, planners, law enforcement, engineers, and other Village and School District staff that also will pass an SRTS Plan through all the committees necessary to fully review and adopt the SRTS Plan for implementation.

The planning effort undertaken by the Spencer SRTS Task Force and NCWRPC began with collecting and analyzing information, identifying school and community issues, and recommending steps to improve existing conditions so more walking and biking can occur.

Spencer SRTS Planning Timeline

Fall/Winter 2021 – Spencer School District applied with NCWRPC for SRTS Planning Grant.

Summer 2022 – WisDOT awards SRTS Planning grant.

Fall 2022 – Parent Survey & Student Tally administered in schools.

May 2023 – SRTS Task Force Mtg #1, Parent Survey & Student Tally data presented.

May 2023 – SRTS Task Force Mtg #2, Walk Audit performed around the schools.

Summer 2023 – Additional data collection, maps showing existing conditions created.

July 2023 – SRTS Task Force was emailed maps and physical recommendations for their review.

November 2023 – SRTS Task Force Mtg #3, Draft SRTS Plan presented.

Spencer Public Schools – District

The Spencer Public Schools District encompasses all of the Village of Spencer, and parts of the towns of Brighton, Spencer, Sherman, and Unity. See **Map 2** of the whole District.

The schools below are part of this Spencer Safe Routes to School (SRTS) Plan:

- Spencer Elementary
- Spencer Middle School

The Spencer Middle / High School share the same entrance, and Spencer Elementary is also in the same building with a different entrance. Data was only collected from grades K-8, so those grades are the focus of this plan, but all students will benefit from any improvements.

DEMOGRAPHICS COVERING SPENCER PUBLIC SCHOOLS

Table 1 identifies the number of residents who live within the whole Spencer Public Schools District that attend public schools (most of which will be in Spencer Public Schools) This data is from the Census' American Community Survey's 5-year estimates that end on the year in the table (2010, 2015, 2021). Overall enrollment in the Spencer Public Schools District of 3 year olds and over increased and then declined to its lowest point over the past decade (see **Table 1**). Nursery/Preschool enrollment bounced up and returned to the same point from a decade ago, along with high school enrollment. Kindergarten enrollment has dropped substantially over the past decade. Elementary & middle school grades increased and then declined to their lowest point in the past decade.

Table 1: School Enrollment in Spencer School District			
	2010	2015	2021
Total 3 year olds and over enrolled in any public or private school within the District area.	1,100	1,177	992
Total 3 year olds and over enrolled in public school (mostly in Spencer School District)	972	1,032	804
Nursery School/Preschool – public school	44	77	44
Kindergarten – public school	66	38	17
Elementary School (Grades 1-8) – public school	445	492	380
High School (Grades 9-12) – public school	262	323	262

Source: U.S. Census's American Community Survey

Table 2 shows enrollment in both Spencer schools over the last decade. Both schools have steadily declined over the past decade.

Table 2: Enrollment			
	2010-11	2015-16	2020-21
Spencer Elementary	399	360	290
Spencer Middle / High School	395	390	320

Source: Department of Public Instruction

Table 3 shows The Village of Spencer's population and the District of Spencer Public School's population in 2021 using the Census' American Community Survey. Population under 5 years identifies how many children will join their local elementary school within the next 5 years. The population of 5 to 9 year olds shows what Tract has high elementary school enrollment now, and this should roughly correlate to the 2020-21 enrollments in Table 2. The median ages in **Table 3** shows that the Village is slightly younger than the District as a whole.

Table 3: Population, 2021				
	Total Population	Under 5 years	5 to 9 years	Median Age
Village of Spencer	1,555	103 (6.6%)	70 (4.5%)	35.3
Spencer School District	4,225	226 (5.3%)	227 (5.4%)	38.4

Source: U.S. Census's American Community Survey

EQUITY IN SAFE ROUTES TO SCHOOL

Equity is defined as:

"just and fair inclusion into a society in which all can participate, prosper, and reach their full potential" (various)

"freedom from bias or favoritism" (Merriam-Webster)

"the quality of being fair and impartial" (Oxford Language)

An Equity in Safe Routes to School approach challenges practices and actions that disproportionately impact and stymie the progress of certain segments of the population. These impacts can manifest in many forms, including negative health outcomes, concentrated poverty, and displacement.

For example, children in low-income communities nationwide bear the burden of the most dangerous conditions for walking and biking (Figures 1 & 2) – which discourages active transportation and leads to disproportionately high rates of walking and biking injuries.

Key Point 1:

If a local government has such a neighborhood that lacks safe walking and biking areas, then that local government should set a higher priority to fix things that would improve walking and biking conditions in that neighborhood to current standards. The local school district should make sure that the school serving that same neighborhood is a high priority for getting walking and biking education to parents.

Figure 1:

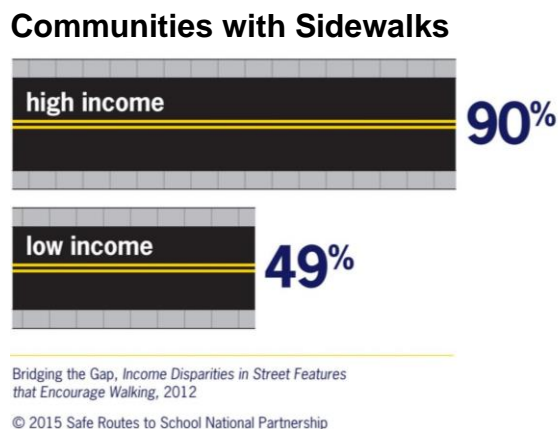
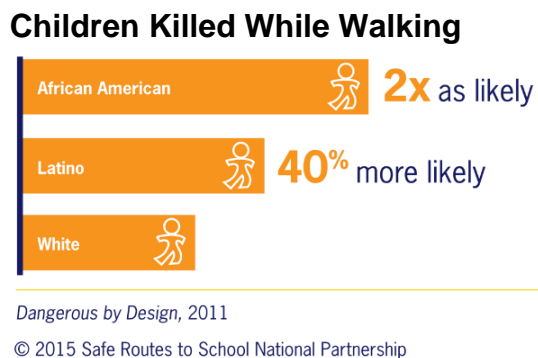
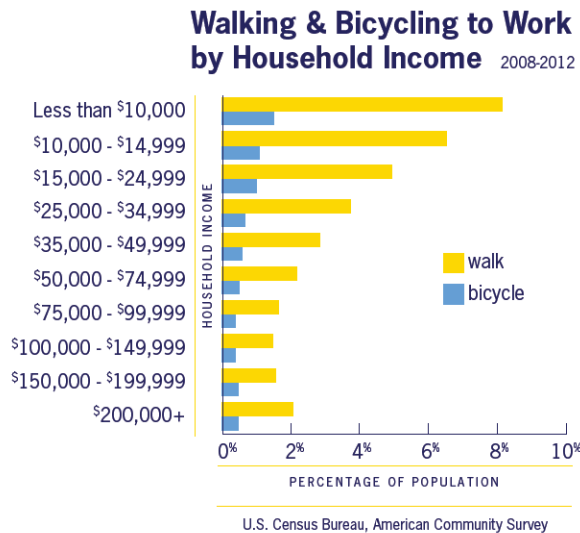


Figure 2:



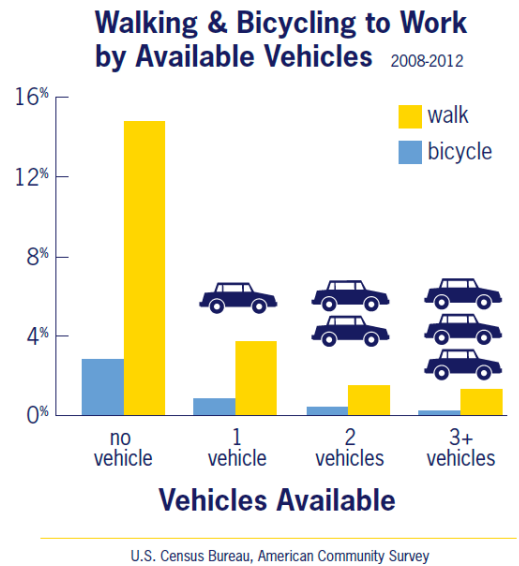
For many residents in low-income communities, walking and biking is a main way of travel for basic needs such as food, employment, and education, as opposed to walking and biking for recreation (Figures 3 & 4). Safe places to walk and bike are a huge contributor to the vibrant fabric of any community. At the same time, walking and biking to everyday destinations in low-income communities can be very daunting when safe walking and biking are not available.

Figure 3:



Low income Americans have the highest rates of walking and bicycling to work, and bicycling is growing most rapidly among people of color. Most transit riders are low to moderate income, and more than 60 percent walk to or from transit. The safety and convenience of walking and bicycling is vitally important for low-income people and people of color. (Census 2008-2012, Nat'l SRTS)

Figure 4:



Approximately 15% of people without access to an automobile walk to work, compared to 4% for those with access to a car. Around 3% of people without access to a car bicycle to work, compared with less than a ½% of people with access to a car. People with lower incomes also report walking and bicycling to work more. Among those making less than \$10,000 per year, almost 8% walk to work and 2% bike to work, while less than 2% walk and less than a ½% bike to work among those making more than \$50,000 per year. (Census 2008-2012, Nat'l SRTS)

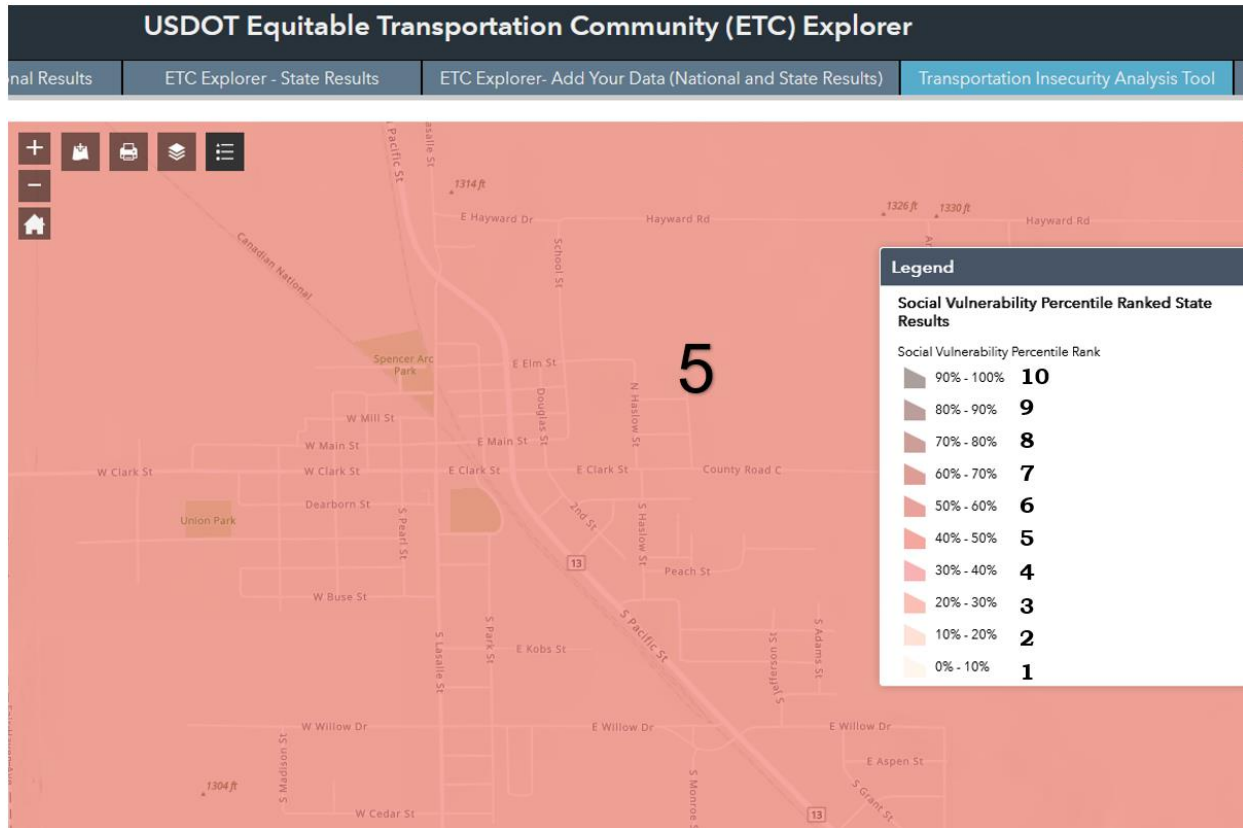
Key Point 2:

By prioritizing schools and neighborhoods with the highest need (low income, few or no vehicles available) for safe walking and biking conditions, and education programs, then equitable Safe Routes to School programs and infrastructure can assist with reducing inequities that may have occurred from investment decisions that funneled funds to other neighborhoods or schools within the same local government or school district.

SPENCER SRTS EQUITY ANALYSIS

The Spencer Safe Routes to School Equity Analysis identifies neighborhoods that would receive a higher benefit from similar resources that provide safe walking and bicycling areas than other neighborhoods.

Figure 5: U.S. DOT Equitable Transportation Community (ETC) Explorer



Source: U.S. Dept. of Transportation's Equitable Transportation Community (ETC) Explorer. Accessed: August 2023.

Since the whole Village of Spencer is within one Census tract (see Figure 5), then a localized analysis is needed. One Census tract averages about 4,000 people.

Wisconsin's Department of Transportation (WisDOT) notes that a collection of mobile homes indicates a higher priority for the Department to fund walking and biking infrastructure to connect that housing development to other locations in the same community.

In Spencer, the mobile home park near the intersection of Willow Drive and Park Street (see Map 5A) is a WisDOT priority neighborhood. The whole Spencer School District has a 40%-50% Social Vulnerability Rank per the USDOT's ETC Explorer in Figure 5.

CHAPTER 2: EXISTING CONDITIONS

This chapter analyzes a range of background material and information used to help develop the recommended safe routes to school strategies, including: a review of the results of the student travel tallies and parent surveys conducted as part of this Plan; discussion of information gleaned from the planning meetings and site assessments; and background information on the planning area including policies and practices that are in place, as well as traffic and crash data.

STUDENT TALLY OVERVIEW

In the fall of 2022, student tallies were administered by most homeroom teachers in Spencer's SRTS Plan classrooms. The **student tally** (3-day Students Arrival and Departure Tally Sheet) from the National Safe Routes To School Center was used (See Attachment A). In the student tally, homeroom teachers documented how students traveled to and from school and had the opportunity to note other relevant comments. Spencer School District collected student tallies from all Spencer SRTS Plan schools.

Student tallies occurred over a two-day period, so one student could equal four trips if they attended school both days. However, it is possible that some students attended only one day due to illness or absence.

Student tally results for Spencer's SRTS Plan schools are shown in **Figures 7 & 11**, which are organized by school on the following pages.

PARENT SURVEY OVERVIEW

While student tallies were being coordinated at school, parent surveys were sent home to be completed by parents. The **Parent Survey** from the National Safe Routes To School Center was used (See Attachment A). On the form, parents identified how children got to and from school, distance from school, total travel time, and factors that influence their decision to allow or keep their children from walking/biking to and from school. Additionally, they were asked if they thought walking/biking is fun and healthy and to what degree they felt that the school encouraged walking/biking.

Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Parent survey results for Spencer's SRTS Plan schools are shown in **Figures 8-10, & 12-14**, which are organized by school on the following pages.

SITE ASSESSMENT MAP

As part of this Safe Routes to School planning process, a walking and bicycling audit was conducted within a few blocks around the combined Spencer schools in this Plan. NCWRPC staff and the Spencer SRTS Task Force walked the area around the school, discussed how students arrive and leave school, and identified any concerns about current walking and biking conditions near the school. Audit results are shown on **Map 3 (Site Assessment)**.

A walk & bike audit is an activity where participants observe and assess how pedestrians and bicyclists can navigate travel along a street and through intersections in a particular area.

TRANSPORTATION MAP

Map 4 (Transportation) shows the most current traffic volume counts within about a half mile radius of each school. It also details pedestrian and bicycle crashes that have occurred between 2010 and 2020 within about a half mile radius of each school.

Safety, traffic volume, and traffic speed are generally top reasons parents report as why they don't allow their child to walk or bike to school more often. Creating a safer environment for these activities is an important factor that requires an understanding of safety issues and proven actions that can be taken to improve safety.

Traffic counts are reported as the number of vehicles expected to pass a given location on an average day of the year. This value is called the **annual average daily traffic** or AADT and is represented on traffic count or traffic volume maps. The AADT is based on a short duration traffic count, usually 48 hours, taken at the location. This count is then adjusted for the variation in traffic volume throughout the year and the average number of axles per vehicle. Short duration counts are collected over three, six, or 10-year cycles at more than 26,000 rural and urban locations throughout the state.

Traffic crashes – Traffic safety experts have moved away from the term “accident” in favor of the term “crash” to describe a collision. WisDOT made this change in 1990 because traffic crashes are not accidents, but avoidable events caused by a single variable or chain of variables. Crashes involving motor vehicles that result in injuries or fatalities to bicyclists and pedestrians have been recorded at the state and federal levels for many years.

Crash data is reported universally in Wisconsin on form DT4000. A reportable crash is one that results in injury or death of any person, damage to government owned property of \$200 or more, or private property damage of \$1,000 or more. *However, it is important to highlight some shortcomings:*

1. *Some studies indicate that as few as 10% of all bicycle crashes are reported;*
2. *Some roads with a higher frequency of bicycle crashes may have higher bicycle use;*
3. *Very likely that there will be no detectable pattern of bicycle crashes because of the small number reported in rural areas and small cities.*

Children ages 4 to 6 have little concept of how fast cars are traveling, or how to anticipate what a driver is going to do, so it is up to adults to be responsible.



NHTSA

WISCONSIN BIKE AND PEDESTRIAN CRASH ANALYSIS

A bicycle crash analysis that was performed for Wisconsin in 2006 (**Attachment B**) has some major findings that directly affect pedestrian and bicycle planning in Spencer:

- “Four out of the top five crash types indicate that the motorist made the critical error. This may indicate that motorists are not fully aware of bicyclists on the roadway and that increased education is necessary.”
- “Many bicycle–vehicle crashes had similar characteristics. A large concentration of crashes occurred within one of, or a combination of, the following environments: in an urban city, at an intersection, or on an urban city street or arterial roadway. Eighty-three percent of crashes occurred in a city (MV4000 Report), 93.6% of crashes occurred in an urban area (MV4000 Report), 65.7% of crashes occurred at an intersection (PBCAT), 71.7% of crashes occurred on a city street (MV4000 Report), and 56.1% of crashes occurred on an arterial street.”
- The city of Madison has a low average crash rate based on bicycle miles traveled. A scattering of other cities – Appleton, Green Bay, and Wausau also have relatively low average crash rates based on bicycle miles traveled, but none of these communities come close to the total bicycle miles traveled as demonstrated by Madison.
- Bicycle–vehicle crashes are almost twice as common during workweek days than on the weekend days. The majority of workweek crashes occur during the a.m. and p.m. peak travel hours. The lower number of crashes occurring on weekends may indicate that recreational bike trips occur more frequently on recreational trails or low volume roadways where exposure is less.

In 2015, WisDOT commissioned a pedestrian and bicycle crash analysis (**Attachment C**) which also have some major findings that directly affect walking and bicycle planning in Spencer:

Overall Trends in Wisconsin Pedestrian and Bicycle Safety

- “Higher levels of walking and bicycling were associated with greater pedestrian and bicyclist safety: between 2006 and 2013, the number of people walking and bicycling to work increased and the risk of pedestrian and bicyclist fatalities and injuries (per commuter) decreased.”
- Of fatal traffic crashes reported between 2011 and 2013, approximately 10% involved pedestrians and 2% involved bicyclists. Approximately 9% of total trips were made by pedestrians and 1% were made by bicyclists, so these travel modes were overrepresented in fatal crashes.
- The highest concentrations (“hot spots”) of fatal and severe-injury pedestrian and bicycle crashes tend to be along signalized, multilane, arterial roadway corridors in urban and suburban areas with moderate to high levels of pedestrian or bicycle activity. Without controlling for pedestrian and bicycle volumes (or other measures of exposure), it is not possible to determine if these locations experienced more crashes simply because they had more activity or because their conditions were inherently more dangerous. Regardless, these types of locations warrant attention due to high numbers of crashes.

Strategies to Improve Pedestrian and Bicycle Safety (Attachment C)

Engineering Strategies

- “Reduce roadway design speeds (e.g., reduce the number of lanes, narrow roadway lanes).”
- “Reduce roadway crossing distances.”
- “Provide pedestrian and bicycle facilities (e.g., sidewalks, paved shoulders, and bicycle lanes).”
- “Improve roadway lighting.”

See “Why Speed Matters” on page 7.

See **Attachment C** for additional strategies in Education, Enforcement, & Evaluation.

SCHOOL ROUTES MAP

A school routes map in this plan was developed to visualize where walking and biking students could travel to and from school. These routes may not be the most direct routes to walk or bike to school, but they identify where important safe crossings are provided. School Routes are shown on **Map 5** (School Routes).

Through map development, places may become apparent where adult crossing guards, sidewalks, painted crosswalks, signage, and traffic signals should be provided or maintained. In order to identify the optimal routes to school as well as problem areas, it is necessary to conduct an assessment of the physical environment surrounding the school and particular intersections blocks away from a school that cross busy streets.

School routes maps identify routes that are as direct as possible to encourage more walking and biking to school.
Note: Routes are for planning purposes and may not be safe to use now.

The **1-mile walk distance** on the map was created using a computer to walk or bike 1-mile based upon the existing road and path network and limiting factors such as a railroad track or river.

EXISTING POLICIES AND SERVICES

WisDOT's STH 13 Improvements(Abbotsford to Spencer)

While the Spencer SRTS Plan was being created, WisDOT was modifying STH 13 in Spencer. WisDOT was planning on putting STH 13 in Spencer on a "road diet" from the northern limits to the intersection of STH & CTH C. This road diet would reduce the 4 lanes to 2 travel lanes and a middle turn lane with outside bike lanes. This improvement by itself will probably reduce traffic speed and make it much easier to cross STH 13.

Spencer Sidewalk Policy

Generally, sidewalks shall be installed where required by the Village Board at the cost of the subdivider in Spencer. Wider-than-standard sidewalks may be required by the Village Board in the vicinity of schools, commercial areas and other places of public assemblage. The owner, occupant or person in charge of any parcel or lot which fronts upon or abuts any sidewalk shall keep said sidewalk clear of all snow and ice within 36 hours for commercial areas and 72 hours for residential areas.

Bike Racks

There are bike racks at the Middle/High School entrance and the middle entrance on the west side of the building, but no racks serving the Elementary School entrance. Bike racks that exist are conveniently located near entrances. Similar to most schools in Wisconsin, all of the bike racks need updating, because they don't allow a bike frame to be supported at two points to hold it up while locked, and to allow a U-lock to secure the frame and front tire to the bike rack (See rack guidance in **Attachment F**). The Site Assessment map shows where bike racks are located.

Crossing Guards

No adult crossing guards exist in Spencer, but the Village is trying to change that.

Adult crossing guards are usually assigned at heavily traveled intersections. The presence of crossing guards can significantly increase safety for youth by ensuring that they are learning and obeying pedestrian safety rules as they cross the street under their watch.

Safety Patrols

For documentation purposes, Spencer does not have Safety Patrols.

Safety Patrol provides an opportunity for many young people to demonstrate their public service and leadership potential. The program promotes safety awareness and provides protection for children as they travel to and from school. A student in the Safety Patrol program at their school is assigned to one corner of an intersection, and is taught how to keep other children on the sidewalk safe from traffic. Safety Patrol students are only placed at intersections with an adult present.

School Busing

The Spencer School District's school bus policy provides transportation for all students living south of CTH C and west of STH 13, because both highways present unusually hazardous transportation crossings. The policy states that this policy exists due to heavy traffic on both highways, a railroad with trains traveling 55 mph through Spencer, and a lack of sidewalks south of CTH C.

According to Wisconsin law, a K-12 public school student living more than two miles from a public school is entitled to busing provided by the School District. Additionally, §121.5(9)(a), Wis. Stats., establishes procedures to develop an unusually hazardous transportation (UHT) plan within a two

mile radius of each school. An “unusual hazard” is an existing transportation condition that constitutes more than an ordinary hazard and seriously jeopardizes the safety of pupils traveling to and from school. If a hazard is found, then it is documented in a UHT plan, and the student is offered school busing.

Spencer School District has an active UHT plan from 2007. See Figure 6 for the UHT zones for Spencer schools.

Figure 6: UHT Zone for Spencer Schools



Yellow area = UHT Zone

Walking and Bicycling Education

Education is an important component of improving the safety of bicyclists, pedestrians, and motorists alike through skills development. Education is one of the 6 E's strategies of a multi-faceted approach to reduce pedestrian and bicycle crash risk, with the other E's being Engineering, Encouragement, Equity, Enforcement, and Evaluation.

Current Village of Spencer walking and bicycle education includes:

The Spencer Fire Department hosts a Bike Rodeo where they provide helmets and bikes to children, while reviewing safe biking issues.

*Current bicycle **education** in Spencer schools is identified on the following pages for each school.*

Walking and Bicycling Encouragement

Encouraging people of all ages and abilities to walk and bicycle requires varying degrees of information, support, and persuasion. Encouragement is one of the 6 E's strategies of a multi-faceted approach to reduce pedestrian and bicycle crash risk, with the other E's being Engineering, Education, Equity, Enforcement, and Evaluation.

Current Village of Spencer walking and bicycle encouragement includes:

- Multiple ball games, and other gatherings are held year round to build community and inadvertently promote walking to and among the events.
- Multiple independent and big box stores in Marshfield that supply walking and bicycling gear.

*Current bicycle **encouragement** in Spencer schools is identified on the following pages for each school.*



COMMON SRTS ENCOURAGEMENT EVENT AND PROGRAM DESCRIPTIONS



Walk and Roll to School Day (fall), and Bike and Roll to School Day (spring) – A national event (<https://www.walkbiketoschool.org/>) that is created locally at a school with nationally branded materials to encourage walking, biking, or rolling to school on this one occasion. Once a person has walked, rolled, or biked to school, then they may ask questions that lead to continuing to walk, bike, or roll to school.

Walking School Bus Program – A group of children who walk to school together under the supervision of a trained route leader.

See the 2-page guide, "Starting a Walking School Bus: The Basics," that is available on <https://www.ncwrpc.org> and searching for "Safe Routes Resources."



Frequent Walker/Biker Program – This could be designed in a number of ways to encourage walking/biking to school; or at school during lunch/recess, with trinket rewards after so many times participating.



Safe Routes Partnership – The Safe Routes Partnership is a national nonprofit organization working to advance safe walking and rolling to and from schools and in everyday life, improving the health and well-being of people of all races, income levels, and abilities, and building healthy, thriving communities for everyone.

They share success stories from around the nation in their blog, through a resource library, and webinars.

NOTE – Many other programs, and the creation of new programs, are happening throughout the nation all the time.

1 = Source for Walking School Bus graphic is <https://zerofatalitiesnv.com/>

CHAPTER 3: SCHOOL DATA & RECOMMENDATIONS

This chapter presents possible solutions to address the issues and opportunities observed by SRTS Task Force members, and NCWRPC staff throughout the development of this Plan.

- Each school's data starts this chapter, with each school's recommendations following.
- Communitywide recommendations follow all the school sections.

Comprehensive Safe Routes to School initiatives have been shown to be more effective at increasing walking and biking to school and reducing injuries.

The SRTS Task Force and NCWRPC have developed the following recommendations on the six E's principals of Safe Routes to School programs (further defined on page 9):

Education – Providing families and the community with the skills to walk and bicycle safely.

Encouragement – Generating enthusiasm through events, activities, and programs.

Engineering – Creating physical improvements to streets and neighborhoods.

Enforcement – Working together to enforce rules for safe walking, biking, and driving.

Equity – Ensuring that initiatives are benefiting all demographic groups and neighborhoods.

Evaluation – Assessing which approaches are more or less successful, and if they are supporting equitable outcomes.

CDC research discovered that three low-cost strategies are associated with schools that have a higher percentage of students who walk or bike to school:

- 1 of 3 - Having crossing guards;
- 2 of 3 - Having bicycle racks; and
- 3 of 3 - Providing promotional materials to students and families.

RECOMMENDATION IMPLEMENTATION

The following guidance for how soon a recommendation could occur is listed by each specific recommendation:

- Short-term (less than 2 years)
- Medium-term (2 to 5 years)
- Long-term (more than 5 years)

Responsible party identifies who may act on this recommendation with **the lead party in bold**.

Italicized words (i.e., *Engineering*, *Encouragement*, *Education*, *Equity*, *Enforcement*, and *Evaluation*) in the following recommendations identify which of the E's initiatives a recommendation relates to.

Spencer Elementary School served 245 (2022) students in Pre-Kindergarten through 5th grades.

➤ **Main modes of travel by Spencer Elementary students:**

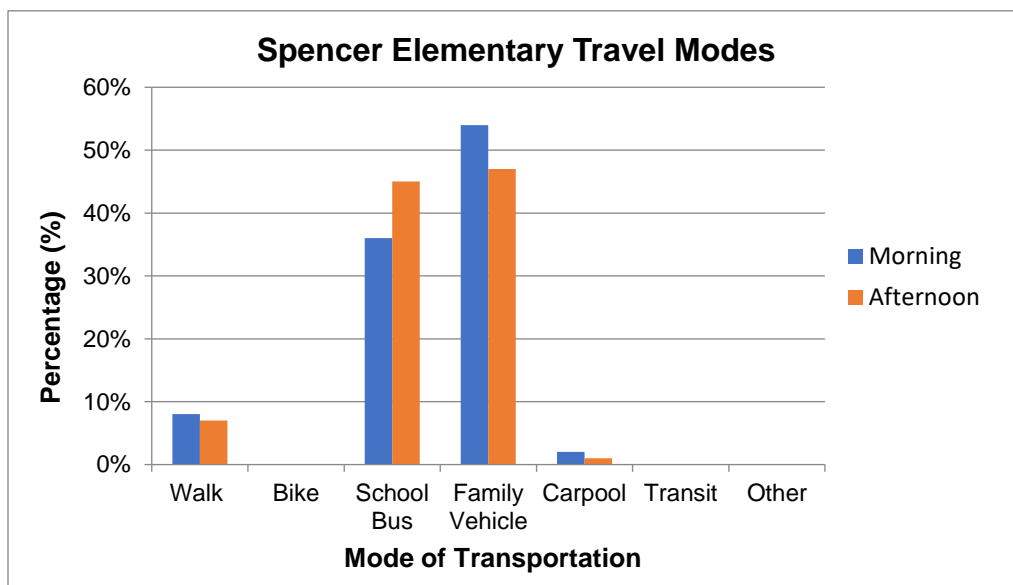
1. Family Vehicle (54% morning & 47% afternoon)
2. School Bus (36% morning & 45% afternoon)

The discrepancy between morning and afternoon travel in Table 4 shows that 7% more parents are driving their kids to school in the morning vs. afternoon. All of that 7% and more of those students are taking the school bus home. Percentages don't total 100% due to rounding.

Table 4							
Spencer Elementary Morning & Afternoon Travel Comparison							
	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	8%	0	36%	54%	2%	0	0
Afternoon	7%	0	45%	47%	1%	0	0

Source: Student Tally, October 2022

Figure 7: Spencer Elementary Student Tally Results Morning and Afternoon Travel Comparison



Source: Student Tallies, October 2022

Spencer Elementary's Parent Survey Results

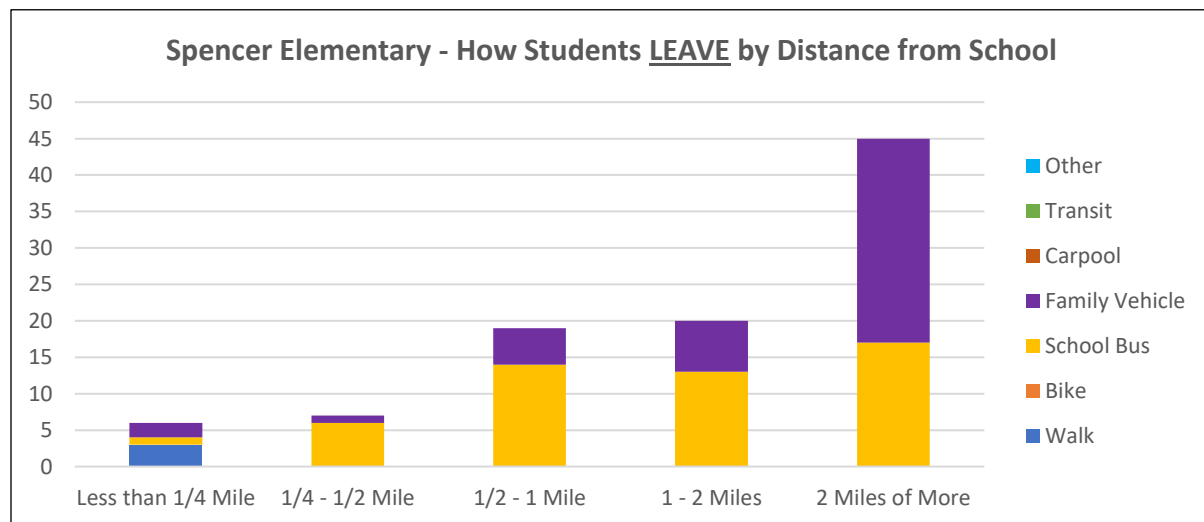
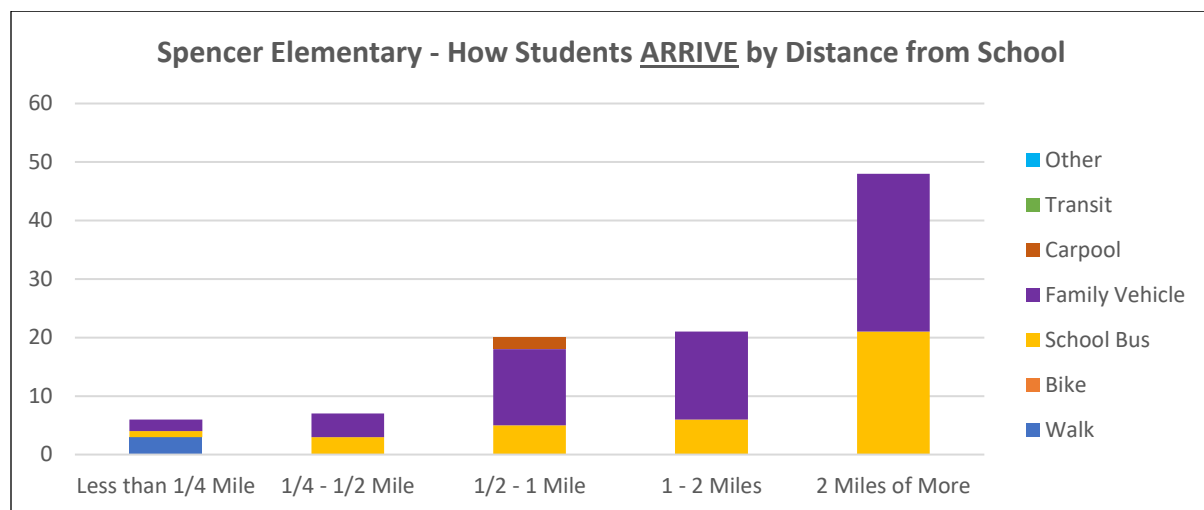
31 surveys received.

Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Among parents who answered the survey, 36 of 104 students live within 1-mile of school - with only 3 student (3%) walking, and none biking to school. About 43.5% of students represented in this parent survey took the school bus, which is slightly more than the student tally (40.5%).

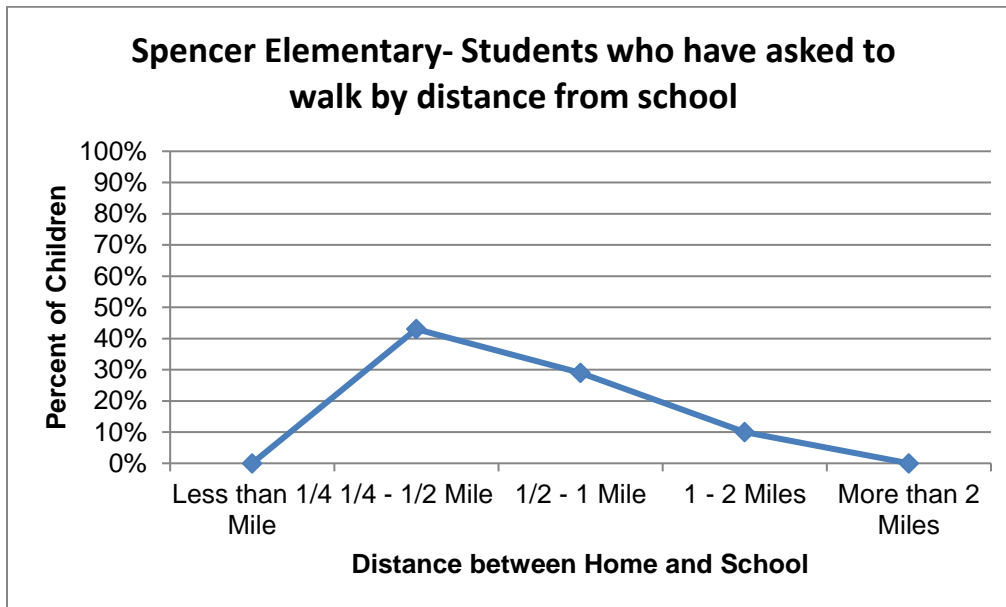
By comparing student arrival in the parent survey vs. the student tally, it appears that parent survey results show a similar representation as the student tally. These are not statistical results but should be used to assess the general mood of parents from Spencer Elementary.

FIGURE 8: How does your child arrive and depart from school?



Source: Parent Surveys, October 2022

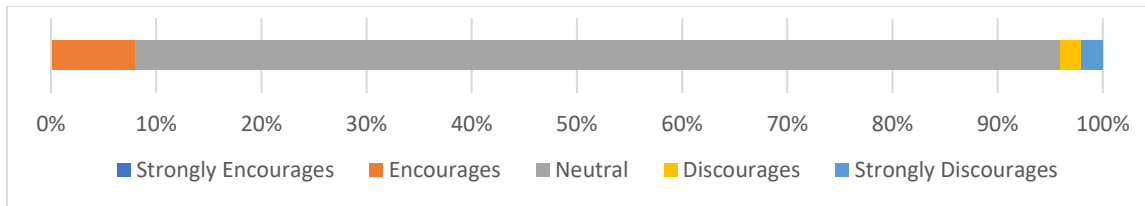
FIGURE 9: Has your child asked to walk?



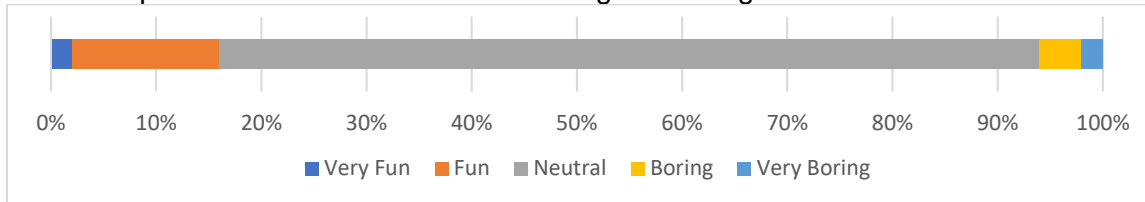
Source: Parent Surveys, October 2022

From Spencer Elementary's May 2022 Parent Survey

Parent's opinion about how much their **child's school encourages/discourages** walking/biking to/from school:



Parent's opinion about **how much fun** walking and biking to/from school is for their child:



Parent's opinion about **how healthy** walking and biking to/from school is for their child:

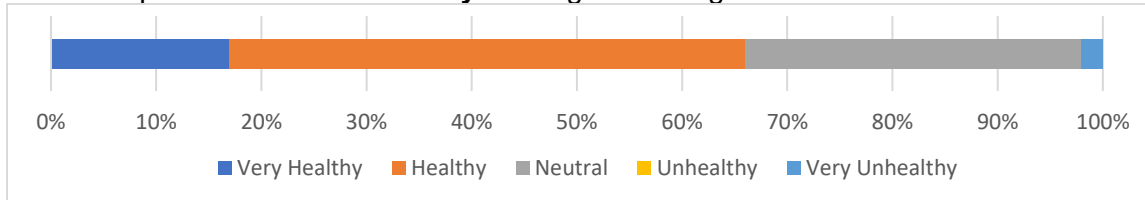
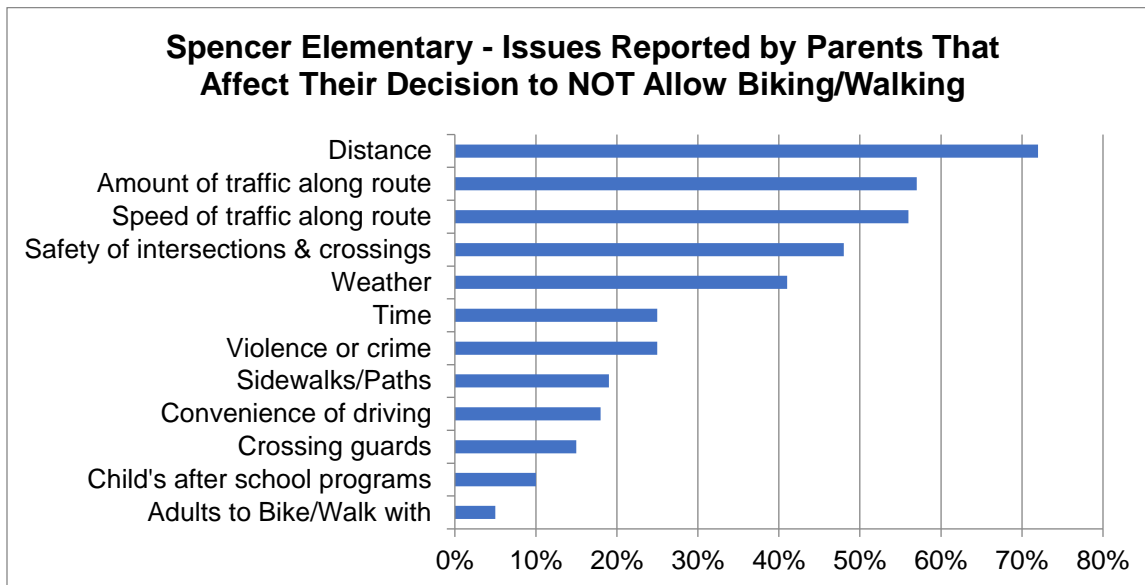


FIGURE 10: What of the following issues affect your decision to NOT allow walking or biking?



Source: Parent Surveys, May 2022

Existing Policies and Services for Spencer Elementary Students

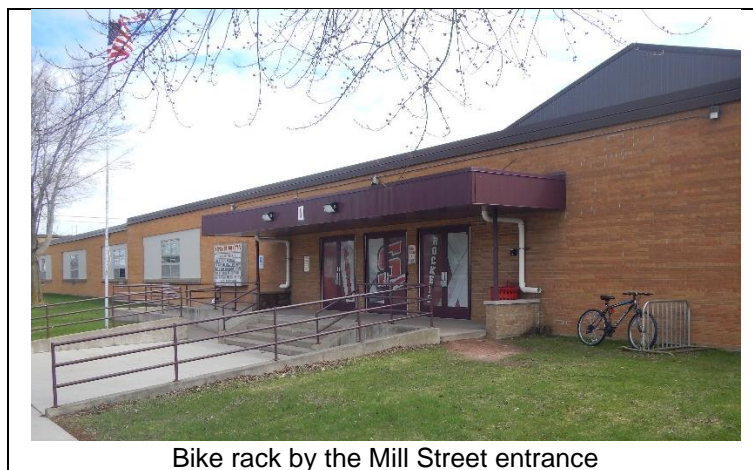
Like most schools in Wisconsin, no walking and biking programming exists at Spencer Elementary.

Crossing Guards

No adult crossing guards exist in Spencer, but the Village is trying to change that.

Bike Racks

The closest bike rack to the Spencer Elementary side of the building is in front of the doors by Mill Street. See Map 3 – Site Assessment for this rack’s location. Similar to most schools in Wisconsin, all of the bike racks for Spencer Schools need updating, because they don’t allow a bike frame to be supported at two points to hold it up while locked, and to allow a U-lock to secure the frame and front tire to the bike rack (See rack guidance in Attachment G).



Spencer – Maps

All maps are at the end of this chapter, starting on page 47.

Site Assessment Map

As part of this Safe Routes to School planning process, a walking and bicycling audit was conducted within a few blocks around the school. Walk and bike audit results are shown on Map 3 (Site Assessment).

Transportation Map

Map 4 (Transportation) shows the most current traffic volume counts within about a half mile radius of the school. It also details pedestrian and bicycle crashes that have occurred between 2010 and 2020 within about a half mile radius of the school. A Wisconsin Bike and Pedestrian Crash Analysis exists along with strategies to improve pedestrian and bicycle safety on pages 18-20.

School Routes Map

A map of potential school routes was developed to visualize where walking and biking students could travel to and from school. These routes may not be the most direct routes to walk or bike to school, but they identify where important safe crossings are provided. School Routes are shown on Map 5 (School Routes).

Recommendations for Spencer Elementary

NOTE – There are additional recommendations that apply to the school that are listed in the Village of Spencer Recommendations section following these recommendations.

Map 6B – “School Grounds” box *Engineering*

Short-term Responsible party: School Dist.

Recommendation: Install sidewalk ramps on east side of School St at crosswalks parallel to Main St, Mill St, and Pine St.

Short-term Responsible party: School Dist.

Recommendation: Replace all bike racks with new racks that allow front tire & bike frame to be locked. Install new bike racks at all three entrances (Main St, Mill St, & Pine St). See bike rack guidelines in Attachment G.

Short-term Responsible party: School Dist.

Recommendation: As the need arises, add scooter racks and skateboard racks.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Encourage Walking and Biking *Education & Encouragement*

Traffic increases near schools because parents are driving their kids to school instead of allowing them to walk or bike. This flow of traffic increases the likelihood of a variety of traffic incidents that includes crashes, speeding, illegal parking, and failure to yield the right of way. It also decreases the likelihood that students are motivated to walk or bike to school or that parents will allow them to do so.

The “Resources” webpage has various support materials for a successful Safe Routes To School program. Go to: <https://www.ncwrpc.org> and search for Safe Routes Resources.

Short-term

Responsible party: School Dist.

Recommendation: At the start of every school year, advertise to parents that the “Nat’l SRTS—Teaching Kids To Walk Safely (by age)” document exists to assist them with teaching their child to walk safely to school if they wish.



Short-term

Responsible party: **School Dist.**, Village.

Recommendation: Consider annually participating in Walk and Roll to School (fall) or Bike and Roll to School (spring). School and Village may need to cooperate if additional temporary crossing guards or traffic cones are needed on these special day or week long events.

Whether addressing the need to make walking and biking safer for children and youth or encouraging them to be more active, Walk Bike & Roll To School events can be a powerful tool to start, grow and sustain change. Events can celebrate good things, put a light on neglected issues, galvanize community support, or even start advocacy. They can be particularly good at helping all stakeholders to come together and experience what is working, what isn’t, and how to collaborate to fix what is broken.

Go online here (<https://www.walkbiketoschool.org/>) to:

- Plan and register an event;
- Get resources for your event; and
- Learn who else is participating and more.

Short-term

Responsible party: Village, School Dist.

Recommendation: Consider linking to WisDOT’s *Pedestrian safety* and *Bicycling safety* websites on the School and Village websites.

Traffic Garden Bicycle Education *Education*

Traffic gardens vary in size and form, but typically are miniature, child-scale traffic towns painted on parking lots or driveways that provide a safe space for children to improve their bicycling skills and learn how to safely share road space with other users.

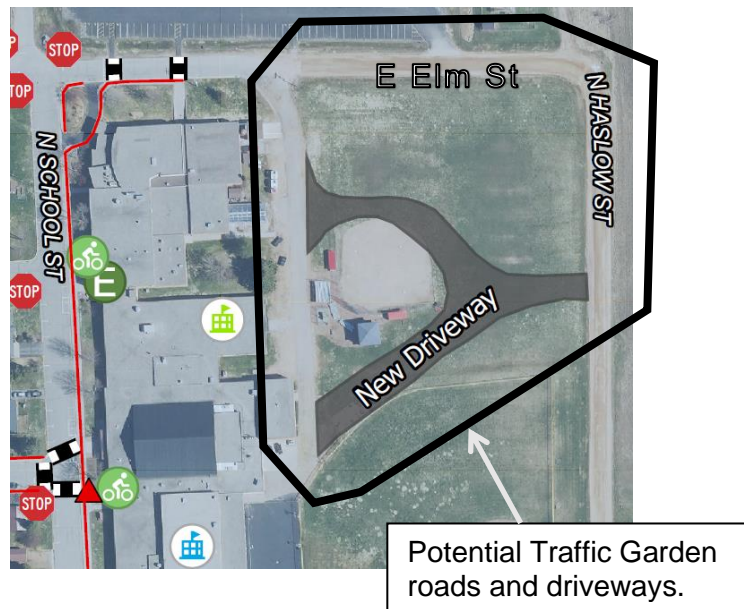
Medium-term Responsible party: **School Dist.**, Village, WI Bike Fed.

Recommendation: Consider providing Traffic Garden bicycle education to every 4th or 5th grader in Spencer Elementary.

Part 1: Get staff members trained to become bicycle education instructors (usually PE teachers are trained). Contact the WI Bike Fed for Train the Trainer education.

Part 2: Choose a location to create these temporary roads, then use temporary kid sized street signs and ball field chalk to mark stop lines and center lines.

Note: School driveways on east side of school have a variety of intersection options, either with or without temporarily closing part of Haslow St and Elm St.



Spencer Middle School served 141 (2022) students in 6th through 8th grades. Only grades 6 through 8 were surveyed for this plan.

➤ **Main modes of travel by Spencer Middle School students:**

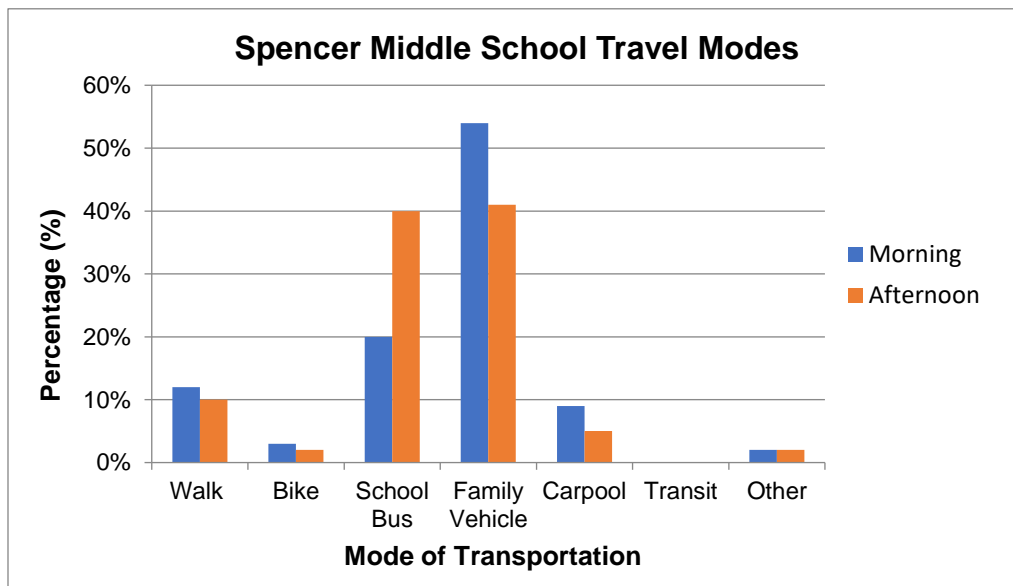
- 3. Family Vehicle (54% morning & 41% afternoon)
- 4. School Bus (20% morning & 40% afternoon)

The discrepancy between morning and afternoon travel in Table 5 shows that 12% more parents are driving their kids to school in the morning vs. afternoon. All of that 12% and 2% of walkers, 1% of bikers, and 4% of carpoolers all take the school bus home. Percentages don't total 100% due to rounding.

Table 5							
Spencer Middle School Morning & Afternoon Travel Comparison							
	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	12%	3%	20%	54%	9%	0.2%	2%
Afternoon	10%	2%	40%	41%	5%	0	2%

Source: Student Tally, October 2022

Figure 11: Spencer Middle School Student Tally Results Morning and Afternoon Travel Comparison



Source: Student Tallies, October 2022

Spencer Middle School's Parent Survey Results

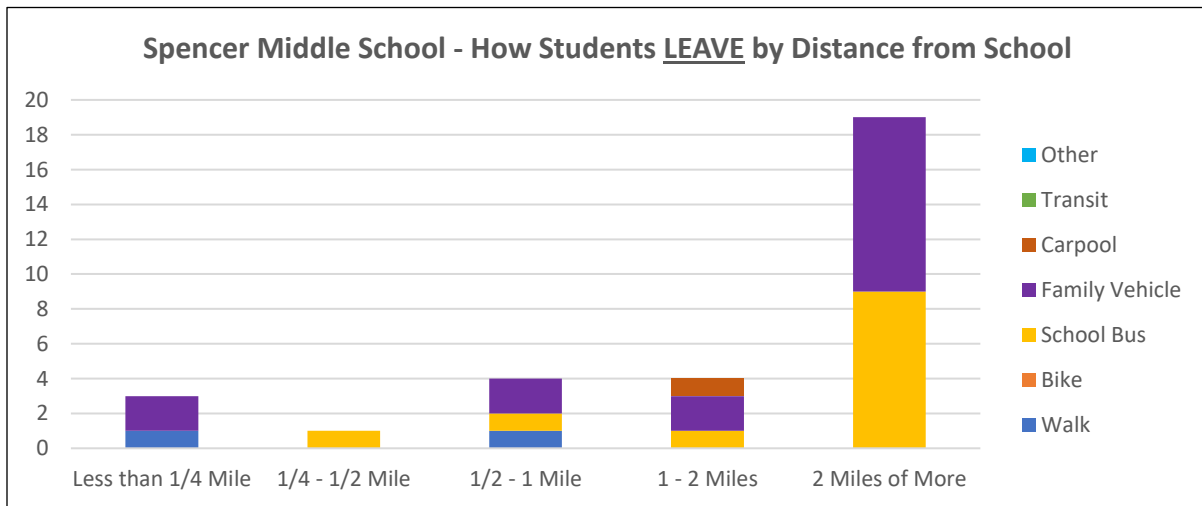
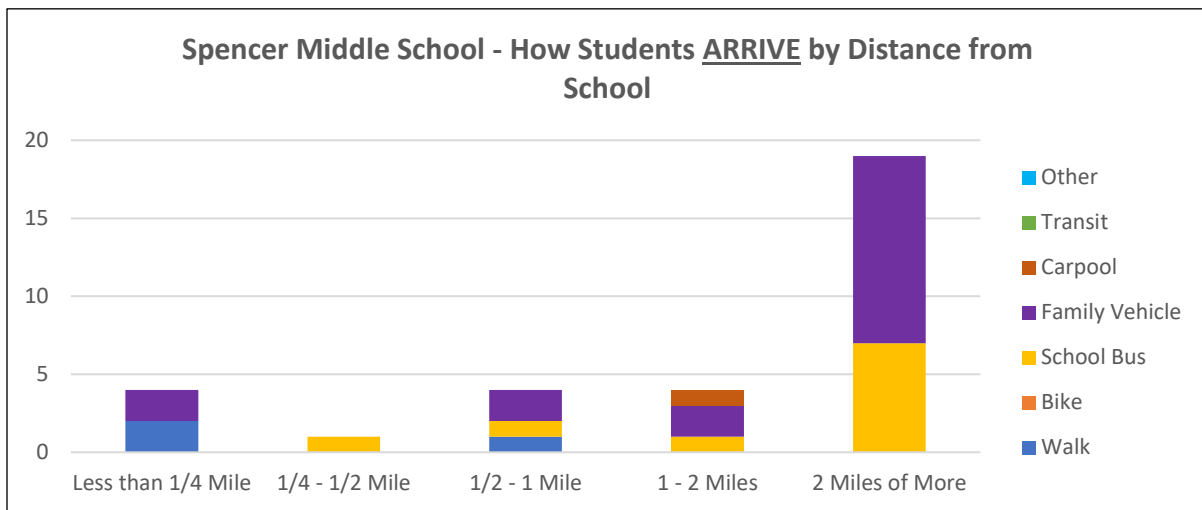
31 surveys received.

Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Among parents who answered the survey, 8 of 31 students live within 1-mile of school - with only 2 student (6%) walking, and none biking to school. About 32% of arriving students represented in this parent survey and about 39% of school departure students in this survey took the school bus, which is about the same as the student tally (20% morning & 40% afternoon).

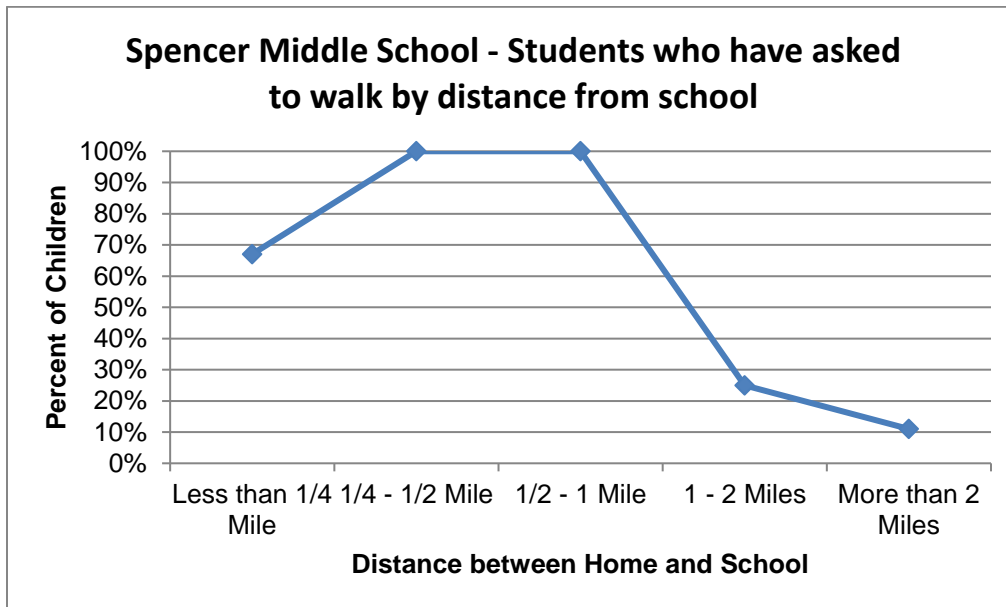
By comparing student arrival in the parent survey vs. the student tally, it appears that parent survey results show a similar representation as the student tally. These are not statistical results but should be used to assess the general mood of parents from Spencer Elementary.

FIGURE 12: How does your child arrive and depart from school?



Source: Parent Surveys, October 2022

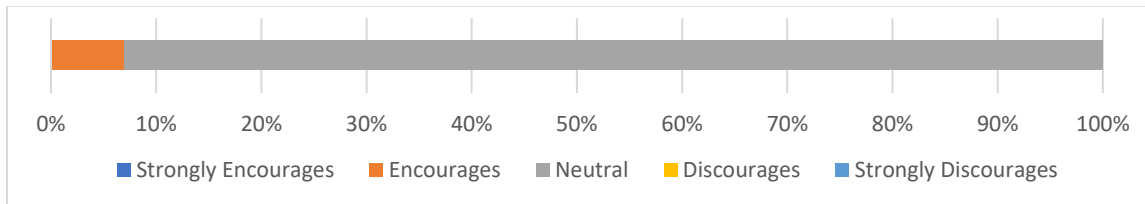
FIGURE 13: Has your child asked to walk?



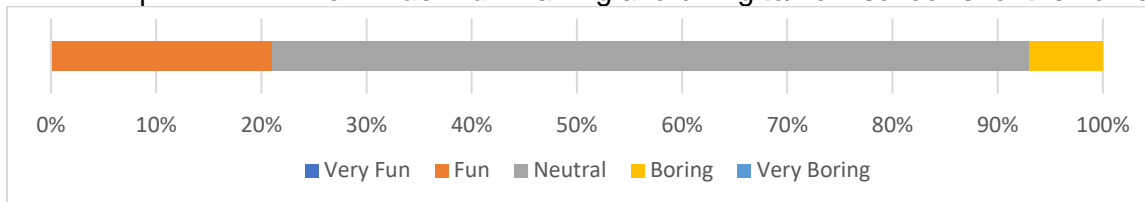
Source: Parent Surveys, October 2022

From Spencer Middle School's May 2022 Parent Survey

Parent's opinion about how much their **child's school encourages/discourages** walking/biking to/from school:



Parent's opinion about **how much fun** walking and biking to/from school is for their child:



Parent's opinion about **how healthy** walking and biking to/from school is for their child:

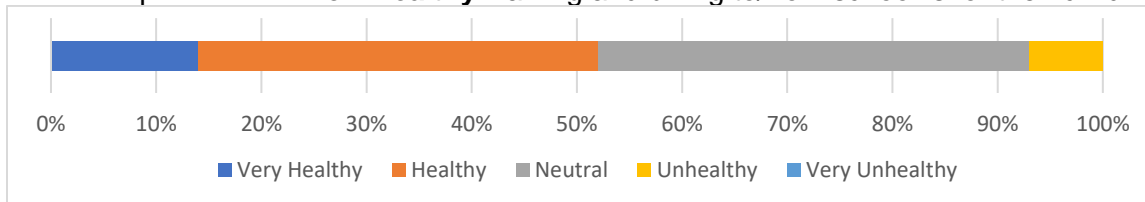
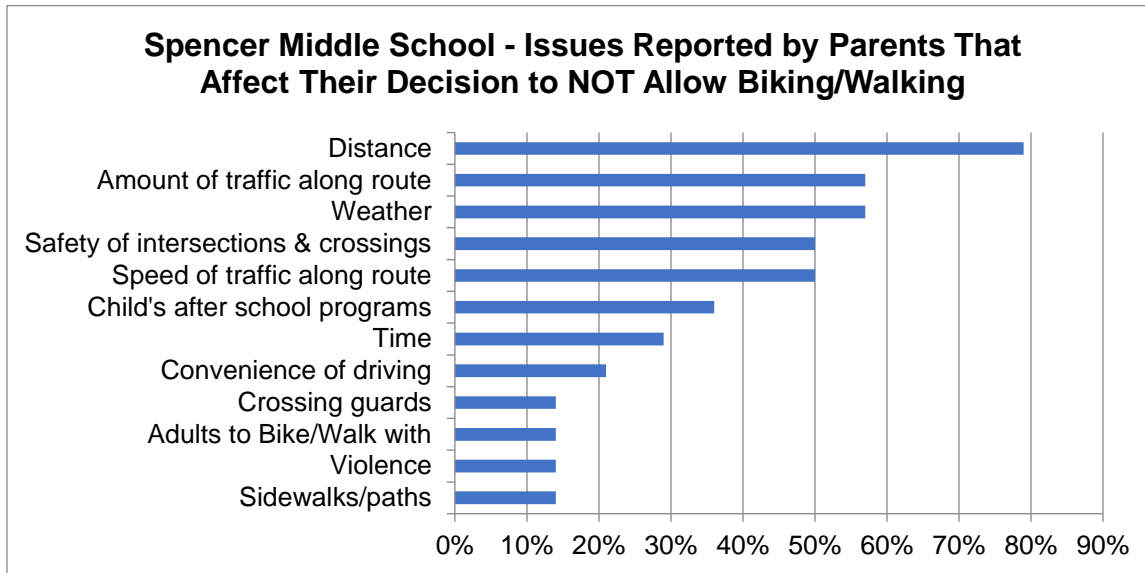


FIGURE 14: What of the following issues affect your decision to NOT allow walking or biking?



Source: Parent Surveys, May 2022

Existing Policies and Services for Spencer Middle/High School Students

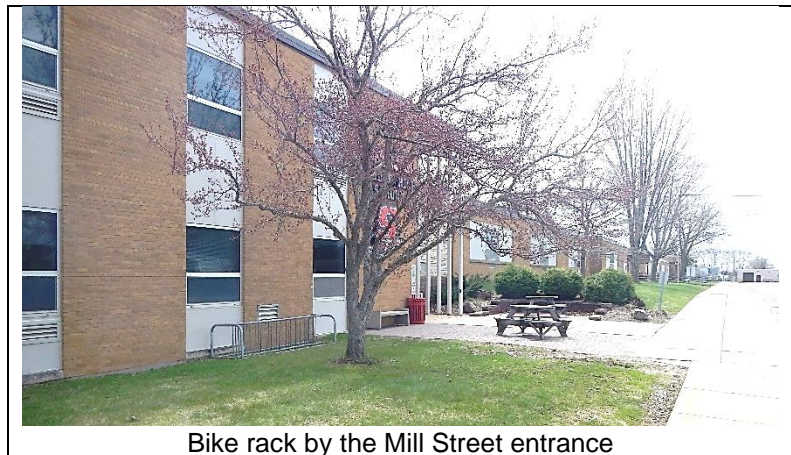
Like most schools in Wisconsin, no walking and biking programming exists at Spencer Middle/High School.

Crossing Guards

No adult crossing guards exist in Spencer, but the Village is trying to change that.

Bike Racks

The main entrance to Spencer Middle/High School has a bike rack. See Map 3 – Site Assessment for this rack’s location. Similar to most schools in Wisconsin, all of the bike racks for Spencer Schools need updating, because they don’t allow a bike frame to be supported at two points to hold it up while locked, and to allow a U-lock to secure the frame and front tire to the bike rack (See rack guidance in Attachment G).



Bike rack by the Mill Street entrance

Spencer – Maps

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Map 4 (Transportation) shows the most current traffic volume counts within about a half mile radius of the school. It also details pedestrian and bicycle crashes that have occurred between 2010 and 2020 within about a half mile radius of the school. A Wisconsin Bike and Pedestrian Crash Analysis exists along with strategies to improve pedestrian and bicycle safety on pages 18-20.

School Routes Map

A map of potential school routes was developed to visualize where walking and biking students could travel to and from school. These routes may not be the most direct routes to walk or bike to school, but they identify where important safe crossings are provided. School Routes are shown on **Map 5** (School Routes).

Recommendations for Spencer Middle/High School

NOTE – There are additional recommendations that apply to the school that are listed in the Village of Spencer Recommendations section following these recommendations.

Map 6B – “School Grounds” box *Engineering*

Short-term Responsible party: School Dist.

Recommendation: Install sidewalk ramps on east side of School St at crosswalks parallel to Main St, Mill St, and Pine St.

Short-term Responsible party: School Dist.

Recommendation: Replace all bike racks with new racks that allow front tire & bike frame to be locked. Install new bike racks at all three entrances (Main St, Mill St, & Pine St). See bike rack guidelines in Attachment G.

Short-term Responsible party: School Dist.

Recommendation: As the need arises, add scooter racks and skateboard racks.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Encourage Walking and Biking *Education & Encouragement*

Traffic increases near schools because parents are driving their kids to school instead of allowing them to walk or bike. This flow of traffic increases the likelihood of a variety of traffic incidents that includes crashes, speeding, illegal parking, and failure to yield the right of way. It also decreases the likelihood that students are motivated to walk or bike to school or that parents will allow them to do so.

The “Resources” webpage has various support materials for a successful Safe Routes To School program. Go to: <https://www.ncwrpc.org> and search for Safe Routes Resources.

Short-term

Responsible party: School Dist.

Recommendation: At the start of every school year, advertise to parents that the “Nat’l SRTS–Teaching Kids To Walk Safely (by age)” document exists to assist them with teaching their child to walk safely to school if they wish.



Short-term

Responsible party: **School Dist.**, Village.

Recommendation: Consider annually participating in Walk and Roll to School (fall) or Bike and Roll to School (spring). School and Village may need to cooperate if additional temporary crossing guards or traffic cones are needed on these special day or week long events.

Whether addressing the need to make walking and biking safer for children and youth or encouraging them to be more active, Walk Bike & Roll To School events can be a powerful tool to start, grow and sustain change. Events can celebrate good things, put a light on neglected issues, galvanize community support, or even start advocacy. They can be particularly good at helping all stakeholders to come together and experience what is working, what isn’t, and how to collaborate to fix what is broken.

Go online here (<https://www.walkbiketoschool.org/>) to:

- Plan and register an event;
- Get resources for your event; and
- Learn who else is participating and more.

Short-term

Responsible party: Village, School Dist.

Recommendation: Consider linking to WisDOT’s Pedestrian safety and Bicycling safety websites on the School and Village websites.

In-Street Walking & Bicycling Education *Education*

Many schools have successfully provided walking and biking education through physical education programs, because focusing on pedestrian/bicycling safety curriculum can help to meet wellness policy requirements. Pedestrian safety courses are most effective in K-3rd grades. Bicycle safety courses are most effective in 4-8th grades.

Medium-term Responsible party: **School Dist.**, Village, WI Bike Fed.

Recommendation: Consider providing on-road bicycle education to Spencer Middle/High School students by 1) training staff to become bicycle education instructors (usually PE teachers are trained); and 2) potentially acquiring a fleet of bicycles and helmets.

Note 1: Contact the WI Bike Fed for Train the Trainer education.

Note 2: The neighborhood roads between STH 13, CTH C, Elm St, and School St are a low traffic environment for bicycle education, because thru-destinations don't exist beyond the school itself. Contact the Village well in advance if any traffic cones or barricades are desired.

Note 3: If a fleet of bicycles is desired, then consider teaching middle schoolers how to fix bikes that may be donated from local residents or are in Police custody – and how to fix their own bikes. See “Young Mechanics Program” in Attachment F.

School Bus Policy *Evaluation*

Many improvements have been made since the School District's current 2007 Unusually Hazardous Transportation Plan was approved. Families are dis-incentivized to allow walking or biking through the School District's bussing policy.

Short-term Responsible party: School Dist.

Recommendation: Consider revising the Unusually Hazardous Transportation (UHT) Plan to allow walking without a bus being provided in the Village of Spencer when crossing guards are established on at least one crossing on STH 13 north of CTH C, and on at least one crossing on CTH C.

Keep Going... *Education & Encouragement*

This multipart recommendation is to make it easier for middle school students to walk or bike for their transportation needs if they live close to school.

Medium-term Responsible party: School Dist.

Recommendation A: Consider adding a bike repair station by Mill St entrance.

Recommendation B: Consider establishing a school bicycle mechanics program at the middle school to possibly maintain a school fleet of bikes and/or to expand bicycle education (See Attachment F).

Recommendation C: Consider constructing and outfitting a lockable room for a bicycle mechanics program at Spencer Middle/High School. Contact Omro WI School District for room and contents specifications (see “*Young Mechanics Program*” in Attachment F).

Recommendation D: Consider acquiring a fleet of bikes, helmets, and possibly a trailer for the bike fleet, so bicycling education can move to various locations. See “*Bicycle Education and Cyclecross*” in Attachment F).

Recommendation E: Consider establishing an annual bicycle field trip (see “*Annual Bicycle Field Trip*” in Attachment F).

Village of Spencer Recommendations

All of the following recommendations are within the Village of Spencer limits, but various parties may be responsible for implementation.

NOTES – 1) There are additional recommendations that apply to the Village that are listed in the Elementary and Middle/High School Recommendations sections. 2) Use the WMUTCD for all signage recommendations. 3) Consult Marathon County Highway or WisDOT to coordinate recommendations that are suggested for county or state highways.

Sidewalks *Engineering*

Sidewalks exist on at least one side of most major roads in Spencer. See Maps 5A-C for where additional sidewalk segments are recommended, and one place where sidewalk is recommended to be removed.

Medium-term Responsible party: Village.

Recommendation: Add sidewalks per Maps 6A, 6B, & 6C. **Equity:** To serve those who may walk more than others for transportation purposes, consider completing projects that serve the mobile home park first. Any projects along a school route (Map 5) from the mobile home park to school qualifies as serving this neighborhood.

Bicycle Parking *Engineering*

For bikes to be used more often for school transportation, then after school destinations like the library and Spencer Kids Group must have bicycle parking. Many destinations throughout the Village don't have bike racks.

Short-term Responsible party: Village, NCWRPC.

Recommendation: The Village should lead by example by installing bicycle racks at the Village Hal & Library. NCWRPC is a resource for assisting the Village with identifying how to add public bike parking to after school locations (like the library and Spencer Kids Group). See bike rack guidelines in Attachment G.

Map 6A – “STH 13” box *Engineering*

Short-term Responsible party: Village, WisDOT.

Recommendation: Install a School Speed Zone sign with amber flashing beacon in advance of north-bound Main St intersection.

Short-term Responsible party: Village, WisDOT.

Recommendation: Add a pair of double sided Rectangular Rapid Flash Beacon (RRFB) School Crossing sign assemblies at both school crosswalks: Main St and Pine St.

Short-term Responsible party: WisDOT.

Recommendation: Continue to paint "SCHOOL X-ING" in advance of the north-bound Main St and south-bound Pine St school crosswalks.

Short-term Responsible party: Village, WisDOT.

Recommendation: Continue painting high visibility crosswalks at Main St, & Mill St.

Short-term Responsible party: Village, WisDOT.

Recommendation: Add street lights on the northeast corners of the following intersections: Main St, Mill St, Pine St, and Elm St.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Map 6A – "STH 13" box at bottom of map *Engineering*

Short-term Responsible party: **Village**, WisDOT.

Recommendation: Only keep Higher Fines School Zone between CTH C and just north of Elm St (Main St, Mill St, Pine St, and Elm St intersections.).

Short-term Responsible party: **Village**, WisDOT.

Recommendation: Add School Speed Limit 15 MPH to Higher Fines School Zone (CTH C to just north of Elm St)..

Short-term Responsible party: **Village**, WisDOT.

Recommendation: Install School Zone Ends and Speed Limit signs on the same post at both ends of the School Zone.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Railroad Crossing Improvements *Engineering*

The railroad tracks that bisect the Village of Spencer in half carry about 20 to 40 trains daily. Each train's speed limit is 55 miles per hour.

Short-term Responsible party: **Village**, Railroad Company.

Recommendation: If the Village notices that children are taking risks when crossing the railroad tracks at the road crossings, then consider installing warning signs per Panel 2 in Attachment E (Panel 2: Train warning sign & sidewalk stencil in Wauwatosa).

Map 6A – “STH 13 & 98 and CTH C Intersection” box

Engineering

At the time of the Walk Audit (when the below picture was taken), this intersection’s crosswalks and stop lines were almost completely faded. It was common to see vehicles stop their wheels on the stop lines or the first crosswalk line; both stop locations place many vehicle’s grills in the crosswalk.



Short-term

Responsible party: Village, Marathon County Hwy, **WisDOT**.

Recommendation: Repaint all intersection crosswalks and Stop lines within this intersection per Panel 1 (Attachment E) instructions in this Spencer SRTS Plan.

Map 6A – “CTH V” box

Engineering

Short-term

Responsible party: Village, Marathon County Hwy.

Recommendation: On CTH V about 220 feet south of Cedar St, consider installing 22-ft long speed tables, covering each lane, for a design speed of 25 mph. If installed, then mark speed tables with appropriate MUTCD approved signage and markings.



Sample rubber speed table

Short-term

Responsible party: Village, Marathon County Hwy.

Recommendation: Increase initial 25 mph sign size, south of Cedar St, to a larger sign.

Map 6A – “Engineering Recommendations” box

Engineering

Short-term Responsible party: **Village**, WisDOT.

Recommendation: All flashing amber beacons shall only flash during a period of time before school starts (about 25 to 45 minutes) and a second period of time when school gets out, so drivers know when to be extra cautious.

Short-term Responsible party: Village, Marathon County Hwy, WisDOT.

Recommendation: Replace all Reduced Speed Ahead signage leading into Spencer on various highways to new yellow diamond signage (MUTCD W3-5).

Map 6B – “Neighborhood East of STH 13 & North of CTH C” box

Engineering

Short-term Responsible party: Village.

Recommendation: Install STOP signs per map to reinforce pedestrian right-of-way at intersections.

Short-term Responsible party: Village.

Recommendation: Re-paint all Stop Lines 10-feet in advance of crosswalks.

Short-term Responsible party: Village.

Recommendation: Add street lights to School St on northwest corner of Mill St, and all mid-block wooden poles between Main St and Elm St.

Short-term Responsible party: Village.

Recommendation: Place in-street School Yield TO Pedestrians sign facing east-west per map location.

NOTE 1: Paint a dot on the road centerline where this movable sign should go, so any staff may move it to the correct spot year after year.

NOTE 2: In winter when snow is expected, move this sign to the south curb nearest this location. Consider placing a traffic cone on the painted dot in winter on days when a snowplow is not expected. This traffic cone will reinforce the crosswalk awareness, because the movable sign will probably be stuck to the curb & grass via ice all winter long.



Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Map 6C – “CTH C Engineering Recommendations” box

Engineering

Short-term Responsible party: Marathon County Hwy.

Recommendation: Add MUTCD approved School and arrow signs at both school crosswalks (Douglas/2nd St, and Haslow St).

Short-term Responsible party: Village, Marathon County Hwy.

Recommendation: Move westbound speed limit sign and speed feedback sign out of School Speed Zone to a point just west of Monroe St.

Short-term Responsible party: Marathon County Hwy.

Recommendation: Extend School Speed Zone to include both the Haslow St intersection, and the Douglas/2nd St intersection.

- Add School and Ahead signs, and Fines Higher sign to a post in advance of School Speed Zone post with amber beacon.
- Add School Speed Zone sign on the following roads as they approach CTH C: Haslow St, Second St, & Douglas St.
- Install School signs about 100-feet in advance of the school parking lot.
- Raise existing School Speed Zone signs to MUTCD heights above the ground. Existing signs are 1.5 feet off the soil.
- Install a second set of School Speed Zone signs with amber flashing beacons in advance of the Douglas/2nd St intersection.
- Install School Zone Ends and Speed Limit signs on the same post at both ends of the School Zone.

Medium-term Responsible party: Village, Marathon County Hwy.

Recommendation: Add a pair of double sided Rectangular Rapid Flash Beacon (RRFB) School Crossing signs at both school crosswalks: Douglas/2nd St and Haslow St.

Short-term Responsible party: Marathon County Hwy.

Recommendation: Continue to paint “SCHOOL X-ING” in advance of the Douglas/2nd St school crosswalk.

Short-term Responsible party: Marathon County Hwy.

Recommendation: Paint “SCHOOL X-ING” in advance of the Haslow St school crosswalk.

Short-term Responsible party: **Village**, Marathon County Hwy.

Recommendation: Add a street light on the southeast corner of Haslow St & CTH C, so both sides of the high visibility crosswalk are covered.

Short-term Responsible party: **Village**, Marathon County Hwy.

Recommendation: Add a street light on the south side of CTH C at Douglas St, and move the light on the northeast corner to about 10-20 feet east, so both sides of the high visibility crosswalk are covered.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Update Community & School Parents After Recommendation Installed

Education

Each of the *engineering* recommendations in this plan is designed to national standards and therefore can stand on its own. In order to get faster understanding of the new traffic pattern, new device, or policy change, community education will provide the critical mass that will then through their actions teach the rest of the traveling public how to react.

Short-term

Responsible party: **School Dist., Village**, Local large employers.

Recommendation: After a recommendation in this SRTS Plan is completed, consider if the public would benefit from a newsletter article teaching them about the new traffic pattern, new road device, or new policy, and then create and publish a newsletter article or poster if warranted.

The School has a newsletter, the Village could produce a mailing, and large employers in the area may have newsletters or an educational poster could be placed where employees and delivery drivers would see it. If an engineering recommendation is completed that warrants an article, then the Village's engineer would write the article/create a poster for Village, School, and large employer use. If a school policy is changed that affects the whole community, then the School would write the article/create a poster for School, Village, and large employers to use. Websites are another use for these articles, but newsletters go to each client individually whether by mail or email.

Crossing Guards *Enforcement & Education*

The Village has attempted to begin an adult crossing guard program recently. Adult crossing guards are usually assigned at heavily traveled intersections. The presence of crossing guards can significantly increase safety for youth by ensuring that they are learning and obeying pedestrian safety rules as they cross the street under their watch.

Short-term

Responsible party: Village.

Recommendation: Continue efforts to begin an adult crossing guard program to serve any school crossings on highways in the Village. Implementing the easiest Engineering recommendation at crossings the Village wants to hire a crossing guard may assist with attracting a crossing guard applicant, because the intersection they are stationed at may become safer to stop traffic.

Sidewalk Ordinance *Evaluation*

The Village of Spencer has a sidewalk ordinance that identifies where sidewalks need to be installed and by who. The ordinance also states that ice and snow shall be removed within 36 hours for commercial areas and 72 hours for residential areas. That's a long time to have to walk through snow, and other communities state 24 hours after the event has ended.

Short-term

Responsible party: Village.

Recommendation: Consider revising the Village's sidewalk ordinance to require ice and snow to be removed from a sidewalk within a period of time that may be 24 hours after the end of storm or less. A short period of time will give property owners time to coordinate efforts to clear their sidewalks when they are at work, but also provide clear sidewalks for students who are walking to and from school.

Encourage Walking and Biking *Education & Encouragement*

Traffic increases near schools because parents are driving their kids to school instead of allowing them to walk or bike. This flow of traffic increases the likelihood of a variety of traffic incidents that includes crashes, speeding, illegal parking, and failure to yield the right of way. It also decreases the likelihood that students are motivated to walk or bike to school or that parents will allow them to do so.

The “Resources” webpage has various support materials for a successful Safe Routes To School program. Go to: <https://www.ncwrpc.org> and search for Safe Routes Resources.

Short-term Responsible party: Village, School Dist.

Recommendation: Consider linking to WisDOT’s [Pedestrian safety](#) and [Bicycling safety](#) websites on the School and Village websites.



Short-term Responsible party: **School Dist.**, Village.

Recommendation: Consider annually participating in [Walk and Roll to School](#) (fall) or [Bike and Roll to School](#) (spring). School and Village may need to cooperate if additional temporary crossing guards or traffic cones are needed on these special day or week long events.

Whether addressing the need to make walking and biking safer for children and youth or encouraging them to be more active, Walk Bike & Roll To School events can be a powerful tool to start, grow and sustain change. Events can celebrate good things, put a light on neglected issues, galvanize community support, or even start advocacy. They can be particularly good at helping all stakeholders to come together and experience what is working, what isn’t, and how to collaborate to fix what is broken.

Go online here (<https://www.walkbiketoschool.org/>) to:

- Plan and register an event;
- Get resources for your event; and
- Learn who else is participating and more.

Measure if Engineering and Education Efforts are Working *Evaluation*

A variety of recommendations have been identified to work toward creating Safe Routes to School for Spencer Elementary and Spencer Middle/High School. However, it is imperative that Student Tallies and/or other measurement tools are utilized **as needed** to determine if the implemented recommendations have been effective. In this way, the Task Force can continue to make new observations and recommendations to help work toward the goal of creating safe routes for the students in the community.

The “Resources” webpage has various support materials for a successful Safe Routes To School program. Go to: <https://www.ncwrpc.org> and search for Safe Routes Resources.

Short-term Responsible party: School Dist., Village.

Recommendation: After a series of recommendations have been implemented, then consider conducting student tallies once in a school year to determine how effective at changing behavior those recommendations were.

Note: Make sure that community education occurs before Student Tallies are conducted. See recommendation: “Update Community & School Parents After Recommendation Installed.”

If walking and biking have not increased, then review why and make changes to the educational programming or physical infrastructure or any other change as needed.

Medium-term Responsible party: **Village**, WisDOT, Marathon County Hwy.

Recommendation: Consider conducting a traffic study as necessary on either STH 13, STH 98, or CTH C to determine if additional countermeasures are needed to slow down traffic.

Annual SRTS Plan Review *Evaluation*

No plan operates in a vacuum with unlimited resources. There are annual cost constraints that every school and government needs to weigh the benefits of.

Short-term Responsible party: **School Dist., Village**, NCWRPC

Recommendation: Choose a committee to work on implementing this plan.

Short-term Responsible party: **School Dist., Village**, NCWRPC.





Recommendation: Annually review this Spencer SRTS Plan’s recommendations when preparing annual budgets and annual operations procedures.

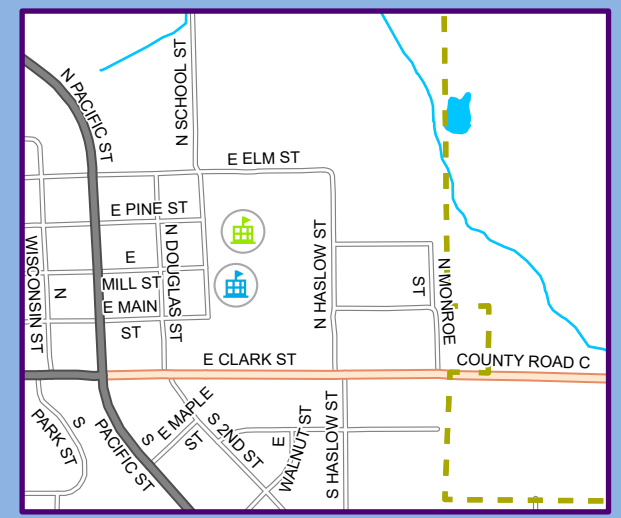
If costs are too high to budget for a particular recommendation in a given year, then consider how low cost projects may be accomplished instead. Hosting annual Walk & Roll or Bike & Roll to School day/weeks keeps the momentum going for changes that take time.

NCWRPC continues to be a resource for a community and school district as you implement this SRTS Plan.

Map 2 School District Location Spencer School Dist. Spencer Safe Routes To School

Legend

-  Spencer Elementary
-  Spencer Middle/High School
-  Minor Civil Division
-  Water

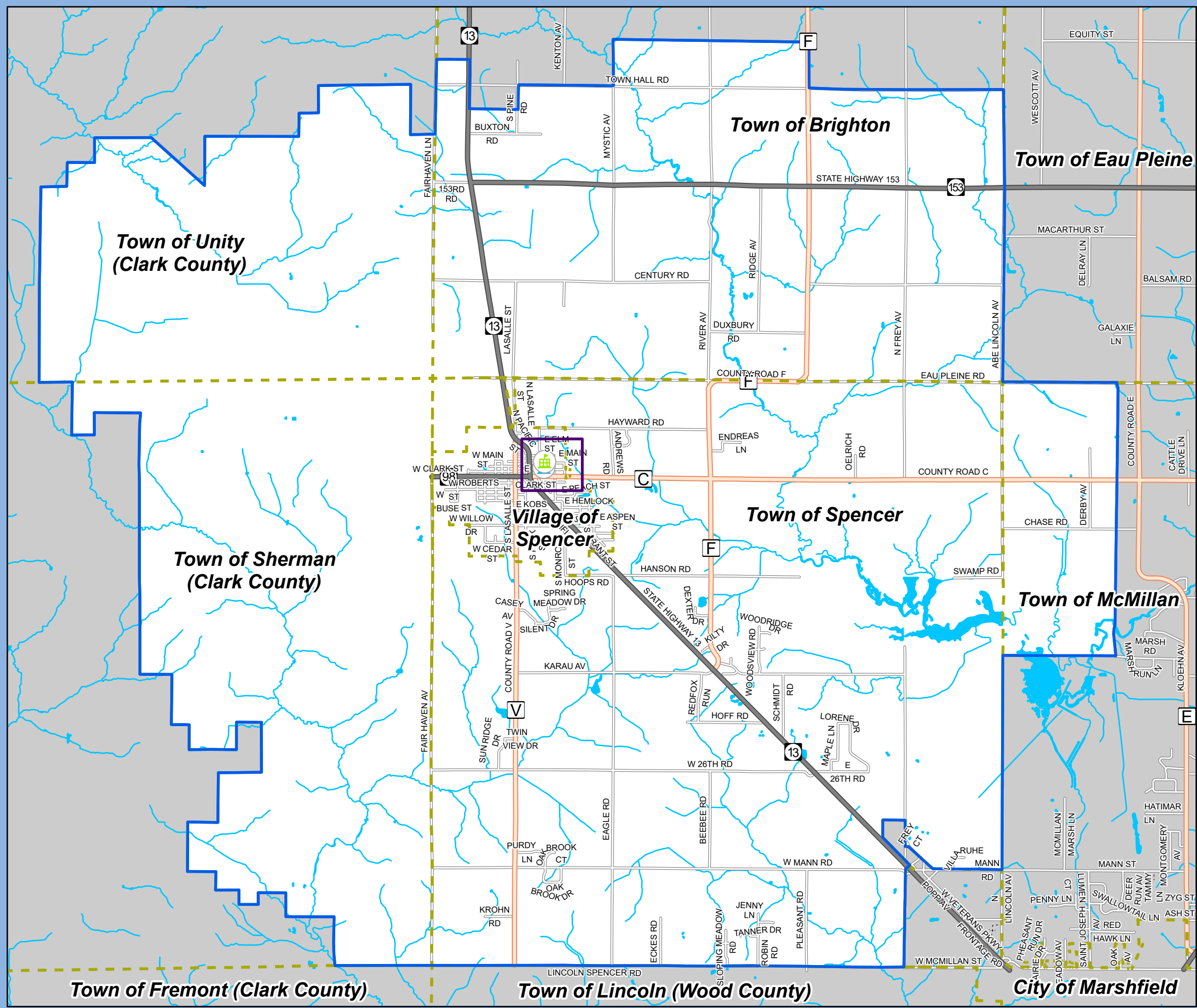


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






Town of Fremont (Clark County) **Town of Lincoln (Wood County)** **City of Marshfield**

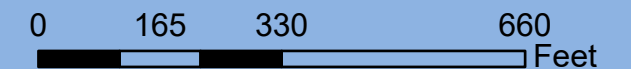
Map 3 Site Assessment

Spencer School Dist.

Spencer Safe Routes To School

Legend

-  Spencer Elementary
-  Spencer Middle/High School
-  School Entrance
-  Bike Rack
-  Parked Family Vehicle
-  Overhead Flash Beacon (Flashing 24/7/365)
-  Speed Feedback Sign
-  Traffic Light
-  School Crossing
-  "SCHOOL X-ING" on Pavement
-  Stop Sign
-  No Sidewalk Ramp
-  Sidewalks
-  15 MPH School Speed Limit
-  Higher Fine School Zone
-  High Visibility Crosswalk
-  Fence
-  Gate



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STH 13 & 98 and CTH C Intersection

- * Extensive semi-truck traffic in all four directions.
- * Crosswalks at this intersection are almost completely worn off.
- * Pedestrian signals on the traffic lights are appropriate countdown timers and enough time exists to cross.

Areawide Assessment

- * High visibility crosswalks on School St are appropriate shapes and well maintained.
- * Most sidewalks are in good condition and are kept free of snow.
- * On northeast corner of STH 13 & CTH C intersection, snow from highway is being plowed onto north-south sidewalk due to small space from sidewalk to road.
- * Most corners have sidewalk ramps, except School St.
- * School St is dark and may need additional wooden pole street lights mid-block for proper illumination with the high amount of students crossing and vehicle interactions.
- * Most School Zone signs are old and not MUTCD 2009 compliant.
- * Uneven use of School Zone signs and road markings.
- * Speed feedback sign on CTH C at Haslow St operates correctly.

Areawide Assessment

- * School Speed Limit amber beacons on CTH C at Haslow St appropriately only operate during arrival and departure times.
- * Sidewalk along STH 13, north of CTH C is the appropriate distance from the highway, but with semi-truck traffic in curb lane, even adults feel nervous walking on this sidewalk.

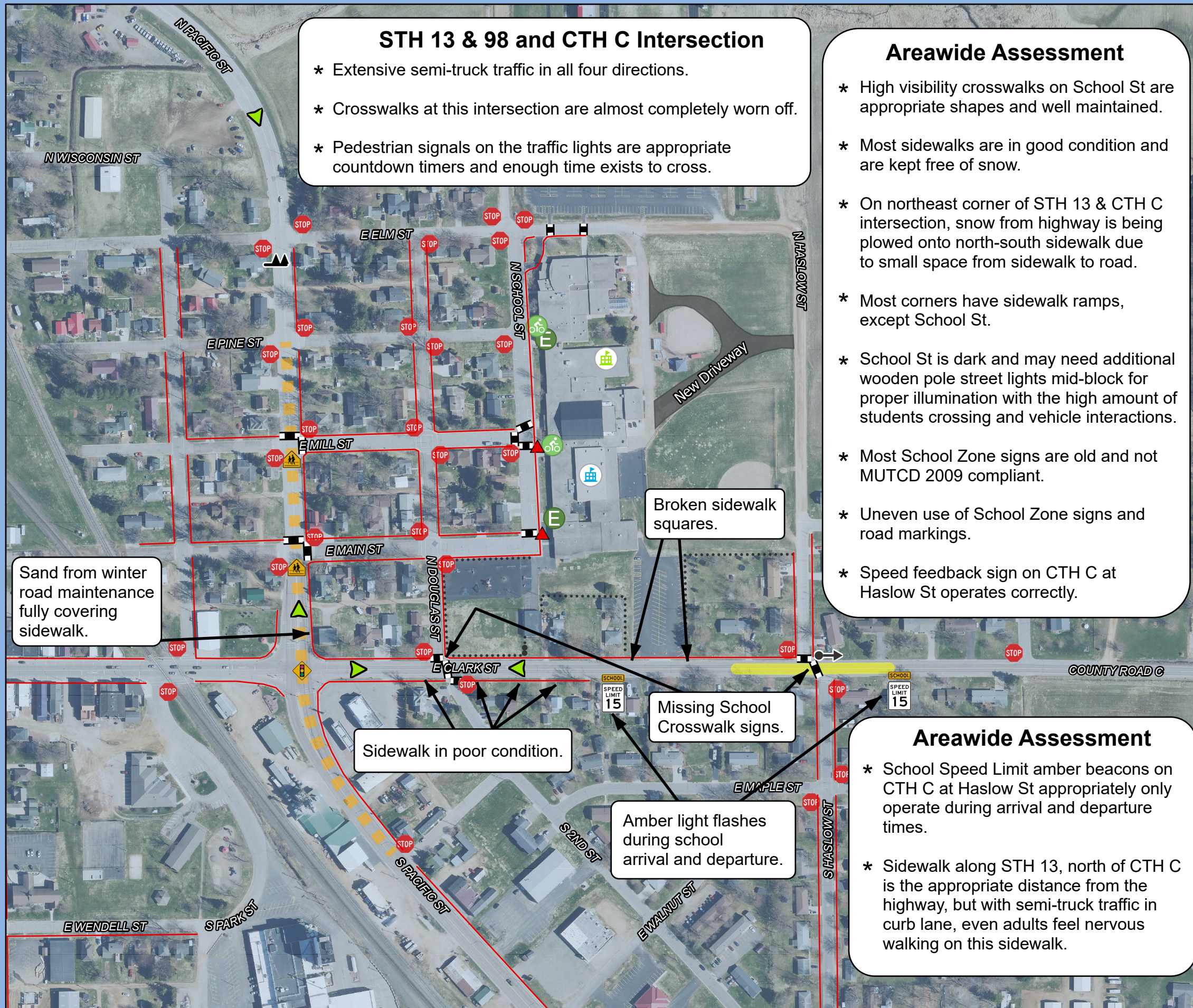
Broken sidewalk squares.

Missing School Crosswalk signs.

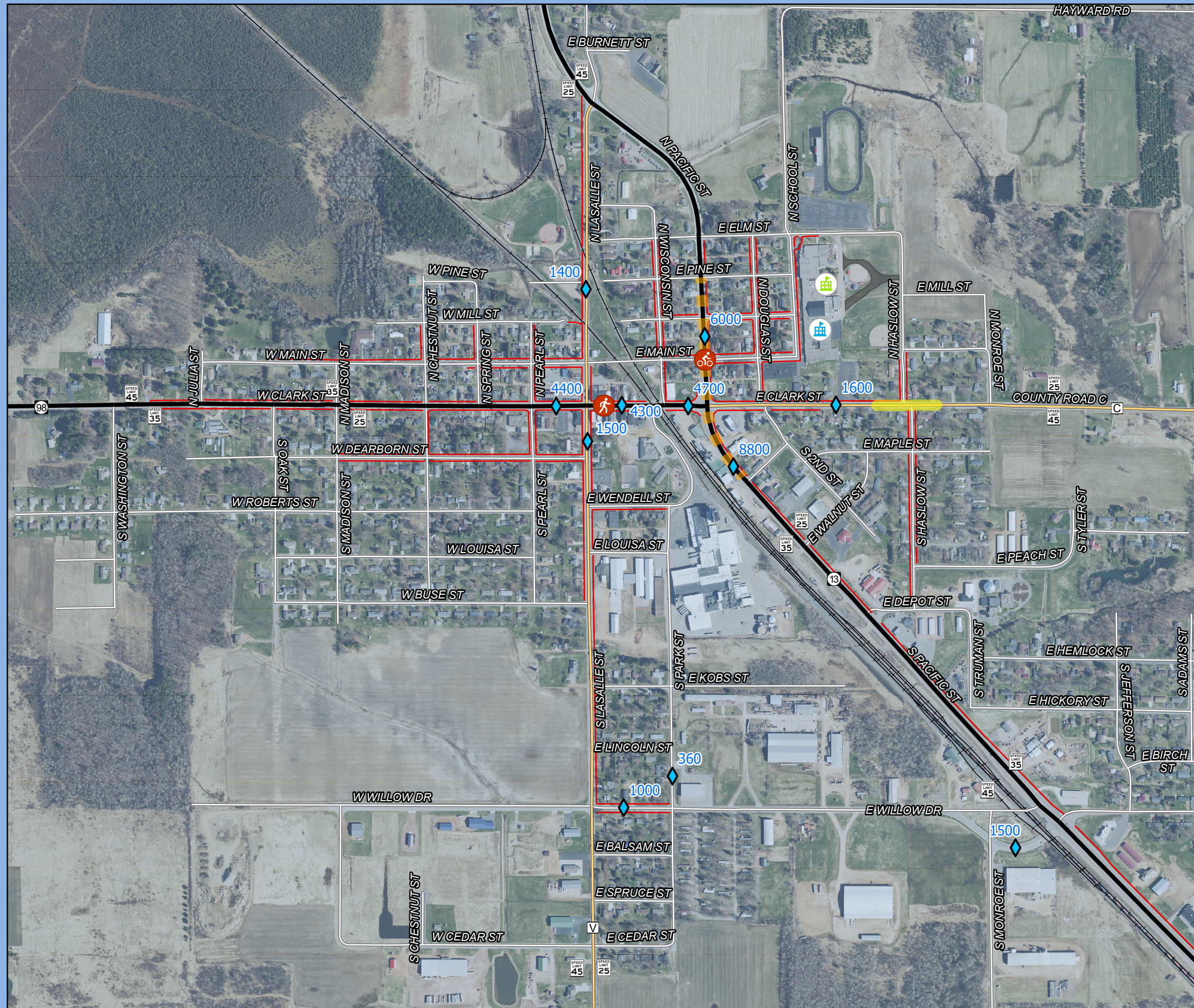
Amber light flashes during school arrival and departure.

Sidewalk in poor condition.

Sand from winter road maintenance fully covering sidewalk.

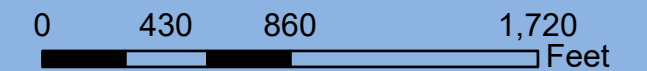


Map 4 Transportation Spencer School Dist. Spencer Safe Routes To School



Legend

- Spencer Elementary
 - Spencer Middle/High School
 - State Highway
 - Main Roads
 - Local Roads
 - Railroad
 - Sidewalks
 - 15 MPH School Speed Limit (Includes Higher Fine Zone)
 - Higher Fine School Zone
 - Traffic Counts
 - Speed Limit
 - Bicycle
 - Pedestrian
- Crash Type (2010-2023)**
- Bicycle
 - Pedestrian



Source: WI DNR, WisDOT, NCWRPC, Marathon County
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



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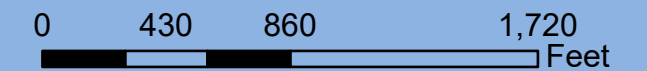
Map 5 School Routes

Spencer School Dist.

Spencer Safe Routes To School

Legend

-  Spencer Elementary
-  Spencer Middle/High School
-  School Entrance
-  Feeder Route
-  Main Route
-  1-Mile Walk Distance
-  State Highway
-  Main Roads
-  Local Roads
-  Railroad

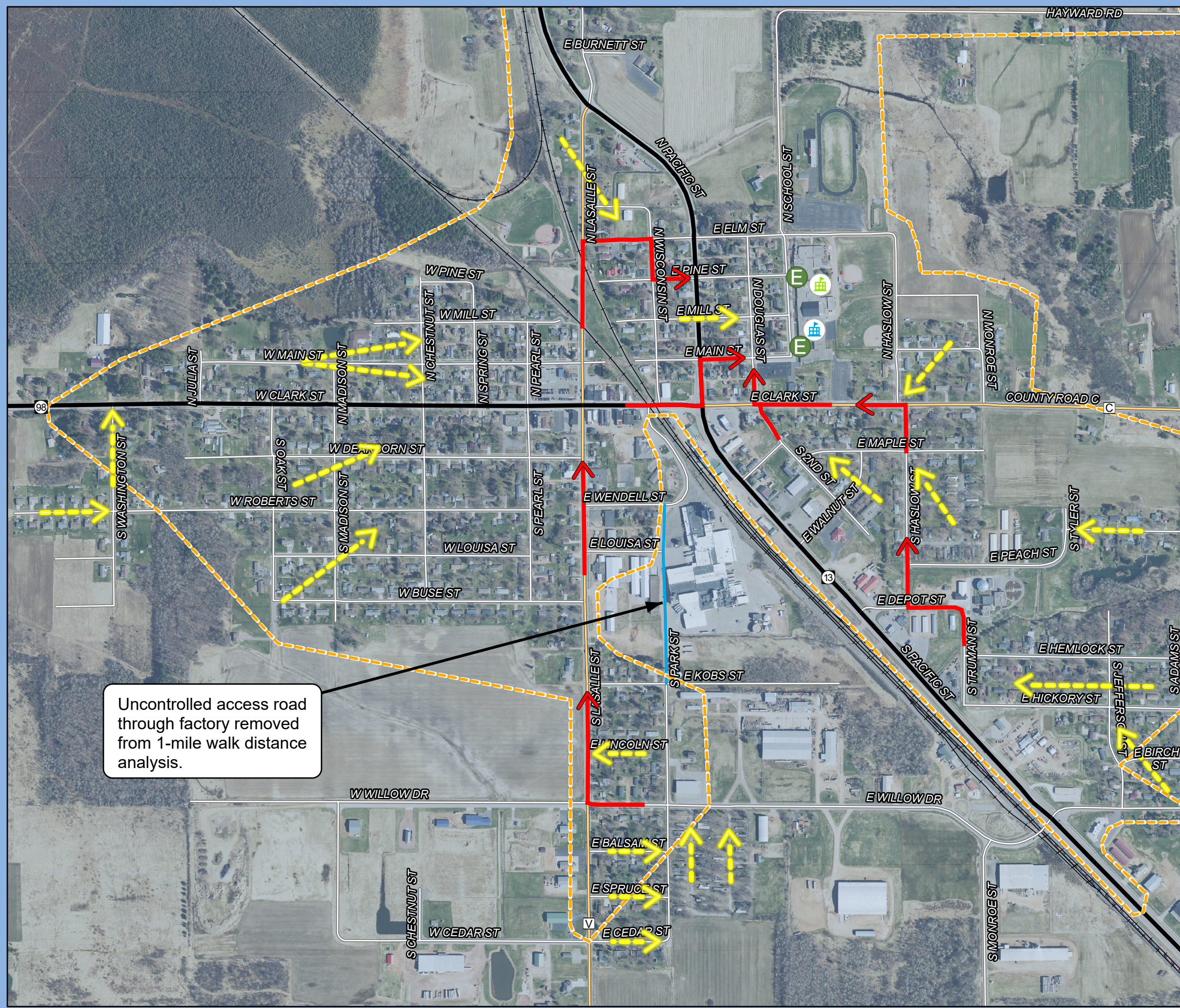


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





Uncontrolled access road through factory removed from 1-mile walk distance analysis.

Map 6A Recommendations

Spencer School Dist.

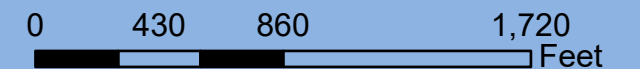
Spencer Safe Routes To School

Legend

-  Spencer Elementary
-  Spencer Middle/High School
-  State Highway
-  Main Roads
-  Local Roads
-  Railroad
-  Sidewalks
-  Mobile Home Park
-  15 MPH School Speed Limit (Includes Higher Fine Zone)

Recommendations

-  Proposed Sidewalk



Source: WI DNR, WisDOT, NCWRPC, Marathon County
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STH 13

- * Install a School Speed Zone sign with amber flashing beacon in advance of north-bound Main St intersection.
- * Add a pair of double sided Rectangular Rapid Flash Beacon (RRFB) School Crossing sign assemblies at both school crosswalks: Main St and Pine St.
- * Continue to paint "SCHOOL X-ING" in advance of the north-bound Main St and south-bound Pine St school crosswalks.
- * Continue painting high visibility crosswalks at Main St, Mill St, and paint new high visibility crosswalks at Pine St.
- * Add street lights on the northeast corners of the following intersections: Main St, Mill St, Pine St, and Elm St.

Engineering Recommendations

- * All flashing amber beacons shall only flash during a period of time before school starts (about 25 to 45 minutes) and a second period of time when school gets out, so drivers know when to be extra cautious.
- * Replace all Reduced Speed Ahead signage leading into Spencer on various highways to new yellow diamond signage (MUTCD W3-5).

STH 13 & 98 and CTH C Intersection

- * Repaint all intersection crosswalks and Stop lines within this intersection per Panel 1 (Attachment E) instructions in SRTS Plan.

CTH V

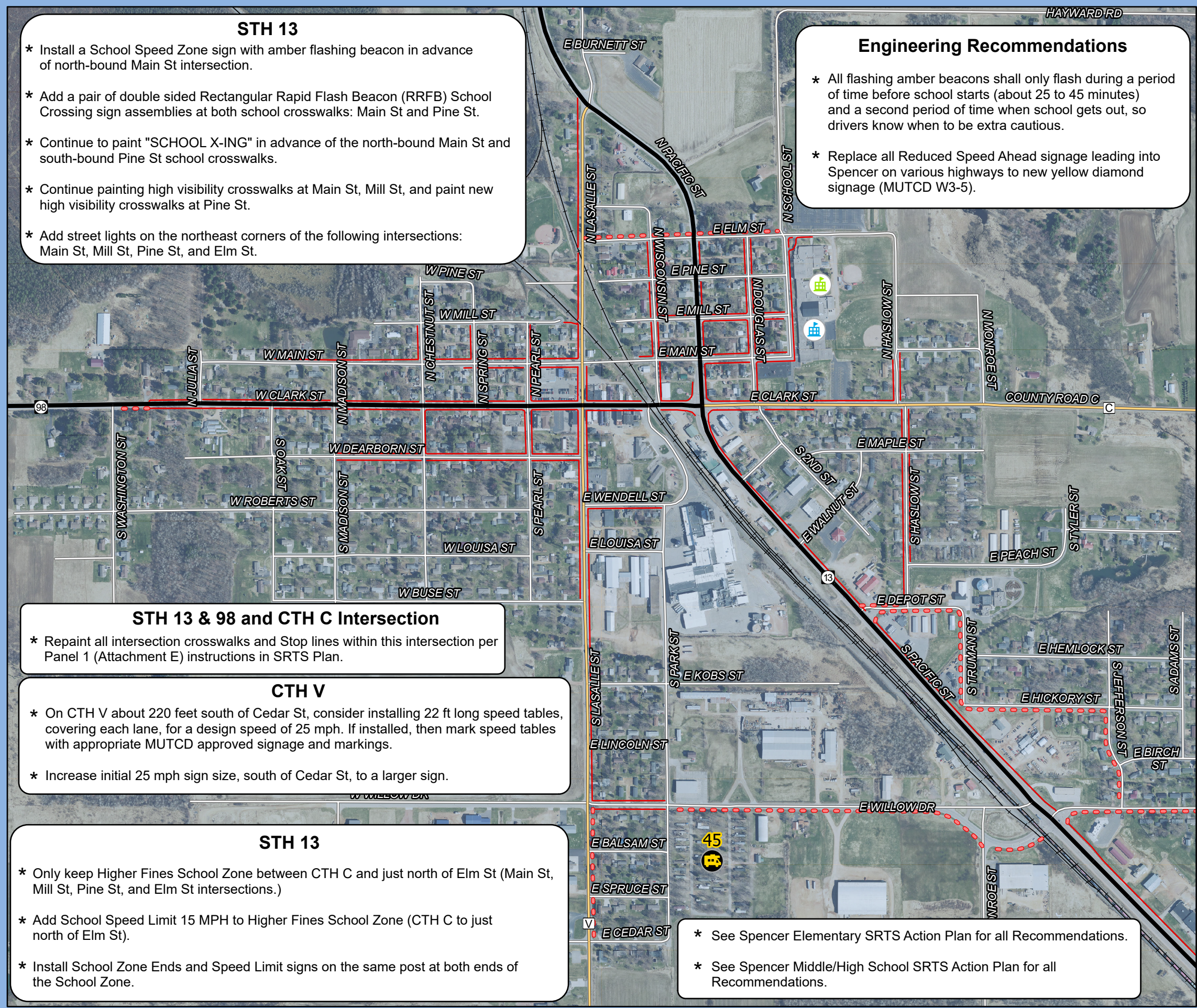
- * On CTH V about 220 feet south of Cedar St, consider installing 22 ft long speed tables, covering each lane, for a design speed of 25 mph. If installed, then mark speed tables with appropriate MUTCD approved signage and markings.
- * Increase initial 25 mph sign size, south of Cedar St, to a larger sign.

STH 13

- * Only keep Higher Fines School Zone between CTH C and just north of Elm St (Main St, Mill St, Pine St, and Elm St intersections.)
- * Add School Speed Limit 15 MPH to Higher Fines School Zone (CTH C to just north of Elm St).
- * Install School Zone Ends and Speed Limit signs on the same post at both ends of the School Zone.

* See Spencer Elementary SRTS Action Plan for all Recommendations.

* See Spencer Middle/High School SRTS Action Plan for all Recommendations.














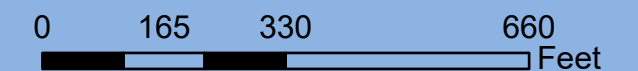
Map 6B Recommendations

Spencer School Dist.

Spencer Safe Routes To School

Legend

-  Spencer Elementary
 -  Spencer Middle/High School
 -  Stop Sign
 -  Sidewalks
 -  15 MPH School Speed Limit
 -  Higher Fine School Zone
 -  High Visibility Crosswalk
- #### Recommendations
-  Proposed Sidewalk
 -  Proposed 15 mph School Speed Limit
 -  Proposed Stop Sign
 -  Proposed in-street School Yield To Pedestrians sign



Source: WI DNR, WisDOT, NCWRPC, Marathon County
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* See Chapter 3 for all Recommendations.

Neighborhood East of STH 13 & North of CTH C

- * Install STOP signs per map to reinforce pedestrian right-of-way at intersections.
- * Re-paint all Stop Lines 10-feet in advance of crosswalks.
- * Add street lights to School St on northwest corner of Mill St, and all mid-block wooden poles between Main St and Elm St.
- * Place in-street School Yield To Pedestrians sign facing east-west per map.

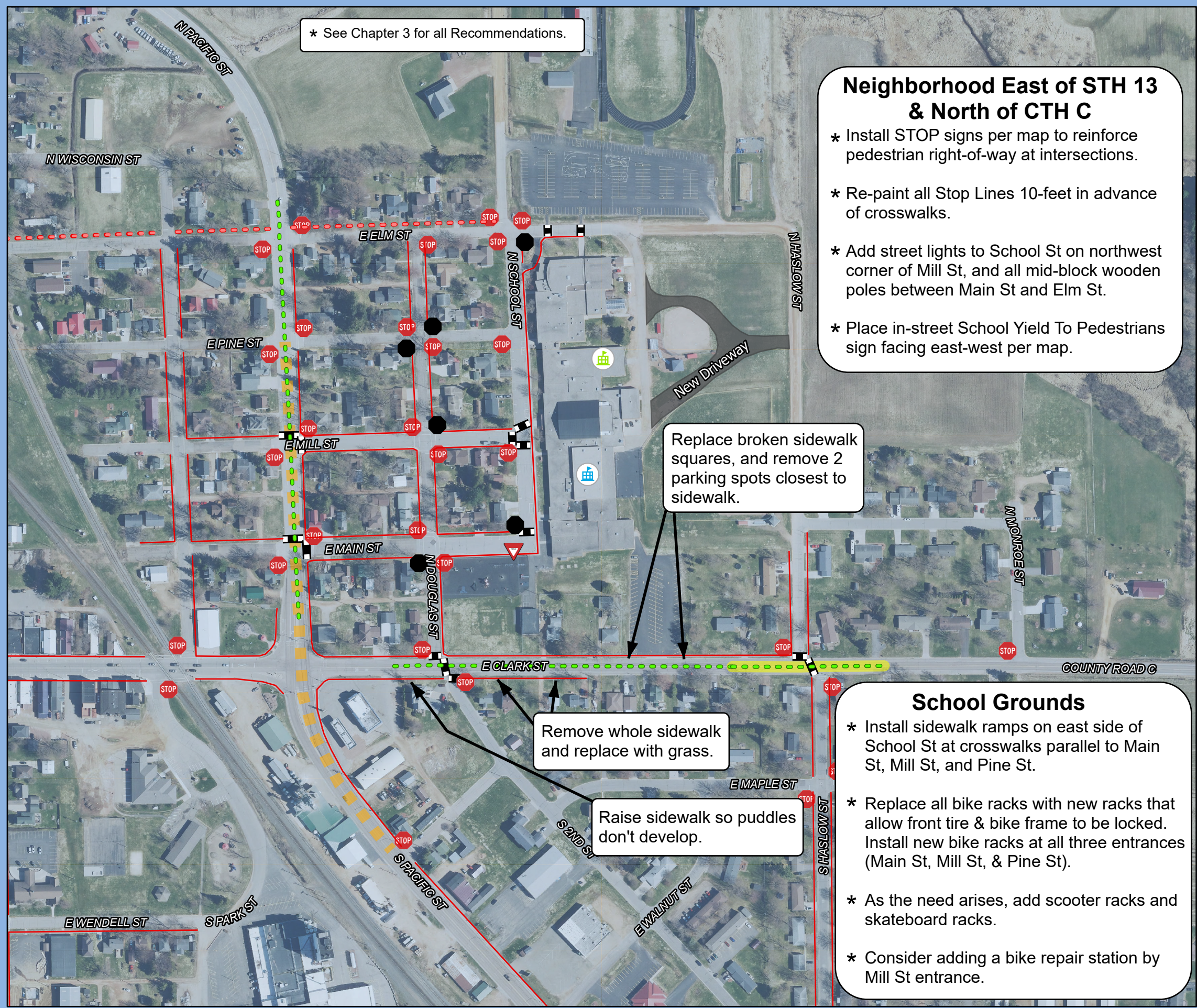
Replace broken sidewalk squares, and remove 2 parking spots closest to sidewalk.

Remove whole sidewalk and replace with grass.

Raise sidewalk so puddles don't develop.

School Grounds

- * Install sidewalk ramps on east side of School St at crosswalks parallel to Main St, Mill St, and Pine St.
- * Replace all bike racks with new racks that allow front tire & bike frame to be locked. Install new bike racks at all three entrances (Main St, Mill St, & Pine St).
- * As the need arises, add scooter racks and skateboard racks.
- * Consider adding a bike repair station by Mill St entrance.



Map 6C Recommendations

Spencer School Dist.

Spencer Safe Routes To School

CTH C Engineering Recommendations

- * See Spencer Elementary SRTS Action Plan for all Recommendations.
- * See Spencer Middle/High School SRTS Action Plan for all Recommendations.

- * Add MUTCD approved School and arrow signs at both school crosswalks (Douglas/2nd St, and Haslow St).
- * Move westbound speed limit sign and speed feed back sign out of School Speed Zone to a point just west of Monroe St.
- * Extend School Speed Zone to include both the Haslow St intersection, and the Douglas/2nd St intersection.

- Add School and Ahead signs, and Fines Higher sign to a post in advance of School Speed Zone post with amber beacon.
- Add School Speed Zone sign on the following roads as they approach CTH C: Haslow St, Second St, & Douglas St.
- Install School signs about 100-feet in advance of the school parking lot
- Raise existing School Speed Zone signs to MUTCD heights above the ground. Existing signs are 1.5 feet off the soil.
- Install a second set of School Speed Zone signs with amber flashing beacons in advance of the Douglas/2nd St intersection.
- Install School Zone Ends and Speed Limit signs on the same post at both ends of the School Zone.

- * Add a pair of double sided Rectangular Rapid Flash Beacon (RRFB) School Crossing signs at both school crosswalks: Douglas/2nd St and Haslow St.

- * Continue to paint "SCHOOL X-ING" in advance of the Douglas/2nd St school crosswalk.

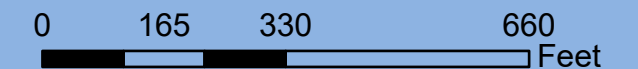
- * Paint "SCHOOL X-ING" in advance of the Haslow St school crosswalk.

- * Add a street light on the southeast corner of Haslow St & CTH C, so both sides of the high visibility crosswalk are covered.

- * Add a street light on the south side of CTH C at Douglas St, and move the light on the northeast corner to about 10-20 feet east, so both sides of the high visibility crosswalk are covered.

Legend

- Spencer Elementary
- Spencer Middle/High School
- Stop Sign
- Sidewalks
- 15 MPH School Speed Limit
- Higher Fine School Zone
- High Visibility Crosswalk
- Recommendations**
- Proposed Sidewalk
- Proposed 15 mph School Speed Limit
- Proposed Stop Sign
- Proposed in-street School Yield To Pedestrians sign

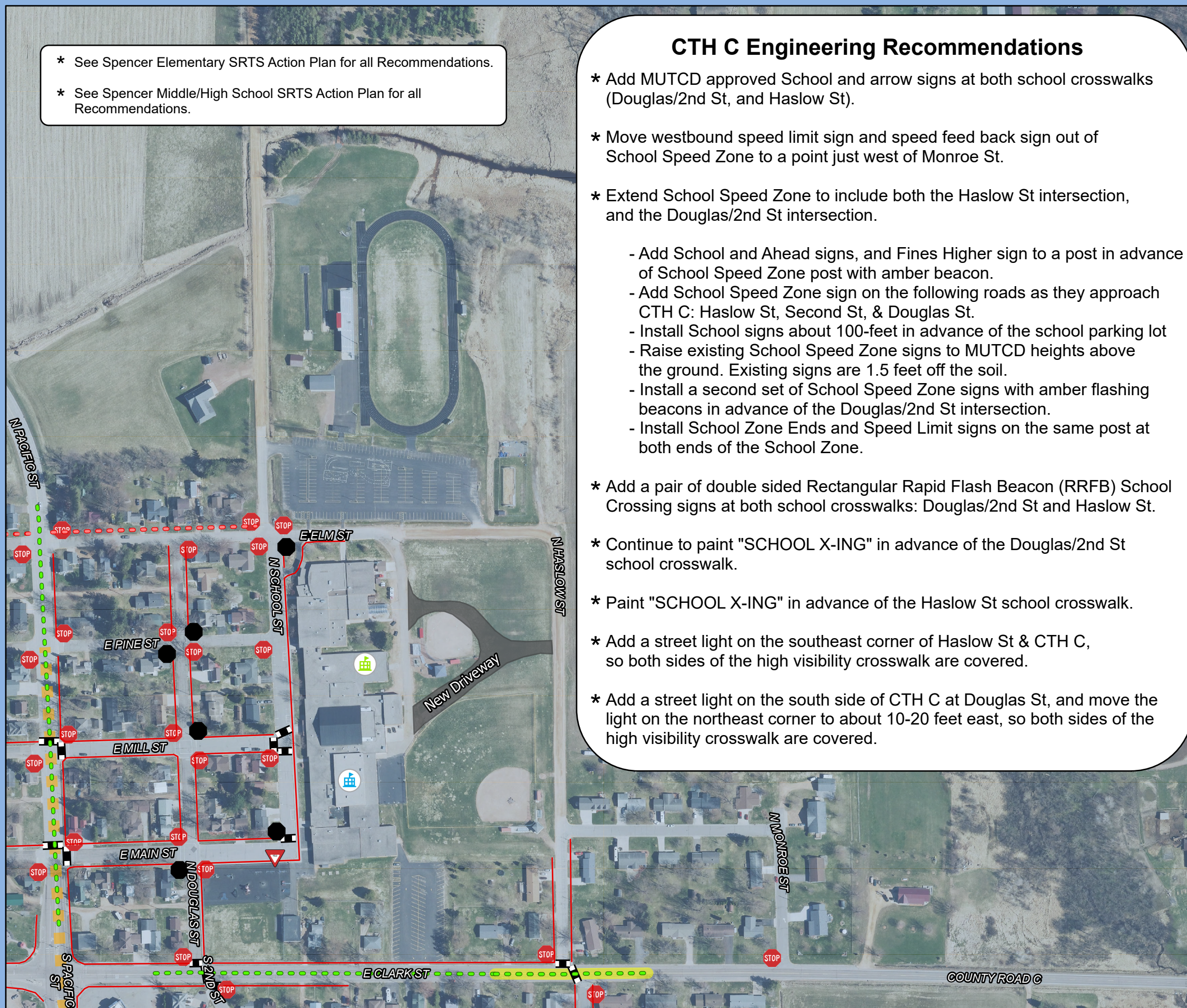


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ATTACHMENT A

Student Tally and Parent Survey Forms

From: National Center for Safe Routes to School

- First attachment is the Student Tally.
- Second attachment is the Parent Survey in English
- Third attachment is the Parent Survey in Spanish
- Fourth attachment is the Parent Survey in Hmong

Safe Routes to School Students Arrival and Departure Tally Sheet

"Student Tally"

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name:	Teacher's First Name:	Teacher's Last Name:

Grade: (PK,K,1,2,3...)	Monday's Date (Week count was conducted)	Number of Students Enrolled in Class:
0 2	M M D D Y Y Y Y	1 5

- Please conduct these counts **on two of the following three days Tuesday, Wednesday, or Thursday.** (Three days would provide better data if counted)
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question **"How did you arrive at school today?"**
- Then, reread each answer choice and record the number of students that raised their hands for each. **Place 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?"**
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- 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 each class	Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.
---	--

Key	Weather		Student Tally		Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made		-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2	0	2	3	8	3		3	1
Sample PM		R	1	9	3	3	8	1	2	2	
Tues. AM											
Tues. PM											
Wed. AM											
Wed. PM											
Thurs. AM											
Thurs. PM											

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+ +

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 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)

- My child already walks or bikes to/from school (Skip to #12)
- 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.

8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela? Sí No

9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela?

(seleccione un grado entre PK,K,1,2,3...) grado o No me sentiría cómodo/a en ningún grado

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)

11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)

- Distance, Convenience, Time, Activities, Velocity, Quantity, Adults, Sidewalks, Safety, Guards, Violence, Weather. Each item has a 'Yes/No/Not Sure' response grid.

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

12. En su opinión, ¿cuánto apoyo provee la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?

- Options: Anima Fuertemente, Anima, Ni uno ni otro, Desalienta, Desalienta Fuertemente.

13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

- Options: Muy Divertido, Divertido, Neutral, Aburrido, Muy Aburrido.

14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

- Options: Muy Sano, Sano, Neutral, Malsano, Muy Malsano.

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

15. ¿Cuál es el grado o el año más alto de educación que usted terminó?

- Options: Grados 1 a 8, Grados 9 a 11, Grado 12 o GED, Universidad 1 a 3 años, Universidad 4 años o más, Prefiero no contestar.

16. Por favor proporcione comentarios adicionales:

Empty text box for additional comments.

7. Koj tus menyuam siv sijhawm ntev npaum li cas kom nws mus txog rau lossis los txog tom tsev kawm ntawv? (Xaiv ib qho ntawm txhua kab, khij lub npov nrog tus X)

Sijhawm siv mus los rau tom tsev kawm ntawv

- Tsawg tshaj 5 feeb
- 5 – 10 feeb
- 11 – 20 feeb
- Ntau tshaj 20 feeb
- Tsis paub / Tsis paub tseeb

Sijhawm siv mus los rau tom tsev kawm ntawv

- Tsawg tshaj 5 feeb
- 5 – 10 feeb
- 11 – 20 feeb
- Ntau tshaj 20 feeb
- Tsis paub / Tsis paub tseeb

8. Koj tus menyuam puas tau nug kom koj pub nws taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv xyoo tag los txog tamsim no? Tau Tsis tau

9. Koj tus menyuam yuav tau nyob qib dabtsi koj thiaj li pub nws taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv uas tsis muaj ib tug neeg laus nrog?

(Xaiv ib qib uas nyob nruab nrab ntawm PK,K,1,2,3...)

qib

(lossis)

Txawm nws yuav nyob qib twg los kuv yuav tsis pom zoo

10. Vim cov teeb meem twg uas lawv qab ntawm no thiaj li ua rau koj txiav txim tias koj yuav pub, lossis yuav tsis pub, koj tus menyuam taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv? (Xaiv TAGNRHO cov haum)

11. Yog tias qhov teeb meem no tau hloov lossis raug muab kho kom zoo dua koj puas pub koj tus menyuam taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv? (Xaiv ib qho rau txhua kab, khij lub npov nrog tus X)

- | | | | |
|---|------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Deb..... | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Yooj yim tsav tsheb dua..... | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Sijhawm..... | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Tej yam kev ua si los yog ncaws kis las uas tus menyuam muaj ua ntej thiab tom qab tsev kawm ntawv | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Txoj kev taug mus muaj tsheb khiav nrawm | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Txoj kev taug mus muaj tsheb khiav ntau | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Cov neeg laus los taug kev lossis caij tsheb nrog | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Cov kev taug ko taw lossis cov kab taug..... | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Kev nyab xeeb ntawm ob txoj kev sib tshuam thiab qhov chaw hla | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Cov neeg pab hla kev | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Kev sib ntaus sib tua lossis kev txob plaub | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Huab cua lossis huab cua kub txias | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |

Kuv tus menyuam yeej taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv

+ Sau tus 'X' kom pom tseeb rau hauv lub npov. Yog tias koj yuam kev, khij tag nrho lub npov, ces khij lub npov uas thwj **+**

12. Raws li koj xav, koj tus menyuam lub tsev kawm ntawv txhawb lossis txhawb kom tsis txhob taug kev thiab caij luv thij mus los rau tom tsev kawm ntawv heev npaum li cas?

- Sib Zog Txhawb Txhawb Tsis Ua Ib Qho Li Txhawb Kom Tsis Txhob Ua Sib Zog Txhawb Kom Tsis Txhob Ua

13. Taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv lom zem npaum li cas rau koj menyuam?

- Lom Zem Heev Lom Zem Tsis Xav Li Cas Tsis Lom Zem Tsis Lom Zem Kiang Li

14. Thaum koj tus menyuam taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv nws yuav noj qab haus huv npaum li cas?

- Noj Qab Haus Huv Heev Noj Qab Haus Huv Tsis Xav Li Cas Tsis Noj Qab Haus Huv Tsis Noj Qab Haus Huv Kiang Li

+ Sau tus 'X' kom pom tseeb rau hauv lub npov. Yog tias koj yuam kev, khij tag nrho lub npov, ces khij lub npov uas thwj **+**

15. Koj tau kawm tiav qib lossis mus txog xyoo kawm ntawv siab tshaj li cas?

- Qib 1 mus txog 8 (Qib qis elementary) Qib siab college 1 mus rau 3 xyoos (Kawm tiav ib co hoob qib siab lossis tom lub tsev kawm ntawv qhia ua haujlwm)
- Qib 9 mus txog 11 (Kawm tiav ib co hoob high school) Qib siab college 4 xyoos lossis siab dua (Kawm tiav qib siab college)
- Qib 12 lossis GED (Kawm tiav high school) Tsis xav teb

16. Thov sau tej yam koj xav hais ntxiv rau hauv qab.

ATTACHMENT B

Bicycle Crash Analysis for Wisconsin, 2006

From: Wisconsin Department of Transportation

Bicycle Crash Analysis for Wisconsin

Successful efforts have been made over the past three decades in Wisconsin to reduce the number of crashes and fatalities related to bicycle-vehicle crashes. However, a more complete understanding of these crashes was necessary in order to continue to decrease the number of serious and fatal crashes. This comprehensive crash analysis takes the first and most important step of “typing” bike-motor vehicle crashes for 2003. This report goes on to analyze these crashes in more depth and identifies commonalities between these crashes and crash characteristics, specifically related to traffic conditions, roadway attributes, and the users involved in the crashes.

REVIEW OF MAJOR FINDINGS

Based on the preliminary findings of previous smaller studies, some of this study’s findings are not surprising. In another regard, the study produced significant new contributions to crash evaluation in the state. This study made an enormous contribution by determining the crash types for all bicyclist-motorist (bicycle-vehicle) crashes during an entire year. It also researched the characteristics of roadway width in more depth than in previous works. Additionally, the evaluation of sidepath crashes was not done on a statewide basis until this study was performed. Here are the major findings of the report:

- Bicycle-vehicle crashes are declining in the State of Wisconsin. From 1999 – 2004, annual crashes have decreased by 14%. Ideally, this report will contribute to a continual reduction in crashes by increasing bicyclist awareness, providing countermeasures to avoid common crashes, and increasing education amongst bicyclists and motorists.
- Bicycle-vehicle crashes are almost twice as common during workweek days than on the weekend days. The majority of workweek crashes occur during the a.m. and p.m. peak travel hours. The lower number of crashes occurring on weekends may indicate that recreational bike trips occur more frequently on recreational trails or low volume roadways where exposure is less.
- Many bicycle-vehicle crashes had similar characteristics. A large concentration of crashes occurred within one of, or a combination of, the following environments: in an urban city, at an intersection, or on an urban city street or arterial roadway. Eighty-three percent of crashes occurred in a city (MV4000 Report), 93.6% of crashes occurred in an urban area (MV4000 Report), 65.7% of crashes occurred at an intersection (PBCAT), 71.7% of crashes occurred on a city street (MV4000 Report), and 56.1% of crashes occurred on an arterial street.
- Unfortunately, alcohol was a factor in some of the crashes. The MV4000 data does not declare whether the driver or bicyclist was under influence, only if alcohol was a factor in the crash. 4.2% of urban crashes reported alcohol as being involved and 4.6% of rural crashes reported alcohol as being involved. This is slightly lower than national percentages from the Crash Types of the Early 1990’s report and compares to a 7.0% alcohol involvement of all Wisconsin crashes.
- Bicycle-vehicle crashes occurred mainly during daylight hours, and when they did occur at night, most were in a location with lighting. Over 83% of crashes occurred during daylight hours, and of the 12.3% of crashes occurring at night, only one out of every ten occurred without some sort of lighting present.

Bicycle Crash Analysis for Wisconsin

- Male bicyclists were involved in almost 75% of all bicycle – vehicle crashes. Even crashes involving children reported over 70% of the bicyclists being male.
- Almost 80% of rural bicycle-vehicle crashes occurred on roadways with posted speed limits of 55 miles per hour. Crashes occurring at such high rates of speed will increase the likelihood of a bicyclist injury or death. This is evident in the higher percentage of rural crashes resulting in fatalities than in urban crashes.
- Four out of the top five crash types indicate that the motorist made the critical error. This may indicate that motorists are not fully aware of bicyclists on the roadway and that increased education is necessary.
- Urban areas and urban streets have much higher crash rates than rural areas based on all indices examined - miles of roadway, bicycle miles traveled, and vehicle miles traveled. Although crash rates were higher for urban areas, the rate of fatal crashes was double for rural crashes compared to urban crashes based on bicycle miles traveled.
- Milwaukee County has the highest average crash rate when bicycle miles traveled and vehicle miles traveled are averaged together. The rate is three times that of the lowest counties of Brown, Marathon, and Wood.
- The city of Madison has a low average crash rate based on bicycle miles traveled. A scattering of other cities – Appleton, Green Bay, and Wausau also have relatively low average crash rates based on bicycle miles traveled, but none of these communities come close to the total bicycle miles traveled as demonstrated by Madison.
- When bicycle-vehicle crash rate is compared to the overall crash rate for all vehicles, the rate was twice as high for bicycle-vehicle crashes compared to all vehicle crashes. The bicycle crash rate was based on bicycle miles traveled, while the comparison rate for total vehicle crashes was based on total vehicle miles traveled.
- For local rural roads, the greater the width, the lower the bicycle-vehicle crash rate. Twenty foot roadways had a crash rate that was double the crash rate of 22 foot roadways, but the 22 foot roadways had a rate that was over 40% higher than 24' roadways. Overtaking-type crashes were significantly lower for 24' roadways.
- Rural state highways had much lower bicycle-vehicle crash rates than local roads. Similar to local roads, 24-foot roadways had significantly lower crash rates than 22-foot roadways. Interestingly, having three foot paved shoulders did not improve the crash rate among these widths of roadways. However, the crash rate did significantly lessen when five [foot] paved shoulders were added (compared to three foot paved shoulders).
- Sidepath crashes are common crashes in urban areas. Twenty-nine percent of all urban crashes were recorded as such. Motorist drive-out from both sign and signal-controlled intersections are by far the two most common crash types. How significant a problem this is, is difficult to ascertain without knowing the frequency of bicycle use on sidepaths/walks and their connecting crosswalks.

ATTACHMENT C

Highlights of... Wisconsin Pedestrian and Bicycle Crash Analysis: 2011-2013

From: Wisconsin Department of Transportation

Highlights

Overall Trends in Wisconsin Pedestrian and Bicycle Safety

- Higher levels of walking and bicycling were associated with greater pedestrian and bicyclist safety: between 2006 and 2013, the number of people walking and bicycling to work increased and the risk of pedestrian and bicyclist fatalities and injuries (per commuter) decreased.
- Of fatal traffic crashes reported between 2011 and 2013, approximately 10% involved pedestrians and 2% involved bicyclists. Approximately 9% of total trips were made by pedestrians and 1% were made by bicyclists, so these travel modes were overrepresented in fatal crashes.
- The highest concentrations (“hot spots”) of fatal and severe-injury pedestrian and bicycle crashes tend to be along signalized, multilane, arterial roadway corridors in urban and suburban areas with moderate to high levels of pedestrian or bicycle activity. Without controlling for pedestrian and bicycle volumes (or other measures of exposure), it is not possible to determine if these locations experienced more crashes simply because they had more activity or because their conditions were inherently more dangerous. Regardless, these types of locations warrant attention due to high numbers of crashes.

Fatal Pedestrian and Bicycle Crashes

The following points highlight common characteristics of fatal pedestrian and bicycle crashes reported in Wisconsin between 2011 and 2013. Note that these results do not control for exposure: some characteristics may have high percentages of crashes because they are associated with higher levels of pedestrian or bicycle activity.

Fatal Pedestrian Crashes: Location

- 83% were at locations with no traffic signal or stop sign facing the driver (some of these locations had crosswalks, which require motorists to yield the right-of-way to pedestrians).
- 74% were on arterial or collector roadways.
- 55% occurred on roadways between intersections (i.e., >50 feet from the nearest intersection).
- 46% were on roadways with speed limits of 35 mph or higher.
- 36% were on rural roadways.
- 20% were at night on roadways with no lights.

Fatal Pedestrian Crashes: Behavior

- 77% involved a motor vehicle traveling straight.
- 31% involved alcohol (either the driver or the pedestrian had been drinking alcohol).
- 28% involved a driver not yielding to a pedestrian in a crosswalk.
- 65% of fatalities at intersections involved driver error (59% failed to yield to a pedestrian in a crosswalk and 6% violated a traffic signal) while 12% involved pedestrian error (violated a traffic signal).

Fatal Pedestrian Crashes: Other

- 52% occurred between 3 p.m. and midnight. The peak 3-hour period was 3 to 6 p.m. (24%).
- 31% involved pedestrians aged 65 or older.

Fatal Bicycle Crashes: Location

- 76% were on arterial or collector roadways.
- 70% were on roadways with speed limits of 35 mph or higher.

- 67% were at locations with no traffic control for the driver (i.e., no traffic signal or stop sign).
- 64% were on roadways between intersections.
- 33% were on rural roadways.

Fatal Bicycle Crashes: Behavior

- 79% involved a motor vehicle traveling straight.
- 39% involved a motor vehicle striking a bicyclist from behind on a roadway. Of these rear-end fatalities, 62% were on rural highways and 31% occurred during darkness.
- 27% involved alcohol (either the driver or the bicyclist had been drinking alcohol).

Fatal Bicycle Crashes: Other

- Crashes involving bicyclists younger than age 20 decreased from 62% of all bicycle crashes in 2003 to 33% of all bicycle crashes between 2011 and 2013 (includes all injury severity levels).

Strategies to Improve Pedestrian and Bicycle Safety

This report recommends a multi-faceted approach to reduce pedestrian and bicycle crash risk, including engineering, education, enforcement, and evaluation strategies.

Engineering

- Reduce roadway design speeds (e.g., reduce the number of lanes, narrow roadway lanes).
- Reduce roadway crossing distances.
- Provide pedestrian and bicycle facilities (e.g., sidewalks, paved shoulders, and bicycle lanes).
- Improve roadway lighting.

Education

- Increase driver awareness of laws requiring them to yield to pedestrians in crosswalks and provide at least three feet of space when passing bicyclists (even when a bike lane exists).
- Increase driver awareness of the danger they pose to their neighbors who are walking and bicycling when they speed, are intoxicated, or are distracted (e.g., texting while driving, eating).
- Increase driver awareness of their responsibility to travel at a prudent speed (potentially lower than the speed limit) in order to be able to react safely to pedestrians and bicyclists at night.
- Increase bicyclist awareness of the risk of riding in the opposite direction of adjacent traffic, disobeying traffic control, and bicycling at night without lights and bright clothing.
- Increase pedestrian awareness of the risk of walking while intoxicated and disobeying traffic control. Emphasize the importance of pedestrian nighttime visibility to aid driver detection.

Enforcement

- Enforce laws to reduce drunk driving, speeding, failure to yield to pedestrians, and passing too close to bicyclists
- Enforce laws to reduce bicycling at night without lights and pedestrian and bicyclist traffic signal violations.

Evaluation

- Improve police pedestrian and bicycle crash reporting practices to record details such as alcohol involvement by person/individual, crash type, helmet use, use of lights, and relevant maintenance problems.
- Collect pedestrian and bicycle counts and surveys to account for exposure.
- Quantify the impacts of specific intersection and roadway characteristics, education, and enforcement efforts on pedestrian and bicycle crash risk to inform future recommendations.

ATTACHMENT D

Adoption Documentation

From: Various governing bodies

**School District of Spencer
Marathon County, Wisconsin**

Resolution Adopting the Spencer Safe Routes to School Plan

WHEREAS, the School District of Spencer supports improving walking and biking routes for students to get to school; and

WHEREAS, the health and safety of children are of the highest concern to the citizens of the School District of Spencer; and

WHEREAS, Safe Routes to School efforts help remove barriers to walking and biking to school, reduce traffic congestion and speed in and around schools; and

WHEREAS, the Wisconsin Department of Transportation (WisDOT) requires, that in order to be eligible for funding of needed projects, municipalities to either create or amend their SRTS Plan; and

WHEREAS, the School District of Spencer has developed a Safe Routes To School (SRTS) Plan for the dual purposes of serving as a guide for future programming and infrastructure improvements (the 6 E's of education, encouragement, engineering, equity, enforcement, and evaluation), and in order to be eligible for various funding programs including WisDOT's Transportation Alternatives Program (TAP grant); and

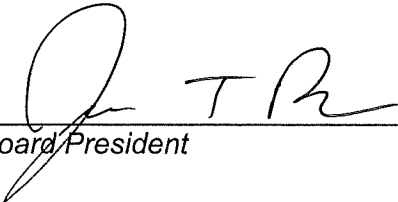
WHEREAS, the School District of Spencer had members/staff on the SRTS Task Force; and

WHEREAS, the SRTS Task Force collected data, reviewed the results, and provided direction for SRTS Plan development, and then incorporated those results into the SRTS Plan; and

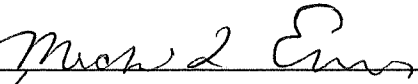
NOW, THEREFORE, BE IT RESOLVED, that the School District of Spencer hereby adopts the Resolution for the Spencer Safe Routes to School Plan.

BE IT FURTHER RESOLVED, that the School District of Spencer staff is directed to begin implementing this SRTS Plan by coordinating efforts among both entities who created this plan (Village of Spencer and the School District of Spencer).

This 24 th day of January, 2024.



Board President

ATTEST: 

Secretary

Resolution 2024-2
Village of Spencer
Marathon County, Wisconsin

Resolution Adopting the Spencer Safe Routes to School Plan

WHEREAS, the Village of Spencer, Marathon County, supports improving walking and biking routes for students to get to school; and

WHEREAS, the health and safety of children is of highest concern to the citizens of the Village of Spencer; and

WHEREAS, Safe Routes to School efforts help remove barriers to walking and biking to school, and reduce traffic congestion and speed in and around schools; and

WHEREAS, the Wisconsin Department of Transportation (WisDOT) requires, that in order to be eligible for funding of needed projects, municipalities either create or amend their SRTS Plan; and

WHEREAS, the Village of Spencer has developed a Safe Routes to School (SRTS) Plan for the dual purposes of serving as a guide for future programming and infrastructure improvements (the 6 E's of education, encouragement, engineering, equity, enforcement, and evaluation), and in order to be eligible for various funding programs including WisDOT's Transportation Alternatives Program (TAP grant); and


WHEREAS, the Village of Spencer had members/staff on the SRTS Task Force; and

WHEREAS, the SRTS Task Force collected data, reviewed the results, and provided direction for SRTS Plan development, and then incorporated those results into the SRTS Plan; and

NOW THEREFORE, BE IT RESOLVED, that the Village of Spencer hereby adopts Resolution 2024-2

BE IT FURTHER RESOLVED, that the Village of Spencer staff is directed to begin implementing this SRTS Plan by coordinating efforts among both entities who created this plan (Village of Spencer, and Spencer Public Schools).

This 12th day of February, 2024.



Harry Toufar, Village President

ATTEST:



Chris Helgestad, Administrator Clerk Treasurer

ATTACHMENT E

Recommendation Panels

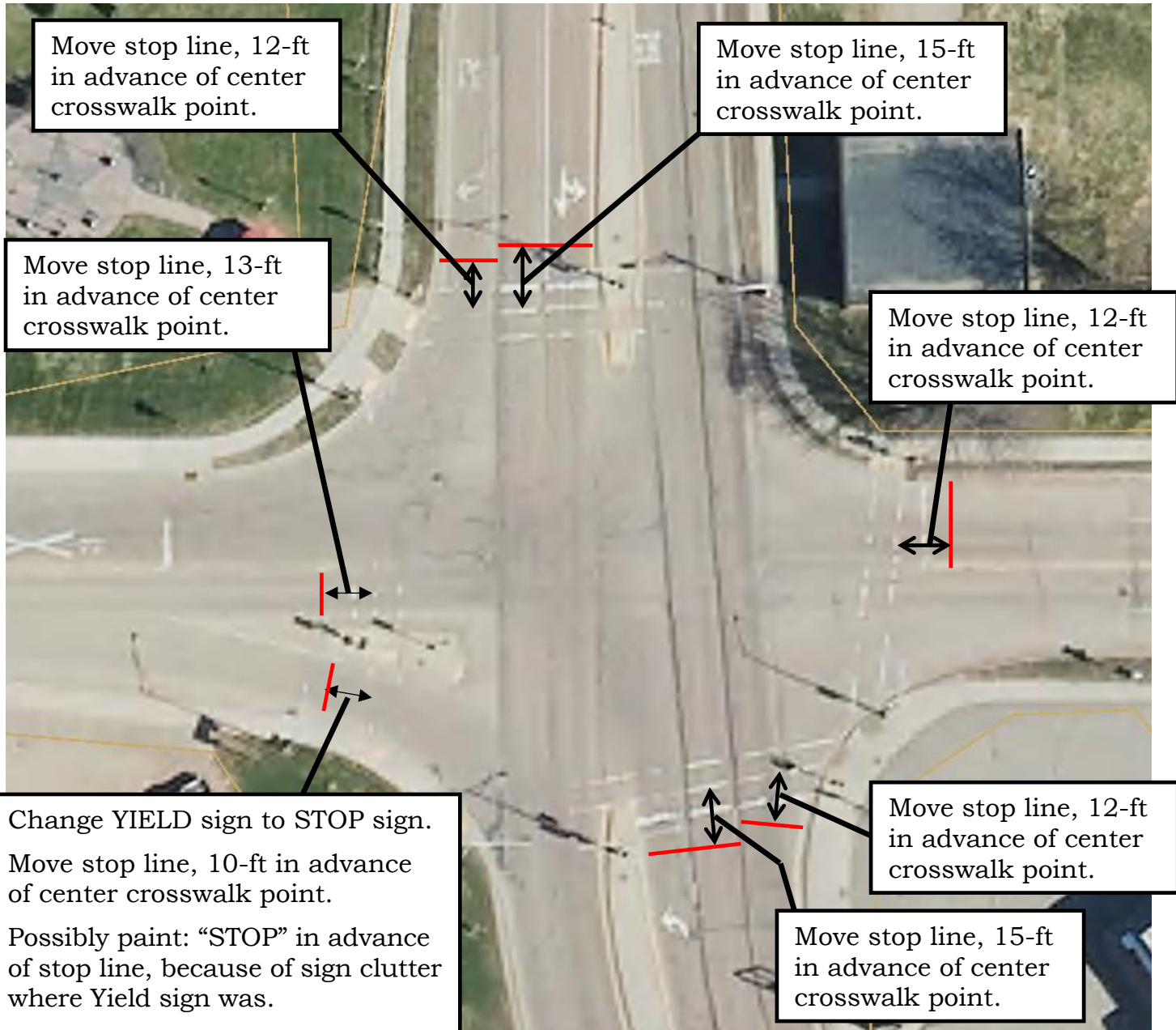
From: NCWRPC

See Recommendations in Chapter 3 that relate to the following panels:

- Panel 1 – Recommendations for STHs 13 & 98 and CTH C
- Panel 2 – Train warning sign & sidewalk stencil in Wauwatosa

- A.** Consider installing recessed pavement markings (crosswalks and stop lines) by grinding the specific area where lines are painted to protect against snowplow damage.
- B.** Paint all crosswalks as high visibility crosswalks.
- C.** WisDOT may need to review this intersection to determine the exact alignment of where to move stop lines and change signage, if at all.

Note: Any Recommendations for this intersection will need WisDOT permits.



Airphoto: Marathon County online viewer

Train warning sign & sidewalk stencil in Wauwatosa.

Panel 2

These signs were installed after children were hit by trains as they walked to school.



Source: Image capture: Sept 2014, Map data ©2018 Google

N 70th St on south side of tracks & south of W State Street.

Notice the “STOP for TRAINS” sign painted on the sidewalk to supplement the “LOOK FOR TRAINS” sign.

Notice the height off the ground that the “LOOK FOR TRAINS” sign is installed at (about 3-ft off the ground, so it is at the height of kids).



Source: Image capture: Aug 2017, Map data ©2018 Google

N 68th St, on south side of tracks & south of W State Street.

ATTACHMENT F

School Success Story – Omro WI

From: East Central Wisconsin Regional Planning Commission

Success Story: Omro Middle School's Bike to School Day... and Beyond

[Safe Routes Matters: March/April 2012](#)

Omro Middle School, in northeastern Wisconsin, has a history with Bike to School Day – it held its first Bike to School Day event in May 2010. But it didn't stop there. Program coordinator Joe Horvath supplied students with year-round bicycling activities and infrastructure to encourage students to choose an active commuting lifestyle and active hobbies.

Bike to School Day

The Omro School District held their first Bike to School Day event in May 2010, in conjunction with bicycling activities during the school day. More than 20 percent of students biked to school. A bicycle train program kicked off for the event and continued into the 2010-2011 school year.

Bike Fleet

The school developed a cycling program using a fleet of more than 35 bicycles that is available to students during physical education classes, lunch and special events and trips. The bicycle fleet is maintained by the school's "Young Mechanics," who are trained high school and middle school students working in a fully tooled bike shop. In an age when more and more U.S. cities are establishing bike sharing programs, Omro Middle School organizes and runs a bike share program itself, rather than through the support of a civic or adult organization.

Bicycle Education and Cyclocross

Omro Middle School has begun developing a bicycle education program and a 0.75-mile cyclocross course on the school campus, connecting the existing on-campus limestone surface trail and the school forest. The course is already used by middle school bicycle education curriculum classes, and the goal is to develop a cyclocross program in the 2011-2012 school year. Instruction in cyclocross racing has been offered the past several years during their middle school Career & Hobby Day held each May.

Omro Middle School Young Mechanics Program

Omro Middle School's physical education teacher has trained a crew of young bicycle mechanics. The young bicycle mechanics work out of the school's "Bicycle Shoppe." Their job is to maintain the school's bicycle fleet, which is used during physical education classes, and assist other students with bicycle maintenance issues. The young mechanics earn "bike bucks" for their work in the Bicycle Shoppe, which they can redeem for bicycle parts, tires, and sale bikes.

—Adapted from Safe Routes Matters,
March/April 2012

Annual Bicycle Field Trip

Every year, Omro's eighth graders take two weeks of the bicycle curriculum in their physical education class. Near the end of May, approximately 100 students take part in an eighth-grade bicycle field trip with 30 teacher/parent chaperones. Students are divided into teams for a day-long scavenger hunt spanning 30 miles of bicycling.

Students begin by completing a bicycle safety quiz. Then they ride to their first stop, where a law enforcement officer judges how safely they bicycled. Throughout the day, students bike 2-3 miles at a time to these stations, where adult "Station Masters" assign tasks and ask questions involving bicycle rules and safety, math, language arts, social studies, science and art. Each station also has a healthy snack and water. At the end of the day, Omro Middle School awards donated recreational door prizes at a picnic. The school always raffles off a fully equipped bike, as well as smaller prizes for every student.

These components lead to a culture committed to year-round bicycling at the school – in fact, three students biked to school every day last year, through all seasons of Wisconsin weather.

“Omro's bicycling programs have established a year-round, enthusiastic bicycling culture that helps students develop a lifelong love for and commitment to bicycling and to physical activity in general,” said Lauren Marchetti, director of the National Center for Safe Routes to School. “This culture is made possible by the students and by the program administrators that support them. Joe's heart and commitment to the students typifies what a Safe Routes to School local champion is, and what he or she can accomplish.”

ATTACHMENT G

Bicycle Parking Guidelines

From: Association of Pedestrian and Bicycle Professionals (APBP)
One page summary sheet.

And from City of Baltimore

Bicycle Parking Guidelines

A summary of recommendations from the Association of Pedestrian and Bicycle Professionals

Bicycle Parking Design

- Required spaces shall be at least 2 feet by 6 feet.
- An access aisle of at least 5 feet shall be provided in each facility.
- Racks shall be situated to allow a minimum of 2 feet between adjacent bike parking stalls.
- Spaces shall have a vertical clearance of at least 80 inches.

Bicycle Rack Design

Structures that require a user-supplied locking device:

- must accommodate U-shaped locking devices;
- support the bike frame at two points;
- be securely anchored to the ground or the building structure; and
- be designed and maintained to be mud and dust free.

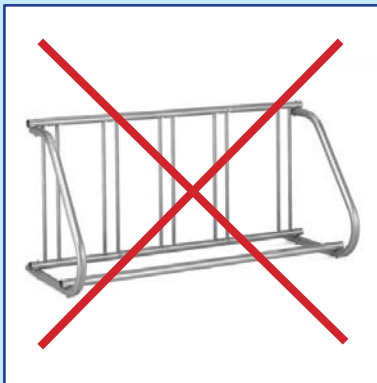
Bicycle Rack Location

- Racks should be located in a clearly designated safe and convenient location.
- Racks should be designed and located to be harmonious with the surrounding environment.
- Racks should be at least as convenient as the majority of auto parking spaces provided.

To learn more about bicycle parking guidelines, visit the Association of Pedestrian and Bicycle Professionals at: www.apbp.org.

These bicycle racks do NOT meet the design guidelines:

Grid or Fence Style Racks



Wave or Ribbon Style Racks



These bicycle racks DO meet the design guidelines:

Inverted-U Style Racks



Angled Wave Style Racks



Freestanding Style Racks



The above images are examples only. NCWRPC does not endorse any particular bicycle rack manufacturers.

If you have questions about whether a particular bicycle parking rack you are considering using meets these requirements, please contact NCWRPC planner **Fred Heider**, AICP at fheider@ncwrpc.org.

PLACEMENT OF BICYCLE PARKING RACKS

RACK PLACEMENT RULES:

5' from:
Fire hydrant
Crosswalk

4' from:
Loading zone
Bus stop
Bus shelter
Bus bench

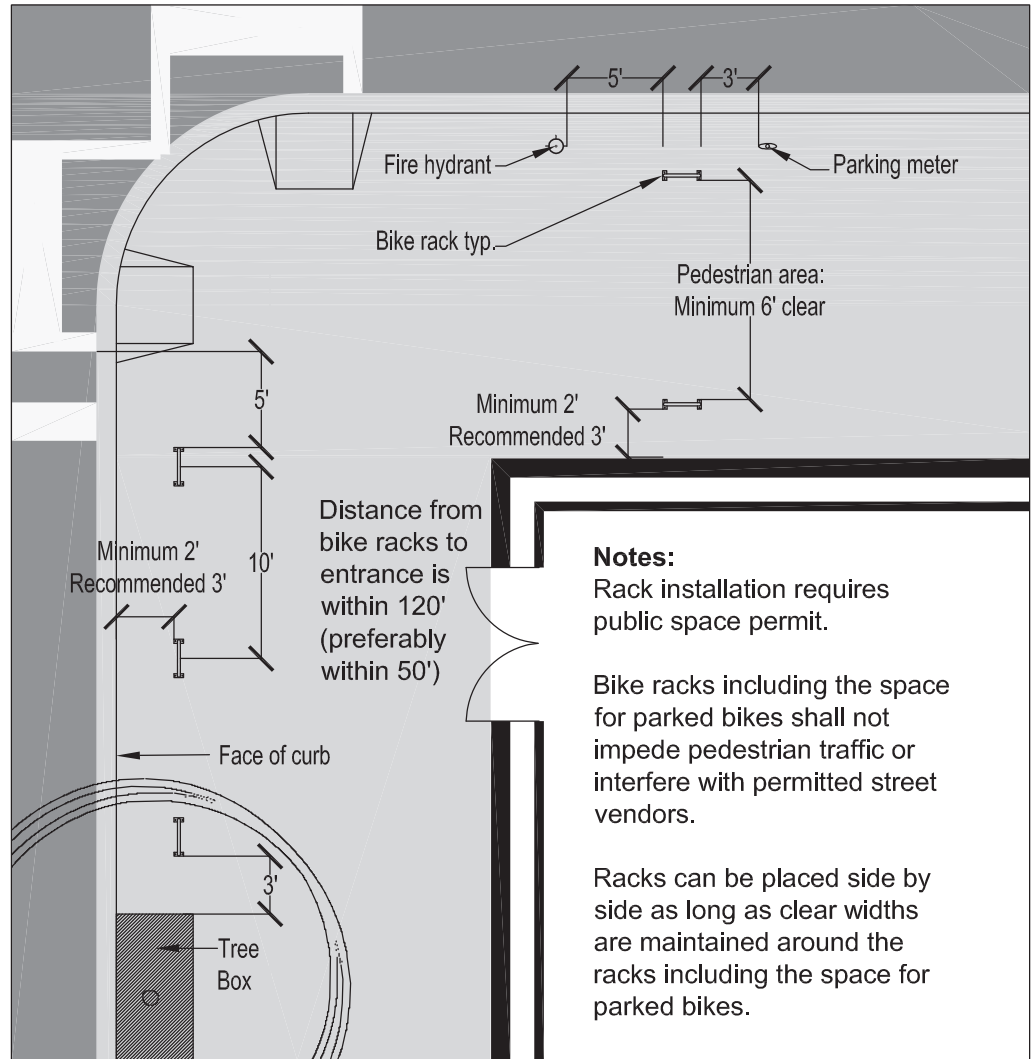
Min. 2', Rec. 3' from:
Curb

3' from:
Parking meter
Newspaper rack
US mailbox
Light pole
Sign pole
Driveway
Tree space
Trash can
Other street furniture
Other sidewalk obstructions

WALL SETBACKS

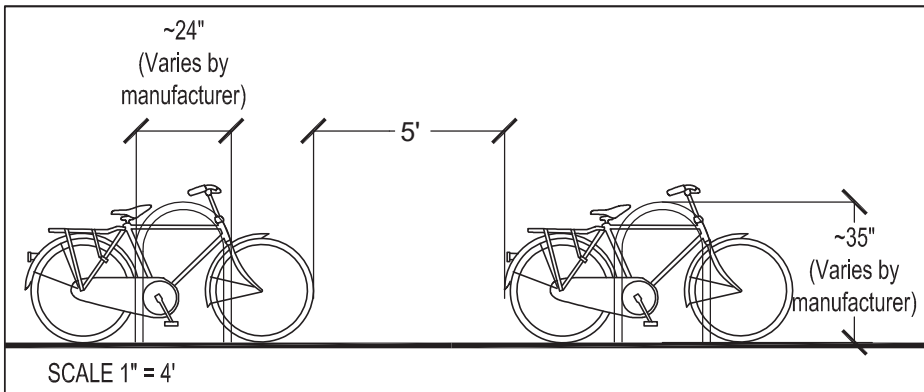
For racks set parallel to a wall:
Min. 24", Rec. 36"

For racks set perpendicular to a wall:
Min. 28", Rec. 36"



SCALE 1" = 10'

SIDE VIEW



SIDE BY SIDE RACKS:

