

# Village of Allouez Safe Routes to School And Bicycle and Pedestrian Plan



Village of Allouez & Brown County Planning Commission  
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The Village of Allouez and Brown County Planning Commission would like to thank the Allouez Safe Routes to School Task Force for its assistance in the completion of the plan.

**Allouez Safe Routes to School Task Force**

|                   |                    |
|-------------------|--------------------|
| Peter Andrews     | Brad Lange         |
| David Bridenhagen | Justine Lodl       |
| Mike Donart       | Linda McKeag       |
| Rene Engels       | Rebecca Nyberg     |
| Tracy Flucke      | Heidi Potts        |
| Lynn Green        | Jane Schueller     |
| Kay Gross         | Nancy Schultz      |
| Pam Haugh         | Tammy Van Dyke     |
| Kathleen Hegranes | Anneliese Waggoner |

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Ray Kopish, Trustee  
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Paul Zeller, Trustee  
Penny Dart, Trustee  
Alan Swatloski, Trustee

**Brown County Planning Commission Staff**

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Cole Runge, Principal Planner  
Aaron Schuette, Principal Planner  
Peter Schleinz, Senior Planner  
Jeff DuMez, GIS/Land Records Coordinator  
Lisa J. Conard, Transportation Planner  
Dan Teaters, Transportation/GIS Planner  
Lori Williams, Administrative Coordinator  
Sarah Huettl, Secretary III

**Brown County Planning Commission**

305 East Walnut Street, Room 320  
PO Box 23600  
Green Bay, Wisconsin 54305-3600  
Phone: (920) 448-6480  
Fax: (920) 448-4487  
Web: [www.co.brown.wi.us/planning](http://www.co.brown.wi.us/planning)



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## CHAPTER 1 – Introduction

A Safe Routes to School (SRTS) plan is intended to encourage students who are within two miles of their schools to safely walk or bike to school as a part of an active, healthy, and independent lifestyle. The three primary purposes of the National SRTS Program are:

- To enable and encourage children, including those with disabilities, to walk and bicycle to school.
- To make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age.
- To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

The State of Wisconsin Safe Routes to School Program also identifies the following four SRTS objectives:

- Enable participation on a variety of levels.
- Make the program accessible to diverse participants.
- Promote comprehensive SRTS programs and activities.
- Maximize the impact of SRTS funds.

SRTS plans are typically based on the “5 Es” of the National SRTS Program. These are:

**Education**, which provides the necessary materials to parents, educators, transportation providers, and policy makers regarding the benefits of students walking or biking to school.

**Encouragement**, which is the creation of opportunities to promote safe walking or biking through school-, community-, and home-based programs and incentives.

**Engineering**, which is the identification and correction of physical design deficiencies along home to school walk routes, including pedestrian facilities, bike lanes, and street crossings.

**Enforcement**, which ensures that laws regarding vehicle speeds, the clearing of walkways, and other SRTS elements are enforced by the appropriate authorities to create safe and attractive walking and bicycling environments.

**Evaluation**, which is a periodic review of an implemented SRTS program to determine if it is achieving the program’s goals and objectives.

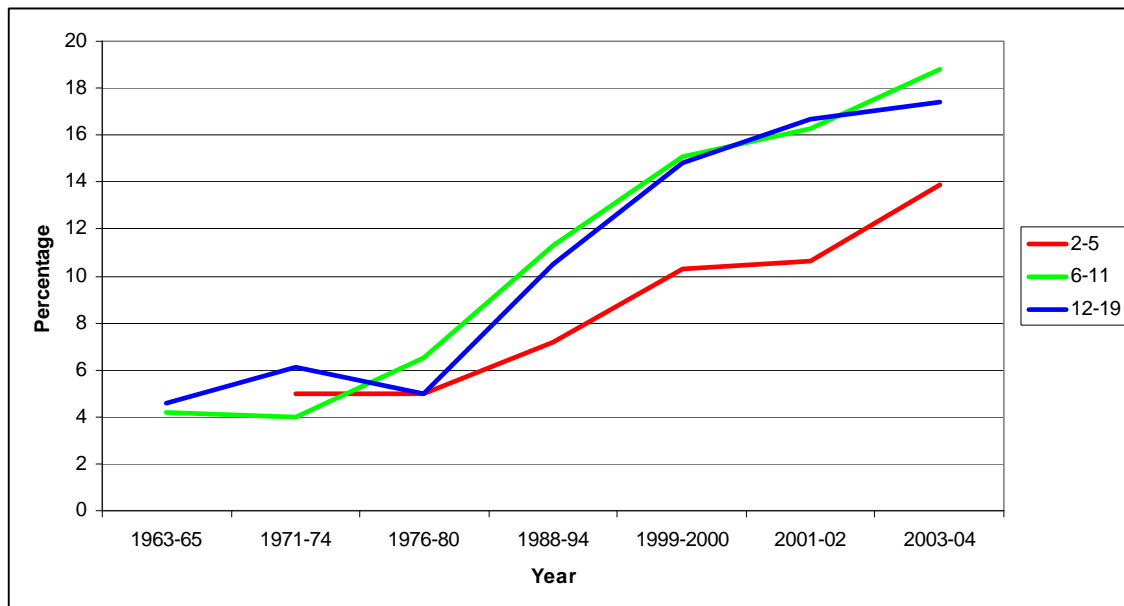
The adoption of a SRTS plan does not mean that students must walk or bicycle to school. Instead, the SRTS planning process is intended to identify physical, policy, or perceptual barriers that are preventing students who are within a reasonable distance from walking or bicycling to school. Once these barriers are identified through the planning process, the SRTS plan recommends methods of eliminating or minimizing the barriers to encourage more students to walk or bicycle to school.

### Why Create Safe Routes to School?

According to the National Centers for Disease Control (CDC), the rate of childhood and adolescent obesity continues to climb to unacceptable levels. Between 1970 and 2004, the obesity rate for preschoolers between the ages of 2 and 5 rose from 5.0 to 13.9 percent, and the obesity rate nearly quadrupled between 1963 and 2004 for children between the ages of 6 and 11 (from 4.2 to 18.8 percent) and adolescents between the ages of 12 and 19 (from 4.6 to 17.4 percent). These findings prompted the CDC to state:

*“The 2003-04 findings for children and adolescents suggest the likelihood of another generation of overweight adults who may be at risk for subsequent overweight- and obesity-related health conditions.”*

**Figure 1-1: Percentages of overweight children ages 2-19 for the years 1963-2004**



Source: National Health and Nutrition Examination Survey (NHANES), Centers for Disease Control National Center for Health Statistics, 2004

The United States Surgeon General also identified the following health consequences for overweight and obese children in 2007:

- Risk factors for heart disease, such as high cholesterol and high blood pressure, occur with increased frequency in overweight children and adolescents compared to those with a healthy weight.

- Type II diabetes, which was previously considered an adult disease, has increased dramatically in children and adolescents. Overweight and obesity are closely linked to Type II diabetes.
- Overweight adolescents have a 70 percent chance of becoming overweight or obese adults. This increases to 80 percent if one or more parent is overweight or obese.
- The most immediate consequence of being overweight, as perceived by children themselves, is social discrimination.

In the May 2009 Journal of the American Academy of Pediatrics, the article “The Built Environment: Designing Communities to Promote Physical Activity in Children” states:

*“An important component of a healthy lifestyle is participation in activities for which exercise is not the primary goal. This might be a ‘purposeful walk’ – an errand to buy groceries or a trip to school. Such incidental physical activities (also known as utilitarian trips) play an important role in energy balance and can be influenced by neighborhood design....”*

*“The most universal opportunity for incidental physical activity among children is getting to and from school.”* (pp 1592-1593).

The research overwhelmingly indicates that developing an active lifestyle at an early age is very important, and it is essential to provide the facilities, educational programs, and encouragement for students to walk and bicycle to school to fight the upward trend of childhood obesity and develop active, healthy, and independent adults.

## **Allouez SRTS Plan Vision, Goal, and Objectives**

### **Vision Statement**

The vision of the Village of Allouez SRTS program is to partner with school and village officials, parents, law enforcement, business owners, residents, and other stakeholders to create an environment where students and others can safely walk and bicycle to and from school and throughout Allouez in order to encourage a healthy and independent lifestyle, minimize transportation expenses and traffic near schools, and reduce vehicle-related air pollution.

### **Goal**

Develop a bicycling and walking culture in Allouez that enables people of all ages and physical abilities to safely and conveniently travel throughout the community.

### **Objectives**

#### **Engineering**

- Identify and prioritize short- and long-term engineering projects that will improve the walking and bicycling environments near schools.



- Create a seamless corridor system for bicyclists and pedestrians that will provide safe and efficient access to several activity centers throughout the village.
- Create the most direct and desirable routes possible to allow for safe, attractive, and efficient bicycle and pedestrian travel within the community.
- Develop “**complete streets**” in Allouez by including appropriate provisions for bicyclists and pedestrians when planning, designing, and constructing/reconstructing all streets in the village. This includes considering bicyclists and pedestrians when designing and building intersections, bridges, pavement surfaces, pavement widths, and other street features.
- Incorporate bicycle lanes and walkways into street projects to minimize the cost of their construction.

### **Education**

- Develop village- and school-based programs that educate students and their parents about safe walking and bicycling practices and encourage parents to allow their children to walk or bike to school.
- Educate people of all ages and abilities about the rights and responsibilities of bicyclists, pedestrians, and motorists.
- Teach bicyclists, pedestrians, and motorists the importance of making predictable movements at intersections, driveways, and other conflict points.
- Educate teachers about how physical activity improves the academic performance of students.
- Educate people about the health benefits of walking and bicycling.

### **Enforcement**

- Ensure that law enforcement officers and crossing guards are trained in current bicycle and pedestrian laws and enforcement techniques.
- Develop enforcement programs that maximize compliance with laws that apply to bicyclists, pedestrians, and motorists.
- Work with the Brown County Sheriff’s Department to address the designation of hazardous streets in the village.

### **Encouragement**

- Ensure that convenient bicycle parking is available at all parks, government buildings, and other village-owned facilities. Also encourage the establishment of convenient bicycle parking at all schools, major employers, shopping centers, and other major activity centers.

- Develop strategies to reduce the number of students who are bused to school because of hazardous conditions.
- Ensure that proposals submitted by developers include street connections, sidewalks and/or trails, and other features that enable and encourage students to walk or bike to school.
- Include requirements for the provision of direct bicycle and pedestrian access from public streets and sidewalks in the village's codes and community design standards.
- Allow and encourage the mixing of compatible land uses to provide a variety of destinations that can be reached on foot and by bicycle.

### **Evaluation**

- Frequently assess the progress of implemented plan recommendations to determine if they are achieving the plan's goal and objectives. The assessment process should include annual student and parent surveys that help to measure the effectiveness of SRTS-related projects and programs.
- Annually review the plan's goal, objectives, and recommendations to ensure they are consistent with the current goals and objectives of the village and participating schools.



## **CHAPTER 2 – Existing Conditions and Efforts**

### **Green Bay Area Community School District Transportation Policy**

The Green Bay Area Community School District's policy is to provide transportation for all public and private school students who live more than two miles from their schools. The school district also works with the Brown County Sheriff's Department and the Allouez Direct Enforcement Officer (DEO) to identify streets that are not safe for students to walk or bicycle on due to hazards such as a lack of pedestrian facilities, high vehicle speeds, or dangerous intersections. Students who live on hazardous streets and students who would have to walk or bicycle on hazardous streets or through dangerous intersections to reach school are also eligible for school-sponsored transportation even if they live within their school's designated two-mile walking and bicycling area.

### **Crossing Guards**

Crossing guards are posted at the following locations during the 2011-2012 school year:

- Webster & St. Matthew
- Libal & Hoffman
- Libal & Allouez
- Libal & Hilltop
- Libal & Broadview
- Libal & Longview

The guards are present in the mornings before classes begin and in the afternoon after classes are dismissed. The locations and patrol times of the crossing guards are shown in Figure 2-1.

### **Bicycle and Pedestrian Facilities (Engineering Efforts)**

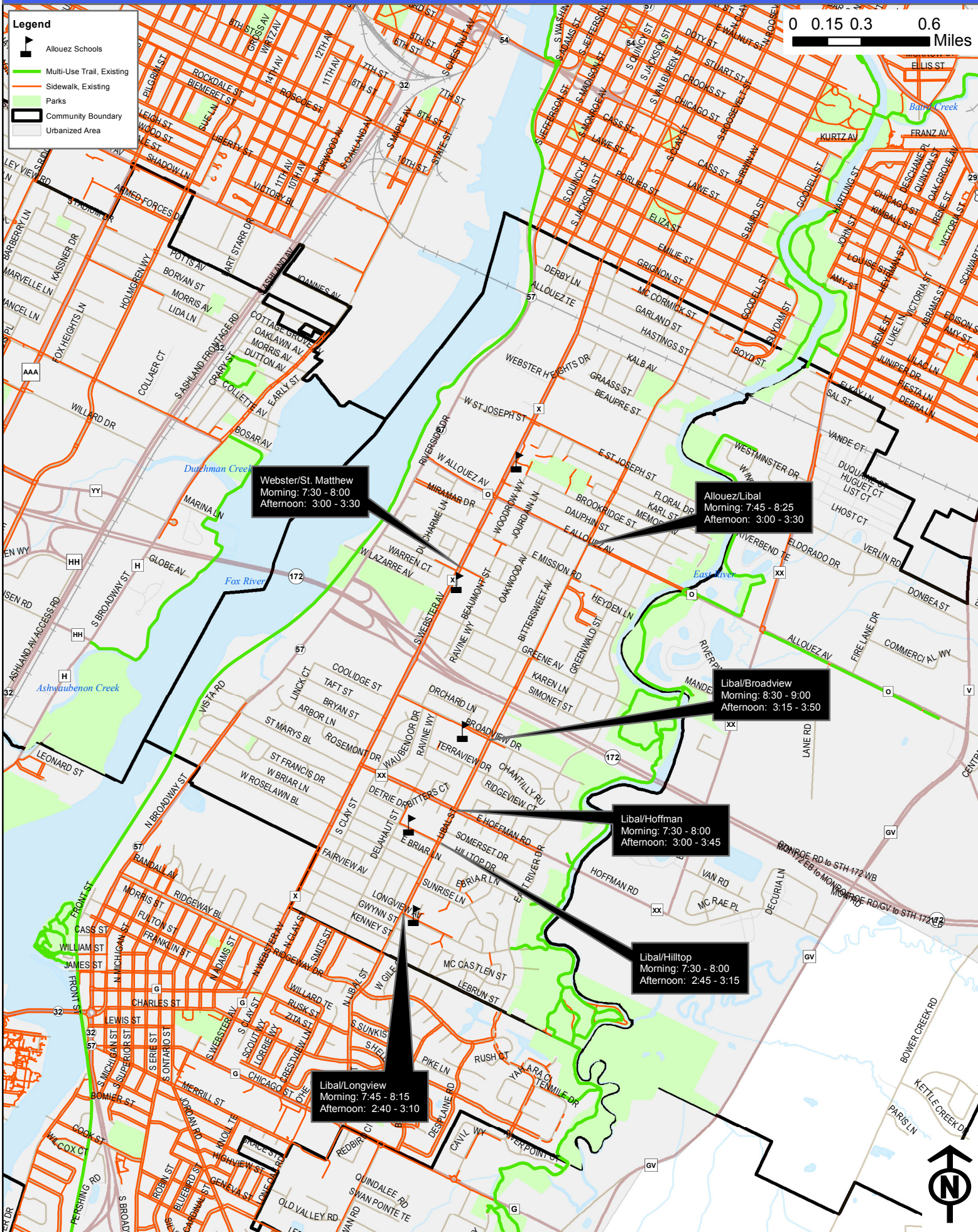
Allouez currently has approximately 1.2 miles of striped on-street bicycle lanes, 3.1 miles of streets designated as bicycle routes, and 6.3 miles of multi-use trails that connect the village to the surrounding communities. Allouez also has sidewalks on some of its major and minor streets, and the community has worked with Brown County and the Wisconsin Department of Transportation (WisDOT) to build a roundabout at the intersection of Libal Street and Allouez Avenue, a Riverside Drive pedestrian crossing near St. Mary's Boulevard, and other facilities to improve the bicycling and walking conditions in the village. The locations of the village's existing bicycle and pedestrian facilities are shown in Figures 2-2 and 2-3.

### **Education Efforts**

#### ***School-Based Bicycling Education Programs***

Some of the school-based education programs that have been conducted in Allouez include bicycling and walking safety lessons that are facilitated by police officers, participation in national Walk to School Day activities, and classroom discussions about bicycling and pedestrian safety.

# Figure 2-1: Allouez Crossing Guard Locations (2011)







## ***Safety Town***

The Center for Childhood Safety sponsors an event called Safety Town each year. The event is typically held in parking lots in Green Bay and features a “town” that contains small buildings, streets, sidewalks, and other features of a typical community, and volunteers help children learn how to safely travel through the town on bicycles and on foot.

## **Enforcement Efforts**

The village’s law enforcement officers enforce the rules of the road during their daily patrol activities, but they have not participated in training sessions or other formal activities that specifically address pedestrian and bicycling safety.

## **Encouragement Efforts**

### ***Sidewalks and Trails***

Sidewalks currently exist along Webster Avenue, Libal Street, and a handful of other streets in the village, and sidewalks were recently added along Riverside Drive in southern Allouez. The Fox River and East River Trails are also available to those who want to make non-motorized transportation and recreation trips. However, most of the village’s streets do not have sidewalks or parallel trails, which forces pedestrians of all ages and physical abilities to walk in the streets to reach their destinations.

### ***Mixing Compatible Land Uses***

The village contains a variety of compatible land uses that are within walking and bicycling distance of each other, and this is the type of development pattern that makes non-motorized modes of transportation viable and attractive options for many people.

### ***Pedestrian- and Bicycle-Friendly Site Designs***

Many of the developments in the village have short setbacks, parking along the side instead of in front, pedestrian connections from sidewalks, and other features that enable and encourage many people to travel to them on foot or by bicycle.

### ***Bicycle Parking***

The village provides bicycle parking at the village hall, community center, and at major parks and recreation sites. Bike parking is also available at all of the schools in the village, at the Broadview YMCA, and at some of the village’s businesses.



## **Bicycle and Pedestrian Crashes in Allouez**

### ***Bicycle Crashes***

There were 15 vehicle/bicycle crashes reported in Allouez between 2005 and 2009, which is an average of three crashes per year. Some notable characteristics of these crashes are summarized below, and the locations of the crashes are shown in Figure 2-4.

- Nine of the 15 crashes involved bicyclists on sidewalks who were hit at intersections by drivers who did not see them approaching from the right, and eight of these “contraflow” bicycle crashes occurred along Webster Avenue.
- The responding officers believed that four of the contraflow crashes were caused by the drivers, three were caused by the bicyclists, and two were caused by the drivers and bicyclists. Although all of the contraflow crashes appeared to have very similar circumstances, the primary factor that prompted the officers to assign fault appears to be who hit whom at the intersections. This seems like a reasonable method of assigning blame, but state law strongly suggests that all of these crashes could have been the fault of the bicyclists if they entered the streets from the sidewalks at speeds that were not consistent with the safe use of crosswalks by pedestrians (as stated in Wis. Stats. 346.23[1]).
- Many drivers appear to have been looking for gaps in vehicle traffic and did not see the bicyclists before the crashes.
- Nine of the 15 crashes involved adult bicyclists, and only one bicyclist was younger than 14 years of age.

### ***Pedestrian Crashes***

There were four vehicle/pedestrian crashes reported in Allouez between 2005 and 2009, which is an average of 0.8 crashes per year. Some notable characteristics of these crashes are summarized below, and the locations of the crashes are shown in Figure 2-5.

- Three of the four crashes involved pedestrians between the ages of 13 and 15, and two of the three teen pedestrians were determined to be at fault by the responding officers. The fourth crash involved a 32-year-old man who was hit by a truck as it was backing on Webster Avenue.
- One of the teens was hit after exiting a bus and darting into traffic in front of the bus, and another was hit while crossing Webster Avenue between intersections. The third teen was hit by a turning vehicle while crossing at an intersection crosswalk, and this incident was reported to the police the day after it happened.

The bicycle and pedestrian crash reports for this five-year period suggest that bicyclists and pedestrians often caused or contributed to their crashes. The reports also suggest that the causes of many of the bicycle crashes and at least half of the pedestrian

crashes can be addressed by the appropriate application of the “4Es,” and these techniques are addressed in the plan’s Recommendations Chapters (Chapters 4 and 5).







## **CHAPTER 3 – School Inventory, Survey, and Audit Results**

This chapter of the plan presents the information that was collected for each school before and during the plan development process. This information includes each school's enrollment during the 2010-2011 academic years (which is determined by the school district's attendance boundaries, open enrollment policy, and parental choice), the estimated average number of students who walked and biked to each school in the fall of 2010, the bicycle and pedestrian plan recommendations from the surrounding communities, and the results of the student and parent surveys that were conducted in the spring of 2011 (the student and parent survey instruments are included in Appendix A of the plan). This chapter also presents the results of the walking and bicycling condition audits that were conducted by the SRTS Task Force in the spring of 2011.

The number of student survey responses exceeds the total number of students in each grade because the students were asked how they traveled to and from school during the survey periods. The number of responses was also affected by student absences during the survey week.

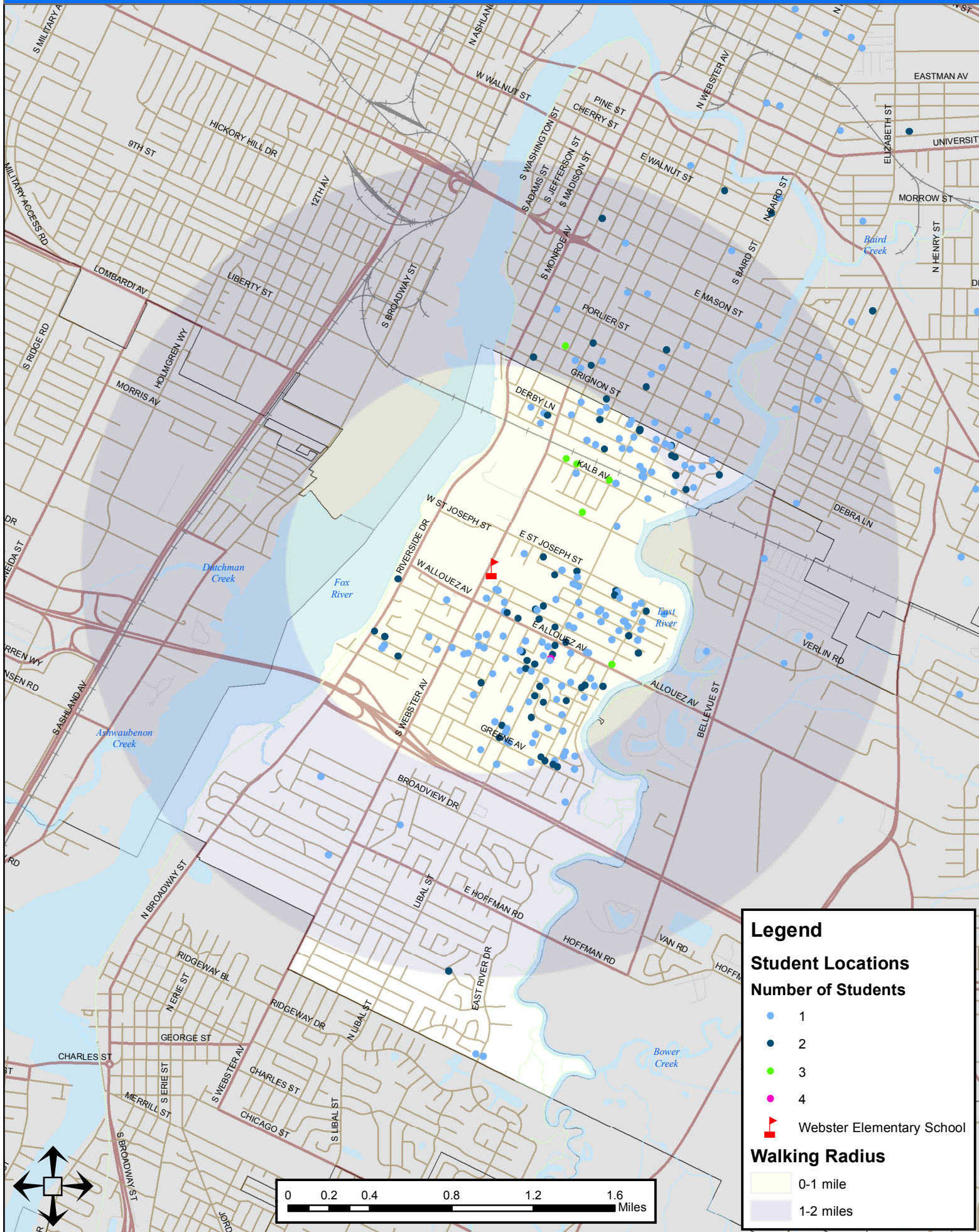
### **Webster Elementary School**

Webster Elementary School's enrollment during the 2010-2011 academic year was 370 kindergarten through fifth grade students. According to school district records, 296 of these students (80 percent) live within two miles of the school, and 258 of the school's 370 students are not eligible for busing through the school district. The locations of the students who live within two miles of the school are shown in Figure 3-1 on the next page.

### **Student Survey Results**

Although in-class student surveys were not completed for Webster Elementary School, the walking and bicycling audits, parent/guardian surveys, and other analyses that were conducted during the planning process found that very few students walked and biked to Webster in the spring and fall of 2011. But to help the school evaluate the effectiveness of its SRTS projects and programs, the school should conduct in-class student walking and bicycling surveys in the spring or fall of 2012.

**Figure 3-1: Webster Elementary School Student Locations (2011)**



**Legend**

**Student Locations**

**Number of Students**

- 1
- 2
- 3
- 4

🚩 Webster Elementary School

**Walking Radius**

- 0-1 mile
- 1-2 miles

## Resurrection School

Resurrection School's enrollment during the 2010-2011 academic year was 207 kindergarten through eighth grade students. According to school district records, 89 of these students (43 percent) live within two miles of the school, and none of the students are eligible for busing through the school district. The locations of the students who live within two miles of the school are shown in Figure 3-2 on the next page.

### Student Survey Results

The Resurrection student survey was conducted on May 17, 18, and 19. The results of the survey are summarized below.

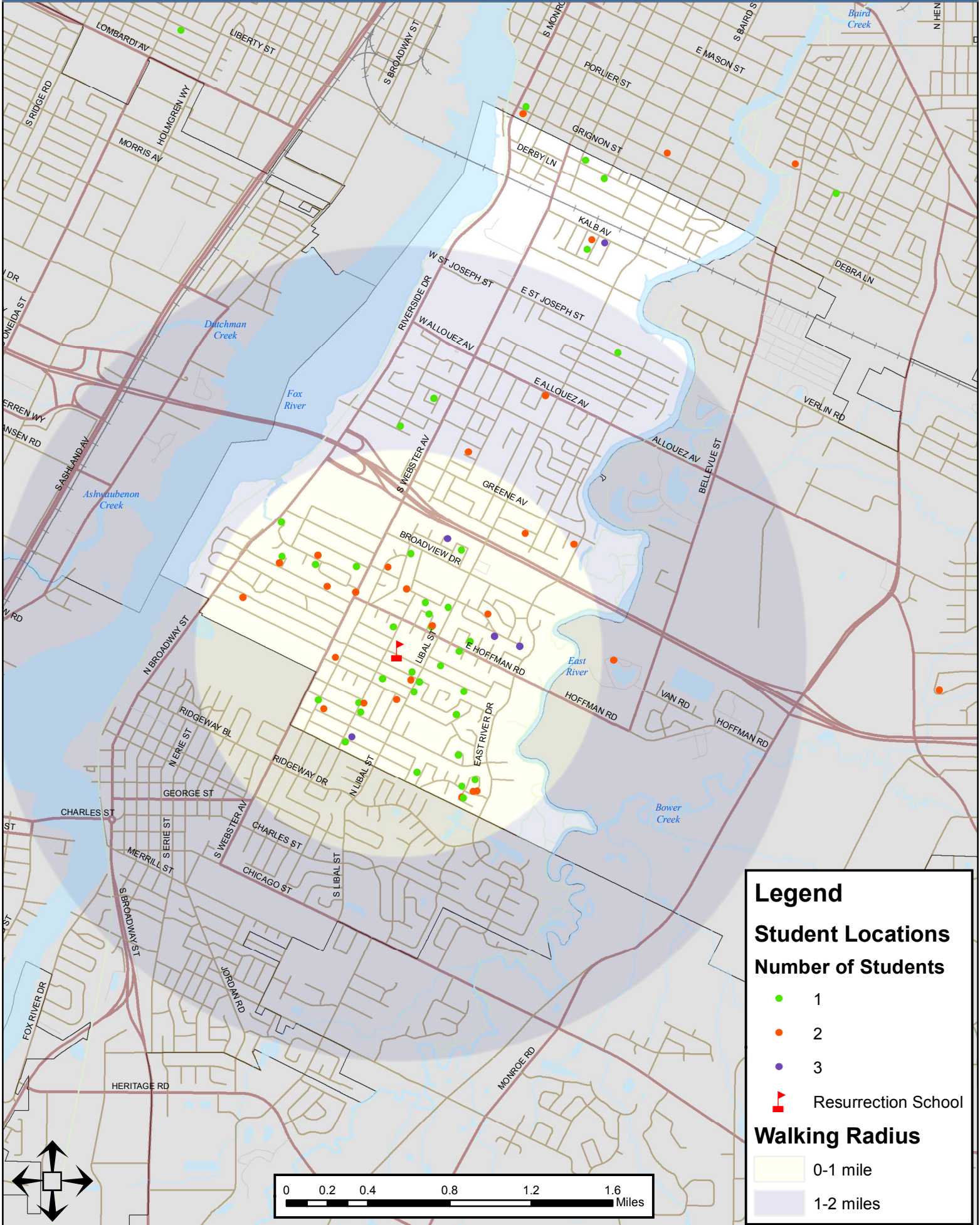
| Grade         | Student Trips | Walk Trips | Bike Trips | School Bus Trips | Individual Car Trips | Carpool Trips | City Bus Trips | Other Trips |
|---------------|---------------|------------|------------|------------------|----------------------|---------------|----------------|-------------|
| K             | 66            | 4          | 0          | 0                | 56                   | 4             | 2              | 0           |
| 1             | 124           | 13         | 4          | 0                | 103                  | 2             | 0              | 2           |
| 2             | 84            | 4          | 3          | 0                | 70                   | 7             | 0              | 0           |
| 3             | 102           | 6          | 0          | 0                | 82                   | 14            | 0              | 0           |
| 4             | 120           | 13         | 6          | 0                | 93                   | 6             | 0              | 2           |
| 5*            | --            | --         | --         | --               | --                   | --            | --             | --          |
| 6             | 158           | 28         | 14         | 0                | 106                  | 10            | 0              | 0           |
| 7             | 94            | 22         | 8          | 0                | 47                   | 17            | 0              | 0           |
| 8*            | --            | --         | --         | --               | --                   | --            | --             | --          |
| <b>TOTALS</b> | <b>748</b>    | <b>90</b>  | <b>35</b>  | <b>0</b>         | <b>557</b>           | <b>60</b>     | <b>2</b>       | <b>4</b>    |

\*Information was not provided for the fifth and eighth grades.

Although 89 students live within walking or bicycling distance (less than two miles) of the school, the student survey found that an average of 30 walking trips and 11 bicycling trips occurred each day in the spring of 2011. This suggests that many more students would be able to reach the school on their own if additional pedestrian and bicycling facilities were present, existing barriers were minimized or eliminated, and students and their parents were educated about how to travel to and from school safely.



**Figure 3-2: Resurrection School Student Locations (2011)**



## St. Matthew School

St. Matthew School's enrollment during the 2010-2011 academic year was 225 kindergarten through eighth grade students. According to school district records, 61 of these students (27 percent) live within two miles of the school, and 217 of the school's 225 students are not eligible for busing through the school district. The locations of the students who live within two miles of the school are shown in Figure 3-3 on the next page.

### Student Survey Results

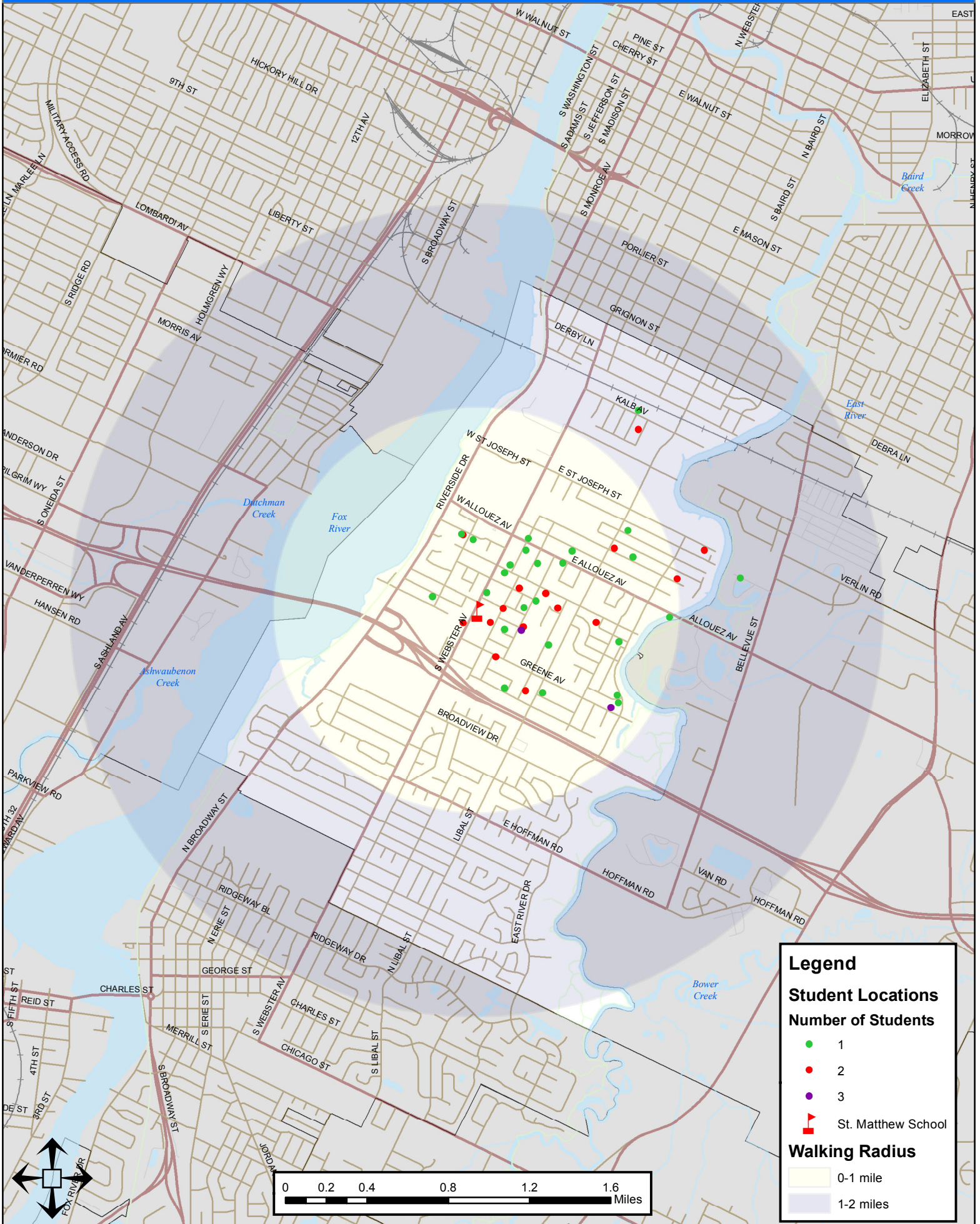
The St. Matthew student survey was conducted between May 9 and May 13. The results of the survey are summarized below.

| Grade         | Student Trips | Walk Trips | Bike Trips | School Bus Trips | Individual Car Trips | Carpool Trips | City Bus Trips | Other Trips |
|---------------|---------------|------------|------------|------------------|----------------------|---------------|----------------|-------------|
| K             | 188           | 17         | 0          | 0                | 153                  | 18            | 0              | 0           |
| 1             | 228           | 26         | 0          | 0                | 171                  | 31            | 0              | 0           |
| 2             | 230           | 18         | 0          | 0                | 163                  | 49            | 0              | 0           |
| 3             | 128           | 13         | 0          | 0                | 95                   | 20            | 0              | 0           |
| 4             | 176           | 30         | 2          | 0                | 116                  | 25            | 0              | 3           |
| 5             | 278           | 13         | 0          | 0                | 226                  | 39            | 0              | 0           |
| 6             | 223           | 30         | 0          | 0                | 143                  | 50            | 0              | 0           |
| 7             | 56            | 3          | 0          | 0                | 46                   | 7             | 0              | 0           |
| 8*            | --            | --         | --         | --               | --                   | --            | --             | --          |
| <b>TOTALS</b> | <b>1,507</b>  | <b>150</b> | <b>2</b>   | <b>0</b>         | <b>1,113</b>         | <b>239</b>    | <b>0</b>       | <b>3</b>    |

\*Information was not provided for the eighth grade.

Although 61 students live within walking or bicycling distance (within two miles) of the school, the student survey found that an average of 30 walking trips and less than 1 bicycling trip occurred each day in the spring of 2011. This suggests that many more students would be able to reach the school on their own if additional pedestrian and bicycling facilities were present, existing barriers were minimized or eliminated, and students and their parents were educated about how to travel to and from school safely.

Figure 3-3: St. Matthew School Student Locations (2011)



**Legend**

**Student Locations**

**Number of Students**

- 1
- 2
- 3
- ▲ St. Matthew School

**Walking Radius**

- 0-1 mile
- 1-2 miles

### **Langlade Elementary School**

Langlade Elementary School's enrollment during the 2010-2011 academic year was 351 kindergarten through fifth grade students. According to school district records, 189 of these students (54 percent) live within two miles of the school, and 250 of the school's 351 students are not eligible for busing through the school district. The locations of the students who live within two miles of the school are shown in Figure 3-4 on Page 28.

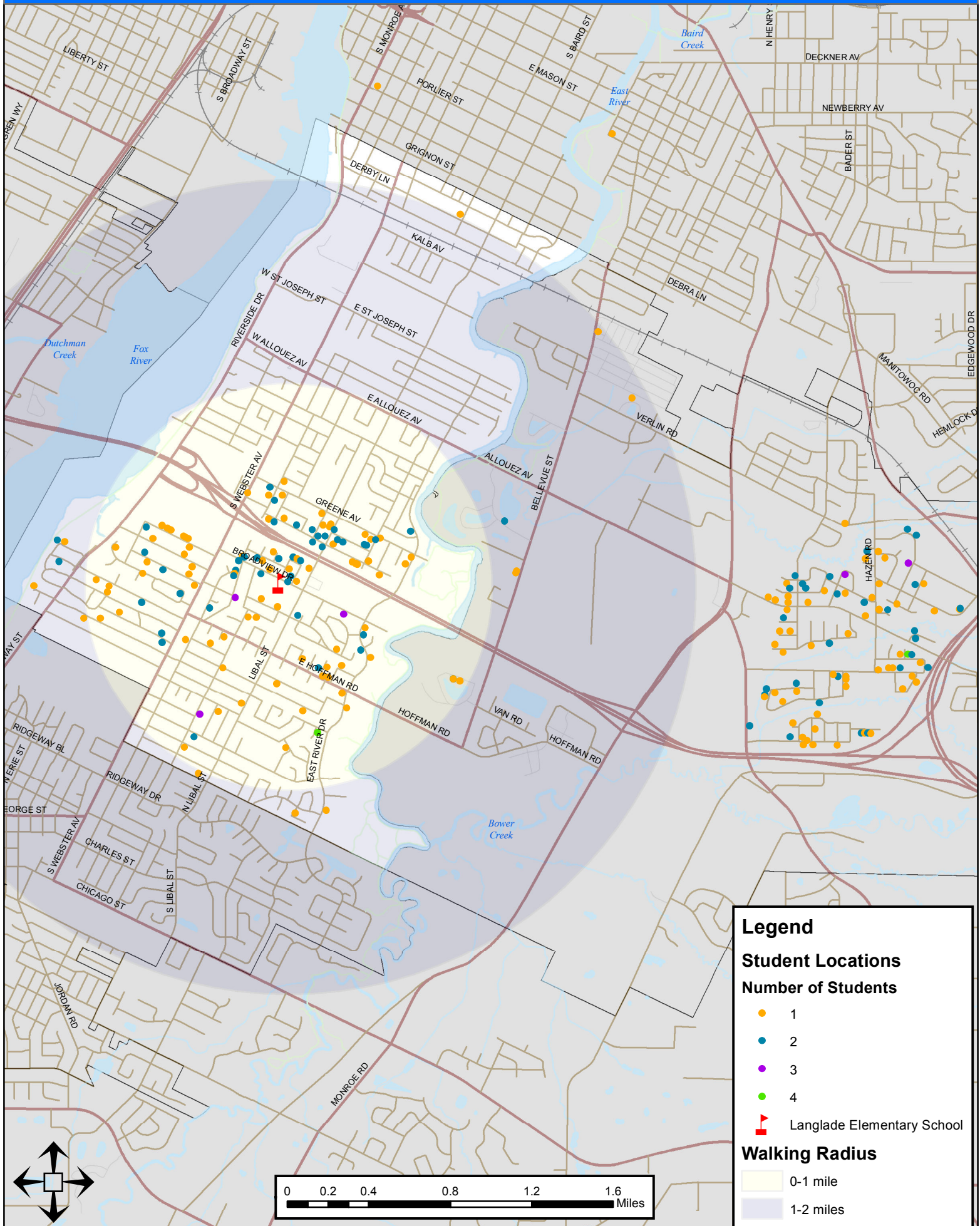
### **Doty Elementary School**

Doty Elementary School's enrollment during the 2010-2011 academic year was 348 kindergarten through fifth grade students. According to school district records, 139 of these students (40 percent) live within two miles of the school, and 137 of the school's 348 students are not eligible for busing through the school district. The locations of the students who live within two miles of the school are shown in Figure 3-5 on Page 29.

### **Student Survey Results**

Although in-class student surveys were not completed for Langlade or Doty Elementary School, the walking and bicycling audits, parent/guardian surveys, and other analyses that were conducted during the planning process found that relatively few students walked and biked to the schools in the spring and fall of 2011. But to help the schools evaluate the effectiveness of their SRTS projects and programs, the schools should conduct in-class student walking and bicycling surveys in the spring or fall of 2012.

**Figure 3-4: Langlade Elementary School Student Locations (2011)**



**Legend**

**Student Locations**

**Number of Students**

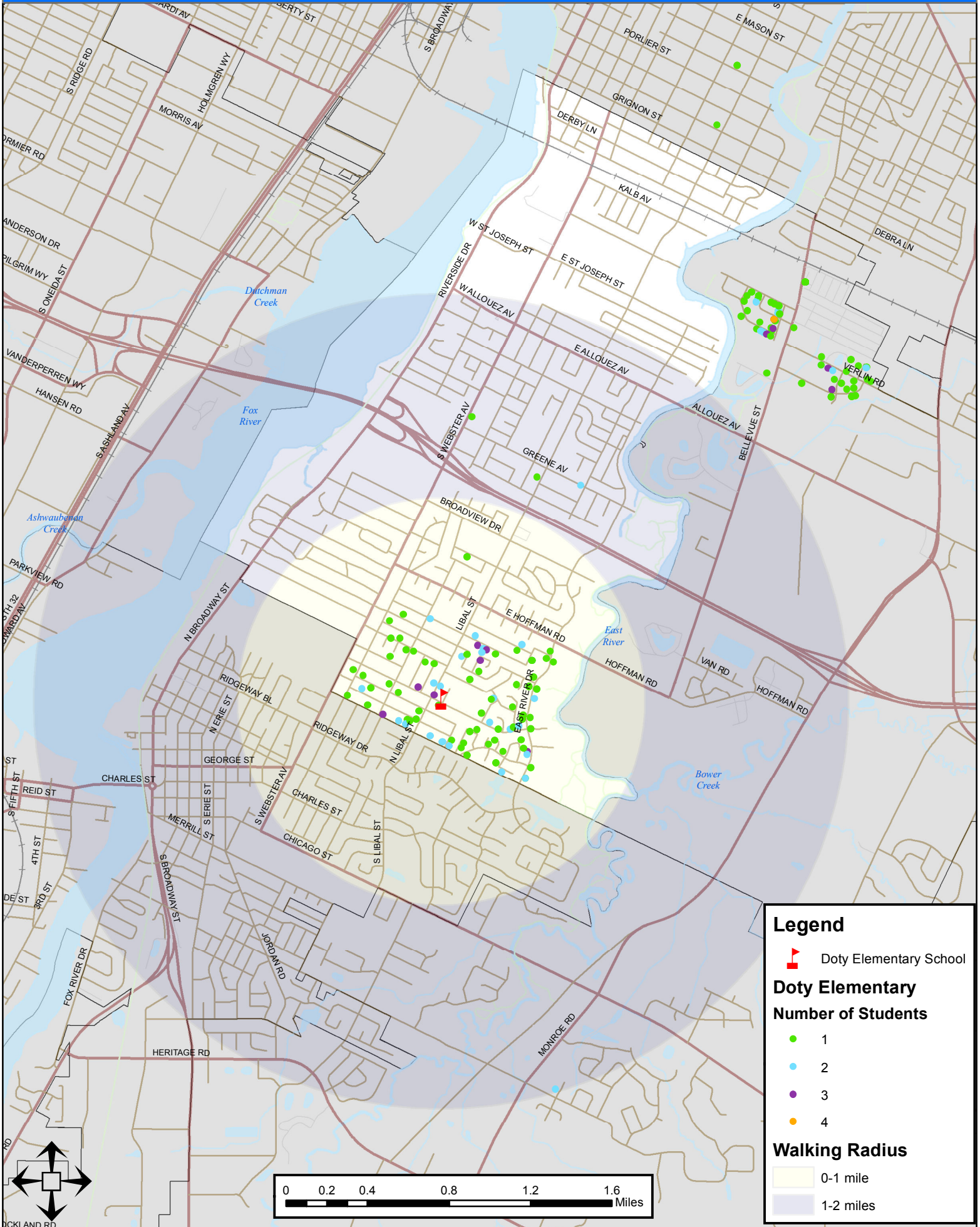
- 1
- 2
- 3
- 4

▴ Langlade Elementary School


**Walking Radius**

- 0-1 mile
- 1-2 miles





**Figure 3-5: Doty Elementary School Student Locations (2011)**



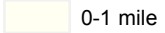

**Legend**

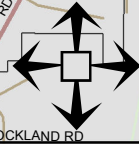
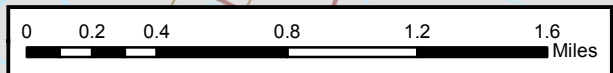
-  Doty Elementary School

**Doty Elementary  
Number of Students**

-  1
-  2
-  3
-  4

**Walking Radius**

-  0-1 mile
-  1-2 miles



## Safe Routes to School Parent/Guardian Survey

In May of 2011, a survey developed by the national SRTS program was distributed to parents and guardians of students who attend the five schools. The parents and guardians were notified of the survey through notes that were sent home with students one week before the survey was administered. Parents and guardians then had the opportunity to complete the survey by filling out and returning a paper copy of the survey. A total of 339 completed surveys were received by the schools.

Two of the survey questions dealt specifically with the identification of factors that affect whether or not a parent or guardian will allow a student to walk or bicycle to school. The first question asked the parents or guardians to identify the issues that affect their decisions from a list on the survey. The top six factors identified in the returned surveys were:

1. Amount of traffic along routes (48%)
2. Speed of traffic along routes (43%)
3. Distance from schools (40%)
4. Safety of intersections and crossings (39%)
5. Weather or climate (37%)
6. Presence of sidewalks or pathways (29%)

The second question asked if the parents or guardians would let their students walk or bicycle to or from school if certain improvements were made. The top six desired improvements identified in the returned surveys were:

1. Reduced amounts of traffic along routes (44% Yes)
2. Improved safety at intersections and other crossings (43% Yes)
2. (tie) Reduction of speed of traffic along routes (43% Yes)
4. Shorter distance between home and school (34% Yes)
5. Additional sidewalks or pathways (33% Yes)
5. (tie) Better weather or climate (33% Yes)

Based upon the results of the survey, it appears that many parents and guardians will feel more comfortable about their children walking or biking to school if safety is improved at intersections and other crossings, traffic is calmed along home-to-school walking and bicycling routes, and sidewalks and/or pathways are added along streets in the village. Summaries of the parent/guardian survey responses and comments are shown in Appendix B of the plan.

## **Safe Routes to School Task Force Pedestrian and Bicyclist Audit**

In May of 2011, teams of SRTS Task Force members performed audits of the five schools and surrounding areas to determine if there are physical barriers or other issues that discourage or prevent students from walking or bicycling to school. The team members were also asked to identify potential opportunities to enable and encourage students to walk and bike to school.

To complete the audit, each team member was given a list of physical characteristics that should exist at and near schools to enable students to safely and easily reach them on foot and by bicycle. This list was developed by the national SRTS program and is based on a list that was created by the City of San Diego for its Pedestrian Master Plan. Before beginning the audits, each school was notified that the audit teams will visit the main offices to obtain visitor passes and that the teams will be taking pictures and writing notes about the schools. While performing the audits, the team members wore high-visibility safety vests and visitor passes to ensure they could be identified by school district staff, parents, and students.

The audit checklist is shown on Page 32, and the observations of and comments from the audit participants are summarized in the following section.



## **Walking and Bicycling Audit**

**Safe Routes to School  
volunteers should look for:**

### **Sidewalks**

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

### **Street Crossing**

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

### **School Zone**

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

### **Driver Behavior**

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

### **Bicycle Specific**

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

### **Other**

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

### **Note the positive**

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

### **Walking and bicycling route audit materials**

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

## **Webster Audit Observations and Comments**

### Webster School General Observations

- Two bikers and no walkers were observed going to Webster Elementary School during the audit.
- There was a bike rack at the school that could hold 60 bikes and there were 4 bikes parked in the rack.
- The approach to the school comes from neighborhoods without sidewalks.
- For those children who would walk from north of the school, there is no crossing guard at Allouez Ave./Woodrow Way and, according to Nancy Schultz, if there were crossing guards on Webster Avenue perhaps they could get more children to walk to school.

### Roads and intersections:

#### Libal Street:

- There should be sidewalks on both sides of Libal Street for the entire length of the village. All five of the grade schools are close to this street and it is the main route to all schools once the children leave their immediate neighborhoods.
- The missing two blocks of sidewalk on the west side of Libal Street from Allouez Ave. to Greene Ave. should be added as soon as funds are available. With the addition of new sidewalks with the reconstruction of Greene Ave. in 2011 and 2012 this becomes even more important to complete the sidewalk network in the village.
- One problem area for this recommendation is from St. Joseph Street to the north. The railroad bridge is too narrow and the existing sidewalk on the west side is undersized. A sidewalk could be installed on the other side, but it would also be undersized. This area is also a concern for bicyclists who use this marked bicycle route. The road narrows in this area so bicyclists must ride in the lane with traffic for a few hundred feet at the same time the road dips to go under the tracks. This makes the bicyclists less visible to the upcoming traffic.

#### St. Joseph Street:

- This busy street next to Webster School needs to have sidewalks on both the north and south sides. If the sidewalk is installed on the south side and feeder sidewalks are installed to the school property, this will make it much easier for children who live west and north of the school.

#### St. Joseph and Libal:

- If sidewalks are added on the east side of Libal and the south side of St. Joseph Street, then children can be encouraged to walk in this area. That may mean the addition of a crossing guard at this corner.

#### Webster Avenue:

- The sidewalks close to this busy street keep children and adults from feeling comfortable and using them. Upgrading and improving these sidewalks when Webster Ave. is rebuilt should be a priority for the village.

#### Allouez Avenue and Libal Street Roundabout:

- There are over 80 students who live to the south of Allouez Ave. and have to cross this street to get to Webster School. The majority of the children should use this intersection to cross to school. Few do. Education for the children and parents on how to safely cross a roundabout is necessary.
- The bicycle lanes that are striped leading into the roundabout on Libal Street are not properly marked and do not have no parking signs. There is a rusted “no parking from 3 to 6 pm” sign on the bus stop post on the NW corner of the street. It must be from before the roundabout was installed. Cars parked in the bicycle lanes are a problem for approaching motorists because they limit the visibility of the crosswalks that are forward of the corner. Parked cars also cause problems for bicyclists who want to cross into the sidewalks and walk a bicycle through the intersection. The bike lanes section north and south of the roundabout on Libal Street need to be marked no parking and the curb needs to be painted yellow in this area as well. Allowing parking in these areas so close to the roundabout is a hazard for all forms of transportation that move through this intersection – it limits the sight lines and therefore safety for all.
- The missing section of sidewalk on Libal Street to the north of this intersection also limits how many students use this intersection.

#### School property and connecting streets:

- During the audit it was noted that very few children walk to school. The majority of the children live east of Webster Ave. and could access the school from the sides and the back of the school property.
- The Webster Ave. front entrance serves mostly buses for handicapped students and daycare pick-up vans. This area should have more limited parking as it has spots for teachers. Some of those spots could be moved to the back parking lot. See the section on improvements for N. Woodrow Way.
- There is a sidewalk access on the east end of the park - off Memory Court. This serves all students who live east of the park property – it provides easy and safe access to the park and school.
- South of the school there is a path that leads from the school playground out to the corner of Woodrow Way and Dauphin St. and then stops at the street. On the west side of Woodrow Way is village property and a fire station. There is room for a sidewalk to connect to the walkway for a block. The sidewalk should continue along Woodrow Way to connect to the sidewalk on Allouez Ave.

- There is a sidewalk access point to the park at the corner of Schroeder and Floral, this needs to be improved and then will provide easy and safe access to the school from the north.
- On the north side of the school there are two short streets that end at the school property and connect to St. Joseph Street. They have no pedestrian accommodations and fill with cars as the parents sit and wait for the children and drop them off in the morning. This area needs close study. Sidewalks need to be added to connect to a new sidewalk on the south side of St. Joseph Street. There is a teacher parking lot and a car turnaround at the end of N. Woodrow Way. There should be serious consideration given to removing all parking on N. Woodrow Way, adding a sidewalk and reworking the parking lot to have more parking for teachers while allowing children to safely access the school grounds. By adding parking in this spot some of the spaces in front could be removed to have a safer place for the handicapped buses in front of the school on Webster Ave.
- Careful study of the parking area in Webster Park also needs to be completed. N. Jourdain Lane and the parking area fill up with cars. This makes it difficult for children walking down to Memory Court and to Floral Drive.
- Overall – if you improve access for pedestrians and children on bicycles and limit the areas close to the school with parental access for drop-off and pick-up you could increase the number of children walking and bicycling. But this will need to be done with education and input from the parents to get them to accept the changes. If there are no changes done to improve infrastructure and traffic patterns, there is little chance of any children walking or bicycling to school. But with a few key projects this school could be made much safer for everyone.
- The student families need to be educated on the safe access points that are available to the school and should be encouraged to use them. They also need to be informed on where and what times the crossing guards are available.
- Student drop-off by autos seems to be a steady stream of autos without a peak congestion period. There does not seem to be an auto traffic problem at the school traffic circle and parking lots in the morning.
- Most autos arriving for student pickup (probably for students in grades 1-4) park and walk to the school to pick up their students. Parking for these autos is needed if this process continues.
- It is estimated that about 75 cars need parking spaces for student pickup, though some staging of pickup occurs and this might reduce the maximum number of parking spaces needed.
- Because of the number of younger student pickups and the auto parking needs for parent pickup of students, continued student pickup at the east side of Webster School might be best. This keeps these students away from Webster Avenue and provides the most available auto parking areas.

- Only a few students were observed walking to or from Webster School from their homes.
- Autos parked in the traffic circle came very early for student pickup and parked for long periods. There is no time limit to parking in the circle. Only about six vehicles can park in the circle.
- The east school parking lot was usually near empty except for when parents arrive for student pickup. About 10-12 cars parked in this lot during student pickup. About 20 cars can park in this lot.
- The village-owned parking lot off Brookridge/Woodrow Way south of the school is not used for teacher or parent parking at the time of these observations.
- Several teachers park (about six cars) in the yellow striped no parking zone at the front of the school. This restricts the bus drop-off and pickup area. The parking area off this driveway access also seems to restrict the bus drop-off area.

#### Woodrow Way Observations

- The Woodrow Way “No Left Turn” at St. Joseph Street should be changed to 2:30 to 3:30 p.m. and also state 7:30 to 8:30 a.m. Two signs should be installed rather than just one. Drivers are not honoring the no left turn, and some enforcement is needed. Left turns in the morning back up traffic on Woodrow Way. This is a problem, but it is not prohibited.
- During afternoon student pickup, autos are parking on the west side of Woodrow Way, ignoring the no parking signs. Autos are blocking driveways of the homes. The parking is occurring over an approximate 20 minute period, and then the traffic clears. Yellow curb no parking painting is recommended for the areas immediate to driveways. It is probable that about eight cars could short-term park on the west side. The existing no parking signs should have a 10 minute limit added.
- Sidewalk could be added to the east side of Woodrow Way. This would benefit student walking access to the school and also help with auto pickup of students.
- Auto parking is allowed on the east side of Woodrow Way. Yellow curb painting should be provided at driveways. About 10 cars could park on the east side.
- Providing crosswalks at the south end of Woodrow Way at the Webster traffic circle, and Woodrow Way at St. Joseph Street would benefit walking to school and safety. These would not have to be staffed with crossing guards. If a sidewalk is not added on Woodrow Way, then these are not needed.
- No parking on the west side of Woodrow Way should be enforced at least in the yellow painted no parking areas.

### Jourdain Lane Observations

- During student drop-off in the morning, only a few students are dropped off at Jourdain Lane. During afternoon student pickup, Jourdain Lane (within the park boundary) is parked full, and some autos also park on the east lane into the park.
- The extension of Jourdain Lane into the park is less than a full width street, has no curb, and does not have a turn-around at the end of the street extension.
- Jourdain Lane (within the park) should be widened to a full street width, parking striping should be added to both sides, add some pavement to provide a turn-around at the south end, and remove the basketball hoop. The turn-around should be no parking. This will provide stalls for parking about 24 cars.
- The street improvements to Jourdain Lane (within the park) could be completed by adding sub-base and paving to the existing pavement. This may not require a complete rebuild.

### Brookridge St. Observations

- A small number of student drop-offs occur on Brookridge St. with the students walking to the school.
- A small number of student pick-ups occur at Brookridge St. with parents parking and waiting in the no parking zone. This zone is not a yellow painted no parking area.
- Only one or two parents park in the village lot and walk to pick up or drop off their students. It appeared that no teachers use this parking lot (at least during this observation).
- There is no sidewalk along Woodrow Way for student access, auto pickup, or access to the village parking lot. This is presently a no parking area.

## **Langlade Audit Observations and Comments**

- Forty-nine children live north of STH 172 and many walk to and from school. The sidewalk is dirty and has standing water and ice and snow in the winter. Better cleanup and drainage issues in this area need to be addressed.

### Coolidge/Webster

- Try to keep the crossing guard at this site by increasing the number of kids using the crossing. Improvements here can come when Webster Avenue is rebuilt. Maps show that 21 children live in this area.

### Broadview/West Pennwood Circle

- Mark this intersection as a school/park crossing and paint a crosswalk.
- The sidewalk on the north side of Broadview ends at this intersection.
- There is a small subdivision off of Pennwood Circle. Nineteen students live in that area. The residents cross Broadview to get to the school, Langlade Park, and the YMCA.
- There is a middle school and high school bus stop there and kids cross the street in the afternoon.

### Hoffman/Webster

- This 3-way stop is hard to navigate on foot. Some children live west of Webster and could cross here to use the Hoffman Road to Libal Street sidewalks. Twelve students live west of Webster in this area.
- When Webster Avenue is reconstructed, this intersection should be improved.

### Hoffman/Libal

- Children from south of Hoffman Road can use this route, but the crossing guard leaves at 8:00 a.m. after Resurrection School starts. The crossing guard should stay until 8:45. Survey parents to see if this would be used. Twenty-one students live beyond Hoffman Road.
- This intersection needs improvement when the street is reconstructed. The 4-way stop is hard for anyone to navigate.

### Broadview/Libal

- This intersection should be a top priority for improvements. It is used year round by residents and children with parks at both ends of Broadview Drive.
- Right turning motorists are a problem for the crossing guards and visibility is a concern along Libal with the parent parking that is present.
- Using bump-outs at all the corners and limiting traffic to one lane would be a vast improvement. Right now the crosswalks need paint.
- There is a bus stop on the northwest corner that could be improved with a concrete pad and no parking allowed.
- Two “no parking” signs on the southwest corner are turned in the wrong direction, so drivers cannot see them as they pull up.

### Sidewalks

- Improve the Webster Avenue sidewalks when possible.
- Continue the Broadview Drive sidewalks to the east to connect with the East River Parkway.

### Traffic Enforcement

- There seems to be consistent enforcement of speed in the area of the school on Libal Street.
- Parents who were walking with children to school felt that speed and traffic were not huge concerns.

### School Property/Policies

- In general this is a good site. Parents are careful in the YMCA/school parking lot when picking up and dropping off.
- Connect from opening in the fence on Libal Street to the blacktop on the playground. The custodian clears the snow off the grass in the winter for year round use.
- The YMCA program in the morning requires parental check-in, so children cannot walk from home to school without a parent if they are in the morning program at the school.



- The school's 9:00 a.m. starting time makes morning walks a problem because it conflicts with parental schedules, YMCA program rules, and the policies of daycare centers. There are many more children walking in the afternoon than morning. Use survey results to confirm this.

### **Resurrection Audit Observations and Comments**

- The crossing guard at the Libal/Hilltop intersection vanished at 7:48 a.m., and there were still students gathered outside the school.
- Most vehicles before school traveled west on Hilltop. Many drivers did not drive courteously near the school.
- The routes to school (sidewalks, etc.) were clear and unobstructed. However, there are no sidewalks beyond the school boundaries.
- Drivers tended to yield to pedestrians in marked crosswalks. However, there are no marked crosswalks at the Delahaut/Hilltop intersection.
- Recommend that a sidewalk be installed along the east driveway (off of Hilltop) for bikers and walkers. Walking/biking areas should be installed elsewhere as well.
- After school, more than 20 students walked north on Libal to cross at Hoffman Road.

### **Doty Audit Observations and Comments**

- School buses trickled into the front lot before school.
- The morning crossing guard at the Libal/Longview intersection stated that he crosses 8 to 10 kids each morning on nice days and one or two kids on unpleasant (cold, wet, etc.) days.
- A few pedestrians arrived at school from the north and east.
- When school was about to begin, there were only 10 bikes in the school's rack. However, many kids were still being dropped off on Longview Court next to the school.
- In the afternoon, six large buses and one small bus were waiting for students in the school's front parking lot. There were also several adults waiting in parked cars along both sides of Longview Court and Longview Avenue.
- A student crossing guard was stationed at the Longview Avenue/Longview Court intersection after school, but a guard was not stationed here before school.

- More students crossed at the Libal/Longview intersection in the afternoon than in the morning, and many of the students continued west on Longview after crossing Libal. All of the students who continued west on Longview walked along the right side of the street (which is the incorrect side), and many walked side-by-side with other students.
- A handful of students walked east along Longview after leaving school. These students had to walk in the street because sidewalks do not exist east of the school property. There are also no sidewalks on the south side of Longview Avenue.
- The area near the school has several paved walkways between homes, so many students can avoid having to walk significant distances to reach the school. However, many of the nearby streets do not have sidewalks or other walkways, so students who walk and bike are often forced onto streets for some or most of their trips.
- There was a law enforcement officer stationed near the Libal/Longview intersection before school, but the officer was not present after school.
- The drivers who were passing through the area before and after school drove at reasonable speeds, and they typically recognized that they needed to stop when the crossing guards were preparing to enter the street. The adults who dropped off and picked up students also drove at reasonable speeds within the school zone.

### **St. Matthew Audit Observations and Comments**

- There were six walkers, two bikers, and a girl on a scooter that were observed.
- The crossing guard indicated that on a good day she will cross two students at the Webster/St. Matthews Street intersection.
- Observations at that intersection were that traffic is traveling at extremely high rates of speed, and the sidewalk butts directly against the street.
- Not a single child was observed traveling to school on Webster. All of the students enter the campus off of St. Matthews, Summit Street, or E. Oak Hill.
- There was sidewalk that wound around the outside of St. Matthews St. but then just stopped. It was in poor condition. There are few sidewalks on side streets leading to the school. As with Resurrection, it was evident that the majority of students were delivered to school via car.



## **CHAPTER 4 – SRTS Plan Recommendations**

Based on the findings of the student and parent surveys, school audits, and other analyses, the following improvements are recommended to increase the number of students who walk and bicycle to school in Allouez:

### **Recommended Engineering Improvements at and near Allouez Schools**

The recommended engineering improvements at and near the five schools in Allouez are shown and described on the following pages. The reasons for the improvements are also explained after each school's visual summary.

# Proposed Improvements East of Doty Elementary School



# Proposed Improvements West of Doty Elementary School



## Reasons for the Doty Elementary School Engineering Recommendations

### *Improvements East of Doty School*

**1. Add mid-block bump-outs on both sides of Longview at Doty School.** These bump-outs should be installed to establish a formal street crossing between the sidewalk in front of Doty Elementary School and the paved walkway that connects Longview Street to North St. Croix Circle and West St. Croix Circle. The bump-outs will:

- Prohibit drivers from using parking lanes as passing or turning lanes at the crossing.
- Encourage people to drive slowly through the crossing when parked vehicles are not present.
- Minimize pedestrian exposure to traffic by providing a short crossing distance.
- Maximize pedestrian visibility to approaching drivers by allowing pedestrians to essentially walk into the street.
- Enable pedestrians to clearly communicate to approaching drivers that they intend to cross the street.

These bump-outs will also help to clearly define a crosswalk in the middle of a long block.

**2. Add a sidewalk to the north side of Longview between the Doty School property and East River Drive.** During the Doty walking and bicycling audits, several students were observed walking on Longview Avenue between East River Drive and the school. Adding a sidewalk section between the existing school property sidewalk and East River Drive will provide a safe place for students who currently walk and encourage additional students to walk to school. This sidewalk segment will also provide a safe pedestrian connection for all Allouez residents between Libal Street and the East River Trail.

**3. Add mid-block bump-outs on both sides of Longview east of Doty School.** These mid-block bump-outs should be installed to establish a formal street crossing between the new sidewalk section on the north side of Longview Avenue and the paved walkway that connects Longview to West Ontonagon Lane. However, these bump-outs should not be installed until the new Longview Avenue sidewalk section is built so students and others have paved places to walk on both sides of the street.

**4. Add bump-outs to the corners of the East River Drive/Longview Avenue intersection.** These bump-outs will achieve the pedestrian safety benefits that are listed at the beginning of this section and clearly define a crossing that is currently used by children to reach Doty School. The bump-outs will also improve safety for other Allouez residents who use the existing path east of East River Drive to reach the East River Trail.

**5. Add a sidewalk on the west side of East River Drive.** During the Doty walking and bicycling audits, several students were observed walking on East River Drive to reach Doty School. Adding a sidewalk on the west side of East River Drive will provide a safe place for students who currently walk and encourage additional students to walk to school. This sidewalk segment will also provide a safe pedestrian connection between the neighborhoods west of East River Drive and the East River Trail access path at

Longview Avenue, and the new sidewalk would connect to the existing East River Drive sidewalk in the City of De Pere.

*Improvements West of Doty School*

**1. Add bump-outs to the corners of the Libal Street/Longview Avenue intersection.** These bump-outs will achieve the pedestrian safety benefits that are listed at the beginning of this section and clearly define a crossing that is currently used by children to reach Doty School. However, an engineering study should be completed before these bump-outs are built to determine their impacts on intersection turning movements and bicycle traffic on Libal Street.

**2. Add a sidewalk on the north side of Longview Avenue between Libal Street and Webster Avenue.** During the Doty walking and bicycling audits, several students were observed walking on Longview Avenue west of Libal Street when traveling to and from Doty School. The student address information collected during the planning process also found that many Doty students who live west of Libal are within walking distance of the school. Adding a sidewalk on the north side of Longview Avenue will provide a safe place for students who currently walk and encourage additional students to walk to school. This sidewalk segment will also provide a safe and continuous pedestrian connection between the existing sidewalk on Webster Avenue and the East River Trail access path at Longview Avenue.



# Proposed Improvements for Resurrection School Area



## Reasons for the Resurrection School Engineering Recommendations

**1. Add a sidewalk to the east side of Delahaut Street between the school and Hoffman Road.** This sidewalk will connect the existing sidewalk along Hoffman Road to the sidewalk that runs to the end of the school property, which will provide a safe and continuous pedestrian connection for the students who live north of the school.

**2. Add a sidewalk along the east side of the school parking lot and a crosswalk in front of the school building.** Many Resurrection students currently reach the school by crossing at the Libal/Hilltop intersection and walking along the Hilltop sidewalk east of the school, but they are forced to walk in the grass or through the parking lot to reach the school from the sidewalk. Adding a sidewalk along the east side of the parking lot will improve safety and encourage more students to walk and bike to school. A crosswalk should also be added where the new sidewalk ends in front of the school, and the school should consider making this crosswalk a speed table to clearly identify its presence and force drivers to proceed slowly as they pass through the crosswalk.

**3. Add bump-outs to the corners of the Libal Street/Hilltop Drive intersection.** These bump-outs will achieve the pedestrian safety benefits that are listed earlier in the Engineering section and clearly define a crossing that is currently used by children to reach Resurrection School. However, an engineering study should be completed before these bump-outs are built to determine their impacts on intersection turning movements and bicycle traffic on Libal Street.

**4. Add marked crosswalks and bump-outs to the corners of the Delahaut Street/Hilltop Drive intersection.** These bump-outs will achieve the pedestrian safety benefits that are listed earlier in the Engineering section, and the bump-outs and painted crosswalks will clearly define a crossing that is currently used by children to reach Resurrection School. However, an engineering study should be completed before these bump-outs are built to determine their impacts on intersection turning movements.

**5. Add a sidewalk on the east side of Delahaut Street between Hilltop Drive and Lebrun Street.** The student address information collected during the planning process found that many Resurrection students live along or very close to Delahaut Street south of the school, and all of these students live within convenient walking distance. However, Delahaut Street does not currently have a sidewalk on either side south of the school property, so students who choose to walk to school are forced to walk in the street while avoiding parked and moving vehicles. Adding a sidewalk on the east side of Delahaut Street will provide a safe place for students who currently walk and encourage additional students to walk to school. This sidewalk segment will also provide a safe and continuous pedestrian connection for all Allouez residents between Hoffman Road and the existing sidewalk along Lebrun Street in De Pere.

# Proposed Improvements for Langlade Elementary School Area



## Reasons for the Langlade Elementary School Engineering Recommendations

**1. Add a concrete pad to accommodate the Green Bay Metro bus stop.** The Metro bus stop at the corner of Broadview Drive and West Pennwood Circle does not currently have a paved landing for disabled and other passengers to use when they enter and exit the bus. A short concrete pad at this corner will provide a paved landing and provide a connection to the Broadview sidewalk that runs between West Pennwood Circle and Libal Street.

**2. Possibly add a crosswalk at the West Pennwood Circle/Broadview Drive intersection.** The audit conducted for Langlade School during the planning process found that many middle and high school students who exit buses along Broadview cross at this location, and neighborhood residents often cross here throughout the year to reach the YMCA and other destinations. However, establishing this crossing could encourage Langlade students who live north of Broadview Drive to cross here instead of with the crossing guard at the Broadview/Libal intersection, and this possibility should be considered before adding the crosswalk.

**3 & 4. Add bump-outs to the corners of the Broadview Drive/Libal Street intersection.** Bump-outs at this intersection would have many or all of the same benefits associated with the bump-outs recommended for the other schools in the village. However, the location of the right turn lane at the Broadview Drive eastbound intersection approach might make it difficult for vehicles to safely complete right turns onto Libal if a bump-out is present. This turning movement and the possible impacts on the Libal Street bicycle route should be studied before bump-outs are added to the intersection.

**5. Add a sidewalk on the south side of Broadview Drive between Grande Rue and the East River Trail.** During the Langlade walking and bicycling audits, several students were observed walking on Broadview Drive east of Grande Rue. Adding a sidewalk section between the existing sidewalk west of Grande Rue and the sidewalk recommended for East River Drive will provide a safe place for students who currently walk and encourage additional students to walk to school. This new sidewalk segment will also provide a safe pedestrian connection for all Allouez residents to the East River Trail.

**6. Add a sidewalk along the east side of the Langlade School driveway.** Students who cross at the Broadview/Libal intersection currently have to cross Langlade's driveway twice to reach the school's front door because the school lacks a sidewalk along the driveway's exit point. Adding a sidewalk segment along the driveway will enable students to avoid crossing the driveway and provide a more direct route between the Broadview sidewalk and the front door.

**7. Add a paved path between the Libal Street sidewalk and the Langlade playground.** There is an opening in the playground fence at the southeast corner of the school property, and students currently use this opening to travel to and from the school from the south. A paved path at this location will provide a well-defined and safe connection between the playground and sidewalk that can be easily cleared by school maintenance staff.

**8. Add a paved path between the existing Terraview Drive path and the Langlade playground.** The path that connects Terraview Drive to Langlade Park ends at the park property line, and Langlade students who use this route have to walk and bike through grass, mud, and/or snow to reach the school. A paved path between the end of the existing path and the playground will provide a safe and convenient place for students to travel, which could encourage more students to walk and bike to school.

# Proposed Improvements for St. Matthew School Area



## Reasons for the St. Matthew School Engineering Recommendations

**1. Move the Webster Avenue/St. Matthews Street crossing guard to the Beaumont Street/St. Matthews Street intersection.** The student address information collected for the SRTS plan indicates that only seven St. Matthew students live west of Webster Avenue and that the vast majority of students who are within walking distance live east of Webster Avenue. Moving the crossing guard from the Webster/St. Matthews intersection to the Beaumont/St. Matthews intersection will increase the number of students who can cross safely through an area of relatively heavy school traffic.

**2 – 5. Add sidewalks along Beaumont Street between East Mission Road and Greene Avenue.** These sidewalks will connect to the sidewalk segments that already exist along Beaumont Street and provide safe places for students to walk along a street that has relatively high traffic levels before and after school. The new sidewalk segment south of the school will also connect students and other Allouez residents to the sidewalks that will be built along Greene Avenue.

**6. Add a sidewalk along the south side of the school parking lot between the new Beaumont Street sidewalk and school.** St. Matthew students who live south and east of the school currently have to walk through the parking lot or on the lawn to reach the school from Beaumont Street. Adding a sidewalk along the south side of the parking lot will improve safety and encourage more students to walk and bike to school.

# Proposed Improvements for Webster Elementary School Area





## Reasons for the Webster Elementary School Engineering Recommendations

**1. Add a sidewalk to the east side of Libal Street between the existing sidewalk and the north village boundary.** The student address information collected during the planning process indicates that many Webster students live east of Libal Street in the northern portion of the village. However, the only sidewalk that these students can use to reach Webster School is on the west side of Libal Street. This forces students to cross Libal at uncontrolled intersections to reach the sidewalk, which is likely one of the reasons why students were not seen walking or biking to school during the Webster pedestrian/bicycling audit. Adding a sidewalk on the east side of Libal Street will provide a safe place for the students who currently walk and encourage additional students to walk to school. This sidewalk segment will also provide a safe and continuous pedestrian connection for all Allouez residents between the Libal sidewalk north of St. Joseph Street and the sidewalk that is currently in place on the east side of Baird Street in Green Bay.

**2. Add a sidewalk to the south side of St. Joseph Street between East River Drive and Webster Avenue.** Although a sidewalk already exists on the north side of St. Joseph Street, this sidewalk does not provide a safe route to Webster School for the many students who live north and east of the school. A sidewalk on the south side of St. Joseph Street will complement the other sidewalks recommended for north of the school and will provide the pedestrian link necessary for many parents and guardians to allow their children to walk and bike to school. This sidewalk segment will also provide a safe and continuous pedestrian connection for all Allouez residents between Webster Avenue and the sidewalk recommended for the west side of East River Drive.

**3. Add a crossing guard at the St. Joseph Street/Libal Street intersection and study the intersection to identify the safest and most accessible traffic control option.** The recommended Libal Street and St. Joseph Street sidewalks are important components of a safe pedestrian network north of Webster School, but it is just as important to ensure that students can safely pass through the St. Joseph/Libal intersection once they reach it. Adding a crossing guard at this two-way stop controlled intersection will enable students to cross the streets safely and provide the protection necessary for many parents and guardians to allow their children to walk and bike to school. This intersection should also be studied to identify a long-term traffic control method that maximizes safety, efficiency, and multimodal accessibility.

**4 & 5. Add sidewalks on the east side of Woodrow Way and the west side of Schroeder Lane.** These sidewalks should be added to provide safe places for students to walk between the new St. Joseph Street sidewalk and the school property.

**6 & 7. Add sidewalks along the west side of Woodrow Way and the north side of Brookridge Street.** The student address information collected during the planning process found that many Webster students live east and southeast of the school, and all of these students live within convenient walking distance. However, the streets that access the school and Webster Park from the south and east of Libal Street do not have sidewalks, so students who choose to walk to school are forced to walk in the streets while avoiding parked and moving vehicles. Adding sidewalks on the west side of Woodrow Way and north side of Brookridge Street will provide a safe place for students who currently walk and encourage additional students to walk to school. The new

sidewalks will also make these sections of Woodrow and Brookridge safe and convenient pick-up and drop-off areas for students who have to be driven to and from school, which could reduce traffic congestion at the current Woodrow Way pick-up/drop-off point behind the school.

**8. Add bump-outs and a crossing guard at the Brookridge Street/Libal Street intersection.** The bump-outs and crossing guard at this intersection will complement the sidewalk recommended for the north side of Brookridge Street by providing the protection necessary for many parents and guardians to allow their children to walk and bike to school. However, an engineering study should be completed before these bump-outs are built to determine their impacts on intersection turning movements and bicycle traffic on Libal Street.

## **Recommended Education, Encouragement, and Enforcement Initiatives for Allouez Schools**

### **Education and Encouragement Initiatives**

#### ***Enable More Langlade Students to Walk and Bike to School by Allowing them to Check Themselves into the YMCA Before School Program***

Langlade Elementary School begins classes at 8:57 each morning, which forces many parents and guardians who have to arrive at work earlier to drop their Langlade students off at a before school program sponsored by the YMCA. Since the YMCA program requires parents and guardians to sign students in when they are dropped off, these students do not have the opportunity to walk or bike to school by themselves or with other students.

Assuming Langlade cannot change its start time to coincide with typical parent and guardian work schedules, the school should work with the YMCA to allow students to check themselves in at the before school program. This will enable more children to walk and bike to school because they would not need parents to accompany them to the YMCA program in the morning.

#### ***Offer Bicycle Safety Training in Physical Education Classes***

To maximize the likelihood that children will learn and retain the information they need to be safe bicyclists, bicycle safety training should be offered at the five schools as a unit in physical education classes. This program would be similar to many driver education programs in that it would combine classroom instruction with on-road experience. For the younger students, the emphasis would be placed on educating them about bicycle safety and the rules of the road. However, the older students would also be able to practice what they learn on a course situated on the school grounds or along actual streets. However, before this training is offered to students, the teachers should successfully complete a class that focuses on how to effectively educate children about bicycle safety.

#### ***Conduct Pedestrian and Bicycle Safety Sessions at Schools and in the Community***

The village currently has a cadet program that allows young adults to help with code enforcement, special event security, and other duties that are assigned by the village's Safety and Code Enforcement Coordinator. There are currently five cadets on staff, and the village intends to increase this number to 20 in the near future.

When the cadet corps is increased to 20, the cadets should receive the training necessary to enable them to speak to classes or entire schools about pedestrian and bicycle safety. The cadets should also provide pedestrian and bicycle safety information at community events and other gatherings, organize and assist with bicycle helmet fitting and giveaway events, and conduct other outreach activities. These in-school and other programs can also be conducted by instructors who have been certified by the League

of American Bicyclists (LAB), and the village's Parks and Recreation and Police Departments should organize and conduct bicycle education classes, bicycle rodeos, and other events in the community.

### ***Organize Walk and Bike to School Days***

To educate students and their parents about safe walking and bicycling practices and encourage parents to allow their children to frequently walk and bike to school, representatives of the five schools should organize walk and bike to school days. These events could be held in October to coincide with international walk and bike to school day events, and the schools could use resources from the National Center for Safe Routes to School to develop, publicize, and judge the success of the events.

### ***Conduct Education Sessions for Parents and Guardians that Address Facts and Myths about Child Safety***

Many parents and guardians who completed surveys for the plan indicated that they do not let their children walk or bike to school because they are concerned about harm from strangers. A few respondents also indicated that they do not want their children to walk or bike through the Libal Street/Allouez Avenue roundabout because they believe it is unsafe. Although these concerns are often mentioned as reasons for not allowing children to walk or bike to school in Brown County and elsewhere, studies have shown that the likelihood a child will be harmed by a stranger is extremely low. Studies have also shown that the number and severity of pedestrian crashes at roundabouts is much lower than at intersections controlled by stop signs or traffic signals.

To help parents and guardians feel comfortable about allowing students to walk and bike to school, the five schools should educate parents and guardians about child safety myths and facts. Methods of conveying this information to parents and guardians could include presentations and discussions at PTO meetings and parent orientation sessions, brief informational pieces that are included in weekly parent updates, and special events held during the school year (open houses, etc.).

## **Enforcement Initiatives**

### ***Establish Adult Volunteer School Safety Patrols***

There are trained adult crossing guards stationed at many intersections in the village, and this plan recommends adding trained guards at additional intersections near schools. To further improve student safety, the five schools should establish pools of adult volunteers who can be stationed at low-volume intersections off of school grounds and where high-volume school driveways cross sidewalks. These pools of volunteers could be established by each school's PTO and/or through the Allouez Community Center, and the volunteers would be responsible for ensuring that students and drivers act safely near the schools and along home-to-school walking and bicycling routes. The volunteers would also be responsible for reporting unsafe student and driver behavior to school administrators.

As a component of this program, the adults (as well as the village's crossing guards) should be issued special vests that clearly indicate to children and their parents that they are authority figures who can be trusted to help students get to and from school safely.

### ***Establish Student Safety Patrols***

For more than 75 years, the American Automobile Association (AAA) has sponsored safety patrols at schools throughout the country. According to AAA, more than 50,000 schools in 50 states currently have safety patrols, and the patrols have proven to be a very effective way to teach traffic safety awareness, build leadership skills, and create positive connections between students, teachers, and parents.

The five schools in Allouez should investigate establishing school safety patrols that are comprised of students in upper grades (grades five through eight). These students should be stationed at low-volume intersections next to the schools and where low-volume school driveways cross sidewalks, and they should complete a training course before joining the patrols. The schools should also carefully examine the potential patrol stations before assigning students to them to ensure that the stations are appropriate for students.



Information about the AAA School Safety Patrol program can be found at <http://www.aaa.com/aaa/049/PublicAffairs/SSPManual.pdf>.

## CHAPTER 5 – Additional Bicycle and Pedestrian Recommendations for Allouez

Chapter 4 of the SRTS plan recommends many methods of making walking and bicycling safer and more appealing for children who attend school in Allouez. However, there are other engineering, education, enforcement, and encouragement techniques that can and should be used to further improve safety and create a walking and bicycling culture in Allouez.

### Engineering Recommendations

#### Signalized Intersections

#### ***Install Pedestrian Signals and Activation Buttons at the STH 172/Webster and STH 172/Riverside Intersections***

The traffic signals at the Webster/St. Joseph intersection currently include pedestrian phases during every green light cycle, and the Webster/Allouez intersection signals have pedestrian activation buttons that are near the sidewalks. However, the STH 172/Riverside and STH 172/Webster intersections do not have pedestrian signal phases (even where crosswalks currently exist). To improve these conditions and comply with the requirements of the Americans with Disabilities Act (ADA), the village should work with the county and state to install pedestrian signals and accessible activation buttons at all of the Webster and Riverside crosswalks when the multiuse trail is built on the north side of STH 172.



Although the activation buttons at the Webster/Allouez intersection are close to the sidewalks, turning them toward the sidewalks would make them easier to reach for everyone.



The Webster/STH 172 northbound ramp intersection will need to be marked and signalized when the trail is built. The other marked crosswalks should also be equipped with pedestrian signals and activation buttons.

### ***Include Lead Pedestrian Intervals at Signalized Intersections***

To give pedestrians a head start crossing streets and make them more visible to drivers, the village should work with the county and state to include lead pedestrian intervals at all of the signalized intersections in the village. The lead pedestrian intervals would be triggered when pedestrian signal buttons are activated, and the intervals would last approximately five seconds before motorized traffic receives a green light.

### ***Replace Existing Pedestrian Signals with Pedestrian Countdown Signals***

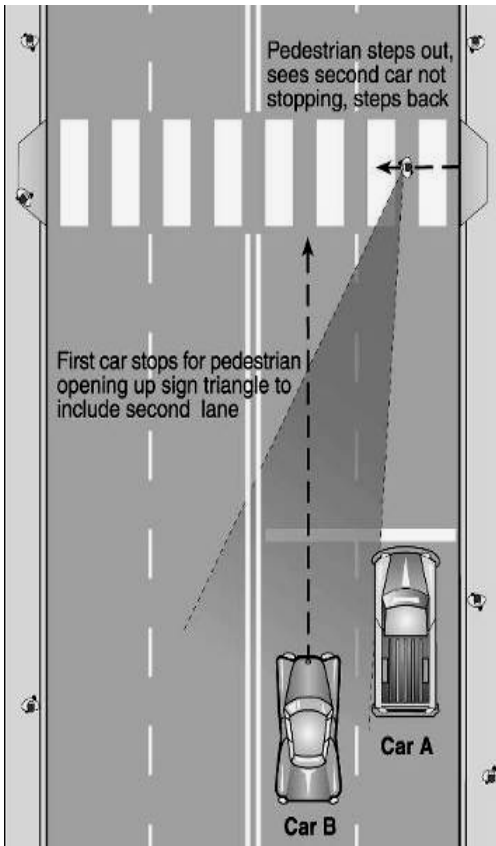
The village should work with the state and county to install pedestrian countdown signals at the village's signalized intersections. These signals are already used in Green Bay and other cities to clearly indicate how much time is available for pedestrians to complete their street crossings, and the signals are now required in the Federal Highway Administration's Manual on Uniform Traffic Control Devices (MUTCD). The signals can also be used by approaching bicyclists and drivers to avoid entering intersections as lights are turning yellow and red.



### **Uncontrolled Intersections and Other Crossings**

#### ***Add Advance Stop Bars at Major Mid-Block and Other Uncontrolled Street Crossings***

The village should cooperate with the county and state to add advance stop bars at uncontrolled crossings that are established along Riverside Drive and Webster Avenue (these crossings are discussed later in this chapter). The advance stop bars should be approximately 10 feet behind intersection crosswalks and 20 feet behind mid-block crosswalks to enable approaching motorists to see pedestrians crossing in front of stopped vehicles.



***Install Overhead Pedestrian Crossing Signals at The Planned Riverside Drive/Arrowhead Drive Crossing and at Other Locations Where Pedestrians are Difficult to See***

The pedestrian crossing that is planned near the intersection of Riverside Drive and Arrowhead Drive will provide a safer connection to the Fox River Trail, commercial developments, and a variety of other destinations in a part of the village that currently has no protected Riverside Drive crossings.



It is difficult for southbound drivers to see people crossing at the Riverside/Arrowhead intersection...



...but flashing overhead pedestrian crossing signals could be easily seen by approaching drivers.



To maximize safety when this crossing is installed, the village should work with the state to install flashing overhead pedestrian crossing signals (or possibly High Intensity Activated Crosswalk [HAWK] signals) and advance stop bars on Riverside Drive. The pedestrian-activated signals will alert southbound drivers to the presence of pedestrians and bicyclists as they travel around the curve near the Riverside/Stambaugh Road intersection.

The village should also examine other uncontrolled intersections to determine if overhead or post-mounted flashing signs should be installed to improve driver awareness of pedestrians and bicyclists.

### General Street and Walkway Treatments

#### ***Ensure that all Streets are Minimally Acceptable for Bicycling***

Most of the village's streets do not need special bicycle facility treatments because they experience relatively low traffic volumes and speeds. However, these streets can have seemingly small problems that can create dangerous conditions for bicyclists. To make sure that all of the village's streets are safe for bicyclists, the village should address the following details:

#### *Pavement Condition*

Pavement surface irregularities can do more than cause an unpleasant ride. For example, gaps between pavement slabs or overlay faults that run parallel to the direction of travel can trap a bicycle wheel and cause a fall, and holes and bumps can cause bicyclists to swerve into the path of motor vehicle traffic as they attempt to avoid these hazards. Therefore, the pavement along the village's streets should continue to be maintained to avoid these problems. This could involve filling joints, adjusting utility covers, and ensuring that resurfacing projects are designed to make streets suitable for bicycling.

#### *Drainage Grates*

Drainage inlet grates and utility covers are potential problems for bicyclists. When a new roadway is designed, all grates and covers should be kept out of a bicyclist's expected path. On new and reconstructed streets, curb inlets should be used when possible to minimize the exposure of bicyclists to grate inlets. It is important that grates and utility covers be flush with the surface, and this uniformity should be maintained when a road is resurfaced.



Parallel bar grates can be hazardous to bicyclists... ..but perpendicular grates allow bikers to cross them safely.

Parallel bar drainage grate inlets can trap the front wheel of a bicycle, which can result in serious damage to the bicycle wheel and frame and/or injury to the bicyclist. The village has been gradually replacing its parallel grates with diagonal grates, and this replacement process should continue. But if the remaining parallel grates cannot be immediately replaced with safer models, steel cross straps or bars that are perpendicular to the parallel bars should be added to provide a safe opening between straps. However, this should be considered a temporary correction.

### *Street Debris*

The cars and other motorized vehicles that travel on the village's streets push a significant amount of gravel, sand, sticks, and other materials to the outside edges of the pavement. Since this is where bicyclists typically travel, this debris can cause riders to lose control and fall into traffic. Although the village sweeps its streets twice each month between April and November, it is very difficult to keep the village's many streets continually free of debris. However, the village should make sure that the edges of streets that have striped bicycle lanes and are signed as bicycle routes are kept free of debris (and snow) throughout the year.

Since Allouez contains 55 miles of streets but has only a handful of staff to monitor their condition, the village should establish a link on its website that people can access to report these and other hazards that need attention. This link can then be used by village staff to identify problems and prioritize maintenance activities.

### ***Repaint Crosswalks in the Spring Instead of Late Summer***

The village currently repaints its crosswalks each summer because this is when enough staff is available to complete the task. However, repainting them in the summer only allows them to be highly visible until the snow falls and the lines are faded by salt, chemicals, and plowing. Once winter ends, the village's school zone and other



crosswalks are left with faded lines until the summer painting season arrives, which makes the crosswalks difficult for motorists to see for many months.

To maximize the amount of time that crosswalks are highly visible, the village should attempt to find the resources necessary to repaint crosswalks in the spring instead of the summer. This will enable them to be easily seen for three seasons (spring, summer, and fall) instead of two (summer and fall).

***Convert the Canadian National Rail Line to a Trail if Proposed for Abandonment and Connect the New Trail to the Fox River Trail***

The Canadian National Railroad currently uses the rail line that runs across the north portion of Allouez, but the minimal amount of traffic on the rail line suggests that the line could be proposed for abandonment in the future. If abandonment is proposed, the Wisconsin Department of Natural Resources will likely attempt to purchase the rail right-of-way and cooperate with a local entity (such as Brown County) to convert the right-of-way to a trail. If the right-of-way is purchased and a trail is built, the project should be accompanied by “switchback” walkways that enable people to reach the new trail from the Fox River Trail and the neighborhoods northeast of the trestle. These walkways should be at least 10 feet wide and have large level platforms at each switchback point. The slope of the walkways should also conform to the standards in the Americans with Disabilities Act.



Southwest bank of the railroad trestle



Northeast bank of the railroad trestle

In addition to the trail and switchback walkways, the village should construct a sidewalk along the east edge of the Riverside Drive right-of-way between the switchback on the northeast side of the trestle and Derby Lane. Although the land along this side of Riverside Drive is not flat and would likely have to be slightly terraced to accommodate a sidewalk, it would enable the village to establish a link between the trails and the residential and commercial areas north of the trestle and east of Riverside Drive. However, if the village is unable or unwilling to build a sidewalk between the trail and the existing sidewalk segment north of Derby Lane, a sidewalk should be constructed between the trail and Allouez Terrace to provide a safe connection to the neighborhoods. This concept is illustrated on the following page.



In addition to this connection, Allouez should work with the Village of Bellevue, Wisconsin DNR, and KI to connect the two communities and their trail systems by extending the trails on the west and east sides of the East River to the rail line if it becomes a trail. This concept is illustrated on the following page.



***Develop a Complete Streets Policy for Street Construction and Reconstruction Projects***

A complete streets policy should be developed for all street construction and reconstruction projects to ensure that bicyclists, pedestrians, and motorists can be safely and conveniently accommodated on all streets within the village. The village should also

work with the state and county to ensure that state and county highways in Allouez are built and rebuilt to safely and conveniently accommodate all transportation modes. A complete streets approach to planning, design, and construction would improve accessibility throughout the village and be consistent with Chapter 84.01(35) of the Wisconsin Statutes, which states that bicycle and pedestrian facilities shall be included (with some exceptions) in street construction and reconstruction projects that are partially or entirely funded through state and federal funding programs.

As a part of this effort, the village should work with the county, state, and surrounding communities to determine if Riverside Drive and Webster Avenue could be converted from four-lane streets to two-lane arterial boulevards or three-lane arterial streets that have sidewalks and on-street bicycle lanes. Reducing the number of travel lanes on these streets will make them safer and more accessible to pedestrians and bicyclists who want to travel along and across the streets by slowing vehicle speeds, reducing the number of conflicts faced by people crossing the streets, and providing enough space for new pedestrian crossing refuges along the center of Riverside Drive.



Properly designed two- and three-lane arterial streets are efficient for motorists and allow more space for bike lanes, sidewalks, and terraces.

### ***Use Refuge Islands to Establish Safe and Convenient Pedestrian Crossings***

The village should work with the appropriate entities to install pedestrian refuge islands in the center of arterial streets. In addition to calming traffic and enabling people to cross one direction of traffic at a time, the islands encourage drivers to yield to pedestrians in the crosswalks because their intentions are clear to drivers and it appears that they are already standing in traffic.

Pedestrian refuge islands can be established at controlled



intersections (e.g. as roundabout splitter islands or at the end of medians), but they are also very useful at uncontrolled intersections or at mid-block crossings. In Allouez, the medians along Webster Avenue should be studied in conjunction with the Brown County Highway Department to determine where mid-block crossings would be beneficial and if these crossings can be safely established. Some examples of locations along Webster Avenue where mid-block crossings should be considered are shown on the following pages, and other segments of Webster should be studied to determine if additional crossings could and should be established.

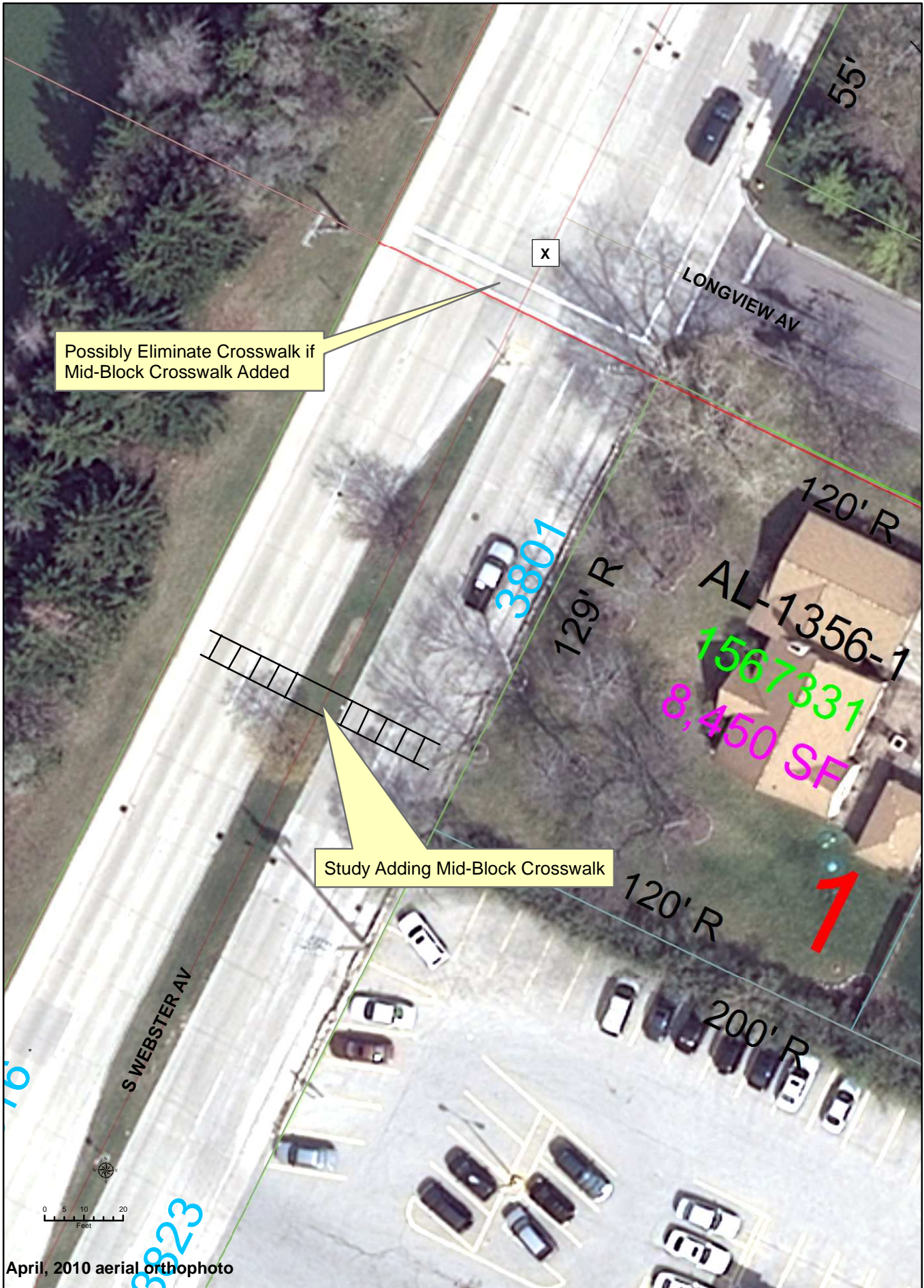
### ***Restripe Riverside Drive and Webster Avenue to Create Wider Outside Travel Lanes for Bicyclists***

Many multilane streets do not have enough right-of-way to allow them to be expanded to accommodate bicycle lanes or shared vehicle/bicycle lanes. In these situations, additional space for bicyclists can be created by shifting the dashed lane stripes from the outside of the lane joint to the inside of the joint. This simple and inexpensive treatment can often increase the amount of space available to bicyclists, which provides more room for passing vehicles and allows bikers to avoid riding next to or within curb pans.



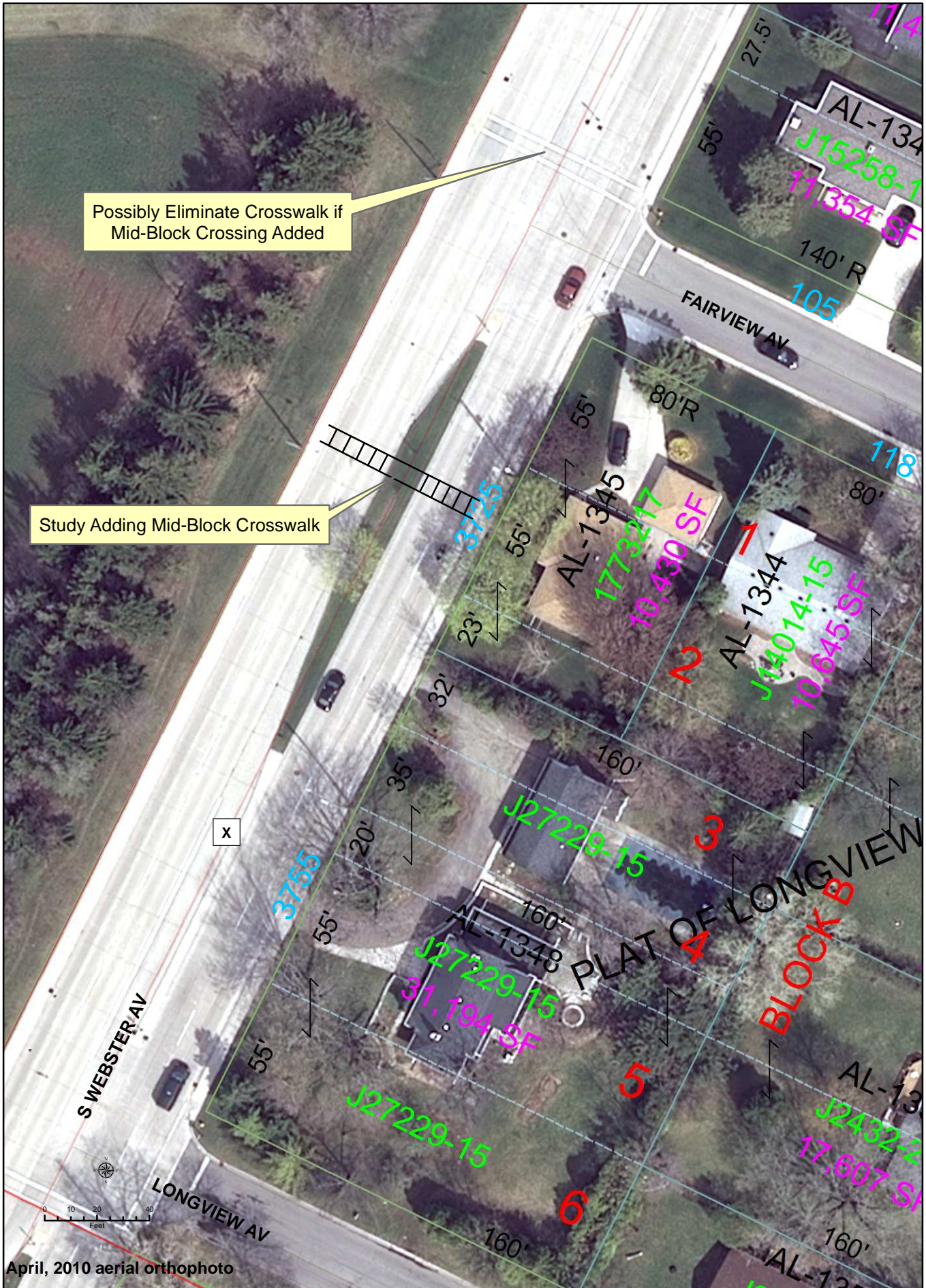
If the number of driving lanes along Riverside Drive and/or Webster Avenue cannot be reduced, the lane stripes should be shifted to the inside of the construction joints to maximize the amount of space bicyclists have to ride in the outside lanes.

# Study Mid-Block Crossing Along Webster Avenue South of Longview Avenue





# Study Mid-Block Crossing Along Webster Avenue Between Fairview Avenue and Longview Avenue



# Study Mid-Block Crossings Along Webster Avenue Between St. Mary's Blvd. and St. Francis Dr.



### ***Minimize the Use of Right Turn “Slip” Lanes at Intersections***

Because right turn “slip” lanes expose pedestrians to vehicles that are able to turn corners at relatively high speeds, the village should work with the state and county to make sure slip lanes are not built at intersections unless they are absolutely necessary along heavy truck routes that have tight corners.

When slip lanes are necessary, the “pork chop” islands that separate the slip lanes from the other driving lanes should be designed to be easily and safely used by people of all ages and physical abilities. This means that the islands should:

- Be large enough to serve as comfortable pedestrian refuges.
- Have curb cuts at all crosswalk approaches.
- Be designed so that sign posts, signal posts, and other fixed objects do not act as obstacles.

Examples of islands that have poor pedestrian access are shown below.



The poor crosswalk continuity, absence of curb cuts, and placement of the sign/signal posts indicate that pedestrian accessibility was not emphasized when these “pork chop” islands were installed.

### ***Install Curb Extensions in High Priority Areas throughout the Village***

Curb extensions improve pedestrian safety because they help to maximize predictability and minimize speed and exposure at crossings. Specifically, curb extensions:

- Prohibit drivers from using parking lanes as passing or turning lanes at crossings.
- Encourage people to drive slowly through crossings when parked vehicles are not present.
- Minimize pedestrian exposure to traffic by providing short crossing distances.
- Maximize pedestrian visibility to approaching drivers by allowing pedestrians to essentially walk into the street.
- Enable pedestrians to clearly communicate to approaching drivers that they intend to cross the street.



Curb extension near Dickinson Elementary School in De Pere.



Curb extension at the Grant Street/Fourth Street intersection in De Pere.

Curb extensions currently exist along George Street, Chicago Street, Grant Street, and other streets in De Pere, and they have made the streets safer and more accessible for pedestrians and bicyclists. Allouez should also install curb extensions at high priority crossings throughout the village, which should include:

School crossings where guards are posted

Crossing guards are posted at the following locations during the 2011-2012 school year:

- Webster & St. Matthews
- Libal & Allouez
- Libal & Broadview
- Libal & Hoffman
- Libal & Hilltop
- Libal & Longview

Curb extensions will not fit at the Webster/St. Matthews intersection because the entire area between the curbs is currently used as driving space. However, curb extensions will fit at four of the five Libal Street intersections because the outside portions of Libal Street are used for parking. The fifth Libal intersection (Allouez Avenue) is already equipped with a single-lane roundabout. But before installing curb extensions at the Libal Street intersections, the village should conduct a traffic engineering study to determine how they would affect on-street bicyclists, turning vehicles, stormwater management, and snow plowing.

In addition to these intersections, the village should study intersections near parks, bus stops, and other places that tend to attract a high number of pedestrians and bicyclists of various ages and physical abilities to determine if curb extensions can and should be added.

***Continue to Provide Bicycle and Pedestrian Connections Between Lots and when Cul-De-Sacs are Necessary***

If streets cannot be connected, the village should continue to require the designation of public rights-of-way at or near the end of the cul-de-sacs and horseshoe roads, between lots along long blocks, and on other streets for multi-use paths that connect to neighboring subdivisions, schools, parks, and other destinations.



Walkway connection to Doty School from Sunrise Lane



Walkway connection to Doty School from St. Croix Circle

***Directly Align Curb Ramps with Crosswalks***

The village should construct pedestrian curb ramps so they are aligned with crosswalks in all directions to allow wheelchairs, strollers, and other non-motorized vehicles to stay within the crosswalks when they enter and exit street crossings. The best approach is to build perpendicular ramps that directly connect to each crosswalk, but well-placed single ramps can also work in certain situations.

***Bad ramp alignment:***



***Better ramp alignment:***



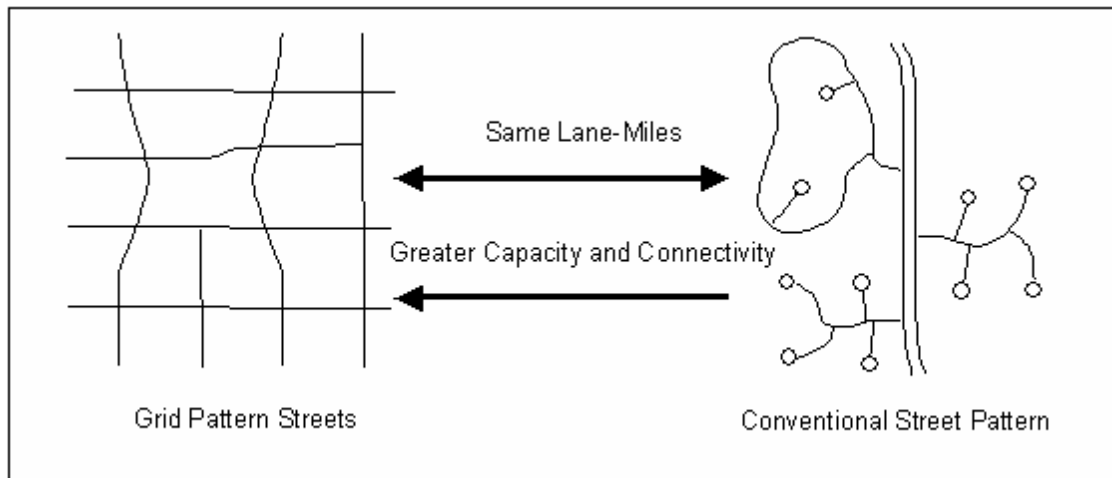
***Best ramp alignment:***



At intersections where motorized and/or non-motorized traffic is low, the village can wait to adjust poorly aligned curb ramps until work is scheduled at the intersections. However, the village contains some poorly aligned curb ramps at high-traffic intersections that are used by pedestrians every day, and these curb ramps should be fixed as soon as possible.

### ***Develop Well-Connected Street Systems throughout the Village***

Because cul-de-sacs often force people to walk and bike long distances to reach nearby destinations and can unnecessarily channel bicyclists and pedestrians onto major streets, they should not be allowed unless physical or environmental barriers prevent streets from being connected. When opportunities arise to connect streets to each other (such as during redevelopment projects), Allouez should require well-connected street patterns that have frequent connections to the existing street system. The village should also not allow cul-de-sacs and loop streets when physical or environmental constraints do not exist, but if these constraints prohibit street connections, the village should allow the development of cul-de-sacs near the constraints.



### ***Work with Green Bay Metro to Provide Paved Landings at Heavily Used Bus Stops***

Paved bus stop landings provide a stable place for disabled and other passengers to enter and exit the bus. On the other hand, bus stops that lack paved landings force disabled passengers to use streets and driveway aprons while waiting for, entering, and exiting the bus. Unpaved stops are also difficult and undesirable for everyone else to use during poor weather conditions.

**Do This:**



Paved bus stop landing with shelter.

**To Avoid This:**



Disabled passenger waiting in street for bus.

The village's portion of the Green Bay Metro route system that went into effect on September 6, 2011, includes one fixed route that travels on Webster Avenue, Broadview Drive, Libal Street, and Hoffman Road. Almost all of these streets have sidewalks at or near the bus stops (the exception being the north side of Broadview west of West Pennwood Circle), and the Webster sidewalks are adjacent to the street.

The village is also served by four limited service routes that run on regularly scheduled school days. Most of the streets that are served by these routes have sidewalks, but East River Drive and a few other streets do not. The lack of sidewalks along East River Drive and these other streets forces bus riders to travel to and from the bus stops in the street, which is not a safe environment for children, the elderly, and people with disabilities.

To maximize safety and accessibility at all bus stops in Allouez, the village should work with Green Bay Metro to identify the locations of fixed and limited service bus stops and to ensure that bus stops have paved landings for people in wheelchairs and others as they enter and exit the buses. To implement this recommendation, the village should:

- Work with Green Bay Metro staff to identify stops along the #11-Sky Line bus route and the four limited service routes that are frequently used by disabled and other transit passengers.
- Cooperate with Metro and (if necessary) abutting property owners to pave landings and possibly place shelters at the stops.

***Expand the Village's Sidewalk System***

The village should expand its sidewalk system by building sidewalks along collector and arterial streets, home to school walking routes, and other streets that connect to parks, schools, bus stops, and other pedestrian destinations. When possible, sidewalks should be installed along both sides of streets to enable pedestrians of all ages and physical abilities to avoid crossing motor vehicle traffic to reach walkways. Placing sidewalks on both sides also eliminates the need to make what are often controversial decisions about where the single sidewalk should be constructed.

Many of the streets where additional sidewalks are proposed are shown and discussed in Chapter 4 of the plan, and these sidewalks are shown in the Existing and Proposed Pedestrian Facilities Map on Page 82 at the end of the Engineering Recommendations section. However, Allouez should install sidewalks or other types of walkways along other streets as well to create a continuous pedestrian network that serves the village and connects to the surrounding communities. These additional sidewalks and other walkways are discussed below.

#### Additional East-West Sidewalks and Other Walkways

**East River bridge between Lebrun Street and the Izaak Walton League property in Bellevue.** Allouez should cooperate with De Pere, Bellevue, and Ledgeview to plan and fund a pedestrian bridge across the East River at Lebrun Street that connects to the Izaak Walton League property trail system on the river's east side. In addition to creating a convenient connection between the natural and recreational amenities on both sides of the river, this bridge will enhance the area's pedestrian and bicycling networks by linking Lebrun Street and the East River Trail to the trail and bicycle lanes that will be added to CTH GV when the road is reconstructed in 2012.

**East River bridge between St. Joseph Street and the East River Trail in the Village of Bellevue.** Allouez should also work with Bellevue to study, plan, and fund a pedestrian bridge across the East River at St. Joseph Street that connects to the trail on the river's east side. A bridge at St. Joseph Street will provide a convenient river crossing approximately half way between the recommended rail bridge crossing and the existing Allouez Avenue river crossing, which will help to improve the ease and appeal of non-motorized travel between the two communities. A St. Joseph Street bridge will also be the village's only opportunity to cross the East River north of Allouez Avenue if the rail line remains active, so the village should begin working with Bellevue in 2012 to study this project's feasibility and investigate the availability of grant funds that could be obtained to cover a portion of the project's costs.

**Sidewalk along St. Mary's Boulevard between Riverside Drive and Webster Avenue.** A sidewalk should be constructed on either the north or south side of the street to connect the planned mid-block crossing of Riverside Drive to the sidewalks on Webster Avenue. This sidewalk segment will also help to create a continuous pedestrian route between the Fox River Trail and East River Trail via Hoffman Road.

**Sidewalks along Hoffman Road between East River Drive and the village boundary.** When this section of Hoffman Road is reconstructed by the Brown County Highway Department (which is currently scheduled to occur in 2014), the Hoffman sidewalks that currently end at East River Drive should be extended to the village boundary on both sides of the street. In addition to linking pedestrians to the East River Trail in Allouez, these sidewalks will enhance the area's pedestrian network by connecting to the Hoffman Road sidewalks that are recommended in Bellevue's Pedestrian, Bicycle, and Safe Routes to School Plan.

**STH 172 Trail between Webster Avenue and the Fox River Trail.** The village recently received funds through the Wisconsin Department of Transportation's Bicycle and Pedestrian Facilities Program to construct a multiuse trail along the north side of STH 172 between Webster Avenue and the Fox River Trail. This trail will allow people to safely and conveniently travel between the neighborhoods east of Webster Avenue and



the Fox River Trail because it will be a relatively direct route that crosses Webster and Riverside at signalized intersections. However, to maximize pedestrian safety at the signals, the village should work with the Wisconsin DOT and Brown County Highway Department to clearly mark the crosswalks, add pedestrian countdown signals, establish lead pedestrian intervals at the primary signals, and make other necessary improvements.

**Sidewalk along Greene Avenue between Webster Avenue and East River Drive.** In addition to enhancing the village's pedestrian network by creating a continuous connection between the sidewalks on Webster Avenue and the sidewalk recommended for the west side of East River Drive, a sidewalk along Greene Avenue will enable people who live in this part of the village to walk to Green Isle Park, the East River Trail, Heritage Hill State Park, and the commercial developments at the intersection of Greene and Libal Street. The Greene Avenue sidewalk will also link this portion of the village to the Fox River Trail after the STH 172 trail is added west of Webster Avenue.

**Sidewalk along St. Joseph Street between Riverside Drive and the end of the existing sidewalk.** The sidewalk on the north side of St. Joseph Street west of Webster Avenue should be extended to Riverside Drive to provide safe pedestrian access to the multifamily housing units west of the existing sidewalk and to what could eventually become a controlled crossing at Riverside Drive.

**Sidewalk along Kalb Avenue between Webster Avenue and Libal Street.** The village should add a sidewalk to the south side of Kalb Avenue between Webster Avenue and Libal Street to enhance the village's pedestrian network, provide direct pedestrian access to Optimist Park and the commercial area at the Webster/Kalb intersection, and connect Webster Elementary School students who live in the surrounding neighborhood to the sidewalks on Webster and Libal.

#### Additional North-South Sidewalks and Other Walkways

**Widen the sections of the East River Trail that are narrower than current multiuse trail standards.** The village's portion of the East River Trail contains sections that are as narrow as six feet, which is far too narrow for moderate or heavy two-directional use. To improve safety along these trail sections, the village should expand the trail in places where adequate space exists.

**Sidewalks along East River Drive between St. Joseph Street and the south village boundary.** East River Drive is one of only four streets in Allouez that crosses STH 172, and it is one of the two street crossings that do not have highway ramp intersections. The street also runs continuously through most of the village, provides direct or near-direct access to parks, schools, commercial developments, and neighborhoods, and connects to De Pere at the village's south end. But despite all of the characteristics that suggest that East River Drive should be one of the village's prime pedestrian routes, it has remained a relatively wide two-lane street with no sidewalks since it was built. The lack of sidewalks along at least one side of the street forces children, the elderly, and other Allouez residents to walk on the street while avoiding parked and moving vehicles, and it likely discourages or prohibits some people from traveling in this area if they do not have access to a car.

The Safe Routes to School Chapter of the plan (Chapter 4) recommended adding sidewalks along the west side of East River Drive near schools in the village, and these sidewalks should be connected to each other to create a continuous pedestrian route in this part of the village. It is also recommended that a sidewalk be added to the street's east side between Broadview Drive and Hoffman Road to provide direct pedestrian access to the commercial development at the northeast corner of East River Drive and Hoffman Road.

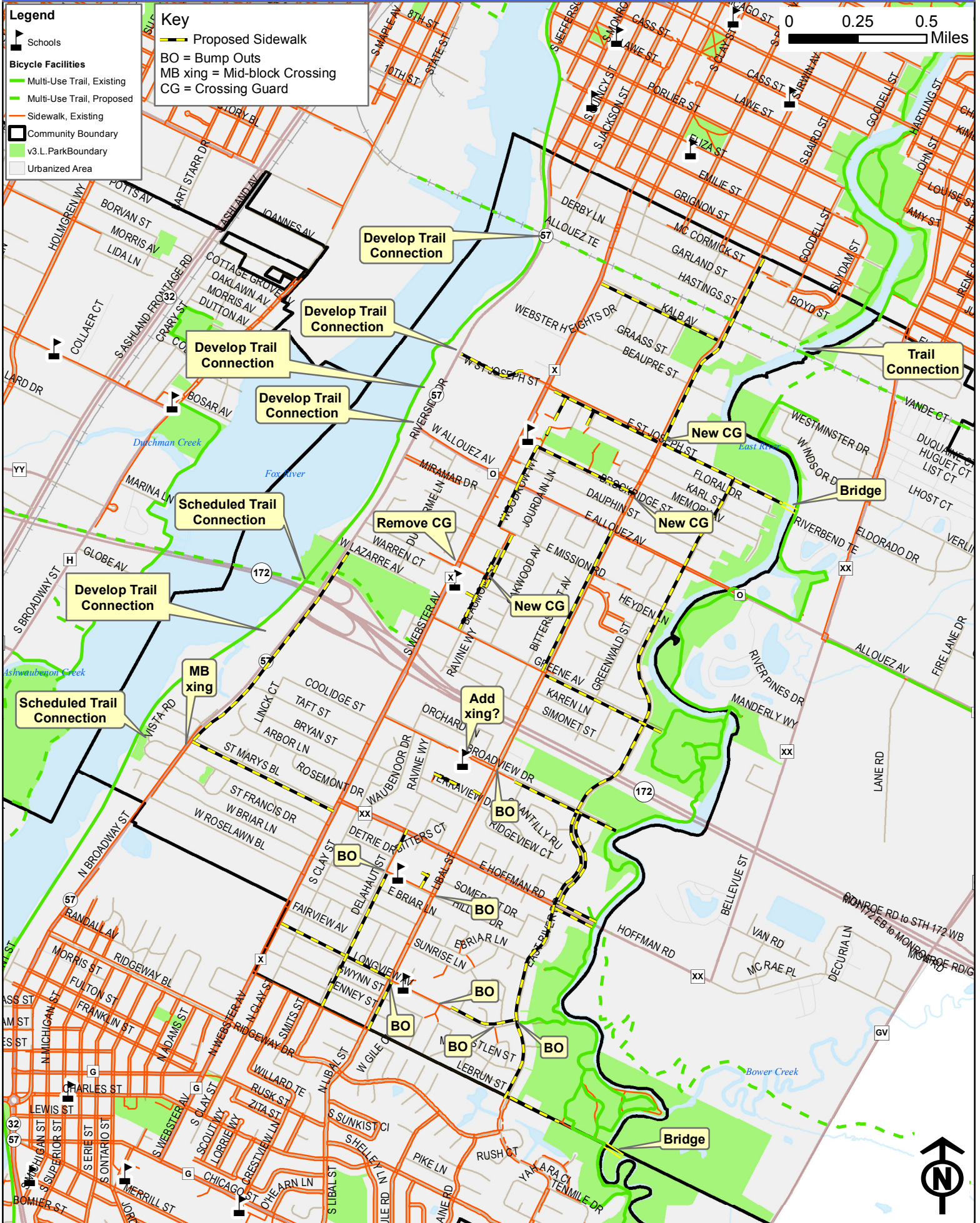
**Sidewalks along the east side of Libal Street between Lebrun Street and Longview Avenue and the west side of Libal Street between Greene Avenue and Allouez Avenue.** Libal Street is arguably the most important pedestrian corridor in Allouez because it runs through the center of the village, provides a conflict-free crossing of STH 172, offers direct access to parks, schools, commercial developments, and neighborhoods, and connects to Green Bay at the village's north end and De Pere at the village's south end. The corridor is also a comfortable pedestrian environment because the existing sidewalks are several feet from the curbs, sections of the street are lined with large trees, and vehicles parked along the street provide a buffer between walkers and passing vehicles.

Although sidewalks currently exist along most of Libal Street, there are gaps along portions of the street that force pedestrians to either cross the street or walk in the parking lanes to begin or continue their trips. One of these gaps (along the east side of Libal north of St. Joseph Street) was addressed in Chapter 4 of the plan as an important link between Webster Elementary School and the neighborhoods in the northeast portion of the village. But gaps also exist along the east side of Libal Street between Lebrun Street and Longview Avenue and the west side of Libal Street between Greene Avenue and Allouez Avenue, and these gaps should be filled to create safe and continuous pedestrian routes along both sides of the Libal Street corridor.

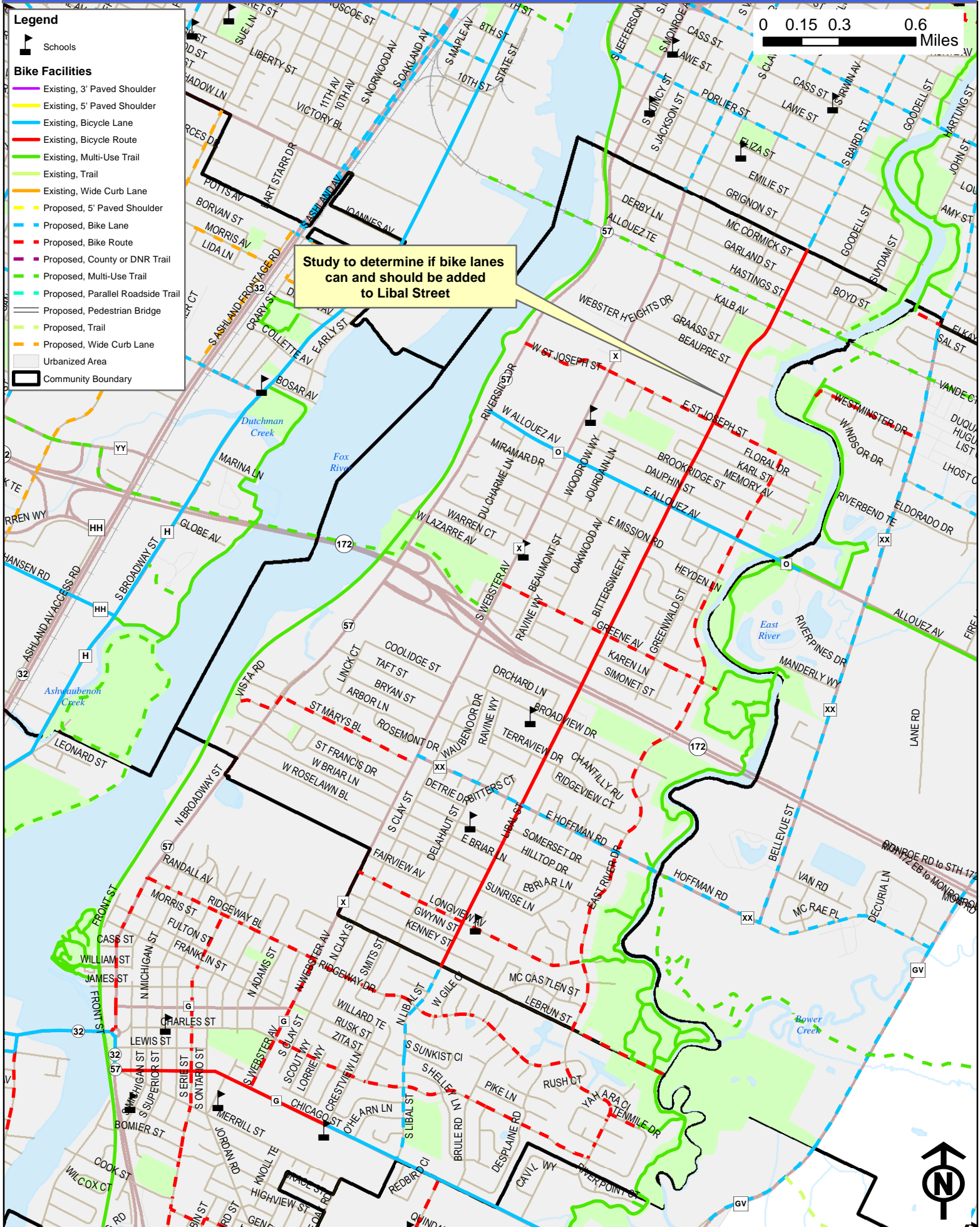
**Sidewalk along the east side of Riverside Drive between the existing Riverside sidewalk and Lazarre Avenue.** This sidewalk will enable people who live in the Taft Street neighborhood to reach the Fox River Trail using the Riverside Drive crossings that are planned for the St. Mary's Boulevard area and the STH 172 interchange. The sidewalk extension to Lazarre Avenue will also connect the Lazarre neighborhood to the new Riverside crossing at the STH 172 trail. In addition, the sidewalk will provide a safe place for state correctional facility employees and visitors to walk if they want or need to reach the facility on foot, and employees and visitors who use the Green Bay Metro bus route that runs on Webster Avenue can use this sidewalk and the STH 172 trail to reach the facility.

These sidewalks and the sidewalks recommended in the plan's Safe Routes to School Chapter are shown on the map on Page 82. The bicycle facilities recommended for the village are also shown on the map on Page 83.

# Figure 5-1: Existing & Proposed Pedestrian Facilities for Allouez



# Figure 5-2: Existing and Proposed Bicycle Facilities for Allouez



## **Education Recommendations**

The SRTS Chapter of the plan recommends several school-based programs to educate students about safe walking and bicycling practices. This section of the plan recommends other methods that can be used to educate people about the rights and responsibilities of bicyclists and pedestrians. Some examples of these methods are below.

### ***Ensure that Driver Education Courses Address how to Interact with Bicyclists and Pedestrians***

The driver education courses offered through the Green Bay Community School District and private companies should include units that address how to safely and lawfully interact with bicyclists and pedestrians. For example, young drivers should be taught that they must share the road with bicyclists and yield to pedestrians at marked and unmarked crosswalks.

### ***Develop a Pedestrian Crosswalk Sign Placement Policy***

Yield to Pedestrians in Crosswalks signs are becoming increasingly common in the metropolitan area, and they are often installed after a difficult or dangerous crossing situation is observed and reported. But instead of reacting to problems, Allouez should identify crosswalks throughout the village where these signs would be beneficial and place the signs in the crosswalks before receiving requests. An example of where signs could be placed is at all intersections that have crossing guards, and these signs could remain when school is not in session so drivers are constantly reminded that they need to yield to pedestrians at these locations.

### ***Install Share the Road with Bicycles Signs Along Bicycle Routes and Other Streets Where Bicycling is Common***

The village should install “Share the Road with Bicycles” signs along its signed bicycle routes and on other streets where bicycling is common to remind drivers to look for bikes and that bicyclists belong on the streets.

These are only a few examples of education efforts that the village should pursue, and other efforts should also be explored and attempted over the life of the plan.

## **Enforcement Recommendations**

### ***Develop a Bicycle and Pedestrian Law Enforcement Plan for the Village***

The village should develop a bicycle and pedestrian law enforcement plan that identifies enforcement activities, training opportunities, and other actions that will help



to achieve the bicycle and pedestrian plan's goal of developing a walking and bicycling culture in the village. Specifically, the law enforcement plan should require that all of the village's police officers be trained to understand and enforce laws that will make it safer to walk and bicycle in Allouez.

### ***Treat Enforcement Actions as Education and Outreach Opportunities***

As the village's pedestrian and bicycle systems continue to be expanded and residents are being educated on how to use them properly, the village's Direct Enforcement Officer (DEO) should support these efforts by enforcing the rules of the road as they apply to drivers, pedestrians, and bicyclists. These enforcement activities should initially be treated as an education outreach program where the officer sees offenses, stops the offenders, explains what they did wrong, and gives them a leaflet or other piece of literature. The DEO could issue citations for serious violations and repeat offenses, but most ticketing should not occur until after the outreach element has been in place for several months.

### ***Encourage Residents to Correct Unsafe Driving, Walking, and Bicycling Behavior***

Allouez currently has one DEO on staff to patrol the village's streets. Since the village has more than 15,000 residents and the DEO has to enforce *all* traffic laws, it is impossible for the DEO to correct most of the unsafe driving, walking, and bicycling behavior throughout the village.

To help the DEO with this effort, the village should encourage its residents to tactfully remind their friends, families, neighbors, and others that:

- Bicyclists must ride with traffic and stop at stop signs and signals.
- Drivers must yield to pedestrians in crosswalks.
- Pedestrians and bicyclists must provide drivers enough time to yield to them in crosswalks.
- Bicyclists belong on the street and should not be harassed by passing drivers.
- Drivers need to look for pedestrians before proceeding through intersections.
- Pedestrians and bicyclists should use lights when traveling after dark.

Although these and other friendly reminders will likely be received a little coldly at first, over time they will help to accomplish the plan's goal of establishing a walking and bicycling culture in the village.

### **Encouragement Recommendations**

#### ***Continue to Mix Compatible Land Uses to Enable and Encourage Walking and Biking***

To enable and encourage people to make walking and bicycling trips in Allouez, the village should continue to allow and encourage the mixing of compatible land uses to increase the number of destinations that can be easily reached by pedestrians and bicyclists.



### ***Require Bicycle- and Pedestrian-Friendly Site Designs***

To enable and encourage people to travel to destinations in the village with and without motorized vehicles, the village should ensure that new and redevelopment projects have buildings with zero or minimal setbacks, parking along the side or in the rear, and other features that enable and encourage walking and bicycling.



This grocery store is easily accessible by walkers and bikers because the parking is on the side and an entrance directly accesses the sidewalk.



On the other hand, this shopping center is difficult for walkers and bikers to reach because the sidewalk and street are separated from the building by a large parking lot.

### ***Require Direct Walkway Connections between Buildings and Sidewalks***

Some of the buildings that have been constructed in Allouez in the past have included direct walkway connections to adjacent sidewalks, but many buildings can only be reached by traveling short distances through parking lots. While this is much better than having to cross large parking lots on foot, by bike, or using a wheelchair or other mobility device, the need to interact with vehicles at all could have been easily and inexpensively avoided by adding direct walkway connections to sidewalks.



This building is relatively close to the sidewalk, but people have to travel through the parking lot to reach the door from the sidewalk.



The walking and parking areas of this building are separate, which creates a safe and comfortable traveling environment for people of all ages and physical abilities.

To enable people to reach their destinations without having to travel through parking lots on foot, by bike, and using wheelchairs or other mobility aids, the village should require direct sidewalk connections to all developments except one- and two-family homes.

### ***Establish Bicycle Parking Standards for Public and Private Developments***

The village provides bicycle parking at the village hall and at major parks and recreation sites. Bike parking is also available at all of the schools in the village, at the YMCA, and at some businesses.



Doty Elementary has convenient bike parking on the west side of the school.



This shopping center in Allouez has a small bike rack that was likely placed here by one of the store owners.

Although bicycle parking exists in the village, there are still many destinations that have very little or no bike parking. Since secure and convenient bicycle parking is one of the most significant incentives for people to use bicycles, the village should:

- Ensure that an appropriate amount of convenient bicycle parking is provided at all village-owned buildings, parks, and other facilities.
- Use its site plan review/Planned Development District (PDD) process to require new developments to have appropriate amounts of convenient bicycle parking.
- Encourage the owners of existing developments to add appropriate amounts of convenient bicycle parking.
- Educate owners of developments about proper and improper bicycle rack types and placement.

The definition of an “appropriate amount” of bicycle parking can vary from place to place, but a summary of common parking standards is shown on the following page.



| <b>Type of Establishment</b>        | <b>Minimum Number of Parking Spaces</b>                          |
|-------------------------------------|--|
| Primary or Secondary School         | 10% of the number of students plus 3% of the number of employees |
| College or University               | 6% of the number of students plus 3% of the number of employees  |
| Dorms, Fraternities, and Sororities | 1 space per 3 students   |
| Shopping Mall                       | 5% of the number of automobile spaces                            |
| Commercial Street                   | 1 space per 3,000 sq. ft. of commercial space                    |
| Sport and Recreational Center       | 12% of the number of automobile spaces                           |
| Office Building                     | 10% of the number of automobile spaces                           |
| Government Building                 | 10% of the number of automobile spaces                           |
| Movie Theater or Restaurant         | 5-10% of the number of automobile spaces                         |
| Manufacturing Plant                 | 4% of the number of automobile spaces                            |
| Multifamily Housing                 | 1 space per 2 apartments   |
| Public Transit Station (Transitway) | 20 spaces minimum  |
| Other Land Uses                     | 5-10% of the number of automobile spaces                         |

Source: *Bicycle Facility Planning: A Resource for Local Governments*, American Planning Association.

These guidelines should be used by the village to establish bicycle parking requirements for the community. The village should also:

- Require fewer vehicle parking spaces for new developments that establish adequate amounts of bicycle parking.
- Allow the conversion of non-disabled parking stalls to bicycle parking areas.
- Allow developments to satisfy the bicycle parking requirements through shared parking arrangements and other methods that are consistent with the requirements.

## Establishing Bicycle Parking

When establishing bicycle parking, it is important to make sure that:

- The parking is placed on concrete, asphalt, brick pavers, or similar surfaces. Bicycle parking should not be placed on grass, mulch, dirt, or other soft surfaces.
- The parking does not obstruct pedestrian or vehicle traffic.
- The parking is situated in a way that provides a six-foot clear zone for bicycles.



A good example of bicycle parking placement...



...and a not-so-good example.

### ***Conduct an Inventory of Bicycle Parking in Allouez***

After the village establishes bicycle parking standards, it should conduct an inventory of existing bicycle parking to determine where parking currently exists, how much parking is available, and if additional parking would be beneficial.



## **CHAPTER 6 – Implementation and Evaluation**

The completion of this plan should be celebrated as a significant milestone for the five schools and Village of Allouez. The goals, objectives, and recommendations that were created during the planning period provide guidance for the development and evaluation of new facilities, educational efforts, and other policies and programs. However, the key to any successful plan is the implementation of its recommendations and the evaluation of its successes and shortcomings.

The recommendations for each school and the rest of the village are not intended to be implemented in one year. Some of the recommendations might take many years to be implemented due to limited funding, public works scheduling, or a variety of other factors. But other recommendations such as observing walk and bike to school day could be implemented immediately by a few motivated parents and/or educators.

### **SRTS Evaluation**

Evaluation is the fifth “E” of Safe Routes to School planning, and it is a critical component of the program. The surveys and audits that were conducted during the planning process resulted in the creation of a number of benchmarks that should be used to evaluate the effectiveness of the village’s SRTS program. For example, the classroom surveys should be administered at the same time each year to determine if the SRTS program is having the desired effect of enabling and encouraging more students to walk and/or bicycle to school. Another evaluation method is to observe vehicle speeds in school zones and ask the crossing guards if they believe driver behavior has changed since the educational and enforcement components of the program began.

The Wisconsin Department of Transportation Safe Routes to School Toolkit contains a matrix that identifies many evaluation techniques, and the village and five schools should consult the matrix to find the techniques that they believe are applicable. The matrix is shown on the following page.

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

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

Through the development of a Safe Routes to School and Bicycle/Pedestrian Plan, the Village of Allouez and its partners have taken an important step toward fighting the epidemic of childhood obesity. But because the usefulness of this plan depends on the implementation and evaluation of its recommendations, the plan should be reviewed every year by the Safe Routes to School Task Force, village staff, and village board to ensure the plan is relevant and that progress continues to occur.



## **Appendix A**

### **Student and Parent Surveys**





# SAFE ROUTES TO SCHOOL

## STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: \_\_\_\_\_ Grade: \_\_\_\_\_ # of students enrolled in class \_\_\_\_\_

Teacher: \_\_\_\_\_ Monday's Date: \_\_\_\_\_

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

**Teachers, here are simple instructions for using this form:**

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

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

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

---



---

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



# SURVEY ABOUT WALKING AND BIKING TO SCHOOL - FOR PARENTS -

**Dear Parent or Caregiver,**

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

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

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

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

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

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

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

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

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

9. At what grade would you allow your child to walk or bike without an adult to/from school? (select a grade between K-8)

Grade (K-8) \_\_\_\_\_ (or  I would not feel comfortable at any grade)

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

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

( My child already walks or bikes to/from school)

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

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

Strongly Encourage       Encourage       Neither       Discourage       Strongly Discourage

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

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

Very Fun                  Fun                  Neutral                  Boring                  Very Boring  
                                                                       

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

Very Healthy                  Healthy                  Neutral                  Unhealthy                  Very Unhealthy  
                                                                       

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

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

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

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

**Interested in Learning More?**

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

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_



## **Appendix B**

### Parent Walking and Biking Survey Results and Comments





# Doty Elementary School

## 1. What is the grade of the child who brought home this survey?

|              |    |
|--------------|----|
| Kindergarten | 10 |
| 1st Grade    | 26 |
| 2nd Grade    | 13 |
| 3rd Grade    | 6  |
| 4th Grade    | 6  |
| 5th Grade    | 2  |

## 2. Is the child who brought home this survey male or female?

|        |    |
|--------|----|
| Male   | 27 |
| Female | 37 |

## 3. How many children do you have in Kindergarten through 8th grade?

|            |    |
|------------|----|
| 1 child    | 30 |
| 2 children | 18 |
| 3 children | 11 |
| 4 children | 4  |
| 5 children | 0  |
| 6 children | 0  |

## 4. What is the street intersection nearest your home? – No Summary.

## 5. How far does your child live from school?

|                     |    |
|---------------------|----|
| Less than 1/4 mile  | 20 |
| 1/4 mile - 1/2 mile | 21 |
| 1/2 mile - 1 mile   | 3  |
| 1 mile - 2 miles    | 3  |
| More than 2 miles   | 17 |
| Don't know          | 0  |

## 6. On most days, how does your child arrive at and leave from school?

### Arrive at school

|                |    |
|----------------|----|
| Walk           | 18 |
| Bike           | 2  |
| School bus     | 14 |
| Family vehicle | 25 |
| Carpool        | 5  |
| Transit        | 0  |
| Other          | 0  |

### Leave from school

|                |    |
|----------------|----|
| Walk           | 18 |
| Bike           | 0  |
| School bus     | 14 |
| Family vehicle | 23 |
| Carpool        | 4  |
| Transit        | 0  |
| Other          | 0  |

**7. How long does it normally take your child to get to and from school?**

| <u>Travel time to school</u> |    | <u>Travel time from school</u> |    |
|------------------------------|----|--------------------------------|----|
| Less than 5 minutes          | 34 | Less than 5 minutes            | 29 |
| 5 - 10 minutes               | 12 | 5 - 10 minutes                 | 12 |
| 11 - 20 minutes              | 16 | 11 - 20 minutes                | 18 |
| More than 20 minutes         | 0  | More than 20 minutes           | 0  |
| Don't know                   | 0  | Don't know                     | 0  |

**8. Has your child asked you for permission to walk or bike to/from school in the last year?**

|     |    |
|-----|----|
| Yes | 40 |
| No  | 23 |

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

|                  |    |
|------------------|----|
| Kindergarten     | 3  |
| 1st Grade        | 0  |
| 2nd Grade        | 11 |
| 3rd Grade        | 10 |
| 4th Grade        | 8  |
| 5th Grade        | 5  |
| Not at any grade | 22 |

**10. Which of the following issues affect your decision to allow or not allow your child to walk or bike to/from school?**

|                                | <u>Yes</u> | <u>No</u> |
|--------------------------------|------------|-----------|
| Distance                       | 27         | 37        |
| Convenience of driving         | 8          | 56        |
| Time                           | 14         | 50        |
| Before/after school activities | 6          | 58        |
| Speed of traffic on route      | 30         | 34        |
| Amount of traffic on route     | 31         | 33        |
| Adults to walk/bike with       | 12         | 52        |
| Sidewalks or pathways          | 27         | 37        |
| Intersection/crossing safety   | 26         | 38        |
| Crossing guards                | 15         | 49        |
| Violence/crime                 | 18         | 46        |
| Weather/climate                | 27         | 37        |

**11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?**

|                                  | <u>Yes</u> | <u>No</u> | <u>Not Sure</u> | <u>No Answer</u> |
|----------------------------------|------------|-----------|-----------------|------------------|
| <b>Child already walks/bikes</b> | 19         |           |                 | 45               |
| Distance                         | 20         | 7         | 5               | 32               |
| Convenience of driving           | 10         | 4         | 11              | 39               |
| Time                             | 16         | 4         | 9               | 35               |
| Before/after school activities   | 7          | 10        | 5               | 42               |
| Speed of traffic on route        | 23         | 4         | 9               | 28               |
| Amount of traffic on route       | 22         | 5         | 9               | 28               |
| Adults to walk/bike with         | 15         | 6         | 4               | 39               |
| Sidewalks or pathways            | 26         | 4         | 4               | 30               |
| Intersection/crossing safety     | 24         | 4         | 5               | 31               |
| Crossing guards                  | 18         | 6         | 4               | 36               |
| Violence/crime                   | 10         | 9         | 8               | 37               |
| Weather/climate                  | 19         | 4         | 7               | 34               |

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

|                      |    |
|----------------------|----|
| Strongly encourages  | 4  |
| Encourages           | 14 |
| Neither              | 40 |
| Discourages          | 2  |
| Strongly discourages | 0  |

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

|             |    |
|-------------|----|
| Very fun    | 9  |
| Fun         | 23 |
| Neutral     | 26 |
| Boring      | 3  |
| Very boring | 0  |

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

|                |    |
|----------------|----|
| Very healthy   | 35 |
| Healthy        | 21 |
| Neutral        | 6  |
| Unhealthy      | 0  |
| Very unhealthy | 0  |

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

|                      |    |
|----------------------|----|
| Grades 1 - 8         | 0  |
| Grades 9 -11         | 4  |
| Grade 12 or GED      | 10 |
| College 1 - 3 years  | 26 |
| College 4 + years    | 22 |
| Prefer not to answer | 0  |

**16. Please provide any additional comments below.**

|                          |    |
|--------------------------|----|
| Provided comments        | 22 |
| Did not provide comments | 41 |

COMMENTS FROM DOTY ELEMENTARY SCHOOL  
PARENT WALKING AND BIKING SURVEY

- Usually there is trash collection or other village vehicles out during morning walk which makes it more dangerous.
- No sidewalks is a big deterrent.
- I would feel better if my child stayed on the bus. Because of how the crime rate is.
- I would feel most comfortable if the city would dedicate a small “bike or walking” lane on the avenue the school is placed. As in another road I know of in Howard, Memorial Drive.
- We live too far for my child to walk or ride bike. Langlade Elementary is closer.
- The rule is that parents are not to leave their vehicles parked on the street west of Doty and they are still doing this and including in front of the walkway. This eliminates many spaces for parents to pull over and drop off kids. Please remind parents not to park and leave vehicles.
- Although my children ride to and from school most days, they walk or ride bikes too. It depends on after school activities and weather. Ride bikes 1-2 days/week. Walk home 2-3 days/week.
- I also strongly believe the maturity as well as how disciplined a child is will play a huge role in any parent’s decision. And is that child responsible or not also is something I’d think about. Thank you!
- It is ridiculous the district won’t bus my kids to school when I watch numerous buses pass my house each day going to/from Doty.
- As Anna gets older she may walk or bike to school with friends. Maybe 4 or 5 grade.
- Build sidewalks are good idea.
- If there were other children in the neighborhood he could walk with, including a 4<sup>th</sup>-5<sup>th</sup> grader, I might allow this. I’m a stay at home mom and enjoy walking with my son.
- Walking is an easy choice for us because the distance is close. Having sidewalks and safe streets is additionally important.
- Until my child is older and able to have more awareness of safety and how to prevent dangers I am not comfortable letting him walk.
- Biggest issues are weather – especially during the coldest months and not wanting them to walk alone – common sense safety.

- Walking/biking can cause issues between siblings which also complicates them being able to walk/bike to school.
- I would not let my child walk/ride bike. I take her to school on my way to work daily. I trust no one outside of school!
- Our son (who is in 7<sup>th</sup> grade) biked at 3<sup>rd</sup> grade with buddies. Our daughter (who is in 1<sup>st</sup> grade) has no friends who walk – parents drive to and fro and she is not as mature/wise as he was. Do not feel comfortable allowing her to walk without supervision.
- My child is too young, it's way too far, there are far too many unsupervised and out of control kids. If I can't see her around a corner, it's not safe enough to permit.
- Sidewalks are my main concern. There is too much traffic for him to walk or bike on the street all the way to school.
- I would not let any of my children walk to school alone. I have 4 that walk together and the neighbor kids (3) of them so we have a group of 7 kids that walk together. I drive my kids and neighbor kids during bad weather.
- If there were sidewalks along the streets my child would be able to bike or walk.
- The option of my kids walking to school is not possible, and for sure I wouldn't let them ride their bikes to school. If there would ever be a problem with the bus, I would rather take them myself.
- If my son has to ride his bike or walk to school, he will not take summer classes. I think it would be too far for him to walk to school. Also the traffic moves really fast.
- We appreciate your efforts of improving the area where we live and we hope to get an answer. Thank you!
- I don't really agree with the idea of my kids walking or riding a bike to school because we live too far away from school. If we were to live closer to school I would definitely support this idea.
- My daughter is little yet, and the school is far away. I wouldn't feel comfortable letting her ride her bike to school.
- I think if we've lived closer to school we would definitely walk to school with the kids, and when they get older I would let them ride their bikes to school whenever possible, weather permitting.
- I don't really know if the school promotes to walk or ride a bike to school.
- I don't have many answers to give because my daughters always ride the school bus. Thank you.
- Thank you for your concern about the safety of the students.

- We are Yoana's parents and we really feel that it is very dangerous to walk or ride a bike to school, because she would have to cross some streets, and it would take a long time. We definitely think it would be very healthy to exercise.
- My kids aren't very careful riding their bikes on their own, as for now I feel very comfortable with them riding the school bus.





# Resurrection School

## 1. What is the grade of the child who brought home this survey?

|                    |    |
|--------------------|----|
| 4-K & Kindergarten | 9  |
| 1st Grade          | 10 |
| 2nd Grade          | 6  |
| 3rd Grade          | 3  |
| 4th Grade          | 7  |
| 5th Grade          | 4  |
| 6th Grade          | 3  |
| 7th Grade          | 5  |
| 8th Grade          | 2  |

## 2. Is the child who brought home this survey male or female?

|        |    |
|--------|----|
| Male   | 26 |
| Female | 23 |

## 3. How many children do you have in Kindergarten through 8th grade?

|            |    |
|------------|----|
| 1 child    | 26 |
| 2 children | 18 |
| 3 children | 4  |
| 4 children | 0  |
| 5 children | 0  |
| 6 children | 0  |

## 4. What is the street intersection nearest your home? – No Summary.

## 5. How far does your child live from school?

|                     |    |
|---------------------|----|
| Less than 1/4 mile  | 7  |
| 1/4 mile - 1/2 mile | 9  |
| 1/2 mile - 1 mile   | 14 |
| 1 mile - 2 miles    | 7  |
| More than 2 miles   | 12 |
| Don't know          | 0  |

**6. On most days, how does your child arrive at and leave from school?**

Arrive at school

|                |    |
|----------------|----|
| Walk           | 8  |
| Bike           | 4  |
| School bus     | 0  |
| Family vehicle | 33 |
| Carpool        | 4  |
| Transit        | 0  |
| Other          | 0  |

Leave from school

|                |    |
|----------------|----|
| Walk           | 9  |
| Bike           | 4  |
| School bus     | 0  |
| Family vehicle | 29 |
| Carpool        | 7  |
| Transit        | 0  |
| Other          | 0  |

**7. How long does it normally take your child to get to and from school?**

Travel time to school

|                      |    |
|----------------------|----|
| Less than 5 minutes  | 25 |
| 5 - 10 minutes       | 16 |
| 11 - 20 minutes      | 8  |
| More than 20 minutes | 0  |
| Don't know           | 0  |

Travel time from school

|                      |    |
|----------------------|----|
| Less than 5 minutes  | 22 |
| 5 - 10 minutes       | 16 |
| 11 - 20 minutes      | 8  |
| More than 20 minutes | 0  |
| Don't know           | 0  |

**8. Has your child asked you for permission to walk or bike to/from school in the last year?**

|     |    |
|-----|----|
| Yes | 32 |
| No  | 16 |

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

|                  |    |
|------------------|----|
| Kindergarten     | 0  |
| 1st Grade        | 0  |
| 2nd Grade        | 0  |
| 3rd Grade        | 5  |
| 4th Grade        | 4  |
| 5th Grade        | 9  |
| 6th Grade        | 11 |
| 7th Grade        | 6  |
| 8th Grade        | 0  |
| Not at any grade | 9  |

**10. Which of the following issues affect your decision to allow or not allow your child to walk or bike to/from school?**

|                                | <u>Yes</u> | <u>No</u> |
|--------------------------------|------------|-----------|
| Distance                       | 14         | 35        |
| Convenience of driving         | 8          | 41        |
| Time                           | 9          | 40        |
| Before/after school activities | 6          | 43        |
| Speed of traffic on route      | 13         | 36        |
| Amount of traffic on route     | 18         | 31        |
| Adults to walk/bike with       | 9          | 40        |
| Sidewalks or pathways          | 7          | 42        |
| Intersection/crossing safety   | 17         | 32        |
| Crossing guards                | 11         | 38        |
| Violence/crime                 | 11         | 38        |
| Weather/climate                | 16         | 33        |

**11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?**

|                                  | <u>Yes</u> | <u>No</u> | <u>Not Sure</u> | <u>No Answer</u> |
|----------------------------------|------------|-----------|-----------------|------------------|
| <b>Child already walks/bikes</b> | 10         |           |                 | 39               |
| Distance                         | 14         | 5         | 3               | 27               |
| Convenience of driving           | 3          | 10        | 4               | 32               |
| Time                             | 9          | 8         | 2               | 30               |
| Before/after school activities   | 6          | 9         | 2               | 32               |
| Speed of traffic on route        | 17         | 3         | 5               | 24               |
| Amount of traffic on route       | 19         | 2         | 6               | 22               |
| Adults to walk/bike with         | 14         | 4         | 2               | 29               |
| Sidewalks or pathways            | 14         | 2         | 2               | 31               |
| Intersection/crossing safety     | 23         | 2         | 2               | 22               |
| Crossing guards                  | 16         | 4         | 2               | 27               |
| Violence/crime                   | 17         | 5         | 2               | 25               |
| Weather/climate                  | 15         | 6         | 4               | 24               |

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

|                      |    |
|----------------------|----|
| Strongly encourages  | 6  |
| Encourages           | 12 |
| Neither              | 30 |
| Discourages          | 0  |
| Strongly discourages | 0  |

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

|             |    |
|-------------|----|
| Very fun    | 12 |
| Fun         | 17 |
| Neutral     | 16 |
| Boring      | 3  |
| Very boring | 0  |

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

|                |    |
|----------------|----|
| Very healthy   | 28 |
| Healthy        | 20 |
| Neutral        | 0  |
| Unhealthy      | 0  |
| Very unhealthy | 0  |

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

|                      |    |
|----------------------|----|
| Grades 1 - 8         | 2  |
| Grades 9 -11         | 0  |
| Grade 12 or GED      | 0  |
| College 1 - 3 years  | 12 |
| College 4 + years    | 33 |
| Prefer not to answer | 0  |

**16. Please provide any additional comments below.**

|                          |    |
|--------------------------|----|
| Provided comments        | 14 |
| Did not provide comments | 35 |

COMMENTS FROM RESURRECTION SCHOOL  
PARENT WALKING AND BIKING SURVEY

- Must walk 1 block along Webster and sidewalk is too close to road and speed is always excessive from 172 light to stop sign heading south.
- Our biggest factor is distance, and with distance adds additional problems/concerns with time, convenience, traffic, weather, and safety. If we lived really close to school, we would encourage walking/biking as an option!
- Our boys are just starting to walk because they needed to be old enough to do this on their own.
- Better enforcement of speed limit!
- My daughter is very immature. I worry about her walking but we have no other choice (strangers).
- Wish Allouez did not allow registered sex offenders so close to schools, etc. Traffic on Libal is too fast, and people do not know the law, you must stop if someone is in crosswalk!
- On streets without sidewalks – drivers drive too fast near my kids. Drivers also do not always stop at crosswalks and stop signs.
- We would welcome having our son walk or bike if the Webster-Hoffman intersection had adult supervision/cross-walk.
- We live too far from school.
- We currently live on the west side of GB so walking not an option in this case.
- I worry about the general safety of my children walking – I don't want to risk strangers stopping to approach them. If traffic guards were out of car and alert and constantly monitoring, I would feel better.
- More crossing guards at the intersections would make me more comfortable having our son ride his bike.
- Will definitely consider walking or biking when older, but we have a few years, so haven't thought about it much.
- The weight of my child's backpack affects their ability to walk to school.



# Langlade Elementary School

## 1. What is the grade of the child who brought home this survey?

|                    |    |
|--------------------|----|
| 4-K & Kindergarten | 26 |
| 1st Grade          | 16 |
| 2nd Grade          | 17 |
| 3rd Grade          | 11 |
| 4th Grade          | 11 |
| 5th Grade          | 6  |

## 2. Is the child who brought home this survey male or female?

|        |    |
|--------|----|
| Male   | 50 |
| Female | 37 |

## 3. How many children do you have in Kindergarten through 8th grade?

|            |    |
|------------|----|
| 1 child    | 36 |
| 2 children | 41 |
| 3 children | 5  |
| 4 children | 4  |
| 5 children | 0  |
| 6 children | 0  |

## 4. What is the street intersection nearest your home? – No Summary.

## 5. How far does your child live from school?

|                     |    |
|---------------------|----|
| Less than 1/4 mile  | 18 |
| 1/4 mile - 1/2 mile | 14 |
| 1/2 mile - 1 mile   | 9  |
| 1 mile - 2 miles    | 13 |
| More than 2 miles   | 32 |
| Don't know          | 0  |

## 6. On most days, how does your child arrive at and leave from school?

### Arrive at school

|                |    |
|----------------|----|
| Walk           | 12 |
| Bike           | 4  |
| School bus     | 26 |
| Family vehicle | 39 |
| Carpool        | 5  |
| Transit        | 0  |
| Other          | 0  |

### Leave from school

|                |    |
|----------------|----|
| Walk           | 12 |
| Bike           | 4  |
| School bus     | 29 |
| Family vehicle | 32 |
| Carpool        | 7  |
| Transit        | 0  |
| Other          | 0  |



**7. How long does it normally take your child to get to and from school?**

| <u>Travel time to school</u> |    | <u>Travel time from school</u> |    |
|------------------------------|----|--------------------------------|----|
| Less than 5 minutes          | 31 | Less than 5 minutes            | 27 |
| 5 - 10 minutes               | 30 | 5 - 10 minutes                 | 28 |
| 11 - 20 minutes              | 14 | 11 - 20 minutes                | 13 |
| More than 20 minutes         | 11 | More than 20 minutes           | 15 |
| Don't know                   | 0  | Don't know                     | 0  |

**8. Has your child asked you for permission to walk or bike to/from school in the last year?**

|     |    |
|-----|----|
| Yes | 45 |
| No  | 40 |

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

|                  |    |
|------------------|----|
| Kindergarten     | 0  |
| 1st Grade        | 3  |
| 2nd Grade        | 4  |
| 3rd Grade        | 13 |
| 4th Grade        | 15 |
| 5th Grade        | 8  |
| 6th Grade        | 2  |
| 7th Grade        | 3  |
| Not at any grade | 36 |

**10. Which of the following issues affect your decision to allow or not allow your child to walk or bike to/from school?**

|                                | <u>Yes</u> | <u>No</u> |
|--------------------------------|------------|-----------|
| Distance                       | 44         | 43        |
| Convenience of driving         | 7          | 80        |
| Time                           | 22         | 65        |
| Before/after school activities | 11         | 76        |
| Speed of traffic on route      | 40         | 47        |
| Amount of traffic on route     | 43         | 44        |
| Adults to walk/bike with       | 23         | 64        |
| Sidewalks or pathways          | 30         | 57        |
| Intersection/crossing safety   | 32         | 55        |
| Crossing guards                | 16         | 71        |
| Violence/crime                 | 21         | 66        |
| Weather/climate                | 40         | 47        |

**11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?**

|                                  | <u>Yes</u> | <u>No</u> | <u>Not Sure</u> | <u>No Answer</u> |
|----------------------------------|------------|-----------|-----------------|------------------|
| <b>Child already walks/bikes</b> | 14         |           |                 | 73               |
| Distance                         | 38         | 11        | 4               | 34               |
| Convenience of driving           | 7          | 15        | 5               | 60               |
| Time                             | 18         | 15        | 3               | 51               |
| Before/after school activities   | 8          | 19        | 2               | 58               |
| Speed of traffic on route        | 36         | 11        | 9               | 31               |
| Amount of traffic on route       | 40         | 7         | 10              | 30               |
| Adults to walk/bike with         | 31         | 10        | 4               | 42               |
| Sidewalks or pathways            | 31         | 8         | 4               | 43               |
| Intersection/crossing safety     | 32         | 5         | 7               | 42               |
| Crossing guards                  | 22         | 9         | 2               | 54               |
| Violence/crime                   | 13         | 22        | 5               | 47               |
| Weather/climate                  | 25         | 13        | 7               | 42               |

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

|                      |    |
|----------------------|----|
| Strongly encourages  | 0  |
| Encourages           | 29 |
| Neither              | 54 |
| Discourages          | 2  |
| Strongly discourages | 0  |

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

|             |    |
|-------------|----|
| Very fun    | 17 |
| Fun         | 30 |
| Neutral     | 28 |
| Boring      | 2  |
| Very boring | 0  |

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

|                |    |
|----------------|----|
| Very healthy   | 48 |
| Healthy        | 26 |
| Neutral        | 5  |
| Unhealthy      | 0  |
| Very unhealthy | 2  |

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

|                      |    |
|----------------------|----|
| Grades 1 - 8         | 0  |
| Grades 9 -11         | 0  |
| Grade 12 or GED      | 8  |
| College 1 - 3 years  | 23 |
| College 4 + years    | 56 |
| Prefer not to answer | 0  |

**16. Please provide any additional comments below.**

|                          |    |
|--------------------------|----|
| Provided comments        | 22 |
| Did not provide comments | 64 |

COMMENTS FROM LANGLADE ELEMENTARY SCHOOL  
PARENT WALKING AND BIKING SURVEY

- Crossing guard at Libal and Hoffman is in her car most days – cold, or good or bad weather.
- Thank you for taking interest in the safety of our children!
- We encourage walking and/or biking to school. However, the biggest factor we have in our decision comes down to safety (strangers, abductions, etc.). Would my child be safe by herself?
- We live close to our elementary and I have always allowed kids to walk or bike, not alone though. Many times we are running late so I drive her over. Wish middle and HS wasn't across a river with no reasonable biking route.
- Weather needs to be good. His cousin walks with him this year, but since his cousin will be going to middle school, I will not be letting him walk alone.
- Although we live close to school, most days we have to utilize daycare and their transportation to and from school. This wasn't an option to select on this survey.
- Where I live, my children would never bike or walk.
- We recently moved and live further away. When we lived close, my son walked/biked every day.
- Family work schedules require on-site daycare for YMCA. Walking/riding bike not a viable option.
- My children attend before school and there is no one to call if they do not make it to the program. I would never allow them to walk under these circumstances.
- I would appreciate a crossing guard at the corner of Hoffman and Webster and at the intersection of Hoffman and Libal.
- Before and after school determines our situations.
- We would like to see a crosswalk on Broadview near the YMCA.
- If the crossing guard on Coolidge and Webster doesn't leave so early then I would be comfortable.
- I would only allow my children to walk or bike to school only if we live a block away.
- We live right across from school – it would just take us longer to drive. Once the kids get to middle school and high school they will definitely be bused due to long distance to school.

- A crossing guard in the morning, for the following intersection, is suggested: Libal and Hoffman.
- Both of our children are open enrolled to Langlade, which is not our home school. They are in the Howe district.
- Please curve the sidewalks around the corners off of Broadview. With the tall trees and shrubs at the corner cars have come too close a lot to hitting children on Waubenoor.
- There is always the fear (even though it may be irrational) that someone would grab my child along the way. There is also the realization my child would not make it to school on time. Maybe more crossing guards in more places might help.
- The amount of traffic on Broadview Drive is enormous when school starts and ends. It is very dangerous to cross. Some speed bumps and more signs would help.
- Traffic is very heavy on Webster. Drivers don't seem to pay attention at intersections. There are so many "near miss" collisions I witness on Webster during my own commute, daily. Traffic does not always stop at the Hoffman/Webster intersection.
- I think is it unacceptable to expect an elementary school student to cross Webster and to not provide busing. I am very unsatisfied with the lack of transportation for my child to get to school.

# St. Matthew School

**1. What is the grade of the child who brought home this survey?**

|              |    |
|--------------|----|
| Kindergarten | 3  |
| 1st Grade    | 12 |
| 2nd Grade    | 9  |
| 3rd Grade    | 2  |
| 4th Grade    | 2  |
| 5th Grade    | 7  |
| 6th Grade    | 5  |
| 7th Grade    | 6  |
| 8th Grade    | 0  |

**2. Is the child who brought home this survey male or female?**

|        |    |
|--------|----|
| Male   | 21 |
| Female | 25 |

**3. How many children do you have in Kindergarten through 8th grade?**

|            |    |
|------------|----|
| 1 child    | 25 |
| 2 children | 12 |
| 3 children | 7  |
| 4 children | 2  |
| 5 children | 0  |
| 6 children | 0  |

**4. What is the street intersection nearest your home? - No Summary.**

**5. How far does your child live from school?**

|                     |    |
|---------------------|----|
| Less than 1/4 mile  | 8  |
| 1/4 mile - 1/2 mile | 5  |
| 1/2 mile - 1 mile   | 7  |
| 1 mile - 2 miles    | 17 |
| More than 2 miles   | 10 |
| Don't know          | 0  |

**6. On most days, how does your child arrive at and leave from school?**

Arrive at school

|                |    |
|----------------|----|
| Walk           | 4  |
| Bike           | 0  |
| School bus     | 0  |
| Family vehicle | 36 |
| Carpool        | 6  |
| Transit        | 0  |
| Other          | 0  |

Leave from school

|                |    |
|----------------|----|
| Walk           | 7  |
| Bike           | 0  |
| School bus     | 0  |
| Family vehicle | 30 |
| Carpool        | 8  |
| Transit        | 0  |
| Other          | 0  |

**7. How long does it normally take your child to get to and from school?**

Travel time to school

|                      |    |
|----------------------|----|
| Less than 5 minutes  | 25 |
| 5 - 10 minutes       | 19 |
| 11 - 20 minutes      | 3  |
| More than 20 minutes | 0  |
| Don't know           | 0  |

Travel time from school

|                      |    |
|----------------------|----|
| Less than 5 minutes  | 22 |
| 5 - 10 minutes       | 20 |
| 11 - 20 minutes      | 3  |
| More than 20 minutes | 0  |
| Don't know           | 0  |

**8. Has your child asked you for permission to walk or bike to/from school in the last year?**

|     |    |
|-----|----|
| Yes | 18 |
| No  | 28 |

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

|                  |    |
|------------------|----|
| Kindergarten     | 0  |
| 1st Grade        | 0  |
| 2nd Grade        | 0  |
| 3rd Grade        | 6  |
| 4th Grade        | 3  |
| 5th Grade        | 6  |
| 6th Grade        | 10 |
| 7th Grade        | 3  |
| 8th Grade        | 0  |
| Not at any grade | 18 |

**10. Which of the following issues affect your decision to allow or not allow your child to walk or bike to/from school?**

|                                | <u>Yes</u> | <u>No</u> |
|--------------------------------|------------|-----------|
| Distance                       | 20         | 27        |
| Convenience of driving         | 5          | 42        |
| Time                           | 12         | 35        |
| Before/after school activities | 10         | 37        |
| Speed of traffic on route      | 25         | 22        |
| Amount of traffic on route     | 28         | 19        |
| Adults to walk/bike with       | 6          | 41        |
| Sidewalks or pathways          | 11         | 36        |
| Intersection/crossing safety   | 18         | 29        |
| Crossing guards                | 9          | 38        |
| Violence/crime                 | 9          | 38        |
| Weather/climate                | 18         | 29        |

**11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?**

|                                  | <u>Yes</u> | <u>No</u> | <u>Not Sure</u> | <u>No Answer</u> |
|----------------------------------|------------|-----------|-----------------|------------------|
| <b>Child already walks/bikes</b> | 7          |           |                 | 40               |
| Distance                         | 16         | 3         | 2               | 26               |
| Convenience of driving           | 2          | 5         | 3               | 37               |
| Time                             | 7          | 2         | 5               | 33               |
| Before/after school activities   | 3          | 5         | 4               | 35               |
| Speed of traffic on route        | 22         | 0         | 5               | 19               |
| Amount of traffic on route       | 22         | 0         | 4               | 20               |
| Adults to walk/bike with         | 8          | 0         | 3               | 35               |
| Sidewalks or pathways            | 8          | 3         | 4               | 32               |
| Intersection/crossing safety     | 16         | 2         | 5               | 24               |
| Crossing guards                  | 8          | 0         | 4               | 34               |
| Violence/crime                   | 5          | 3         | 3               | 36               |
| Weather/climate                  | 14         | 3         | 3               | 27               |

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

|                      |    |
|----------------------|----|
| Strongly encourages  | 0  |
| Encourages           | 3  |
| Neither              | 43 |
| Discourages          | 0  |
| Strongly discourages | 0  |

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

|             |    |
|-------------|----|
| Very fun    | 4  |
| Fun         | 19 |
| Neutral     | 19 |
| Boring      | 0  |
| Very boring | 0  |



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

|                |    |
|----------------|----|
| Very healthy   | 22 |
| Healthy        | 19 |
| Neutral        | 2  |
| Unhealthy      | 0  |
| Very unhealthy | 0  |

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

|                      |    |
|----------------------|----|
| Grades 1 - 8         | 0  |
| Grades 9 -11         | 0  |
| Grade 12 or GED      | 0  |
| College 1 - 3 years  | 7  |
| College 4 + years    | 37 |
| Prefer not to answer | 0  |

**16. Please provide any additional comments below.**

|                          |    |
|--------------------------|----|
| Provided comments        | 13 |
| Did not provide comments | 34 |

COMMENTS FROM ST. MATTHEW SCHOOL  
PARENT WALKING AND BIKING SURVEY

- Would love to see “off-road” bike paths. The marked lanes on the roads still do not prevent bike/car accidents.
- Effort should be made to encourage families to have children walk or bike when possible.
- We walked/rode bikes at previous school, even with having to cross a busy road. This school crosses a highway, making it even more dangerous. It is unfortunate because I would love to walk/ride.
- Traffic is very fast near our school. I never see officers or crossing guards to slow people down. Ever! My kids would need to be 7<sup>th</sup> grade before I would have them walk alone.
- There is no room for error when riding a bike on the Webster Avenue sidewalks. If a child falls they would be in the street.
- I would be very nervous about letting my children (especially my daughter) walk to school because of crime. Things just aren’t the way they used to be. Too many sick people.
- We’re not sure the way this survey is structured that you’ll get the insight you seek. Too many assumptions and presumptions in these questions. A better survey would be about OVERALL drop-off pick-up issues and challenges for St. Matts families.
- Walking on Webster Avenue is hectic, getting over 172 is dangerous for adults, without any help impossible for elementary age students, drivers are on cell phones and doing many things (radio) in addition to driving.
- I would like to know the exact location of sex offenders living close to the school so I can decide whether to continue letting him walk from school to home.
- We live 2 houses down from St. Matts but still not sure when she can walk alone. At any age.
- Based on where we live and distance from school I am not comfortable with having my children bike – if we were closer and it was not a busy traffic area I would highly encourage it!
- I will not let my son bike alone at any age. I always encourage being with a friend.
- Walking/biking to school should be encouraged and supported where conditions are safe.



# Webster Elementary School

## 1. What is the grade of the child who brought home this survey?

|                    |    |
|--------------------|----|
| 4-K & Kindergarten | 31 |
| 1st Grade          | 17 |
| 2nd Grade          | 17 |
| 3rd Grade          | 11 |
| 4th Grade          | 9  |
| 5th Grade          | 7  |

## 2. Is the child who brought home this survey male or female?

|        |    |
|--------|----|
| Male   | 47 |
| Female | 45 |

## 3. How many children do you have in Kindergarten through 8th grade?

|            |    |
|------------|----|
| 1 child    | 59 |
| 2 children | 25 |
| 3 children | 7  |
| 4 children | 0  |
| 5 children | 0  |
| 6 children | 0  |

## 4. What is the street intersection nearest your home? - No Summary.

## 5. How far does your child live from school?

|                     |    |
|---------------------|----|
| Less than 1/4 mile  | 13 |
| 1/4 mile - 1/2 mile | 24 |
| 1/2 mile - 1 mile   | 19 |
| 1 mile - 2 miles    | 25 |
| More than 2 miles   | 10 |
| Don't know          | 0  |

## 6. On most days, how does your child arrive at and leave from school?

| <u>Arrive at school</u> |    | <u>Leave from school</u> |    |
|-------------------------|----|--------------------------|----|
| Walk                    | 7  | Walk                     | 11 |
| Bike                    | 0  | Bike                     | 0  |
| School bus              | 12 | School bus               | 12 |
| Family vehicle          | 57 | Family vehicle           | 52 |
| Carpool                 | 13 | Carpool                  | 10 |
| Transit                 | 0  | Transit                  | 0  |
| Other                   | 2  | Other                    | 0  |

**7. How long does it normally take your child to get to and from school?**

| <u>Travel time to school</u> |    | <u>Travel time from school</u> |    |
|------------------------------|----|--------------------------------|----|
| Less than 5 minutes          | 42 | Less than 5 minutes            | 34 |
| 5 - 10 minutes               | 40 | 5 - 10 minutes                 | 40 |
| 11 - 20 minutes              | 4  | 11 - 20 minutes                | 9  |
| More than 20 minutes         | 5  | More than 20 minutes           | 7  |
| Don't know                   | 0  | Don't know                     | 0  |

**8. Has your child asked you for permission to walk or bike to/from school in the last year?**

|     |    |
|-----|----|
| Yes | 41 |
| No  | 51 |

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

|                  |    |
|------------------|----|
| Kindergarten     | 0  |
| 1st Grade        | 3  |
| 2nd Grade        | 5  |
| 3rd Grade        | 6  |
| 4th Grade        | 13 |
| 5th Grade        | 12 |
| 6th Grade        | 9  |
| 7th Grade        | 4  |
| Not at any grade | 33 |

**10. Which of the following issues affect your decision to allow or not allow your child to walk or bike to/from school?**

|                                | <u>Yes</u> | <u>No</u> |
|--------------------------------|------------|-----------|
| Distance                       | 32         | 60        |
| Convenience of driving         | 7          | 85        |
| Time                           | 16         | 76        |
| Before/after school activities | 8          | 84        |
| Speed of traffic on route      | 39         | 53        |
| Amount of traffic on route     | 42         | 50        |
| Adults to walk/bike with       | 22         | 70        |
| Sidewalks or pathways          | 23         | 69        |
| Intersection/crossing safety   | 40         | 52        |
| Crossing guards                | 19         | 73        |
| Violence/crime                 | 26         | 66        |
| Weather/climate                | 26         | 66        |

**11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?**

|                                  | <u>Yes</u> | <u>No</u> | <u>Not Sure</u> | <u>No Answer</u> |
|----------------------------------|------------|-----------|-----------------|------------------|
| <b>Child already walks/bikes</b> | 9          |           |                 | 82               |
| Distance                         | 26         | 22        | 6               | 38               |
| Convenience of driving           | 10         | 22        | 3               | 57               |
| Time                             | 19         | 18        | 2               | 53               |
| Before/after school activities   | 18         | 21        | 0               | 52               |
| Speed of traffic on route        | 47         | 11        | 9               | 25               |
| Amount of traffic on route       | 47         | 12        | 8               | 25               |
| Adults to walk/bike with         | 35         | 11        | 2               | 44               |
| Sidewalks or pathways            | 32         | 13        | 3               | 44               |
| Intersection/crossing safety     | 52         | 9         | 7               | 24               |
| Crossing guards                  | 30         | 18        | 3               | 41               |
| Violence/crime                   | 35         | 15        | 3               | 39               |
| Weather/climate                  | 40         | 12        | 0               | 39               |

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

|                      |    |
|----------------------|----|
| Strongly encourages  | 6  |
| Encourages           | 41 |
| Neither              | 43 |
| Discourages          | 0  |
| Strongly discourages | 0  |

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

|             |    |
|-------------|----|
| Very fun    | 8  |
| Fun         | 36 |
| Neutral     | 43 |
| Boring      | 0  |
| Very boring | 0  |

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

|                |    |
|----------------|----|
| Very healthy   | 45 |
| Healthy        | 33 |
| Neutral        | 8  |
| Unhealthy      | 0  |
| Very unhealthy | 2  |

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

|                      |    |
|----------------------|----|
| Grades 1 - 8         | 3  |
| Grades 9 -11         | 0  |
| Grade 12 or GED      | 10 |
| College 1 - 3 years  | 38 |
| College 4 + years    | 40 |
| Prefer not to answer | 0  |

**16. Please provide any additional comments below.**

|                          |    |
|--------------------------|----|
| Provided comments        | 33 |
| Did not provide comments | 58 |

COMMENTS FROM WEBSTER ELEMENTARY SCHOOL  
PARENT WALKING AND BIKING SURVEY

- I think that the school needs a bigger parking lot so that cars aren't parked all the way to the end of the block to pick up their child!!!!
- Would love to bike to school but there are too many intersections and traffic along our route. (With an adult until older).
- What really bothers us is some children get bused to school and my child does not, I don't believe culture should have any other rights than white children. The bus driver every day – beeps the horn to get the child on the bus and when dropped off!
- She is too young and with the amount of sex offenders from here to the school I just don't trust the distance or the route. No one around to make sure the little ones are safe.
- Nobody thinks walking is a “bad” thing – it's great, but traffic on Libal/Mason, Libal/St. John, even Webster Ave by the school is out of control – until we crack down on speeders – and teach kids how to read crosswalk signs – forget it. We can't even get the schools to fix the problem of parents parking in the bus areas – good luck!
- My concern is Baird and St. Joseph. Horrible corner to even drive through at peak times. They would need to cross St. Joes to get to a road to take them to rear of school.
- Since I am unable to walk my child to/from school, I will not let him. Although Green Bay is safe, all it takes is one bad apple. I love him too much to risk that.
- My daughter's grandpa drives her to and from school in the morning as I am working during these hours. I just don't feel safe about her walking alone yet.
- With limited parking near school, carpooling or bike pooling within the neighborhoods would be ideal.
- No crossing guards at 2 busy intersections. Would not consider letting him walk or ride bike without guards.
- It is on my way to work so it is just easier.
- No vehicles stop for pedestrians on Libal Street.
- Too many late and early release dates. Parents miss too much work – huge inconvenience!!
- Live in Allouez. Many streets do not have sidewalks.



- Heavy traffic, with most motorists traveling well above the speed limit on Webster Ave is a concern. An even bigger concern is that there is NO crossing guard on Webster Ave and St. Joseph Street. It's a very busy intersection close to the school. A guard should be there for assistance!
- Distance and parent/parents working an issue. When grandma was here she could not get kids to school so busing was the choice.
- Why does it matter what grade level I completed? Does it really matter? I just don't understand it must be I didn't graduate or get a GED!
- Children should not be able to walk/bike to or from school until middle school or 13 years of age.
- I do not feel it is safe for my child until they are old enough to at least understand to a great advantage the dangers of these actions.
- I think Webster strongly encourages exercise, however does not assist with making this a good option...from my understanding a crossing guard retired last year and was not replaced. Also no supervision on playgrounds which would help.
- We live a little too far and on busy streets. With children being abducted all the time in the USA to feel safe and comfortable enough to allow our children to walk or bike to school. However, they do express wanting to walk or bike to school.
- We walk home when it's nice outside.
- Need a crossing guard on Allouez Avenue and Woodrow.
- My only concern with letting my child bike to school is the intersection of St. Joseph Street and Libal. If a crossing guard were at this intersection I would absolutely let my 4<sup>th</sup> grader ride his bike to school as he has been begging to do.
- I think all children should be bused till 5<sup>th</sup> grade unless a parent is there and are no busy streets within ½ mile of school.
- Safety concerns overwhelm allowing my children to walk/bike to school, although they have expressed an interest in doing so. Thank you for your survey.
- If we had crossing guards I feel several children in our area would walk, but with Libal being so busy it is a concern that makes me uneasy so I drive them.
- Emily would have to cross both Allouez Avenue and Libal Street as well as walk a long distance. I would be interested in busing if provided.
- My child I feel lives too far away from school to walk or bike in this day and age. Finding a way to transport is a huge inconvenience. Working parents rarely have the opportunity to work around school hours, let alone deal with all the late starts and early releases. I would like to see a bus route put in place for children who live 1 - 1½ miles from school.

- I have NEVER, in 7 years of bringing my children to Webster School, observed the police taking radar on Allouez Ave. Cars travel 40+ MPH, therefore I will never allow my children to walk to school alone.
- 2 of the 3 are 4 year old twins in early childhood classes at 2 different schools.
- Even though there is very little drive time and our home is considered “walking distance” it is simply too far to walk to school especially in cool months and never alone at any elementary age.
- Too many weirdoes to walk alone at such a young age.