Marathon
Safe Routes to School Plan

DRAFT – Dec. 15, 2025

Prepared by: North Central Wisconsin Regional Planning Commission

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ATTACHMENTS

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PLAN SUMMARY

The Marathon Safe Routes to School (SRTS) Plan was developed by the North Central Wisconsin Regional Planning Commission (NCWRPC) in conjunction with the Village of Marathon City, Marathon School District, and the Marathon SRTS Task Force as part of the North Central Wisconsin Regional Safe Routes to School Program. This Regional SRTS Program was made possible in part by a Transportation Alternatives Program grant from the Wisconsin Department of Transportation. Additional funding was provided by the North Central Wisconsin Regional Planning Commission.

Why Safe Routes to School?

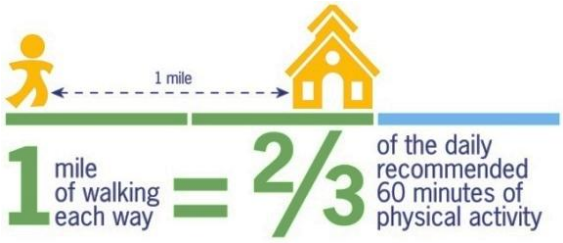
Safe Routes to School (SRTS) is an international movement that began in Denmark in the 1970s when high student traffic deaths occurred. The U.S. Congress established a nationwide SRTS program in 2005 due to high child pedestrian crash rates and rising childhood obesity rates.

The whole reason for this effort is to make it safer and easier for students to walk and bike to school. Nationally, walking and bicycling to school are viewed as realistic ways for students to achieve higher levels of daily physical activity by reducing the number and speed of vehicles around schools.

CDC research discovered that three low-cost strategies are associated with schools that have a higher percentage of students who walk or bike to school: 1) having crossing guards, 2) having bicycle racks, and 3) providing promotional materials to students and families.

When routes are safe, walking or biking to and from school is an easy way to get the regular physical activity children need for good health.

Safe Routes to School initiatives also help ease traffic congestion around schools, reduce transportation costs, and contribute to students' readiness to learn in school.



Plan Results

The 5 E's framework (education, encouragement, engineering, enforcement, and evaluation) was used to create a comprehensive Safe Routes to School plan that will be more effective at increasing physical activity through increased safe walking and biking.

Each school has a section with 4 maps and many charts identifying current practices, summarized data, and existing facilities at and around the school. Recommendations for each school are identified as short, medium, or long-term projects, and a responsible party identifies who may lead implementation of each recommendation.

Both the School District and Village also have their own recommendations section.

PREFACE

About the North Central Wisconsin Regional Planning Commission

The North Central Wisconsin Regional Planning Commission (NCWRPC) is a voluntary association of governments created in 1973 under Wisconsin State Statute 66.945, now 66.0309. NCWRPC provides assistance throughout its 10-county region in the areas of:

- economic development,
- geographic information systems (GIS),
- intergovernmental cooperation,
- land use, and
- transportation.

Staff regularly provide professional planning services to communities for projects of both local and regional significance.

The Region includes 268 local units of government: 198 towns, 39 villages, 21 cities, and 10 counties.

Under Wisconsin law §66.0309(9), "The regional planning commission shall have the function and duty of making and adopting a master plan [now it's a comprehensive plan] for the physical development of the region."

The Region's Comprehensive Plan

The Regional Comprehensive Plan, 2025, and previously the Regional Livability Plan of 2015 identifies ways to address the Region's opportunities and weaknesses to become more livable for all residents. The Regional Comprehensive Plan addresses four specific areas: Housing, Economic Development, Transportation, and Land Use. Background data is provided for the Region's demographics; natural, agricultural, and cultural resources; and existing utilities. The Regional Comprehensive Plan has goals, objectives, and recommendations that can help the Region use the money we have more effectively and efficiently by investing in solutions that solve multiple problems. Mainly, livable and sustainable developments are less expensive to build, require fewer municipal services, result in higher property values, and generate a range of long-term social and environmental benefits.

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

North Central Wisconsin Regional Safe Routes To School Program

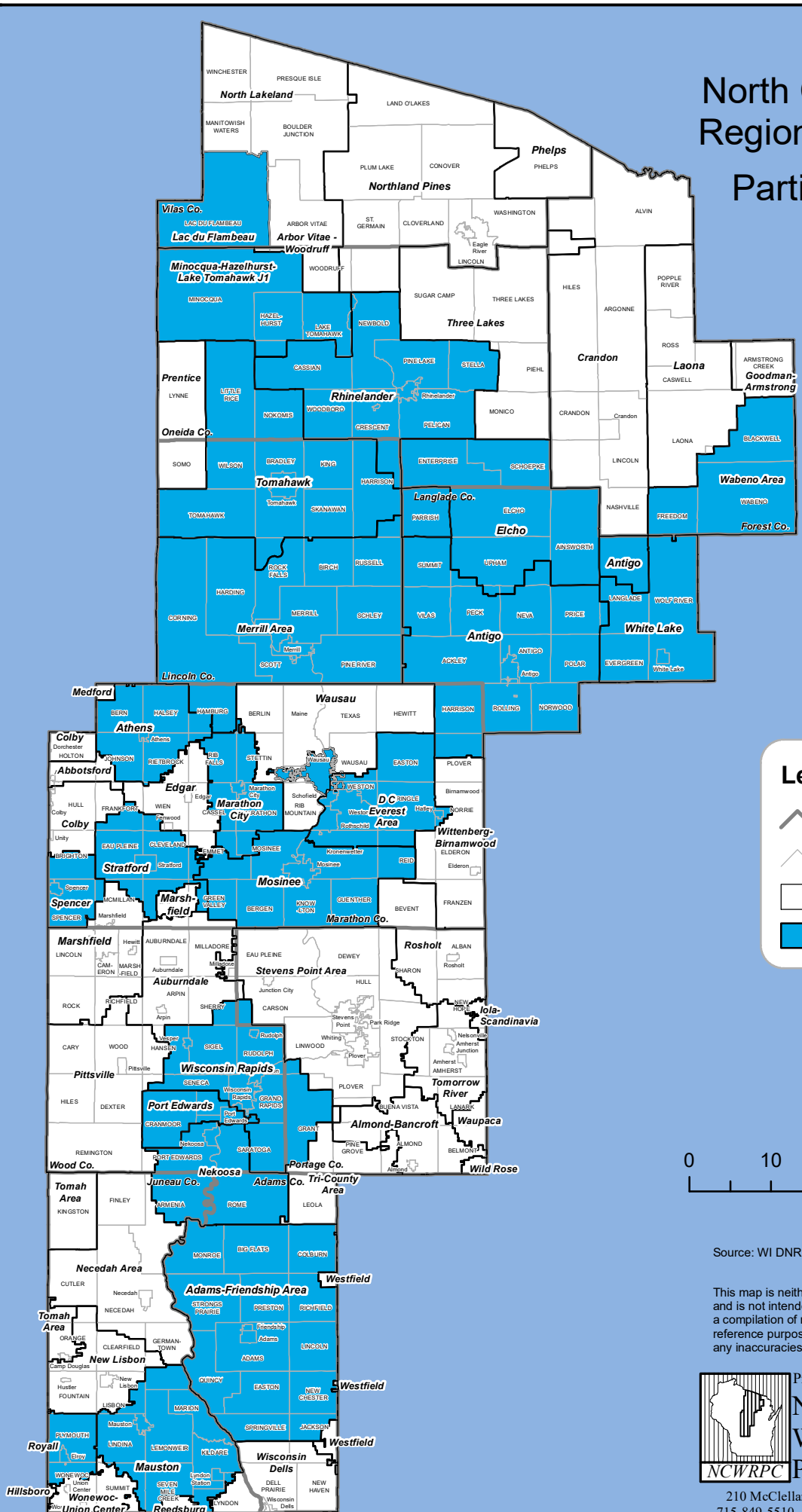
As part of NCWRPC's on-going commitment to implement the Regional Livability Plan, the North Central Wisconsin Regional Planning Commission (NCWRPC) has created the Regional Safe Routes To School (SRTS) program. Implementing Safe Routes to School advances livability principles by making it safer and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

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

Map 1

North Central Wisconsin Regional SRTS Program

Participating School Districts



Legend

- County Borders
- Minor Civil Divisions
- School District Boundaries
- Participating Districts

N
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0 10 20 40 Miles

Source: WI DNR, NCWRPC

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

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Chapter 1 Introduction

Purpose and Overview

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

The purpose of Safe Routes to School (SRTS) is to provide safe pedestrian and bicycle facilities that provide healthier lifestyle choices.

Safe Routes To School:

1) *identifies physical barriers to safe walking and biking;*
2) *provides physical and supportive improvement ideas; and*
3) *provides tools for parents, students, and the community on how to safely walk and bike to school and the long lasting benefits of doing so.*

SRTS planning efforts

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

Major SRTS goals are:

1. To facilitate the planning, development, and implementation of projects and activities that will improve the safety of walking or biking to school.

2. To enable and encourage parents to allow their children, including those with disabilities, to walk and bike to school where it is safe to do so.

3. To make bicycling and walking to school a safer and fun transportation alternative, thereby encouraging a healthy and active lifestyle from an early age.

CDC Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™

Office of Policy, Performance, and Evaluation

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

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

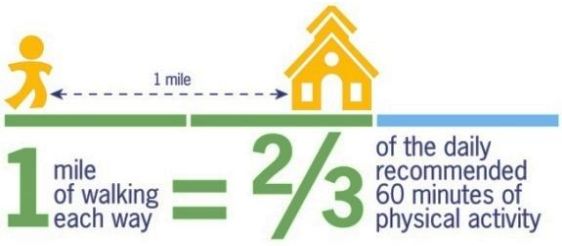
Safe Routes to School is one of those programs that are cost-effective and show significant population health impacts within five years.

Why Safe Routes to School?

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

Health and Obesity

- Over the past 40 years, rates of obesity have continued to steadily increase among children of all ages in the United States; and approximately 14.7 million children and adolescents—about 19.7%—are now overweight or obese. ([1]NIH)
- Being overweight in childhood and adolescence is a strong predictor of adult obesity. This imposes serious short- and long-term physical and psychological threats including type 2 diabetes, cardiovascular diseases, increased mortality, premature death, disability, and decreased mental health. ([2]NIH)



- Less than one-quarter of children (24%) get 60 minutes of physical activity every day. ([4]CDC)

Physical Activity and Academic Performance

- Physical activity and fitness boost learning and memory in children; fitness-associated performance benefits are largest for those situations in which initial learning is the most challenging. ([5]NIH)
- Sixth- and ninth-grade students with high fitness scored significantly better on math and social studies tests compared with less fit students, even after controlling for socioeconomic status. Muscular strength and muscular endurance were significantly associated with academic achievement in all grades. ([6]NIH)
- Lower performing students appear to derive particular benefit from physical activity. In addition, short bicycling exercise periods resulted in enhanced neuronal activity and increased cognitive performance for teenagers with intellectual and developmental disabilities. ([7]NIH)
- When children get physical activity before class, they are more on task and fidget less. This is true for both girls and boys, and has been shown to be particularly beneficial for children who have the most trouble paying attention and those with attention deficit disorders. ([8]NIH)

Safety

- People walking are more than twice as likely to be struck by a vehicle in locations without sidewalks. ([9]FHA)
- In 2020, approximately 10,400 children ages 14 and younger were injured and about 212 were killed while walking or bicycling in the United States. ([10]NHTSA)
- Studies clearly show that higher speeds result in greater impact at the time of a crash, which leads to more severe injuries and fatalities. This is especially concerning for more vulnerable road users, such as motorcyclists, bicyclists, and pedestrians. Per vehicle miles traveled in 2019, motorcyclist fatalities occurred nearly 29 times more frequently than passenger car occupant fatalities, and 33% of motorcycle riders involved in fatal crashes in 2019 were speeding. Pedestrians made up 17% of traffic fatalities in 2019 with 6,205 fatalities. Bicyclists accounted for approximately 2% of fatalities in 2019 with 846 bicyclist fatalities. ([11]FHA)

Traffic Congestion

- By boosting the number of children walking and bicycling, Safe Routes to School projects reduce traffic congestion around schools. ([12]Nat'l SRTS)
- Within the span of one generation, the percentage of children that live within 1 mile of school and walked or biked to school has dropped precipitously, from approximately 89% in 1969 to just 35% in 2009. ([13]NIH & Nat'l SRTS)
- While distance to school is the most commonly reported barrier to walking and bicycling by parents, private vehicles still account for half of school trips between 1/4 and 1/2 mile—a distance easily covered on foot or bike. ([14]FHA)

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[1]NIH = Ham SA, Martin S, Kohl HW 3rd. Changes in the percentage of students who walk or bike to school-United States, 1969 and 2001. J Phys Act Health. 2008 Mar;5(2):205-15. doi: 10.1123/jpah.5.2.205. PMID: 18382030.

[2]NIH = Carsley S, Tu K, Parkin PC, Pullenayegum E, Birken CS. Overweight and obesity in preschool aged children and risk of mental health service utilization. Int J Obes (Lond). 2019;43(7):1325-1333. doi: 10.1038/s41366-018-0280-1.

[3] = Source for 1 = 2/3 graphic, US Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition. Washington, DC: US Department of Health and Human Services; 2018.

[4]CDC = Merlo CL, Jones SE, Michael SL, et al. Dietary and Physical Activity Behaviors Among High School Students — Youth Risk Behavior Survey, United States, 2019. MMWR Suppl 2020;69(Suppl-1):64–76

[5]NIH = Raine LB, Lee HK, Saliba BJ, Chaddock-Heyman L, Hillman CH, Kramer AF. The influence of childhood aerobic fitness on learning and memory. PLoS One. 2013 Sep 11;8(9):e72666. doi: 10.1371/journal.pone.0072666. PMID: 24039791; PMCID: PMC3770671.

[6]NIH = Coe DP, Peterson T, Blair C, Schutten MC, Peddie H. Physical fitness, academic achievement, and socioeconomic status in school-aged youth. J Sch Health. 2013 Jul;83(7):500-7. doi: 10.1111/josh.12058. PMID: 23782093.

[7]NIH = Donnelly JE, Hillman CH, Castelli D, Etnier JL, Lee S, Tomporowski P, Lambourne K, Szabo-Reed AN. Physical Activity, Fitness, Cognitive Function, and Academic Achievement in Children: A Systematic Review. Med Sci Sports Exerc. 2016 Jun;48(6):1197-222. doi: 10.1249/MSS.0000000000000901. PMID: 27182986; PMCID: PMC4874515.

[8]NIH = García-Hermoso A, Hormazábal-Aguayo I, Fernández-Vergara O, González-Calderón N, Russell-Guzmán J, Vicencio-Rojas F, Chacana-Cañas C, Ramírez-Vélez R. A before-school physical activity intervention to improve cognitive parameters in children: The Active-Start study. Scand J Med Sci Sports. 2020 Jan;30(1):108-116. doi: 10.1111/sms.13537. Epub 2019 Sep 2. PMID: 31410887.

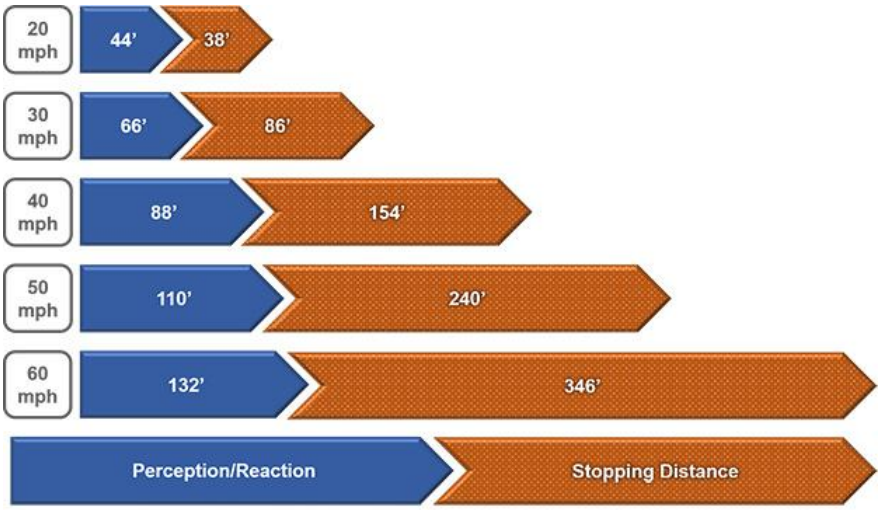
[9]FHA = Public Roads, March/April 2012, Vol. 75 No. 5, FHWA-HRT-12-003.

Sources continued on the bottom of page 8.

Why Speed Matters

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

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



Speed Management is Key to Road Safety, Winter 2022 by Guan Xu, Abdul Zineddin, Randolph Atkins, and Sarah Abel FHWA-HRT-22-002

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[10]NHTSA = National Center for Statistics and Analysis. (2022, October). Traffic safety facts 2020: A compilation of motor vehicle crash data (Report No. DOT HS 813 375). National Highway Traffic Safety Administration.

[11]FHA = Speed Management is Key to Road Safety by Guan Xu, Abdul Zineddin, Randolph Atkins, and Sarah Abel. Winter 2022, Vol.85 No.4, FHWA-HRT-22-002.

[12]Nat'l SRTS = Safe Routes Partnership, https://www.saferoutespartnership.org/safe-routes-school/101/benefits.

[13]NIH & Nat'l SRTS = Ham SA, Martin S, Kohl HW 3rd. Changes in the percentage of students who walk or bike to school-United States, 1969 and 2001. J Phys Act Health. 2008 Mar;5(2):205-15. doi: 10.1123/jpah.5.2.205. PMID: 18382030.

[14]FHA = Federal Highway Administration, National Household Travel Survey 2001; NHTS Brief on Travel to School, January 2008.

Bicycle Safety in Wisconsin

Did you know...

In Wisconsin, one bicyclist was killed or injured every 12.4 hours in 2023.

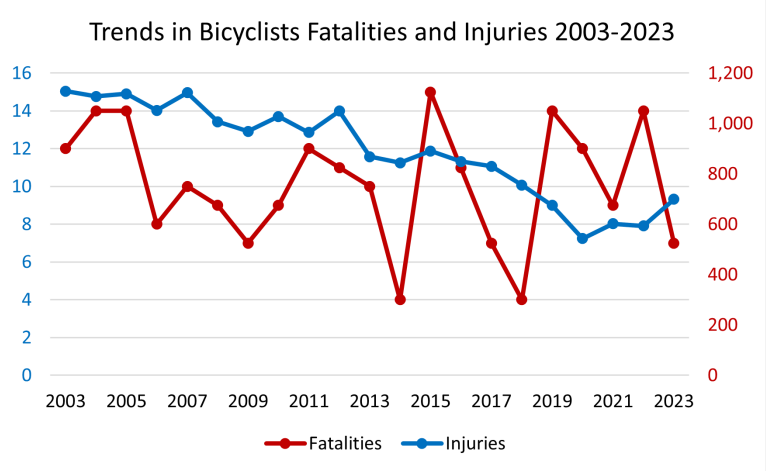
- 791 crashes involved bicyclists in Wisconsin in 2023.
- In these crashes, 7 bicyclists were killed and 699 were injured.
- Bicyclists are almost always injured in a collision with a motor vehicle.

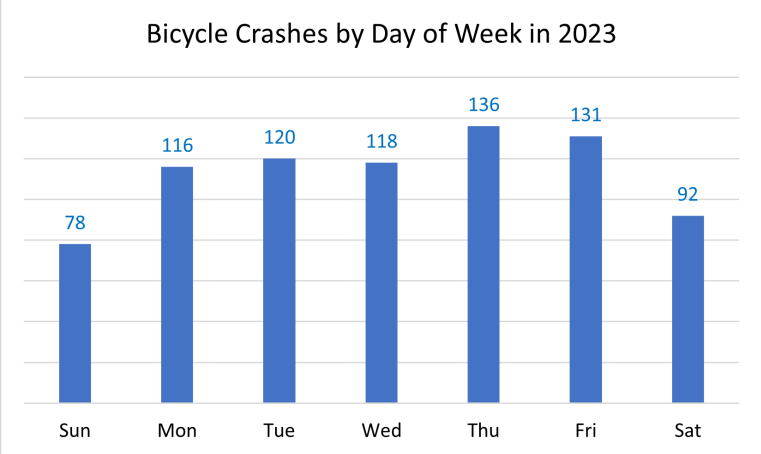
Scope of the Problem

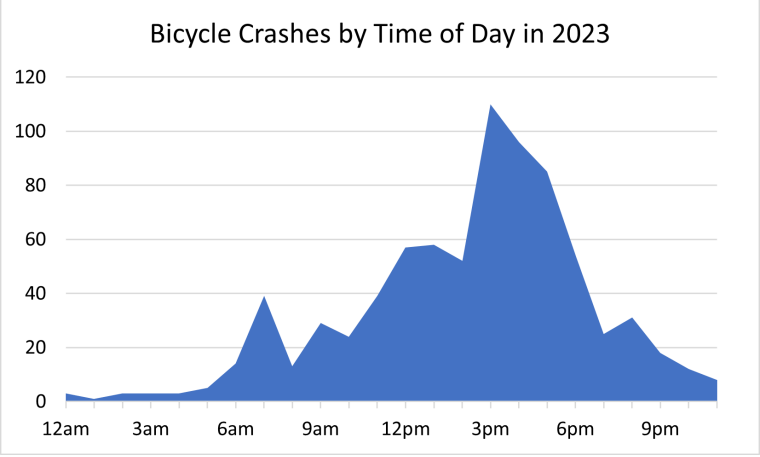
Over the years, improvements to bicyclist safety have been made in areas such as engineering, education, enforcement, and emergency response.

Over the long term, the number of bicyclist injuries has decreased, but year-to-year fluctuations in bicyclists fatalities are apparent.

Over the past 20 years, the number of bicyclist injuries has decreased by 38%.







Types of Bike Crashes

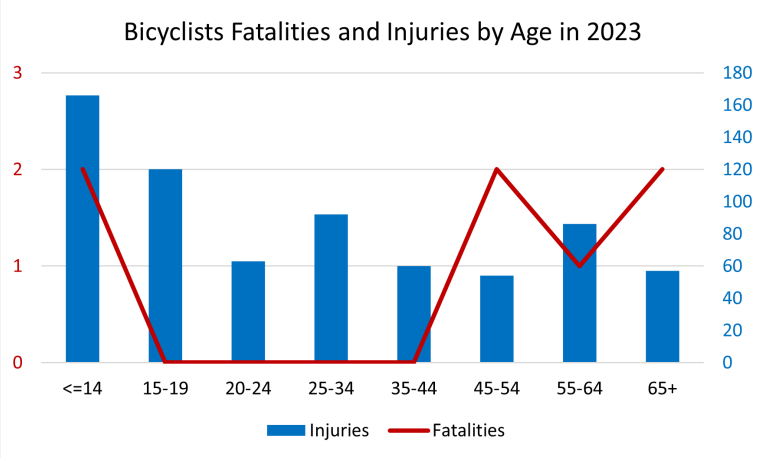
The most common types of bicycle crashes involve:

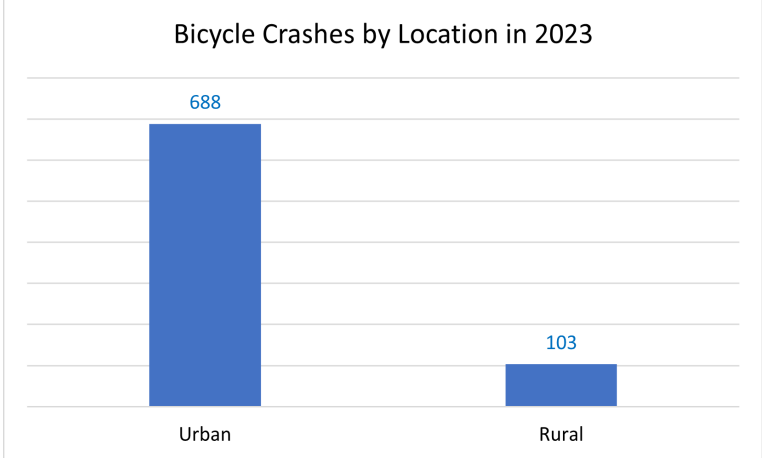
- Motorists failing to yield the right of way to a straight-through bicyclist when making a left turn.
- Motorists failing to yield at a controlled intersection.
- Bicyclists failing to yield at a controlled intersection.
- Motorists turning right on a red.

Bicyclists involved in a crash were not at fault in 28% of incidents; 291 crashes in 2023 were the responsibility of the motor vehicle driver.

Bicycle crashes slightly peak in the morning when drivers are headed to work or school and crashes reach their highest point in the afternoon when returning home after their day. While there is more traffic on the road during these times, 43% of all bicycle crashes are in marked crosswalks.

Who is at Risk?





Children, teenagers, and young adults together comprise a majority of the injuries in 2023. High injury rates among this group are a result of poor road skills and excessive vehicular speeds in neighborhoods and school zones.

Most bicycle crashes occur in urban areas and on local roads and streets. This is not surprising considering that bicycling rates are higher in urban locations.

Current Bicycle Laws

Bicycling laws are defined in Wis. Stats. 340.01(5), 346.02(4)(a) and 346.80(2)(a).

The bicycle is defined as a vehicle. The operator of a vehicle is granted the same rights and subject to the same duties as the driver of any other vehicle.

Any person operating a bicycle at less than normal speed shall ride as close as practicable (not as far right as possible) to the right-hand edge or curb of the unobstructed traveled roadway. This includes riders who are riding two or more abreast.

What can Drivers Do?

- Give cyclists at least three feet of clearance when passing.
- Occupants of parked vehicles should look back and to their left before opening their door into traffic. Being “doored” is among the most common types of bicycle collisions and can lead to serious injury or even death.
- When turning left, watch for and yield to oncoming bicyclists just as you would for oncoming motorists. This is the most common type of auto/bike collision.
- When turning right, yield to any bicyclist traveling on your right. Do not try to pass a bicyclist if you are planning to turn right at the next intersection or driveway.
- Practice caution when young cyclists are present.

What can Cyclists Do?

- Cyclists are vehicles. As such, they must ride in the same direction as traffic and must use hand signals to indicate their movements.
- Wear a helmet; taking this easy step can eliminate up to 85% of head injuries in a crash.
- Parents should ensure that children have mastered the ability to ride in a straight line before allowing children to bike on their own. Most children do not develop this skill until seven or eight years old.
- Bike safety courses are available throughout the state; contact the Bicycle Federation of Wisconsin or the League of American Bicyclists for more information.

Produced by the WisDOT Bureau of Transportation Safety. For questions, please contact CrashDataAnalysis@dot.wi.gov.

Pedestrian Safety in Wisconsin

Did you know...

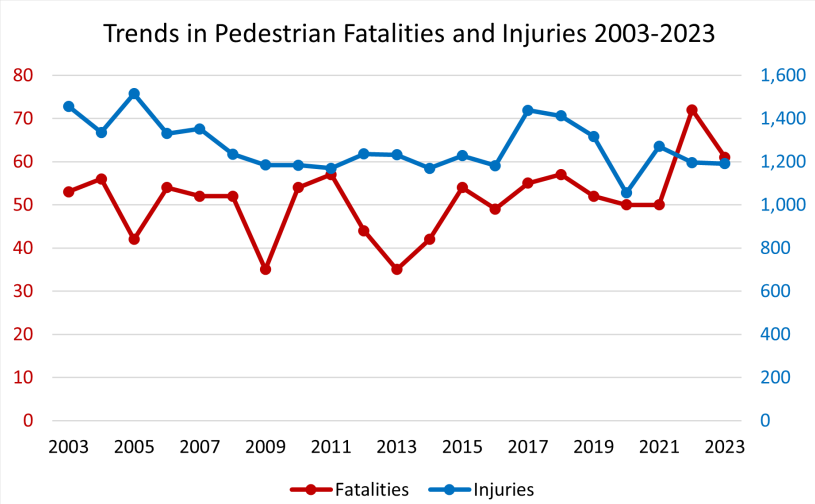
In Wisconsin, one pedestrian was killed or injured every 7 hours in 2023.

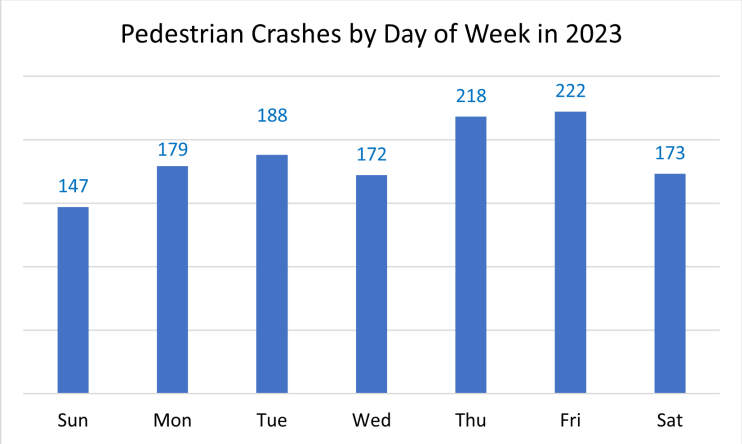
- 1,299 crashes involved pedestrians in Wisconsin in 2023.
- In these crashes, 61 pedestrians were killed and 1,190 pedestrians were injured.
- Few pedestrian crashes result in property damage only; the pedestrian is almost always injured.

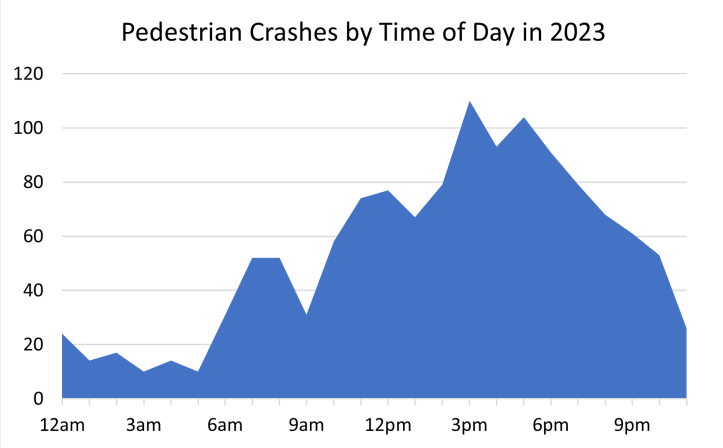
Scope of the Problem

Over the years, improvements to pedestrian safety have been made in areas such as engineering, education, enforcement, and emergency response.

Despite the improvements, pedestrian injuries have remained generally consistent over the past 20 years. Pedestrian fatalities have increased slightly since 2013, when there were only 35 pedestrian fatalities. There has been a decrease in pedestrian fatalities in 2023 compared to 2022.





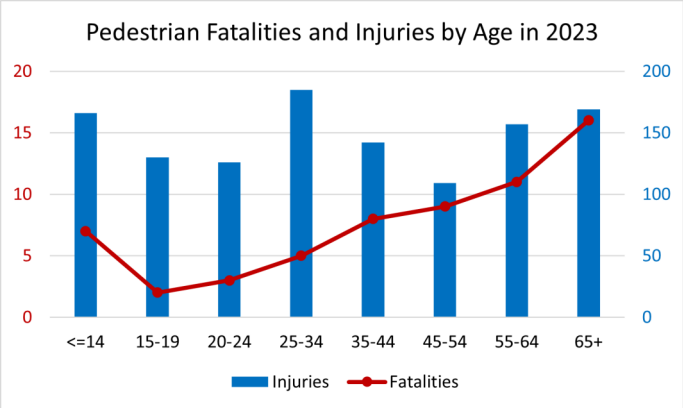


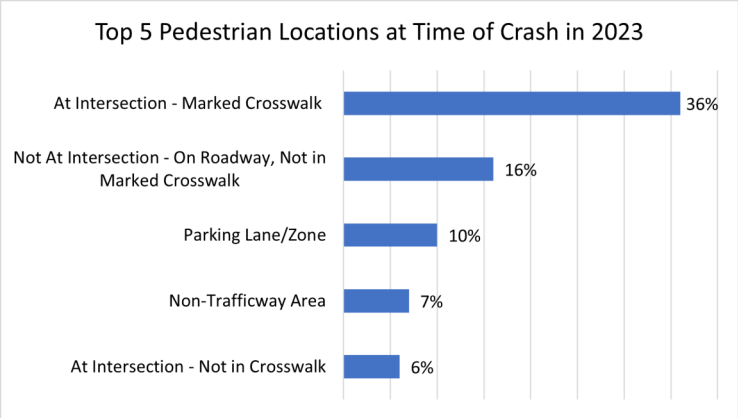
When do Pedestrian Crashes Occur?

Pedestrian crashes most often occur on weekdays with Fridays accounting for highest number of crashes at 17% and Sundays with the fewest at 11%.

Most pedestrian crashes occur between 3 pm and 6 pm, the hours after school and the peak time that adults commute home from work. This afternoon peak is far higher than the morning peak time, possibly because of driver and pedestrian fatigue and inattentiveness.

Pedestrian Crash Risk Factors





Pedestrians aged 25-34 are most at risk for injuries. Older pedestrians, on the other hand, are more likely to suffer a fatality when involved in a crash.

The vast majority of pedestrian crashes occur in the roadway or at a crosswalk in an intersection. Any street crossing can put a pedestrian in the path of a motor vehicle operator who may not be paying attention or may not have time to avoid a pedestrian who suddenly steps into the path of the vehicle.

Pedestrian crashes are more likely to have worse consequences when drugs or alcohol are a factor. Of the 62 pedestrian-involved fatal crashes, 20 (32%) involved an impaired pedestrian or driver. Of the 1,150 pedestrian injury crashes, 122 (11%) involved either an impaired pedestrian or driver.

Current Pedestrian Laws

Pedestrian laws are defined in Wis Stats. 346.23 (1)(2) and 348.24(1):

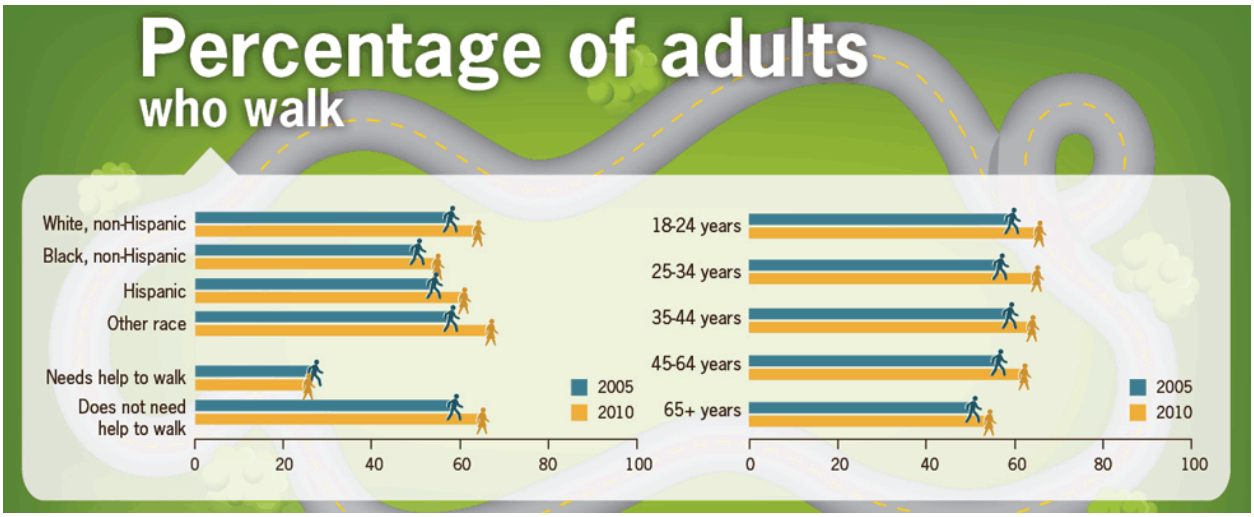
- At any crosswalk (marked or unmarked), the operator of a vehicle shall yield the right-of-way to a pedestrian, in a manner which is consistent with the safe use of the crosswalk by a pedestrian who has started to cross the road.
- In all other cases, pedestrians, bicyclists, and riders of electric assistive mobility devices shall yield the right-of-way to vehicles lawfully proceeding directly ahead on a green signal.
- No operator of a vehicle proceeding ahead on a green signal may begin a turn at a controlled intersection or crosswalk when a pedestrian or rider of an assistive mobility device crossing in the crosswalk on a green or walk signal would be endangered or interfered with in anyway.

What can You Do?

- As a motorist, look for pedestrians when turning left or right.
- Reduce travel speeds in school zones and neighborhoods.
- Yield to pedestrians already attempting to cross the roadway.
- As a pedestrian, always look left, right, and left again for traffic before stepping into the street. Establish eye contact with the driver before crossing.
- As a pedestrian, cross at a crosswalk or where you can see and be seen by motorists. Avoid crossing at blind curves.
- When walking at night, always wear bright clothing. Do not assume drivers will see you.

Produced by the WisDOT Bureau of Transportation Safety. For questions, please contact CrashDataAnalysis@dot.wi.gov**.**

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



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

Safe Routes
PARTNERSHIP

Benefits of Safe Routes to School

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

COST SAVINGS

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

TRAFFIC SAFETY

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

CLEAN AIR BENEFITS

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

SAFETY FROM CRIME

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

COMMUNITY CONNECTEDNESS

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

HEALTHIER STUDENTS

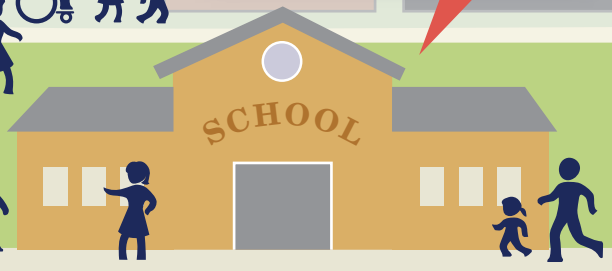
- Better health & stronger bones, muscles & joints through more walking & biking
- Reduced risk of chronic disease, diabetes, & obesity

SCHOOL TRANSPORTATION FIXES

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

BETTER ACADEMIC PERFORMANCE

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



THE 5 ES OF SAFE ROUTES TO SCHOOL

Comprehensive Safe Routes to School initiatives have been shown to be more effective at increasing bicycling and walking to school and reducing injuries. Community members; public health, planning and transportation professionals; and school communities all have roles to play to change norms in how we move around our communities and make it appealing and safe for students to walk, bike or roll to school. The Regional Safe Routes to School program uses the 5 E's strategy as a framework for identifying needs and structuring a local SRTS program.

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

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

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

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

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

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

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

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

Evaluation – *Assessing which approaches are more or less successful, and if they are benefitting everyone. This also applies to reviewing policies.*

- **E**valuating results is key to determining the scope and success of **E**ducation programs; **E**ncouragement events, activities, and programs; **E**nforcement solutions; **E**ngineering improvements; all while making sure that results are benefiting everyone. This also relates to reviewing policies.

MARATHON SRTS PLANNING PROCESS

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

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

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

See **Map 2** to see the school that is part of this Marathon SRTS Plan.

Marathon SRTS Planning Timeline

January 2022 – School District & Village applied with NCWRPC for SRTS Planning Grant.

July 2022 – WisDOT awards SRTS Planning grant.

Fall 2023 – Parent Survey & Student Tally administered in schools.

Spring 2024 – SRTS Task Force Mtg #1, Parent Survey & Student Tally data presented.

Spring 2024 – Walk Audits performed around MAES/MVA.

Summer/Fall 2025 – Additional data collection, maps showing existing conditions created.

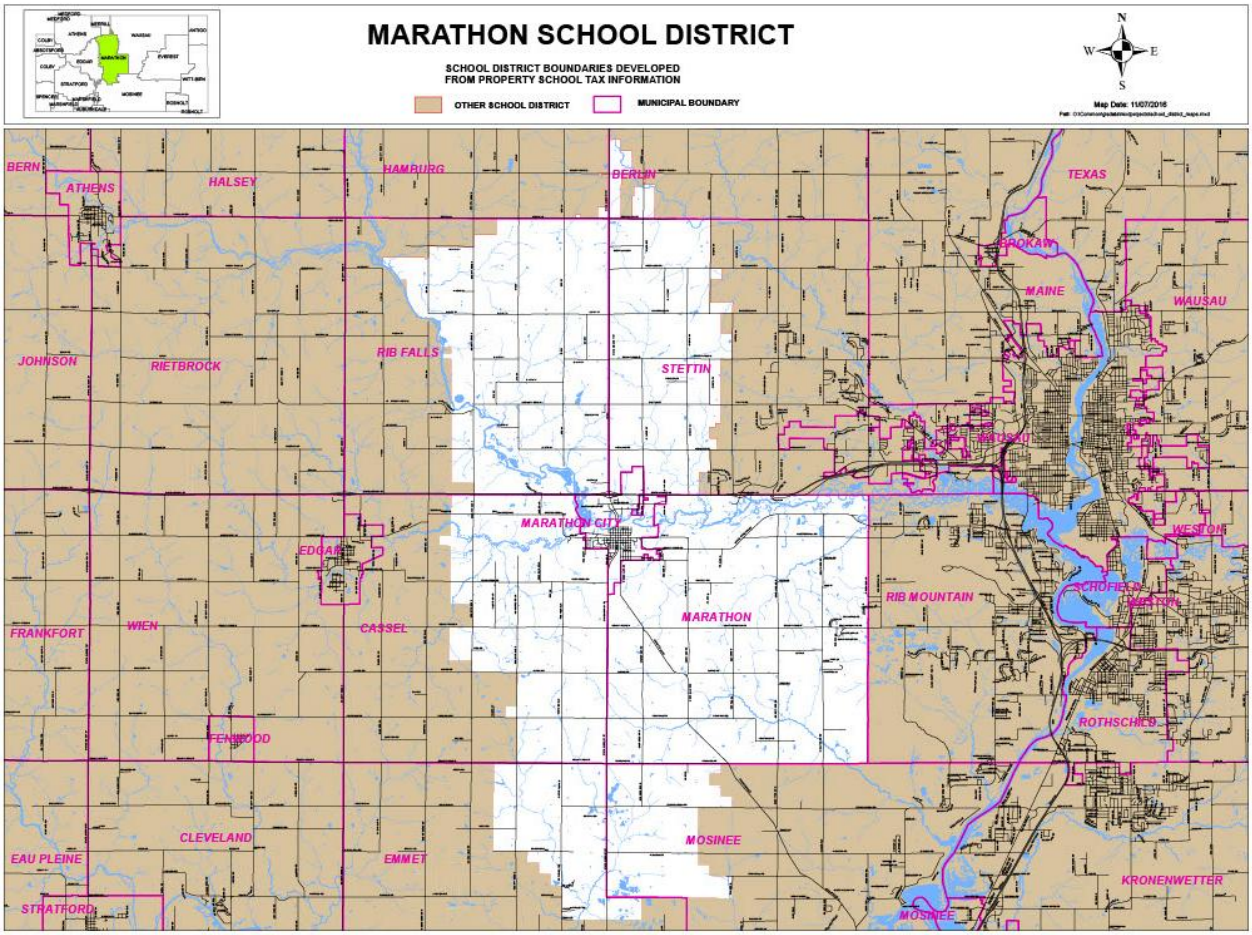
Fall 2025 – Draft plan reviewed and revised by SRTS Task Force members.

Fall 2025 – Marathon SRTS Plan proceeded through various efforts to adoption.

MARATHON SCHOOL DISTRICT

The Marathon School District encompasses the Village of Marathon City, and all or parts of the towns of Berlin, Cassel, Emmet, Hamburg, Marathon, Mosinee, Rib Falls, and Stettin. See **Figure 1** for the whole District, and **Map 2** for the school in this SRTS Plan.

Figure 1: Marathon School District Map



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

Marathon Area Elementary School (MAES), a K-5 school.
Marathon Venture Academy (MVA), a 6-8 school.

Both schools are in the same building and are called: **MAES/MVA**.

See **Figure 1** and **Map 2** for the school's location.

DEMOGRAPHICS COVERING MARATHON SCHOOL DISTRICT

Table 1 identifies the number of residents who live within the whole Marathon School District that attend public schools (most of which will be in Marathon School District) This data is from the Census' American Community Survey's 5-year estimates that end on the year in the table (2012, 2017, 2022). Overall enrollment in the Marathon School District of 3-year-olds and over decreased and then increased to a little less than in 2012. (see **Table 1**). Public Nursery/Preschool enrollment has declined as more students are attending private school options. Kindergarten enrollment has dropped over the past decade. Elementary & middle school grades have declined over the past 15 years, but high school grades have increased.

Table 1: School Enrollment in Marathon School District

	2012	2017	2022
Total 3 year olds and over enrolled in any public or private school within the District area.	1,188	998	1,051
Total 3 year olds and over enrolled in public school (mostly in Marathon School District)	688	692	706
Nursery School/Preschool – public school	32	24	8
Kindergarten – public school	52	42	32
Elementary School (Grades 1-8) – public school	358	394	311
High School (Grades 9-12) – public school	247	232	355

Source: American Community Survey (U.S. Census)

Table 2 shows enrollment in both Marathon School District over the last decade. Both schools have steadily increased over the past decade.

Table 2: Enrollment

	2011-12	2016-17	2021-22
MAES/MVA	427	475	495
High School*	256	242	249

*Not included in SRTS Plan

Source: Wisconsin Department of Public Instruction

Table 3 shows The Village of Marathon City's population and the Marathon School District's population in 2022 using the Census' American Community Survey. Population under 5 years identifies how many children will join their local elementary school within the next 5 years. The population of 5 to 9 year olds shows what Tract has high elementary school enrollment now, and this should roughly correlate to the 2021-22 enrollments in Table 2. The median ages in **Table 3** shows that the Village is slightly younger than the District as a whole.

Table 3: Population, 2022

	Total Population	Under 5 years	5 to 9 years	Median Age
Village of Marathon City	1,398	46	79	44.0
Marathon School District	4,444	190	253	45.6

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

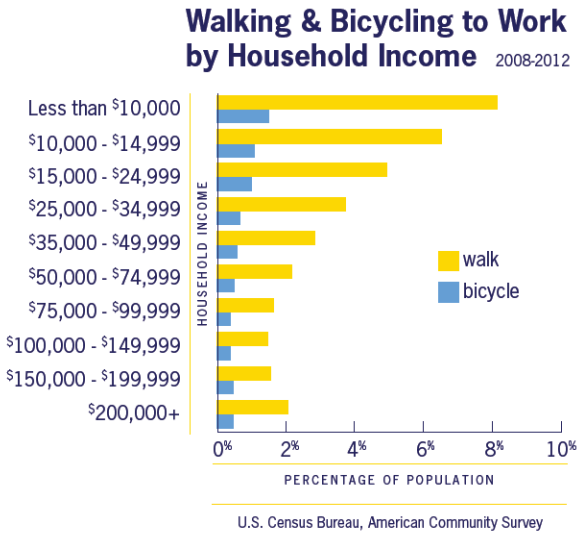
INCOME ANALYSIS

For many residents in low-income communities, walking and biking is a main way of travel for basic needs such as food, employment, and education, as opposed to walking and biking for recreation (Figures 2 & 3). Safe places to walk and bike are a huge contributor to the vibrant fabric of any community. At the same time, walking and biking to everyday destinations in low-income communities can be very daunting when safe walking and biking are not available.

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

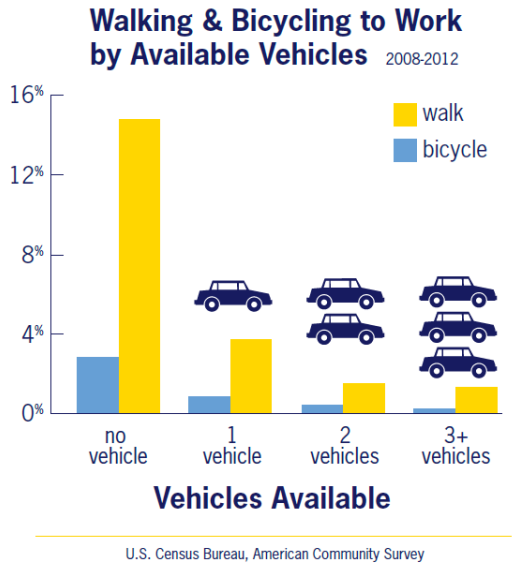
In the Village of Marathon City, a mobile home park is identified on **Map 5B** with about 39 units.

Figure 2:



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

Figure 3:



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

Chapter 2 Existing Conditions

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

Student Tally Overview

In October 2023, student tallies were administered by most homeroom teachers at Marathon Area Elementary School & Marathon Virtual Academy (MAES/MVA). The **student tally** (3-day Students Arrival and Departure Tally Sheet) from the National Safe Routes to School Center was used (See **Attachment B**). In the student tally, homeroom teachers documented how students traveled to and from school and had the opportunity to note other relevant comments. The Marathon School District collected student tallies for MAES/MVA.

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

Student tally results for MAES/MVA are shown in **Figure 4**.

Parent Survey Overview

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

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

Parent survey results for MAES/MVA are shown in **Figures 5-7**.

SITE ASSESSMENT MAPS

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

As part of this Safe Routes to School planning process, a walking and bicycling audit was conducted within a few blocks around MAES/MVA in this Plan. NCWRPC staff and the principal of the school walked or viewed a map of the area around the school, discussed how students arrive and leave school, and identified any concerns about current walking and biking conditions near the school. Audit results are shown on **Map 2** (Site Assessment) for each school.

TRANSPORTATION MAPS

Map 3 (Transportation) shows the most current traffic volume counts within about a half mile radius of each school. It also details pedestrian and bicycle crashes that have occurred between 2010 and 2023 within about a half mile radius of each school.

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

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

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

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

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

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

NHTSA

School Routes Maps

A school routes map in this plan was developed to visualize where walking and biking students could travel to and from school. These routes may not be the most direct routes to walk or bike to school, but they identify where important safe crossings are provided. School Routes are shown on **Map 4** (School Routes).

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

School routes maps identify routes that are as direct as possible to encourage more walking and biking to school.

Note: *Routes are for planning purposes and may not be safe to use now.*

The **school boundary** on the map identifies a geographic zone within which a student is eligible to attend that designated school.

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

EXISTING POLICIES AND SERVICES

School Busing

According to Wisconsin law, a K-12 public school student living more than two miles from a public school is entitled to busing provided by the school district. Additionally, §121.5(9)(a), Wis. Stats., establishes procedures to develop an unusually hazardous transportation (UHT) plan within a two mile radius of each school. An "unusual hazard" is an existing transportation condition that constitutes more than an ordinary hazard and seriously jeopardizes the safety of pupils traveling to and from school. If a hazard is found, then it is documented in a UHT plan, and the student is offered school busing.

Marathon School District provides school busing in specific zones; some of which are next to MAES/MVA per the Unusually Hazardous Transportation (UHT) Plan and map in **Attachment E.**

Bike Racks

There are bike racks at MAES/MVA that are conveniently located near the entrance. Similar to most schools in Wisconsin, all of the bike racks need updating, because they don't allow a bike frame to be supported at two points to hold it up while locked, and to allow a U-lock to secure the frame and front tire to the bike rack (See rack guidance in **Attachment C**. The Site Assessment map shows where bike racks are located (See **Map 2**).

Crossing Guards / Adult Supervisors

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

The Village of Marathon City Police Department has hired crossing guards at various intersections around the Village. The Marathon School District has adults that manage traffic on school grounds (adult supervisors), and an adult crossing guard on 4th St & Chestnut St. See **Maps 2 & 3** for all covered locations.

Safety Patrols

Safety Patrol provides an opportunity for many young people to demonstrate their public service and leadership potential. The program promotes safety awareness and provides protection for children as they travel to and from school. A student in the Safety Patrol program at their school is assigned to one corner of an intersection, and is taught how to keep other children on the sidewalk safe from traffic. *****Safety Patrol is not used at MAES/MVA.*

Walking and Bicycling **Education**

Education is an important component of improving the safety of bicyclists, pedestrians, and motorists alike through skills development. **E**ducation is one of the 5 E's strategies of a multi-faceted approach to reduce pedestrian and bicycle crash risk, with the other E's being **E**ngineering, **E**ncouragement, **E**nforcement, and **E**valuation.

Current Village of Marathon City and Marathon School District walking and bicycling **education** is solely provided within each home.

Walking and Bicycling **Encouragement**

Encouraging people of all ages and abilities to walk and bicycle requires varying degrees of information, support, and persuasion. **E**ncouragement is one of the 5 E's strategies of a multi-faceted approach to reduce pedestrian and bicycle crash risk, with the other E's being **E**ngineering, **E**ducation, **E**nforcement, and **E**valuation.

Current Village of Marathon City walking and bicycling **encouragement** includes:

- Parades, concerts, festivals, and other gatherings are held year round to build community and inadvertently promote walking to and among the events.
- The new underpass under CTH NN promotes walking and biking to the new municipal ball fields east of CTH NN.

Current bicycle encouragement in Marathon SRTS Plan schools is identified on the following pages for each school.

COMMON SRTS ENCOURAGEMENT EVENT AND PROGRAM DESCRIPTIONS

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

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

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

[1]

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

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

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

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

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

Chapter 3 School Data & Recommendations

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

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

The SRTS Task Force and NCWRPC have developed the following recommendations on the five E's principles of Safe Routes to School programs that are defined on page 15.

Recommendation Implementation

Each recommendation on the following pages starts with a possible term, responsible party, and *italicized word*.

The term identifies how soon a recommendation could occur based upon its difficulty to complete. It is not likely that all short-term recommendations would occur in less than 2 years.

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

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

Village = Village of Marathon City Administration or Engineering
Town = One of the Towns of Berlin, Cassel, Emmet, Hamburg, Marathon, Mosinee, Rib Falls, or Stettin
Police = Village of Marathon City Police
Sheriff = Marathon County Sheriff
School Dist. = Usually local school staff, or possibly School District staff or School Board
WisDOT = Wisconsin Department of Transportation
WI Bike Fed = Wisconsin Bike Fed
NCWRPC = North Central Wisconsin Regional Planning Commission
local media = any press (e.g., TV, radio, online, other) that receives official press releases

Italicized words (i.e., *Engineering, Encouragement, Education, Enforcement*, and *Evaluation*) in the following recommendations identify which of the E's initiatives a recommendation relates to. See page 15 for each E's description.

SCHOOL SECTIONS (DATA & RECOMMENDATIONS)

All the data for Marathon Area Elementary School & Marathon Virtual Academy (MAES/MVA) is identified in this chapter.

Chapter 2 provides overview information for:

- Student Tally
- Parent Survey
- Walking and Bicycling Education
- Bike Racks and Crossing Guards
- Site Assessment map (Map 2)
- Transportation map (Map 3)
- School Routes map (Map 4)
- Recommendations maps (Maps 5A and 5B)

Marathon Area Elementary School & Marathon Virtual Academy (MAES/MVA) — Data & Recommendations

100 Spring Valley Drive

MAES/MVA served 490 (2023) students in 4K through 8th grade.

- **Main modes of travel by MAES/MVA students:**
  1. Family Vehicle (50% morning & 44% afternoon)
  2. School Bus (47% morning & 49% afternoon)

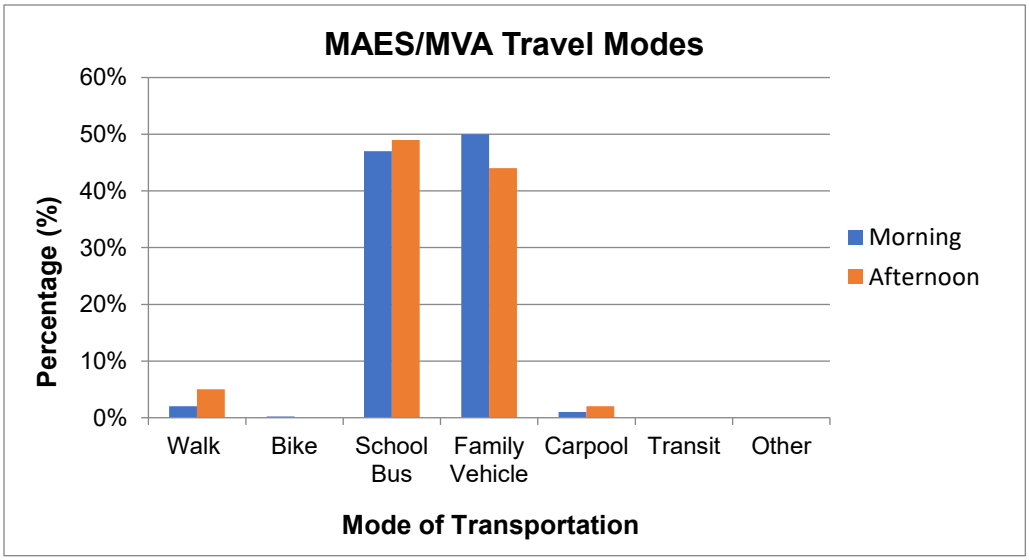
The discrepancy between morning and afternoon travel in **Table 4** & **Figure 4** shows that 6% more parents are driving their kids to school in the morning vs. afternoon. About half of those students walk home and roughly the other half take the school bus home. Percentages don't total 100% due to incomplete data on the completed forms.

Table 4 Marathon Area Elementary School & Marathon Virtual Academy Morning & Afternoon Travel Comparison

	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	2%	0.1%	47%	50%	1%	0%	0%
Afternoon	5%	0%	49%	44%	2%	0%	0%

Source: Student Tally, October 2023

Figure 4: MAES/MVA Morning and Afternoon Travel Comparison



Source: Student Tally, October 2023

MAES/MVA Parent Survey Results — 84 surveys received.

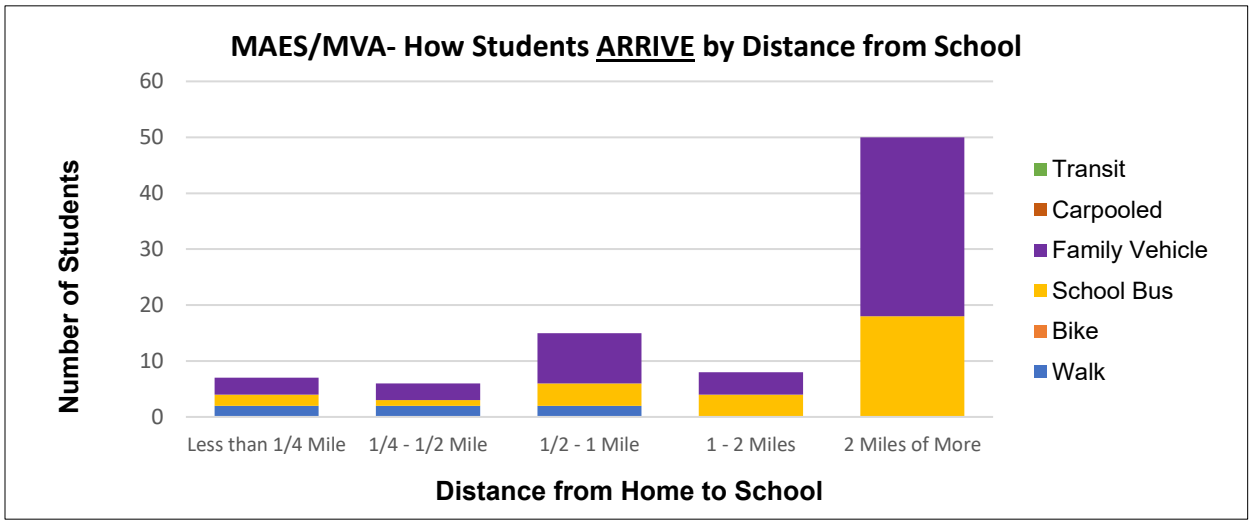
Parents were instructed to fill out only one survey. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

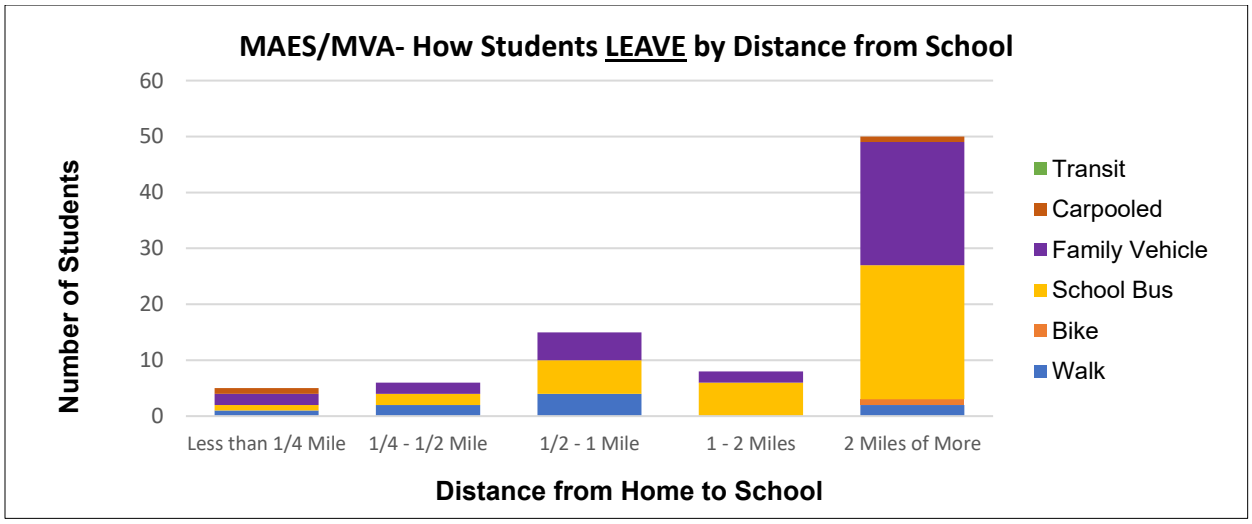
Among parents who answered the survey, 26 of 84 students live within 1-mile of school. With only 5 students within 1-mile of school walking or biking to school, this shows some potential to increase walking and biking to school.

These are not statistical results but should be used to assess the general mood of parents from Marathon Area Elementary School & Marathon Virtual Academy (MAES/MVA).

See comments from MAES/MVA Parent Surveys in **Attachment B**.

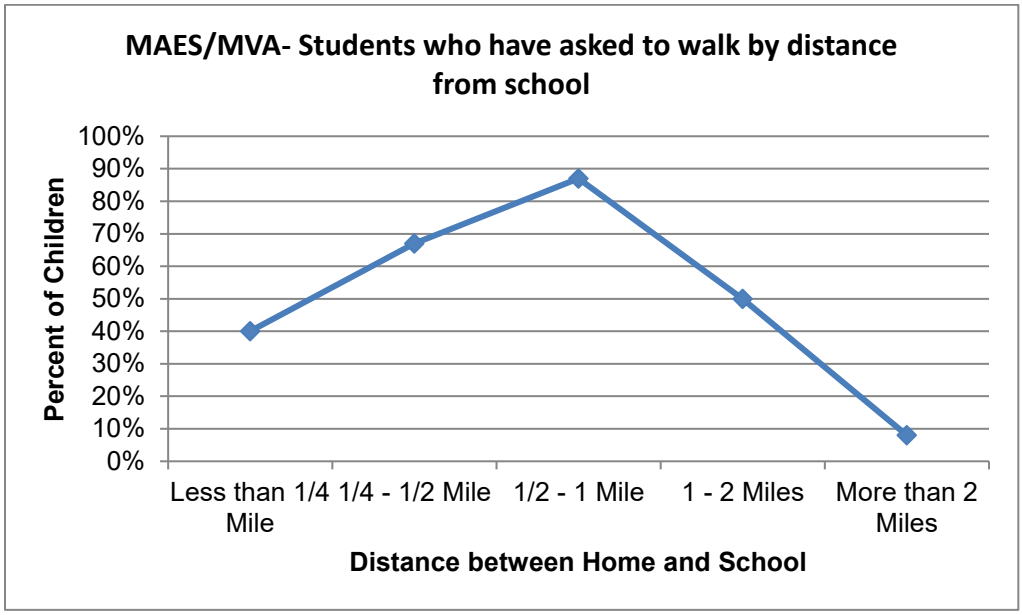
FIGURE 5: How does your child arrive and depart from school?





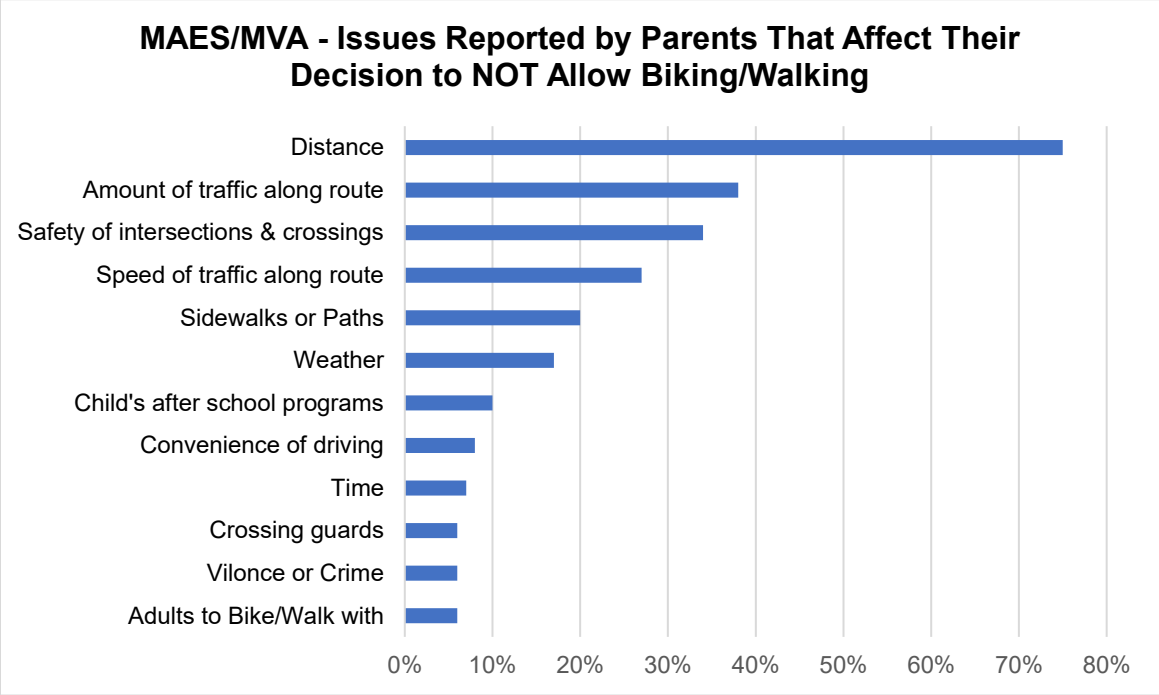
Source: Parent Surveys, November 2023

FIGURE 6: Has your child asked to walk?



Source: Parent Surveys, October 2023

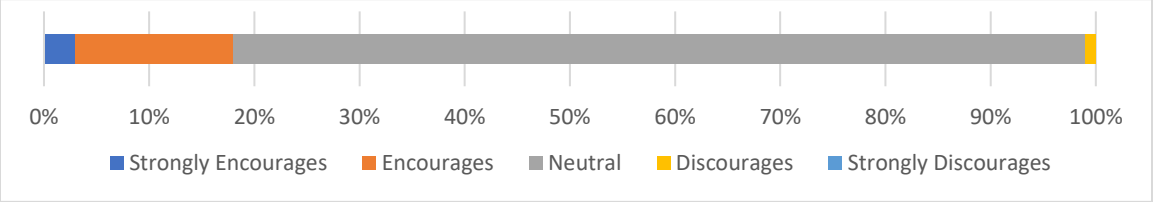
FIGURE 7: Which of the following issues affect your decision to NOT allow walking or biking?



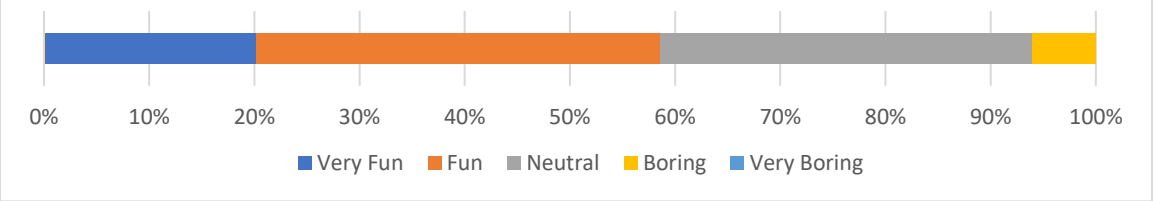
Source: Parent Surveys, October 2023

From MAES/MVA's October 2023 Parent Survey

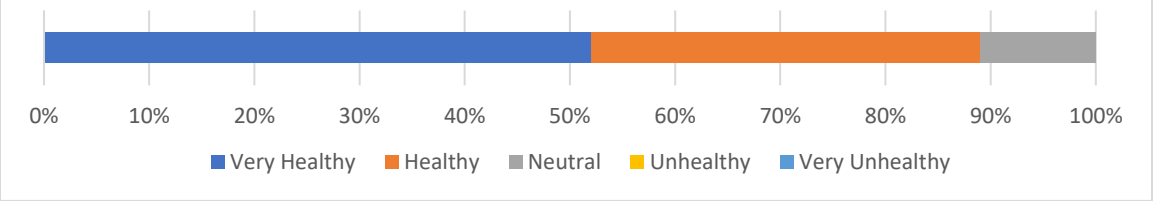
Parent's opinion about how much their **child's school encourages/discourages** walking/biking to/from school:



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



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



Existing Policies and Services for MAES/MVA

Currently there is no walking and biking policies or programming at MAES/MVA.

Crossing Guards & Adult Supervisors

A few adult crossing guards are assigned by the Police Department to intersections that need more guidance for MAES/MVA students than others. The Marathon School District adults that manage traffic on MAES/MVA's grounds and an adult crossing guard at 4th St & Chestnut St, called adult supervisors.

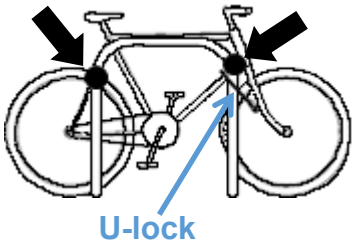
See **Maps 2 & 3** for locations of all crossing guards and adult supervisors.

Bike Racks

There are conveniently located bike racks at MAES/MVA.

Site Assessment **Map 2** shows where bike racks are located.

Similar to most schools in Wisconsin, all of the bike racks need updating, because they don't allow a bike frame to be supported at **two points** to hold it up while locked, and to allow a **U-lock** to secure the frame and front tire to the bike rack (See rack guidance in **Attachment C**).



Source: Madrax

Bike racks by main entrance

Bike rack area has direct connection to sidewalk

MAES/MVA – Maps

Site Assessment Map

As part of this Safe Routes to School planning process, a walking and bicycling audit was conducted within a few blocks around the school. Walk and bike audit results are shown on **Map 2.**

Transportation Map

Map 3 shows the most current traffic volume counts within about a half mile radius of the school. It also details pedestrian and bicycle crashes that have occurred between 2010 and 2023 within about a half mile radius of the school. Other safety countermeasures, like in-street crosswalk signs and speed feedback signs, are also shown on this map.

School Routes Map

A school routes map in this plan was developed to visualize where walking and biking students could travel to and from school. These routes may not be the most direct routes to walk or bike to school, but they identify where important safe crossings are provided. School Routes are shown on **Map 4.**

High School to Elementary Route on **Map 4** (blue dashed line).

MVA (grades 6-8) walk from Marathon High School (MHS) to the MAES/MVA building at the end of each day to access extra-curricular programs. We also have students who walk from the high school to their homes south of CTH NN / 4th Street, and students who walk from St. Mary's to MHS to access athletic practices when they are held at MHS. All 3 groups of students described in this paragraph use the CTH NN / 4th St and Chestnut Ave crossing.

Recommendations for MAES/MVA

NOTE – There may be additional recommendations that apply to this school that are listed in the Marathon School District Recommendations section or the Village of Marathon City Recommendations section in the back of this plan.

U.S. Centers for Disease Control and Prevention (CDC) research discovered that three low-cost strategies are associated with schools that have a higher percentage of students who walk or bike to school:

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

1 of 3 – Crossing Guards & Adult Supervisors *Enforcement & Education*

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

MAES/MVA has staff that provide crossing guard services, called adult supervisors.

Short-term Responsible party: Police.

Recommendation: Continue an adult crossing guard program to serve school crossings that need extra attention for MAES/MVA students on STH 107.

Short-term Responsible party: School Dist.

Recommendation: Continue an adult monitor program for traffic control on school grounds and the crossing guard on 4th St & Chestnut St.

2 of 3 – Bike Racks and **Map 5A – "School Grounds" box** *Engineering*

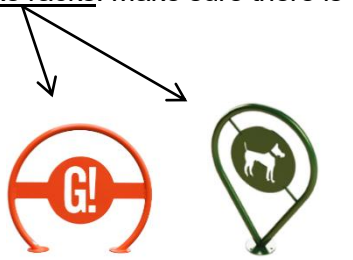
Short-term Responsible parties: **School Dist.**, NCWRPC.

Recommendations: 1) Replace all bike racks with new racks that allow the front tire & bike frame to be locked while the bike is supported at two points, so it doesn't fall over when locked. See bike rack guidelines in **Attachment C**.

2) Consider installing a freestanding bike repair station to support minor bicycle repairs.

3) As the need arises, add scooter racks and skateboard racks.

4) Consider installing visitor bike racks near the main entrance. The school logo could be built into the visitor bike racks. Make sure there is enough room for a bike and child trailer to lock up.



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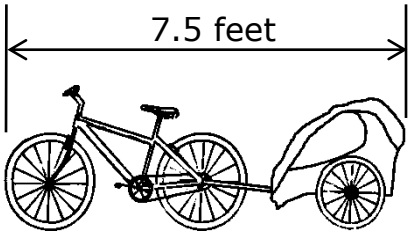


Bike and child trailer

3 of 3 – Walking & Biking Promotional Materials *Education & Encouragement*

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

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

Short-term Responsible party: School Dist.

Recommendation A: Advertise that the "Nat'l SRTS–Teaching Kids To Walk Safely (by age)" document exists to parents before each school year to assist them with teaching their child to walk safely to school if they wish. See "Resources" above for this document.

Short-term Responsible parties: **School Dist.**, WI Bike Fed

Recommendation B: A "how to" guide exists from Portland, Oregon that allows parents to teach their kids how to bike. There is probably a need to have this guide re-branded for a Wisconsin audience. See "Resources" above for this document.

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

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

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

Short-term Responsible parties: **School Dist**., Village, WI Bike Fed., NCWRPC

Recommendation C1: Consider annually participating in Walk and Roll to School (fall) or Bike and Roll to School (spring). School and Village may need to cooperate if additional temporary crossing guards or traffic cones / signs / parking restrictions (traffic calming pop-ups/tactical urbanism) are needed on these special day or week long events.

Recommendation C2: Consider hosting a bike repair & bike skills update event prior to the special day or week so everyone is ready to go. Wisconsin Bike Fed may be able to assist with training local staff to provide these skills classes.

Recommendation C3: After each event, document how successful it was, and determine if changes are needed next time.

Engineering Recommendations from Map 5A

Map 5A – "School Grounds" box *Engineering*

Short-term Responsible party: School Dist.

Recommendation: Replace all bike racks with new racks that allow a bike frame to be supported while the front tire and frame are locked. Consider if scooter racks and skateboard racks are needed. Consider adding a bike repair station near the bike racks. See ***"2 of 3 – Bike Racks"*** recommendation in this section for more details.

Map 5A – "Surrounding Neighborhoods" box *Engineering*

Medium-term Responsible party: Village.

Recommendation: Villagewide, add sidewalk ramps on all corners that do not have them.

See recommendation titled: Sidewalk Improvement Program in the Village's recommendations section.

Short-term Responsible party: Village.

Recommendation: Reinforce existing School Zone Speed Limit on Spring Valley Ct & Dr by adding additional signage per Map 5A and Panel 3.

Medium-term Responsible party: Village.

Recommendation: Improve crosswalk visibility on 4th St & Chestnut St. See Panel 2.

Short-term Responsible party: Village.

Recommendation 1: Improve crosswalk visibility along all of 5th Street, east of STH 107, by painting all east-west crosswalks as High Visibility Crosswalks. See Map 5A.

Recommendation 2: Improve motorists stopping for students in crosswalks by adding School Crossing Here and Stop signs per Map 5A.

School Crossing Here sign

Engineering Recommendations from Map 5B

Map 5B – "School Route Improvements" box *Engineering*

Medium-term Responsible party: Village.

Recommendation: Villagewide, add sidewalk ramps on all corners that do not have them.

See recommendation titled: Sidewalk Improvement Program in the Village's recommendations section.

Short-term Responsible party: Village.

Recommendation 1: Improve crosswalk visibility along all of 5th Street, east of STH 107, by painting all east-west crosswalks as High Visibility Crosswalks. See Map 5B.

Recommendation 2: Improve motorists stopping for students in crosswalks by adding School Crossing Here and Stop signs per Map 5B.

Map 5B – "STH 107" box *Engineering*

Short-term Responsible party: Village.

Recommendation: Improve crosswalk visibility along STH 107 through extensive signage improvements and pavement markings. See Panels 1 & 4.

****

Communitywide Project Notification *Education*

Each of the *engineering* recommendations in this plan will be designed to national standards and therefore can stand on its own. In order to get faster understanding of the new traffic pattern, new device, or policy change, community education will provide better adoption of the change.

Short-term Responsible parties: **School Dist., Village,** local press.

Recommendation: During the planning phase of implementing a recommendation in this SRTS Plan, consider if the public would benefit from a newsletter article or press release teaching them about the new traffic pattern, new road device, or new policy, and then create and publish a newsletter article or press release, if warranted, to coincide with the recommendation's completion.

Measure if Engineering and Education Efforts are Working *Evaluation*

Evaluating the effectiveness of Safe Routes to School recommendations after they have been made or occurred provides the feedback necessary to determine if they worked as designed or if changes for more effective outcomes are needed.

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

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

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

Note: Make sure that community education occurs before Student Tallies are conducted. See recommendation: "Communitywide Project Notification."

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

Short-term Responsible party: Village.

Recommendation: If a traffic problem is noticed where bike or pedestrian infrastructure has been added, then consider conducting a traffic study as necessary to determine the extent of the problem. Based upon the results, determine if additional countermeasures are needed to slow down traffic or make a site safer.

Annual SRTS Plan Review *Evaluation*

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

NCWRPC continues to be a resource for the whole community as you implement this SRTS Plan.

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

Recommendation: Choose a committee to work on implementing this plan. Middle school students may want to help decide what to work on next, and they will also see how the District and City operate.

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

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

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

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

Recommendations for STH 107 from 3rd St to just after 8th St:

a. Consider revising School Speed Limit Zone ordinance to include a higher or double fine.

b. Move both School Ahead signs and yellow beacons to a closer spot within 1-block of closest School Crosswalk. (See images on this page and page 2 of 4.)

c. Install an End School Zone sign at both ends of the School Zone. (See page 2 of 4.)

d. Grind pavement in exact location of where crosswalks will be painted, so snowplows glide over painted crosswalks. Paint all 4 crosswalks at each School Crossing as high visibility crosswalks (No glass beads in paint) and add double sided School Crossing signs with Rectangular Rapid Flash Beacons (RRFBs). See page 4 of 4 for high visibility crosswalk types. See page 3 of 4 for explanation of where signs and RRFBs are to be placed.

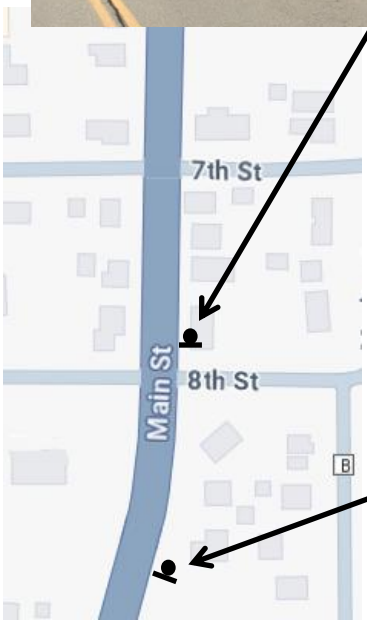
e. Install extra School Speed Limit signs in blocks between 8th Street and 5th Street School Crossings. (See page 4 of 4)

***Note:** All improvements on STH 107 require a WisDOT permit.*

Install "School Ahead," "Fines Higher," and yellow flashing beacon to this light pole.

Note: picture modified to show desired outcome.

STH 107, just north of at 8th Street



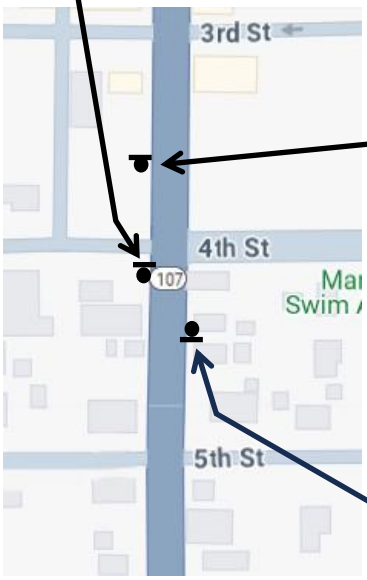
Source: Google

Remove this School Ahead sign and yellow beacon, and install "Reduced Speed Ahead – 25" sign.

Install "School Ahead," "Fines Higher," and yellow flashing beacon to this light pole.

Note: picture modified to show desired outcome.

STH 107, on southwest corner of 4th Street.



Source: Google

Remove this whole sign assembly, on STH 107 just north of 4th Street.

Add End School Zone to a post at both ends of the STH 107 School Zone, and add Speed Limit sign above End School Zone sign.

Perform #1 **or** #2:
#1 – Install 2 double-sided School Crossing Here signs (4 sign assemblies total) and Rectangular Rapid Flash Beacons (RRFBs) on the north leg (shown) of this intersection.
#2 – Install 2 double-sided School Crossing Here signs (8 sign assemblies total) on all 4 corners, and only install double-sided RRFBs on decorative light posts (northwest and southeast corners of this intersection) with remote activation buttons on northeast and southwest corners.

Paint all 4 crosswalks as high visibility crosswalks.
Note: *No glass beads due to slope on STH 107.*

Northbound STH 107 at 7th Street

Perform #1 **or** #2:
#1 – Install 2 double-sided School Crossing Here signs (4 sign assemblies total) and Rectangular Rapid Flash Beacons (RRFBs) on the south leg (shown) of this intersection.
#2 – Install 2 double-sided School Crossing Here signs (8 sign assemblies total) on all 4 corners, and only install double-sided RRFBs on decorative light posts (northwest and southeast corners of this intersection) with remote activation buttons on northeast and southwest corners.

Paint all 4 crosswalks as high visibility crosswalks.
Note: *No glass beads due to slope on STH 107.*

Move this School Crossing Here sign set to this light post

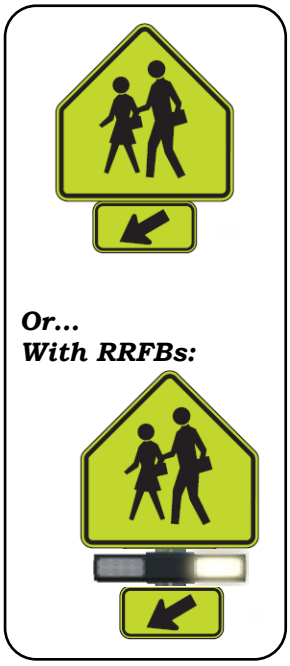
Northbound STH 107 at 5th Street

Source: Google Maps

NOTE: See ***Crosswalk Styles*** on next page, and see note about **NOT** using glass beads in crosswalk paint.

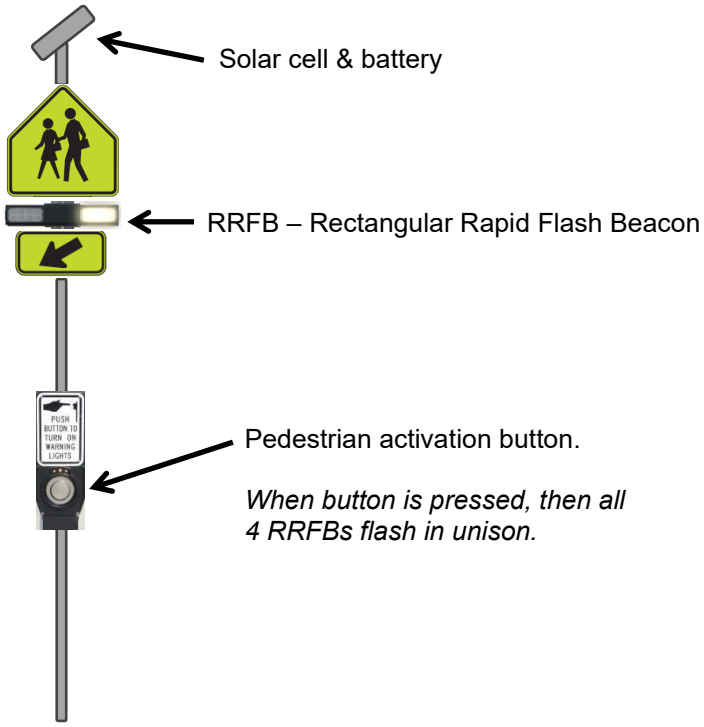
Install extra School Speed Limit signs in blocks between 7th Street and 5th Street School Crossings.

Note: *Use current WMUTCD for sign choice.*



Source for sign graphics is MUTCD 2023.
Source for pictures is Google Street View.
Source for RRFB image is Traffic Safety Supply.

Rectangular Rapid Flash Beacons (RRFB)



Note: *Use current WMUTCD for sign choices.*

Crosswalk Styles

Source: FHWA

WisDOT approved high visibility crosswalks are: Continental, Zebra, and Ladder.

NOTE: STH 107 is so steep (~10%) between 4th St and 8th St, that glass beads should NOT be used in crosswalk paint. Consider adding an anti-slip product to crosswalk paint used in steep areas.

Short-term Responsible parties: Hwy., Village.

Recommendations for CTH NN at Chestnut Street:

a. Move **15 When Flashing Assembly** (see below), west about 30 feet or wherever it would be appropriate.

b. Consider improving the west leg of this intersection as a *high visibility **school** crosswalk* OR as a *high visibility **pedestrian** crosswalk*. Both options will serve the school well. Walking employees of Marathon Cheese may not feel comfortable pressing the button if it is for school only. If the Village tells Marathon Cheese's HR that it is ok for employee use too, then make this a *high visibility **school** crosswalk* per Page 2 of 2 for details.

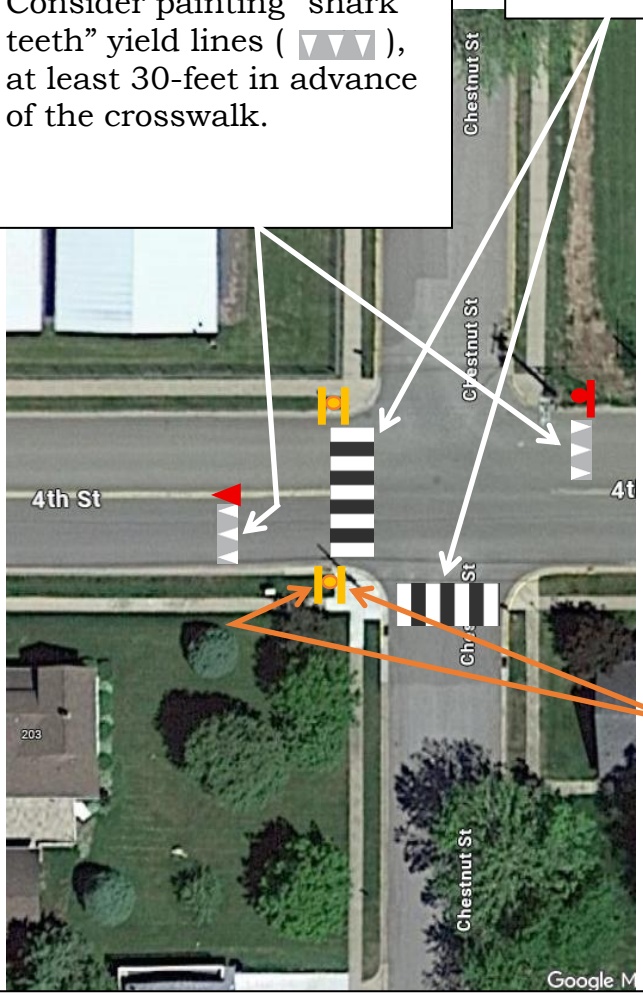
c. Add a **School Zone** to cover this intersection on 4th Street. Add **End School Zone** signs on 4th Street under a speed limit sign at both ends of the school zone.

15 When Flashing Assembly

4th Steet / CTH NN looking west toward Chestnut St intersection

Consider painting "shark teeth" yield lines (▽▽▽), at least 30-feet in advance of the crosswalk.

Paint high visibility crosswalk.



RRFB Crosswalk Assembly

Solar cell & battery

RRFB – Rectangular Rapid Flash Beacon

Pedestrian activation button.

When button is pressed, then all 4 RRFBs flash in unison.

Consider installing in-street school crossing sign on centerline (◄) or edge of the road (⊣) per graphic above.

◄ =

⊣ =

Sign on post.

Note: *Use current WMUTCD for sign choices.*

Crosswalk Styles

Source: FHWA

WisDOT approved high visibility crosswalks are: Continental, Zebra, and Ladder.

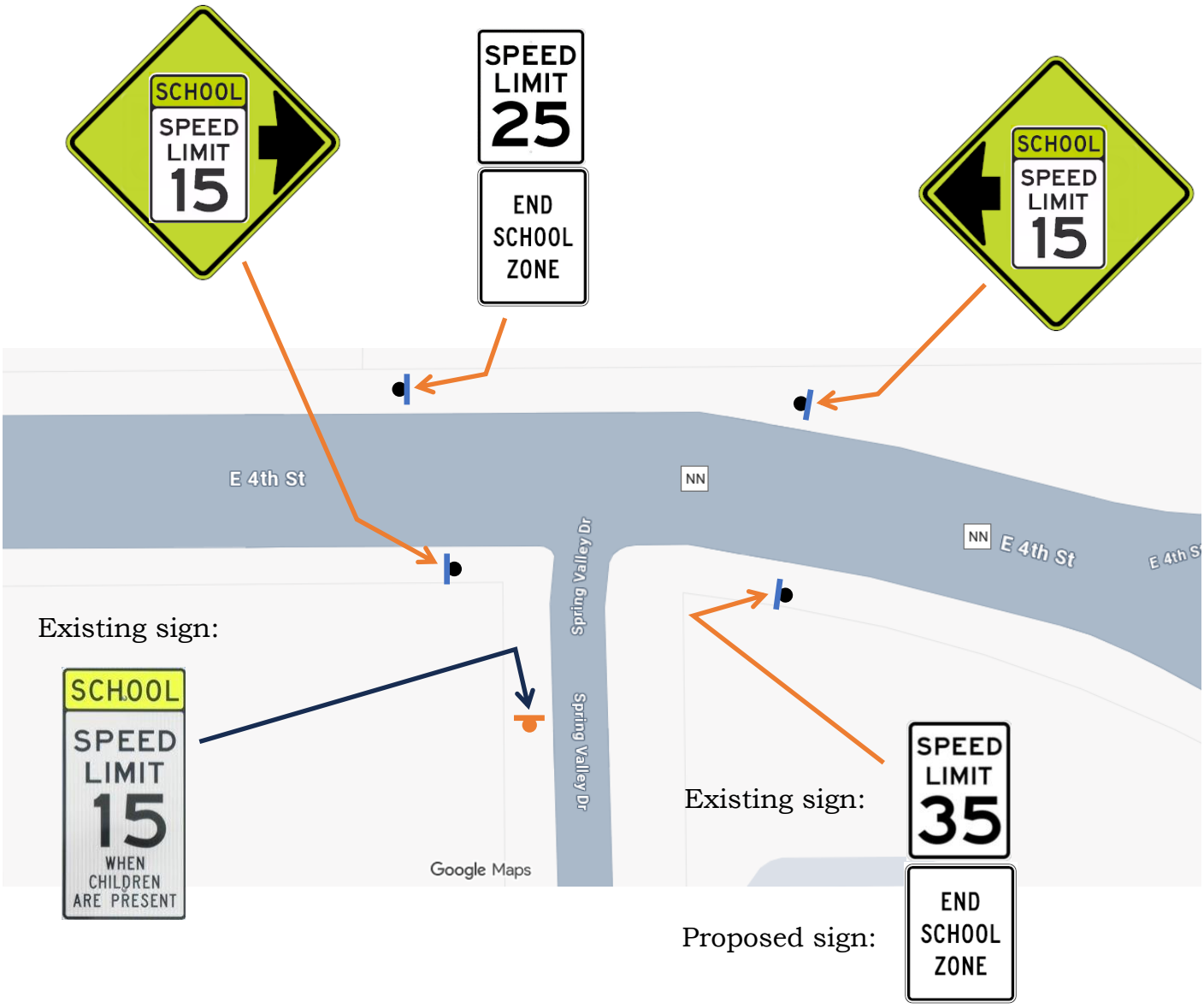
Short-term Responsible parties: Hwy., Village.

Recommendations for CTH NN at Spring Valley Drive:

a. Add "School Speed Limit 15 AHEAD" signs on CTH NN in advance of Spring Valley Drive, to show that a School Speed Limit begins on Spring Valley Drive.

b. Install "End School Zone" signs on same post as speed limit signs per below.

Proposed signs:



STH 107 at 4th St & STH 107 at 2nd St Improvements

Medium-term Responsible parties: WisDOT, Village.

Recommendations for STH 107 at 4th Street:

a. Consider installing a pedestrian hybrid beacon on the south leg of the STH 107 & 4th St intersection. This will be used by community members all day long and by students leaving after school activities when a crossing guard is not present.

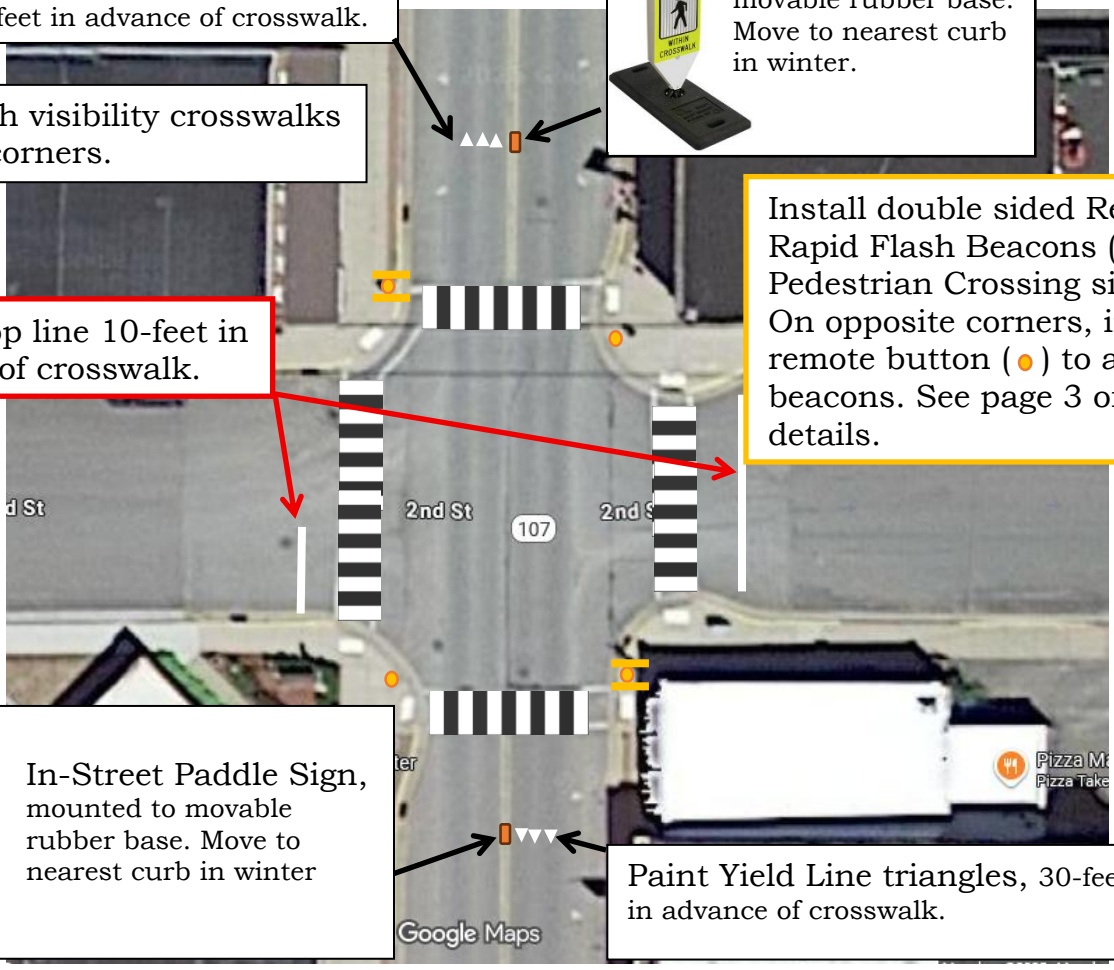
b. See additional suggested pedestrian improvements on page 2 of 2.

Medium-term Responsible parties: WisDOT, Village.

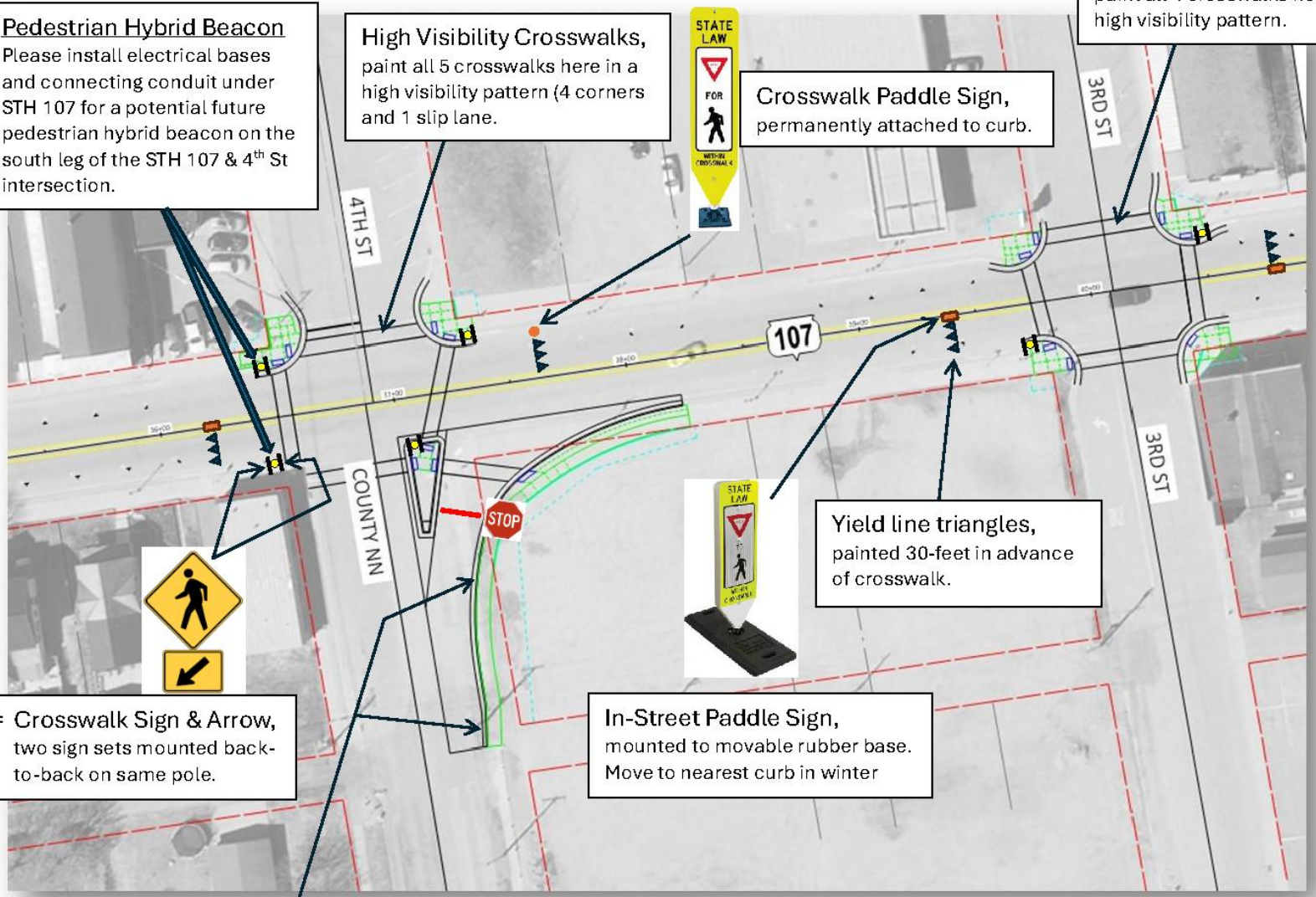
Recommendations for STH 107 at 2nd Street:

Consider installing Rectangular Rapid Flash Beacon (RRFB) assemblies, in-street Yield To Pedestrian signs, and related pavement markings **per the graphic below.** This enhanced crossing will be used by community members and by students leaving after school activities when no crossing guard is present.

Note: Signs, marking, and devices on state highway require a WisDOT permit.



Possible STH 107 Signage & Markings to Increase Pedestrian Safety



Pedestrian Hybrid Beacon
Please install electrical bases and connecting conduit under STH 107 for a potential future pedestrian hybrid beacon on the south leg of the STH 107 & 4th St intersection.

High Visibility Crosswalks, paint all 5 crosswalks here in a high visibility pattern (4 corners and 1 slip lane.

Crosswalk Paddle Sign, permanently attached to curb.

High Visibility Crosswalks, paint all 4 crosswalks here in a high visibility pattern.

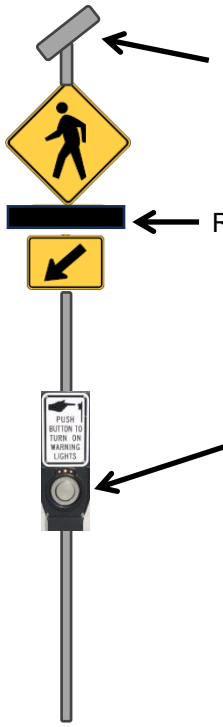
Yield line triangles, painted 30-feet in advance of crosswalk.

= **Crosswalk Sign & Arrow,** two sign sets mounted back-to-back on same pole.

In-Street Paddle Sign, mounted to movable rubber base. Move to nearest curb in winter

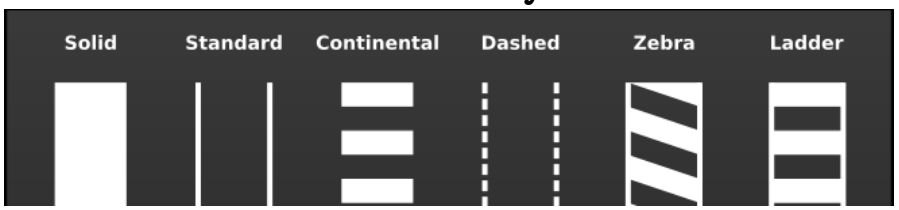
Sidewalk to be 5-feet away from curb for pedestrian comfort and snow storage area. Without this buffer, slush from road plows will hit pedestrians as they walk or cover previously cleared sidewalks.

Rectangular Rapid Flash Beacons (RRFB)



Note: *Use current WMUTCD for sign choices.*

Crosswalk Styles



Source: FHWA

WisDOT approved ***high visibility crosswalks*** *are: Continental, Zebra, and Ladder.*

Map 2

Site Assessment

MAES/MVA

Marathon Safe Routes To School

Areawide Assessment

* Many sidewalk corners have curb ramps, but a lot of corners still do not have ramps.
* Crossing guard having some issues with traffic not stopping on 4th St at Chestnut St.
* Crossing guard having difficulties getting people to stop on STH 107 at 5th St.

* Bike racks conveniently located.
* Need updated racks.

1ST ST
2ND ST
3RD ST
4TH ST
5TH ST
6TH ST
7TH ST
8TH ST
CHESTNUT ST
WASHINGTON ST
HICKORY ST
EAST ST
SPRING VALLEY CT
BUS SPRUCE VALLEY DR
E 4TH ST
COUNTY ROAD NN
SCHOOL SPEED LIMIT 15

Legend

- MAES/MVA
- Marathon High School
- School Entrance
- Bike Rack
- Adult Supervisor
- Parked Family Vehicle
- Speed Feedback Sign
- School Crossing
- Stop Sign
- No Sidewalk Ramp
- Sidewalks
- Pedestrian Underpass
- High Visibility Crosswalk
- 15 MPH School Speed Limit
- 15 MPH Speed Limit - When Flashing
- One-Way Street
- Two-Way Street
- Fence
- Gate

0 160 320 640 Feet

N W E S

Source: WI DNR, WisDOT, NCWRPC, Marathon County

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

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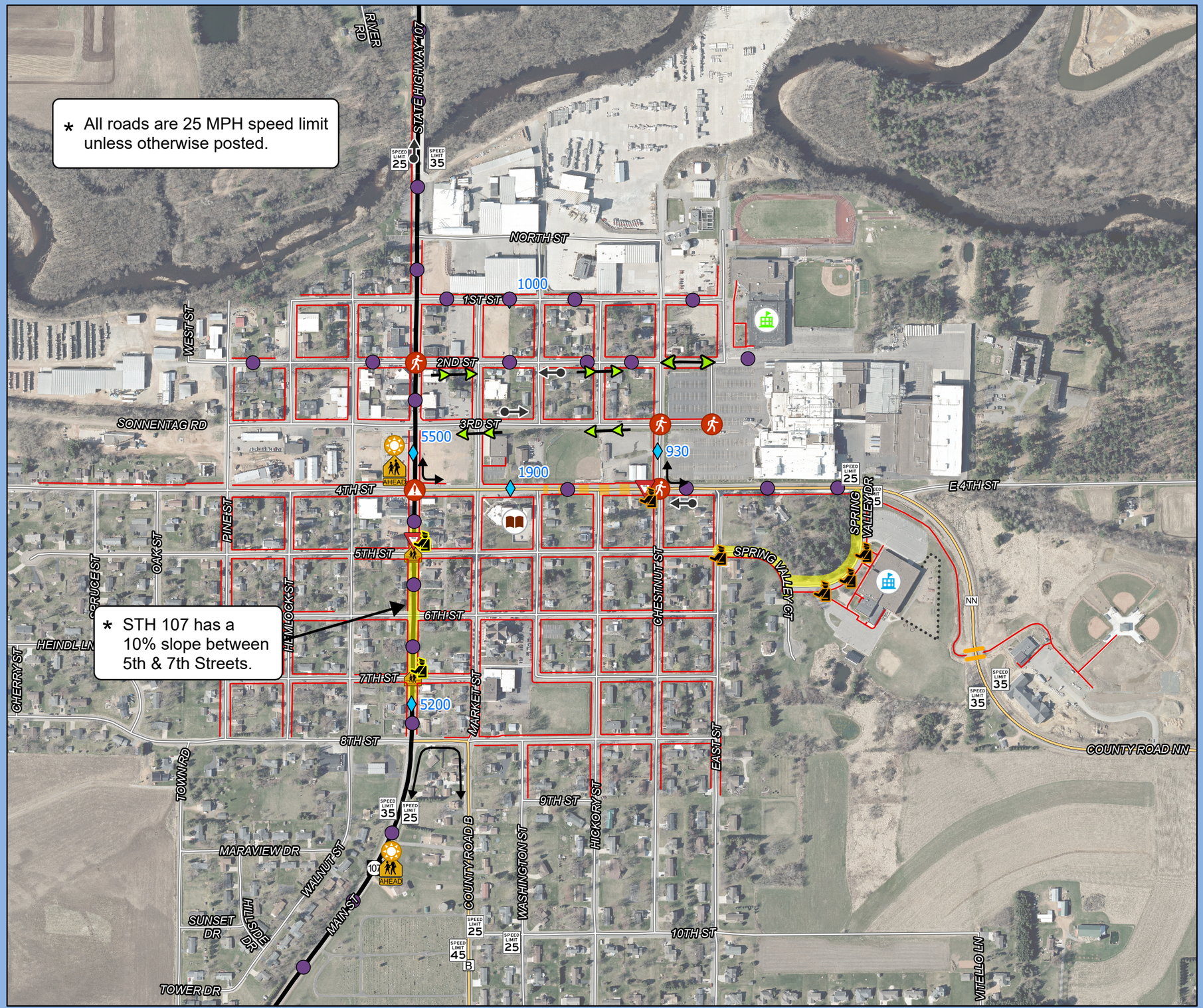

Map 3
Transportation

MAES/MVA

Marathon Safe Routes To School

Legend

- MAES/MVA
- Marathon High School
- Library
- State Highway
- Main Roads
- Local Roads
- One-Way Street
- Two-Way Street
- Major Truck Route
- Heavy Turn Traffic
- Sidewalks
- 15 MPH School Speed Limit
- 15 MPH Speed Limit - When Flashing
- Pedestrian Underpass
- School Crossing
- School Ahead
- Adult Supervisor
- Crossing Guard
- Flashing Yellow Beacon
- Speed Limit
- Speed Feedback Sign
- In-Street School Yield to Pedestrians Sign
- Traffic Counts

Crash Type (2010-2023)

- Pedestrian
- Bicycle & Pedestrian

0 320 640 1,280 Feet

N W E S

Source: WI DNR, WisDOT, NCWRPC, Marathon County

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Map 4

School Routes

MAES/MVA

Marathon Safe Routes To School

CAUTION: School Routes are shortest travel distances, but may have traffic dangers.

Legend

- MAES/MVA
- Marathon High School
- State Highway
- Main Roads
- Local Roads
- Sidewalks
- 15 MPH School Speed Limit
- Pedestrian Underpass
- 1-Mile Walk Distance
- Feeder Route
- Main Route
- High School to Elementary Route

0 430 860 1,720 Feet

N W E S

Source: WI DNR, WisDOT, NCWRPC, Marathon County

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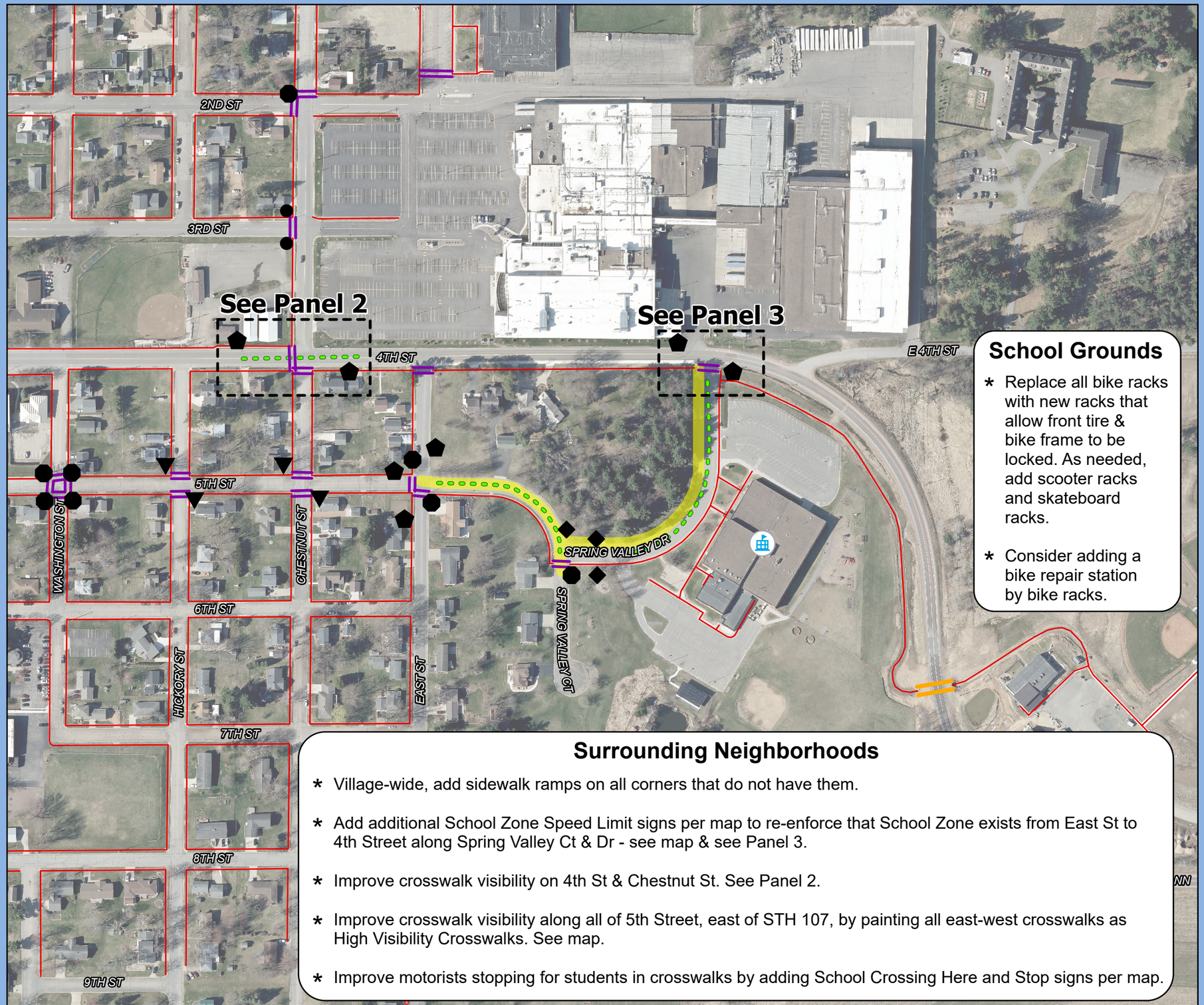
Map 5A

Recommendations

MAES/MVA

Marathon Safe Routes To School



School Grounds

* Replace all bike racks with new racks that allow front tire & bike frame to be locked. As needed, add scooter racks and skateboard racks.
* Consider adding a bike repair station by bike racks.

Surrounding Neighborhoods

* Village-wide, add sidewalk ramps on all corners that do not have them.
* Add additional School Zone Speed Limit signs per map to re-enforce that School Zone exists from East St to 4th Street along Spring Valley Ct & Dr - see map & see Panel 3.
* Improve crosswalk visibility on 4th St & Chestnut St. See Panel 2.
* Improve crosswalk visibility along all of 5th Street, east of STH 107, by painting all east-west crosswalks as High Visibility Crosswalks. See map.
* Improve motorists stopping for students in crosswalks by adding School Crossing Here and Stop signs per map.

Legend

- MAES/MVA
- Sidewalks
- 15 MPH School Speed Limit
- Pedestrian Underpass

Recommendations

- Proposed Sidewalk
- Proposed 15 mph School Speed Limit
- Proposed High Visibility Crosswalk
- Proposed Stop Sign
- Additional School Speed Sign
- Proposed End School Zone Sign
- Proposed Double Sided School Crossing Here Signs
- Proposed School Crossing Here Sign

0 160 320 640 Feet

N W E S

Source: WI DNR, WisDOT, NCWRPC, Marathon County

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

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School Route Improvements

* Village-wide, add sidewalk ramps on all corners that do not have them.
* Improve crosswalk visibility along all of 5th Street, east of STH 107, by painting all east-west crosswalks as High Visibility Crosswalks. See map.
* Improve motorists stopping for students in crosswalks by adding School Crossing Here and Stop signs per map.

STH 107

* Improve crosswalk visibility along STH 107 through extensive signage improvements and pavement markings. See Panels 1 & 4.

See Panel 1

See Panel 2

See Panel 3

See Panel 4

Map 5B
Recommendations

MAES/MVA

Marathon Safe Routes To School

Legend

- MAES/MVA
- Marathon High School
- Library
- State Highway
- Main Roads
- Local Roads
- Sidewalks
- Pedestrian Underpass
- 15 MPH School Speed Limit
- Mobile Home Park

Recommendations

- Proposed Sidewalk
- Proposed 15 mph School Speed Limit
- Proposed High Visibility Crosswalk
- Proposed Stop Sign
- Additional School Speed sign
- Proposed End School Zone Sign
- Proposed Double Sided School Crossing Here Signs
- Proposed School Crossing Here Sign

0 375 750 1,500 Feet

N W E S

Source: WI DNR, WisDOT, NCWRPC, Marathon County

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

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Marathon School District Recommendations

All of the following recommendations are within the School District, but various parties may be responsible for implementation. Additional recommendations that affect MAES/MVA also exist in the Village of Marathon City Recommendations section after this section.

MAES/MVA has its own Recommendations section.

Each recommendation on the following pages starts with a possible term, responsible party, and *italicized word*.

The term identifies how soon a recommendation could occur based upon its difficulty to complete. It is not likely that all short-term recommendations would occur in less than 2 years.

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

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

Village = Village of Marathon City Administration or Engineering
Town = One of the Towns of Berlin, Cassel, Emmet, Hamburg, Marathon, Mosinee, Rib Falls, or Stettin
Police = Village of Marathon City Police
Sheriff = Marathon County Sheriff
School Dist. = Usually local school staff, or possibly School District staff or School Board
WisDOT = Wisconsin Department of Transportation
WI Bike Fed = Wisconsin Bike Fed
NCWRPC = North Central Wisconsin Regional Planning Commission
local media = any press (e.g., TV, radio, online, other) that receives official press releases

Italicized words (i.e., *Engineering, Encouragement, Education, Enforcement*, and *Evaluation*) in the following recommendations identify which of the E's initiatives a recommendation relates to. See page 15 for each E's description.

Improve Pedestrian Education in School *Education*

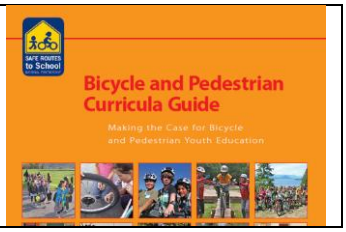
Pedestrian safety education can be taught in virtually any classroom and in every home. It is here that students learn fundamental traffic safety skills such as recognizing stop signs, looking both ways before crossing the street, and dangers of the parking lot. Unfortunately, pedestrian education in the classroom often ends with these elementary messages. Pedestrian skills, from deciding when to cross the street to judging the speed of oncoming traffic, are integrated incrementally by children over time. Because of this, many are coming to understand that pedestrian education should be an ongoing effort on the part of parents and schools at multiple stages during a child's development. (SRTS National Partnership)

Research conducted on the effectiveness of pedestrian related curricula has demonstrated that implementing effective curricula can have dramatic effects on the safe behaviors of the participating children. One study in particular showed that a five year old who received pedestrian safety training was able to perform at the same level as an eleven year old who had never received the training. (NHTSA, 2010)

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

Recommendation 1: Consider adding WisDOT's **Pedestrian safety for children** webpage as a link in the transportation area of the District website. See link below.

Recommendation 2: Consider how to get walking guides to parents. See the 3 of 3 – Walking & Biking Promotional Materials recommendation in MAES/MVA's Recommendations section for parental guides. WI Bike Fed also teaches pedestrian education.

Additional Resources: National and state resources exist to help design age-appropriate pedestrian education. The Wisconsin Bike Fed is a non-profit agency that specializes in bicycling education, and also provides pedestrian education. The Bike Fed has multi-year contracts to provide SRTS programming (walking & biking) in Milwaukee Public Schools and now also in Madison Public Schools.	

This is WisDOT's website to teach kids about safely walking in their community.

https://wisconsindot.gov/Pages/safety/education/pedestrian/pedsafe.aspx

This is WisDOT's website to teach everyone about safely bicycling.

https://wisconsindot.gov/Pages/safety/education/bike/default.aspx

Improve Bicycling Education in School *Education*

Many children are taught by their parents to ride on the sidewalk. Some parents believe that the sidewalk is the safest place to ride, since it appears to be protected from vehicular traffic. When the young cyclists grow up and begin to drive cars of their own, they continue to hold on to the idea that bicycles belong on the sidewalk, so the pattern continues. Bicycles travel much faster than people walk, and bicycles are officially classified as vehicles, so they belong on the road.

The responsibility of teaching students to safely navigate traffic on foot and by bicycle, like many life skills, should be a responsibility shared between the home and school. Investing in ongoing trainings for children not only prepares them for a lifetime of walking and bicycling, but also lays the foundation of their knowledge about traffic safety in general.

Providing this education in 4th or 5th grades (or kindergarten in the Netherlands) equips students to confidently travel to the school and throughout the community on their own power.

Currently, there is no bicycle education in the School District or the Village.

Short-term Responsible party: School Dist.

Recommendation 1: Consider adding WisDOT's **Bicycle safety** webpage as a link in the transportation area of the District website. See link on previous page.

Recommendation 2: Promote parental guides to teaching their kids to walk and bike safely before school each year. See the 3 of 3 – Walking & Biking Promotional Materials recommendation in MAES/MVA's Recommendations section for parental guides.

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

Recommendation A: Consider providing on-road bicycle education to MAES/MVA students by 1) training staff to become bicycle education instructors (usually PE teachers are trained, or enthusiastic community members); and 2) potentially acquiring a fleet of bicycles and helmets.

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

Note 2: Spring Valley Ct & Dr is a low traffic environment for bicycle education. Contact the Village well in advance if any traffic cones or barricades are desired.

Recommendation B1: If a fleet of bicycles is desired, then consider teaching middle schoolers how to fix bikes that may be donated from local residents or are in Police custody – and how to fix their own bikes. See *"Young Mechanics Program"* in **Attachment D**.

Recommendation B2: Consider constructing and outfitting a lockable room for a bicycle mechanics program at MAES/MVA or Marathon High School. Contact Omro WI School District for room and contents specifications (see *"Young Mechanics Program"* in **Attachment D**).

Recommendation C: Consider establishing an annual bicycle field trip (see *"Annual Bicycle Field Trip"* in **Attachment D**).

Encourage Walking and Biking *Encouragement & Evaluation*

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

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

Short-term Responsible party: School Dist.

Recommendation: Advertise that the "Nat'l SRTS–Teaching Kids To Walk Safely (by age)" document exists to parents before each school year to assist them with teaching their child to walk safely to school if they wish.

Short-term Responsible parties: **School Dist.,** WI Bike Fed

Recommendation: Consider creating newsletter articles promoting walking and bicycling safely, and possibly linking to WisDOT's educational web sites on these topics on the District's website. See "Resources" above to find WisDOT links. WI Bike Fed could create articles for a nominal fee.

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

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

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

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

Recommendation 1: Consider annually participating in Walk and Roll to School (fall) or Bike and Roll to School (spring). School District and Village may need to cooperate if additional temporary crossing guards or traffic cones / signs / parking restrictions (traffic calming pop-ups/tactical urbanism) are needed on these special day or week-long events (see MAES/MVA's set of maps to identify problem areas and solutions).

Recommendation 2: After each event, document how successful it was, and determine if changes are needed next time.

Review Unusually Hazardous Transportation (UHT) Plan *Evaluation*

The Marathon School District UHT Plan shows neighborhoods close to MAES/MVA that are considered hazardous solely for not having sidewalks. The neighborhoods within the Village that don't have sidewalks are about ¼-acre lots or larger, and have about 34-foot wide streets with 2 travel lanes and 2 parking lanes. Since all of these houses have driveways, then many people park vehicles in their driveways during morning and afternoon school travel times, which frees up the parking lanes for walking and biking.

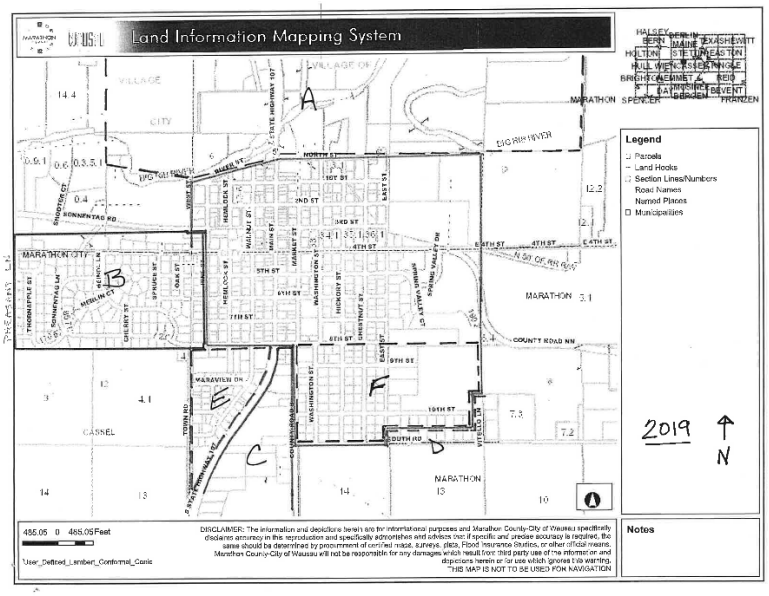
If traffic increases with a potential UHT revision, then the likelihood of a variety of traffic incidents may increase. Crashes, speeding, illegal parking, and failure to yield the right of way to walkers and bikers may all increase without Educational and Engineering recommendations implemented first. Increased traffic also decreases the likelihood that students are motivated to walk or bike to school or that parents will allow them to do so, because the route to school becomes more dangerous.

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

Recommendation 1: Consider revising UHT Plan to allow walking and biking in neighborhoods with 22-foot wide or wider streets that are not highways and do not have sidewalks.

Recommendation 2: Consider implementing the series of recommendations titled: "Encourage Walking and Biking" in this section in conjunction with a UHT Plan revision.

Recommendation 3: Encourage the Village of Marathon City to implement a series of "short-term" Engineering recommendations on Village streets in advance of a UHT Plan revision.



Map in UHT Plan

*See **Attachment E** for the UHT Plan.*

Provide Bicycle Parking for Staff *Engineering*

For bikes to be used more often for transportation, everyday destinations like work, school, stores, offices, government buildings, and restaurants must have places to park a bicycle securely.

Employers that want to provide secure long term bike parking for their employees may choose to use a closet or create a covered, fenced in bicycle parking area conveniently located on their property for employees to store their bikes.

Some considerations for employers providing secure employee bike parking:

- Will the bicycle be secure in the storage area? Does the space allow every bike to be locked?
- Will the bicycle be protected from inclement weather?
- Will anyone with a bicycle in the storage area be able to get their bike out without tipping over the remaining bicycles in the area?
- Is an employee using a bicycle that is different from a 2-wheel bike that is about 70-inches long? If so, then make sure there is enough space to park that bike and others like it.
- Is there a shower facility available for bicyclists to clean up in? A shower is not required, but some riders may need a locker room space to maintain their professional appearance.
- Does an employee have another need for bike parking? Ask, and work with your facility manager about how to accommodate it.

Bike locker (Source: DERO)

A summary of bicycle parking recommendations from the Association of Pedestrian and Bicycle Professionals (APBP) is included in **Attachment C**. The amount of space needed for a bike rack, and how to determine good bike rack designs are included in those guidelines.

Medium-term Responsible parties: **School Dist.** NCWRPC

Recommendation: Consider providing secure bicycle parking for staff that would use it.

Communitywide Project Notification *Education*

Each of the *engineering* recommendations in this plan will be designed to national standards and therefore can stand on its own. In order to get faster understanding of the new traffic pattern, new device, or policy change, community education will provide better adoption of the change.

Short-term Responsible parties: **School Dist., Village,** local press.

Recommendation: During the planning phase of implementing a recommendation in this SRTS Plan, consider if the public would benefit from a newsletter article or press release teaching them about the new traffic pattern, new road device, or new policy, and then create and publish a newsletter article or press release, if warranted, to coincide with the recommendation's completion.

Measure if Engineering and Education Efforts are Working *Evaluation*

Evaluating the effectiveness of Safe Routes to School recommendations after they have been made or occurred provides the feedback necessary to determine if they worked as designed or if changes for more effective outcomes are needed.

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

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

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

Note: Make sure that community education occurs before Student Tallies are conducted. See recommendation: "Communitywide Project Notification."

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

Short-term Responsible party: Village.

Recommendation: If a traffic problem is noticed where bike or pedestrian infrastructure has been added, then consider conducting a traffic study as necessary to determine the extent of the problem. Based upon the results, determine if additional countermeasures are needed to slow down traffic or make a site safer.

Annually Review SRTS Plan *Evaluation*

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

NCWRPC continues to be a resource for the whole community as you implement this SRTS Plan.

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

Recommendation: Choose a committee to work on implementing this plan. Elementary school students may want to help decide what to work on next, and they will also see how the District and Village operate.

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

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

If costs are too high to budget for a particular recommendation in a given year, then consider how low cost projects may be accomplished instead.

Hosting annual Walk & Roll or Bike & Roll to School day/weeks keeps the momentum going for changes that take time – and encourages new families.

See the Encourage Walking & Biking recommendation in this section for details.

Village of Marathon City Recommendations

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

NOTES – 1) There are additional recommendations that apply to the Village of Marathon City that are listed in the MAES/MVA section. 2) Use the WMUTCD for all signage recommendations. 3) Consult the Marathon County Highway Commissioner or WisDOT's Bike & Pedestrian Coordinator for North Central Wisconsin to coordinate recommendations that are suggested for county or state highways respectively.

Each recommendation on the following pages starts with a possible term, responsible party, and *italicized word*.

The term identifies how soon a recommendation could occur based on its difficulty to complete. It is not likely that all short-term recommendations would occur in less than 2 years.

- Short-term (less than 2 years)
- Medium-term (2 to 5 years)
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Responsible party identifies who may act on this recommendation with **the lead party in bold**.

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WisDOT = Wisconsin Department of Transportation
WI Bike Fed = Wisconsin Bike Fed
NCWRPC = North Central Wisconsin Regional Planning Commission
local media = any press (e.g., TV, radio, online, other) that receives official press releases

Italicized words (i.e., *Engineering, Encouragement, Education, Enforcement*, and *Evaluation*) in the following recommendations identify which of the E's initiatives a recommendation relates to. See page 15 for each E's description.

Increase Fines in School Zones

Strict enforcement of speed laws in school zones is one law enforcement tool that can improve the safety for children walking and bicycling to school. A 'zero tolerance' policy for speeders in school zones and even an increase in fines for drivers who violate the posted school zone speed limit are potential approaches.

Short-term Responsible parties: **Village**, WisDOT, Hwy. *Enforcement*

Recommendation: Consider revising School Speed Limit Zone ordinance to include a higher or double fine. If enacted, then add "Fines Higher" signs per Panels 1 through 4.

Short-term Responsible parties: **Village**, School Dist. *Education*

Recommendation: Consider having students create instructional videos for how to drive in a School Speed Zone; and then promote those videos to major employers and Villagewide.

One video topic could be westbound vehicles on 4th St turning north on Chestnut St while the Rectangular Rapid Flash Beacons are flashing, and when they are not flashing.

Install Sidewalks *Engineering*

Sidewalks exist on at least one side of most major roads in Marathon. The Marathon SRTS Task Force and NCWRPC identified additional locations for some sidewalks. See Maps 6A & 6B for where these sidewalk segments are recommended.

Short-term Responsible parties: **Village**, Hwy.

Recommendation 1: To reinforce the 25 MPH speed limit on CTH B, between 8th St and S Road, and to increase the walking width on the paved shoulder, paint two 10-foot wide travel lanes by moving the white line. The edge-of-road white line on CTH B could feather from 10-feet wide at S Road, south to the 11 or 12-foot existing width. Also see graphic below.

Medium-term Responsible party: Village.

Recommendation 2: Add sidewalks per Maps 6A & 6B.

Medium-term Responsible party: Village.

Recommendation 3: Villagewide, add sidewalk ramps on all corners that do not have them. See recommendation titled: Sidewalk Improvement Program.

Facing south on CTH B, just north of S Street.

Sidewalk Improvement Program (SIP) *Evaluation*

A Sidewalk Improvement Program aims at providing safe sidewalks for all residents by eliminating tripping hazards and providing ADA accessible ramps. Many sidewalks throughout the Village are missing sidewalk ramps. Federal law requires ADA compliant curb ramps with any paving project along a street (outside of routine maintenance like pothole repairs and joint filling/sealing) regardless of funding source. Establishing a sidewalk improvement program would prioritize what sidewalks and sidewalk ramps need improvement in a given year.

Example of how the program could work:

1. Village staff begin on major school routes per Map 4 and within commercial districts and choose which neighborhoods to identify for inspection and repair.
2. Properties included in that year's SIP receive a letter notification that inspections will be occurring soon.
3. Village staff inspects sidewalks in identified neighborhoods. When a hazard is identified, staff will mark the area with paint.
4. Village coordinates sidewalk maintenance and bills the adjacent property owner unless the Village chooses to pay for a particular type of repair.

Short-term Responsible party: Village

Recommendation 1: Consider establishing a Sidewalk Improvement Program in Marathon City to fix sidewalks, complete sidewalk installation on incomplete sidewalk blocks, and add sidewalk ramps.

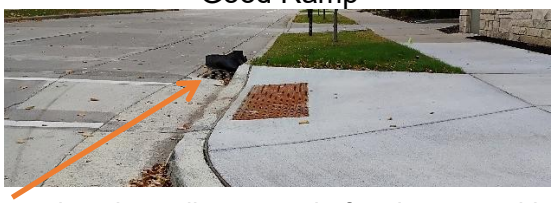
Short-term Responsible party: Village

Recommendation 2: If a formal CIP is not established, then implement a short term plan to install sidewalk ramps throughout the Village.

Bad Ramp

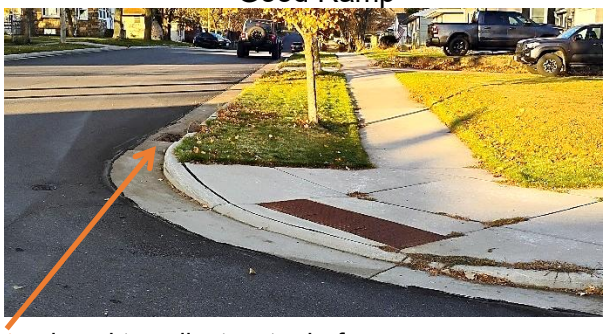
Water drains from road down sidewalk.

Good Ramp



Grate placed to collect water before it gets to sidewalk.

Good Ramp



1) Grate placed to collect water before ramp,
2) Whole ramp and sidewalk high enough so water does not drain down sidewalk to the right (out of picture).

Increase Stop Line distance from Crosswalks *Engineering*

The minimum distance from a crosswalk to paint a Stop line is 4 feet. When a motor vehicle stops their front tires on the Stop line, then the vehicle bumper is in the crosswalk.

Medium-term Responsible party: Village.

Recommendation: Citywide: Paint all Stop lines at least 10 feet in advance of the crosswalk to keep vehicles out of crosswalks when stopped.

CITY OF MINNEAPOLIS
Street Design Guide

Advanced Stop Line

An advanced stop line is a solid white line striped in advance of crosswalks that encourage drivers to stop further back from crosswalks at intersections or at midblock crossings.

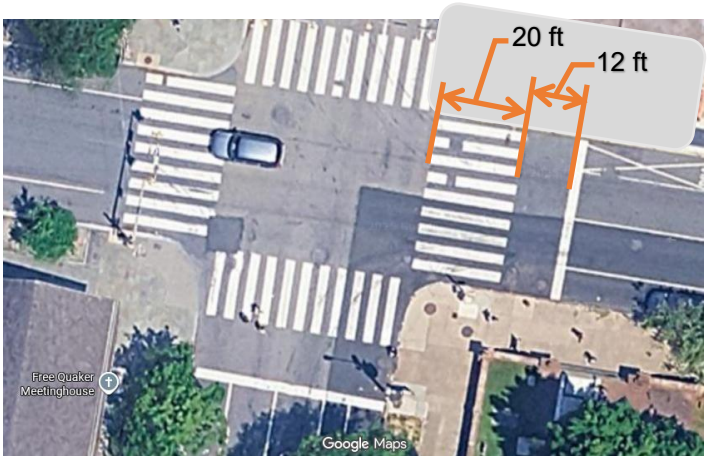
When to Use

Advanced stop lines are typically installed in advance of:

Marked crosswalks at signalized intersections.

Considerations

- Advanced stop lines are typically striped 10’ in advance of crosswalks.
- On unsignalized marked crosswalks on multi-lane roadways, consider placing stop bar 20’-30’ in advance of the crosswalk to improve visibility.
- In some locations, a wider crosswalk may be an effective alternative (see below).



Google Maps in Philadelphia

A wider crosswalk is shown (20 feet.), in addition to an advanced stop line (12 feet).

Paint High Visibility Crosswalks *Engineering*

State Law: At an intersection or crosswalk where traffic is not controlled by traffic control signals or by a traffic officer, the operator of a vehicle shall yield the right-of-way to a pedestrian [Wis. Stats. 346.24(1)].

Crosswalks painted on STH 107, CTH NN, and on 5th St east of STH 107 should be more obvious to motorists than other crosswalks. Also, crosswalks on neighborhood streets next to schools should be more obvious to motorists.

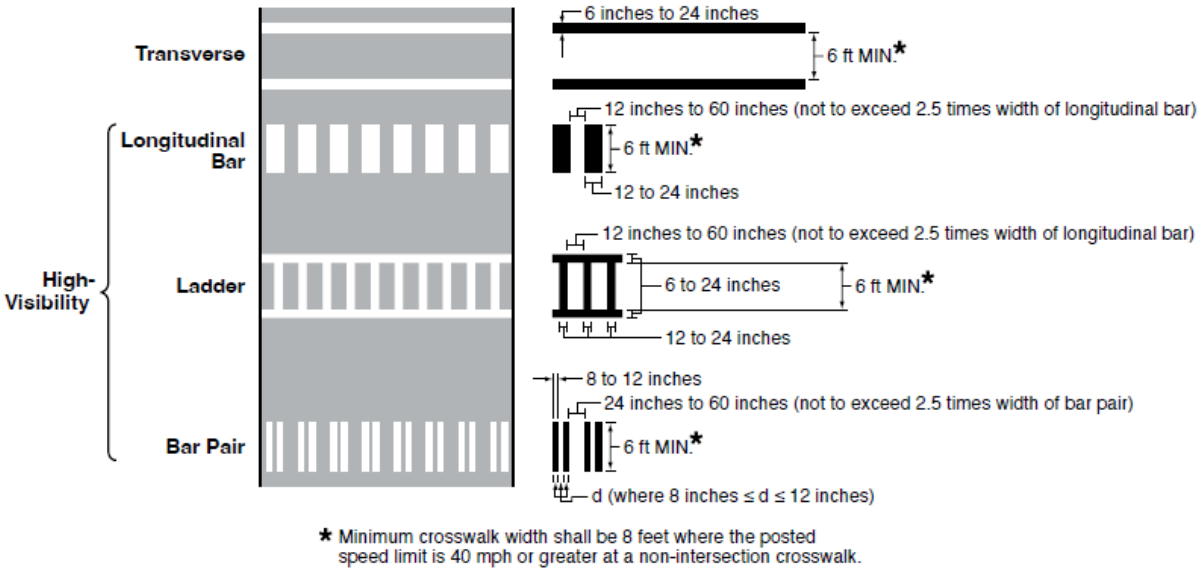
Recess into pavement painted crosswalks on STH 107, CTH NN (groove the pavement to the depth of the crosswalk paint type, then paint the crosswalk). This will provide a much longer life span due to not getting scraped off with snowplows.

Short-term Responsible parties: **Village**, WisDOT, Hwy.

Recommendation 1: Recess and paint all crosswalks in pavement on STH 107 and CTH NN as high visibility crosswalks per Panels 1 through 4.

Recommendation 2: Paint all crosswalks on 5th St east of STH 107 as high visibility crosswalks as noted on Maps 5A & 5B,

Crosswalk Markings



Source: Figure 3C-1 in 2023 MUTCD

Encourage Walking and Biking *Encouragement & Evaluation*

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

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

Short-term Responsible parties: **Village**, WI Bike Fed

Recommendation: Consider creating newsletter articles promoting walking and bicycling safely, and possibly linking to WisDOT's educational web sites on these topics on the Village's website. See "Resources" above to find WisDOT links. WI Bike Fed could create articles for a nominal fee.

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

Recommendation: See the Walk Bike & Roll recommendation in the School District's Recommendation section.

Communitywide Project Notification *Education*

Each of the *engineering* recommendations in this plan will be designed to national standards and therefore can stand on its own. In order to get faster understanding of the new traffic pattern, new device, or policy change, community education will provide better adoption of the change.

Short-term Responsible parties: **Village, School Dist.,** local press.

Recommendation: During the planning phase of implementing a recommendation in this SRTS Plan, consider if the public would benefit from a newsletter article or press release teaching them about the new traffic pattern, new road device, or new policy, and then create and publish a newsletter article or press release, if warranted, to coincide with the recommendation's completion.

Measure if Engineering and Education Efforts are Working *Evaluation*

Evaluating the effectiveness of Safe Routes to School recommendations after they have been made or occurred provides the feedback necessary to determine if they worked as designed or if changes for more effective outcomes are needed.

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

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

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

Note: Make sure that community education occurs before Student Tallies are conducted. See recommendation: "Communitywide Project Notification."

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

Short-term Responsible parties: **Village**, NCWRPC.

Recommendation: If a traffic problem is noticed where bike or pedestrian infrastructure has been added, then consider conducting a traffic study as necessary to determine the extent of the problem. Based upon the results, determine if additional countermeasures are needed to slow down traffic or make a site safer.

Annually Review SRTS Plan *Evaluation*

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

NCWRPC continues to be a resource for the whole community as you implement this SRTS Plan.

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

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

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

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

If costs are too high to budget for a particular recommendation in a given year, then consider how low cost projects may be accomplished instead.

Hosting annual Walk & Roll or Bike & Roll to School day/weeks keeps the momentum going for changes that take time – and encourages new families.

See the Encourage Walking & Biking recommendation in this section for details.

ATTACHMENT A

Adoption Documentation

From: Various governing bodies

Placeholder – Municipal resolution

Placeholder – School District resolution

ATTACHMENT B

Student Tally and Parent Survey Forms
And parent comments

From: National Center for Safe Routes to School

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

Safe Routes to School Students Arrival and Departure Tally Sheet

"Student Tally"

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

School Name:

Teacher's First Name:

Teacher's Last Name:

Grade: (PK,K,1,2,3...) 0 2

Monday's Date (Week count was conducted) M M D D Y Y Y Y

Number of Students Enrolled in Class: 1 5

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

Step 1.
Fill in the weather conditions and number of students in each class

Step 2.
AM – "**How did you arrive at school today?**" Record the number of hands for each answer.
PM – "**How do you plan to leave for home after school?**" Record the number of hands for each answer.

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

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

Parent Survey About Walking and Biking to School

"Parent Survey" in English.

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 5 - 10 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!

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

School Name:

1. What is the grade of the child who brought home this survey? ☐☐ Grade (PK,K,1,2,3…)

2. Is the child who brought home this survey male or female? ☐ Male ☐ Female

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

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)

and

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

5. How far does your child live from school?

- ☐ Less than ¼ mile
- ☐ ¼ mile up to ½ mile
- ☐ ½ mile up to 1 mile
- ☐ 1 mile up to 2 miles
- ☐ More than 2 miles
- ☐ Don't know

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

6. On most days, how does your child arrive and leave for school? (Select one choice per column, mark box with X)

Arrive at school	Leave from school
☐ Walk	☐ Walk
☐ Bike	☐ Bike
☐ School Bus	☐ School Bus
☐ Family vehicle (only children in your family)	☐ Family vehicle (only children in your family)
☐ Carpool (Children from other families)	☐ Carpool (Children from other families)
☐ Transit (city bus, subway, etc.)	☐ Transit (city bus, subway, etc.)
☐ Other (skateboard, scooter, inline skates, etc.)	☐ Other (skateboard, scooter, inline skates, etc.)

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

7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)

Travel time to school	Travel time from school
☐ Less than 5 minutes	☐ Less than 5 minutes
☐ 5 – 10 minutes	☐ 5 – 10 minutes
☐ 11 – 20 minutes	☐ 11 – 20 minutes
☐ More than 20 minutes	☐ More than 20 minutes
☐ Don't know / Not sure	☐ Don't know / Not sure

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

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

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

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

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

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

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

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

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

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

☐ Strongly Encourages ☐ Encourages ☐ Neither ☐ Discourages ☐ Strongly Discourages

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

☐ Very Fun ☐ Fun ☐ Neutral ☐ Boring ☐ Very Boring

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

☐ Very Healthy ☐ Healthy ☐ Neutral ☐ Unhealthy ☐ Very Unhealthy

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

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

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

16. Please provide any additional comments below.

Encuesta sobre ir caminando o andando en bicicleta a la escuela

- PARA PADRES -

"Parent Survey" in Spanish.

Estimado Padre o Encargado,

La escuela donde su hijo/hija asiste desea saber sus opiniones sobre niños caminando y andando en bicicleta a la escuela. Esta encuesta tomará entre 5 y 10 minutos para completar. Le pedimos a las familias que completen sólo una encuesta por escuela a la que asisten sus niños. Si recibe más de un formulario de la misma escuela, por favor complete solo una encuesta, la del niño que cumpla años en la fecha más próxima al día de hoy.

Después de completar esta encuesta, devuélvala a la escuela a través de su hijo o entréguesela a la maestra. Sus respuestas se mantendrán confidencial y no se asociará su nombre ni el de su hijo a ningún resultado.

¡Gracias por participar en esta encuesta!

+ LETRA MAYUSCULA SOLAMENTE USE TINTA AZUL O NEGRA +

Nombre de la Escuela:

1. ¿En qué grado esta el niño que trajo esta encuesta al hogar? ☐☐ Grado (PK,K,1,2,3…)

2. ¿El niño que trajo a casa la encuesta es niño o niña? ☐ Niño ☐ Niña

3. ¿Cuántos niños tiene usted entre Kindergarten y el 8vo grado? ☐☐

4. ¿Cuál es la intersección más cerca de su casa? (el cruce de las dos calles)

Y

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

5. ¿A qué distancia vive su niño de la escuela?

☐ Menos de 1/4 milla ☐ media milla hasta 1 milla ☐ Más de 2 millas

☐ Entre 1/4 y ½ milla ☐ Entre 1 y 2 millas ☐ No lo sé

6. La mayoría de los días, ¿cómo va su niño a la escuela y cómo regresa a la casa después de la escuela?

Llega a la escuela	**Regresa a casa**
☐ Caminando	☐ Caminando
☐ Bicicleta	☐ Bicicleta
☐ Autobús escolar	☐ Autobús escolar
☐ Vehículo de la familia (solo con niños de la familia)	☐ Vehículo de la familia (solo con niños de la familia)
☐ Compartiendo el viaje en auto con niños de otras familias	☐ Compartiendo el viaje en auto con niños de otras familias
☐ Tránsito (autobús de la ciudad, subterráneo, etc.)	☐ Tránsito (autobús de la ciudad, subterráneo, etc.)
☐ Otro (patineta, monopatín, patines, etc.)	☐ Otro (patineta, monopatín, patines, etc.)

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

7. ¿Cuánto tiempo le toma a su niño para ir y regresar de la escuela? (una respuesta por columna con una "X" en la caja)

Tiempo del recorrido a la escuela	**Tiempo del recorrido para llegar a casa**
☐ Menos de 5 minutos	☐ Menos de 5 minutos
☐ 5 a 10 minutos	☐ 5 a 10 minutos
☐ 11 a 20 minutos	☐ 11 a 20 minutos
☐ Más de 20 minutos	☐ Más de 20 minutos
☐ No lo sé / No estoy seguro/a	☐ No lo sé / No estoy seguro/a

+ +

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

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

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

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

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

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

☐ Mi hijo(a) ya viaja a pié o en bicicleta a/desde la escuela

☐ Distancia	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Conveniencia de manejar	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Tiempo	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Actividades antes o después de la escuela	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Velocidad del tránsito en la ruta	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Cantidad de tránsito en la ruta	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Adultos que acompañen a su niño	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Aceras o caminos	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Seguridad de las intersecciones y cruces	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Guardias de cruce peatonal	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Violencia o crimen	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Tiempo o clima	☐ Sí	☐ No	☐ No estoy seguro/a

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

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

☐ Anima Fuertemente ☐ Anima ☐ Ni uno ni otro ☐ Desalienta ☐ Desalienta Fuertemente

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

☐ Muy Divertido ☐ Divertido ☐ Neutral ☐ Aburrido ☐ Muy Aburrido

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

☐ Muy Sano ☐ Sano ☐ Neutral ☐ Malsano ☐ Muy Malsano

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

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

☐ Grados 1 a 8 (Escuela primaria)
☐ Grados 9 a 11 (alguna High School/secundaria)
☐ Grado 12 o GED (graduado High School/secundaria)
☐ Universidad 1 a 3 años (alguna universidad o escuela técnica)
☐ Universidad 4 años o más (graduado de la universidad)
☐ Prefiero no contestar

16. Por favor proporcione comentarios adicionales:

Daim Ntawv Ntsuam Xyuas Rau Niam Txiv Txog Taug Kev thiab Caij Luv Thij Mus Los Rau Tom Tsev Kawm Ntawv

"Parent Survey" in Hmong.

Nyob Zoo Tus Niam Txiv lossis Tus Tu Xyuas,

Koj tus menyuam lub tsev kawm ntawv xav paub seb koj xav li cas txog koj tus menyuam taug kev thiab caij luv thij mus rau tom tsev kawm ntawv. Daim ntawv ntsuam xyuas no yuav siv li 5 - 10 feeb los teb. Peb nug kom txhua lub tsev neeg tsuas teb li ib daim ntawv ntsuam xyuas rau ib lub tsev kawm ntawv uas koj tus menyuam mus xwb. Yog tias koj muaj ntau tshaj ib tug menyuam uas kawm tib lub tsev kawm ntawv uas tau nqa daim ntawv ntsuam xyuas los tsev, thov teb daim ntawv ntsuam xyuas rau tus menyuam uas muaj lub hnub yug ze tshaj rau hnub no.

Tom qab koj teb daim ntawv ntsuam xyuas no tag, thov muab xa rov qab tuaj rau lub tsev kawm ntawv nrog koj tus menyuam lossis muab rau tus kws qhia ntawv. Peb yuav muab koj cov lus teb npog cia kom tsis txhob muaj leej twg paub thiab koj lub npe lossis koj tus menyuam lub npe yuav tsis pom nrog tej yam kev uas yuav tshwm sim.

Ua tsaug koj tseem los koom nrog daim ntawv ntsuam xyuas ntawm no!

+ SAU COV TSIAJ NTAWV LOJ NKAUS XWB – SIV TUS NPIV XIM XIAV LOSSIS DUB NKAUS XWB +

Lub Tsev Kawm Ntawv Lub Npe:

1. Tus menyuam uas nqa daim ntawv ntsuam xyuas ntawm no los tsev nyob qib dabtsi? ☐☐ Qib (PK,K,1,2,3…)

2. Tus menyuam uas nqa daim ntawv ntsuam xyuas no los tsev yog tus menyuam tub lossis tus menyuam ntxhais? ☐ Menyuam Tub ☐ Menyuam Ntxhais

3. Koj muaj puas tsawg tus menyuam uas nyob qib Kindergarten mus txog qib 8? ☐☐

4. Ob txoj kev sib tshuam ze rau ntawm koj lub tsev hu li cas? (Sau lub npe ntawm ob txoj kev sib tshuam)

thiab

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

5. Koj tus menyuam nyob deb npaum li cas rau ntawm lub tsev kawm ntawv?

☐ Tsawg tshaj ¼ mile ☐ ½ mile mus rau 1 mile ☐ Ntau tshaj 2 miles

☐ ¼ mile mus rau ½ mile ☐ 1 mile mus rau 2 miles ☐ Tsis paub

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

6. Feem ntau txhua hnub, koj tus menyuam mus thiab los tom tsev kawm ntawv li cas? (Xaiv ib qho ntawm txhua kab, khij lub npov nrog tus X)

Mus rau tom tsev kawm ntawv	**Los tom tsev kawm ntawv**
☐ Taug kev	☐ Taug kev
☐ Luv thij	☐ Luv thij
☐ Npav Tsev Kawm Ntawv	☐ Npav Tsev Kawm Ntawv
☐ Tsev neeg lub tsheb (tsuas yog cov menyuam hauv koj lub tsev neeg nkaus xwb)	☐ Tsev neeg lub tsheb (tsuas yog cov menyuam hauv koj lub tsev neeg nkaus xwb)
☐ Caij tsheb nrog lwm cov neeg (Cov menyuam yaus ntawm lwm cov tsev neeg)	☐ Caij tsheb nrog lwm cov neeg (Cov menyuam yaus ntawm lwm cov tsev neeg)
☐ Kev thauj mus los rau tib neeg (npav hauv lub nroog, tsheb ciav hlau hauv subway, tej yam li ntawd)	☐ Kev thauj mus los rau tib neeg (npav hauv lub nroog, tsheb ciav hlau hauv subway, tej yam li ntawd)
☐ Lwm yam (daim txiag log skateboard, lub scooter, cov khau log inline skates, tej yam li ntawd)	☐ Lwm yam (daim txiag log skateboard, lub scooter, cov khau log inline skates, tej yam li ntawd)

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

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

Sijhawm siv mus los rau tom tsev kawm ntawv	**Sijhawm siv mus los rau tom tsev kawm ntawv**
☐ Tsawg tshaj 5 feeb	☐ Tsawg tshaj 5 feeb
☐ 5 – 10 feeb	☐ 5 – 10 feeb
☐ 11 – 20 feeb	☐ 11 – 20 feeb
☐ Ntau tshaj 20 feeb	☐ Ntau tshaj 20 feeb
☐ Tsis paub / Tsis paub tseeb	☐ Tsis paub / Tsis paub tseeb

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

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

(Xaiv ib qib uas nyob nruab nrab ntawm PK,K,1,2,3…) ☐☐ qib **(lossis)** ☐ Txawm nws yuav nyob qib twg los kuv yuav tsis pom zoo

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

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

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

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

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

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

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

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

☐ Lom Zem Heev ☐ Lom Zem ☐ Tsis Xav Li Cas ☐ Tsis Lom Zem ☐ Tsis Lom Zem Kiag Li

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

☐ Noj Qab Haus Huv Heev ☐ Noj Qab Haus Huv ☐ Tsis Xav Li Cas ☐ Tsis Noj Qab Haus Huv ☐ Tsis Noj Qab Haus Huv Kiag Li

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

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

☐ Qib 1 mus txog 8 (Qib qis elementary)

☐ Qib siab college 1 mus rau 3 xyoos (Kawm tiav ib co hoob qib siab lossis tom lub tsev kawm ntawv qhia ua haujlwm)

☐ Qib 9 mus txog 11 (Kawm tiav ib co hoob high school)

☐ Qib siab college 4 xyoos lossis siab dua (Kawm tiav qib siab college)

☐ Qib 12 lossis GED (Kawm tiav high school)

☐ Tsis xav teb

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

Comments Section on Parent Survey for MAES

SurveyID	Comment
1733743	My children would have to cross main street to get to and from school each day. There are a lot of heavy machinery type vehicles that use this route that are important to the economy of Marathon. They drive way too fast and my fear is that my child would be hit while crossing a street so we don't let them walk or bike to school mainly because of this factor.
1733747	Biggest concern is children crossing hwy 107/main st
1733751	Why do you not feel comfortable alowing your child to walk or bike at any grade? Too far
1733762	If we did live at a distance where walking/ biking was an option, I personally wouldn't let my child (alone) until a much older age. Marathon seems to be very busy before and after school with school pick up and drop off, factories getting off work. I dont feel comfortable leaving the saftey of my child in the hands of someone driving on the streets.
1733772	We live on the edge of town and we have no sidewalks for many blocks. The other huge issue is crossing Main Street is horrible in the morning.
1733774	What does the highest grade or year of school that I may have completed jabe anything to do with my child walking or riding a bike to school? This survey seems like a waste of time?
1733775	Why do you not feel comfortable alowing your child to walk or bike at any grade? We open enrolled and live in another town
1733791	Busing is best for my family. Marathon is a very hilly city which deters my children was at least wanting to walk home.
1733794	Why do you not feel comfortable alowing your child to walk or bike at any grade? We live too far from school and on a busy county road.
1733796	Why do you not feel comfortable alowing your child to walk or bike at any grade? We live 8 miles from school.
1733806	Why do you not feel comfortable alowing your child to walk or bike at any grade? County Roads have too much fast traffic and it would take too long.
1733812	If my children were going to walk to a friends house in town, I'd have no problem with them walking through Marathon. My boys bike through Wausau with no issues. The only reason my boys don't bike or walk home is Wausau is too far away.
1733817	It would be nice if there were sidewalks all the way to school on 4th St.
1733742	Why do you not feel comfortable alowing your child to walk or bike at any grade? We live too far away
1733746	Why do you not feel comfortable alowing your child to walk or bike at any grade? Distance
1733748	I feel anything west of Main street (107) should be able to ride a bus. We live one house east of the cut off and the bus company will not work with us on letting them ride the bus. They could simply walk on house over and get on. I don't like the idea of them crossing main street.
1733750	If we lived in the city my child would walk or bike everyday, however we live in the country so it doesn’t work out.
1733758	Students leaving MAES and walking to the high school to meet up with older siblings, parents, or for sports: crossing 4th street at Spring Valley, East, Chestnut, or Hickory is dangerous. There are curves in the road, cars travel at high speeds, and there aren’t crosswalks or crossing guards to help students across. Yet I see many students traveling this way on a daily basis. I feel some measures need to be taken to get students a safe and easily accessible route to cross at this location.
1733764	We walk with our children to/from school

1733771	The sidewalks to and from the school are dangerous - some don't exist and the ones that do are broken and don't have ramps at intersections. Also almost all of the intersections do not have stop signs - it's extremely dangerous for walkers/bikers and drivers.
1733776	Cars picking up at the top of the hill create a unsafe environment for people leaving and for kids crossing the roads. Some time they see parked on both sides of the road leaving no room for traffic in the main road and kids darting across to other cars. Pick up in the line or don't pick up.
1733780	My son walks from the elementary school to the high school for sports and weight lifting. I am concerned about the cutting through that occurs in the Marathon Cheese parking lot so that students can get to the high school faster.
1733810	I would feel more safe to let my kids cross main street to bike to school in Marathon if there was one intersection with traffic lights and visuals to show when it is safe to cross the street.
1733823	I believe better street lighting needs to put up out in front of the swim center and MAES. After dark, both locations are very dangerous and hard for kids to find their parents' vehicles.
1733773	Why do you not feel comfortable alowing your child to walk or bike at any grade? WE live too far away.
1733790	Why do you not feel comfortable alowing your child to walk or bike at any grade? Distance from school is too far, all travel is on busy highways too.
1733795	my child gets dropped off at school and then after school they usually walk to the city library to wait to be picked up later.
1733756	Why do you not feel comfortable alowing your child to walk or bike at any grade? We live 5 miles away and on a county highway with traffic concerns
1733761	Why do you not feel comfortable alowing your child to walk or bike at any grade? Distance

ATTACHMENT C

Bicycle Parking Guidelines

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

And from City of Baltimore

Bicycle Parking Guidelines

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

Bicycle Parking Design

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

Bicycle Rack Design

Structures that require a user-supplied locking device:

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

Bicycle Rack Location

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

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

These bicycle racks do NOT meet the design guidelines:

Grid or Fence Style Racks

Wave or Ribbon Style Racks

These bicycle racks DO meet the design guidelines:

Inverted-U Style Racks

Angled Wave Style Racks

Freestanding Style Racks

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

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

PLACEMENT OF BICYCLE PARKING RACKS

RACK PLACEMENT RULES:

5' from:
Fire hydrant
Crosswalk

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

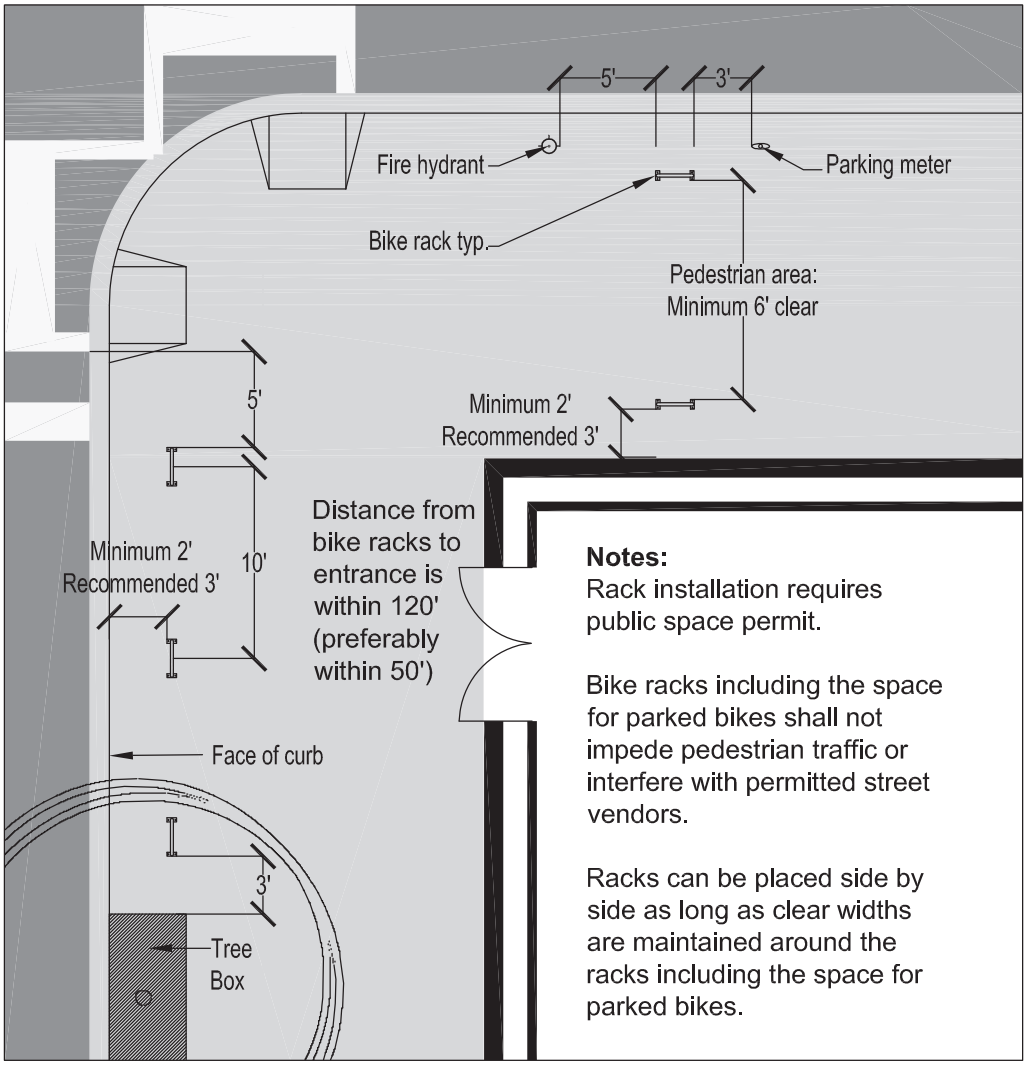
Min. 2', Rec. 3' from:
Curb

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

WALL SETBACKS

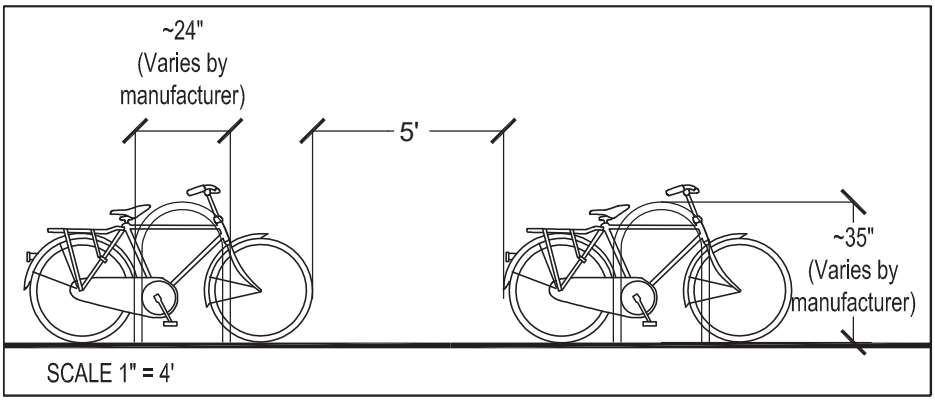
For racks set parallel to a wall:
Min. 24", Rec. 36"

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

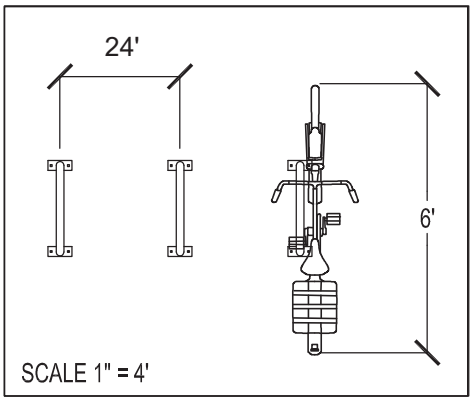


SCALE 1" = 10'

SIDE VIEW



SIDE BY SIDE RACKS:



City of Baltimore Department of Transportation Bicycle Facility Design Guide	REVISED: Aug. 2005 SCALE: AS NOTED	4

ATTACHMENT D

School Success Story – Omro WI

From: East Central Wisconsin Regional Planning Commission

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

Safe Routes Matters: March/April 2012

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

Bike to School Day

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

Bike Fleet

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

Omro Middle School
Young Mechanics Program

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

—Adapted from Safe Routes Matters, March/April 2012

Bicycle Education and Cyclocross

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

Annual Bicycle Field Trip

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

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

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

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

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ATTACHMENT E

Unusually Hazardous Transportation Plan

From: Marathon School District

SCHOOL DISTRICT OF MARATHON

204 EAST STREET • MARATHON WI • 54448-0037 • (715) 443-2226

Richard T. Parks, *Administrator* | David Beranek, *HS Principal* | Sarah Budny, *ES/MVA Principal*

Date: January 14, 2020

To: Janice Zmrazek, School Administration Consultant
From: Richard Parks, District Administrator

RE: Update of Unusually Hazardous Transportation Plan – Updated Information

Section 121.54(9), Wis. Stats., establishes procedures for designating an unusually hazardous transportation (UHT) area. In school districts where unusually hazards exist for pupils walking to and from school, school boards are required to "develop a plan which shall show by map and explanation the nature of the unusual hazards to pupil travel and propose a plan of transportation if such transportation is necessary, which will provide proper safeguards for the school attendance of such pupils."

The following is further clarification of the information previously submitted:

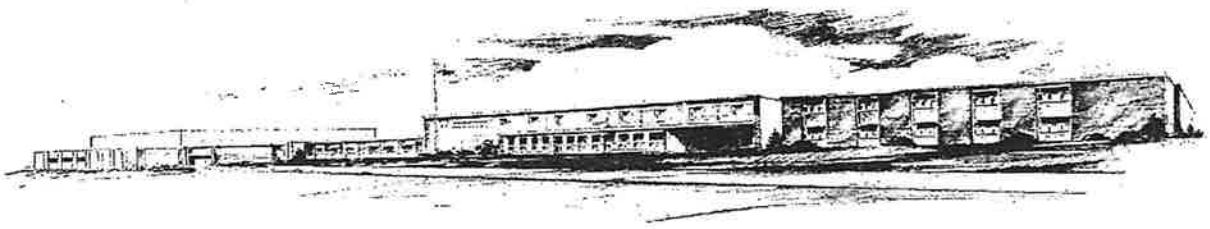
School District of Marathon – UHT Plan

Area A - 1977

Beginning at the north end of the village where highway 107 crosses the Rib River in front of Menzer Lumber and Supply to the two mile limit - hazardous due to a missing sidewalk on the south edge of the Rib River bridge, an unsafe pedestrian walk at the junction of state highways 107 and 29, 50 mph traffic on Hwy 107, narrow shoulders and further narrowing of the walkway due to snow banks in the winter (is this still true?).

Area B – 1977

West of Pine Street, south of 3rd Street/Sonnentag Road, and north of 8th street/village limits to the trailer court – hazardous due to lack of sidewalks west of Spruce Street, large volume of truck traffic on 4th Street, a narrow roadway with no shoulders, which children must use to enter the village (is this still the case?)



Area C – 2015

Highway B Area – This area includes the student attendance area at the top of the hill in Marathon and is located between Hwy 107 and Tower Drive where there are no sidewalks. Students must cross Hwy B to get to school. The Hwy B high traffic area and speed, corner and entrance to Hwy 107 being below the crest of the hill creates the dangerous walking area for our smaller students. The area for residence along Hwy B south of 8th Street; and the residences along Hwy 107, also south of 8th Street was approved by Lt. Dale Wisnewski in March 2008

Area D – 2015

South Road Area – this area includes the student attendance area east of "East Street along the north side of South road and including Vitello Lane within the village limits. This area has continued to increase in development yet has no sidewalk for students and is a gravel road. There is increased traffic on Sough Road for those traveling from this subdivision area to get to Hwy. B.

Area E – 2015

Southwest Area near Hwy 107 – This area includes the triangular student attendance area south of 8th Street and bordered on the east by Hwy 107 and on the west by Town Road. This area now hosts two high traffic businesses (Fork Lift and Marathon Cheese – warehouse). 8th Street is a main traffic area for the area west of Town Road to get to Hwy 107 or Hwy B. With the traffic on Hwy 107, this area is extremely dangerous for students who need to walk through a residential area that has no sidewalks, cross the busy 8th Street and/or walk past these businesses and then cross Hwy 107. It should be noted that the crossing guard is located at the corner of 6th Street and Hwy 107.

Area F – 2019

South Area adjacent to Areas C and D – This area includes the rectangular student attendance area south of 8th Street and bordered on the east by Vitello Lane and on the west by Hwy B. This area is dangerous for students who need to walk through a residential area that has no sidewalks, cross a busy 8th Street and/or walk across or along a heavily travelled East Street to school. It should be noted that the crossing guard is located at the corner of 5th Street and East Street near the school where sidewalks are located.

SCHOOL DISTRICT OF MARATHON

204 EAST STREET • MARATHON WI • 54448-0037 • (715) 443-2226

Richard T. Parks, *Administrator* | David Beranek, *HS Principal* | Sarah Budny, *ES/MVA Principal*

School District of Marathon
Unusual Hazard Transportation – Plan Proposal Change
Submitted to: Marathon School Board
December 6, 2019

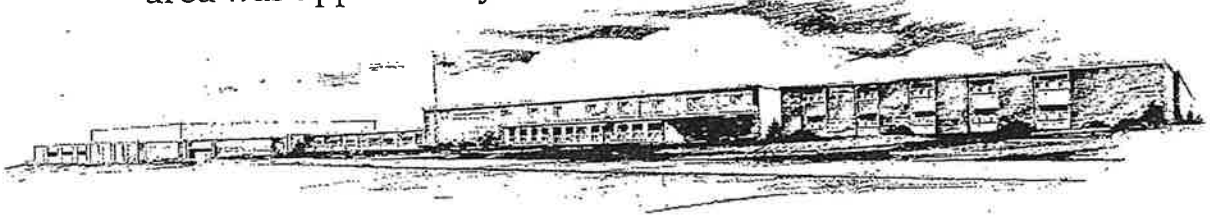
Background Information

The majority of the current DPI approved non-transportable area for busing in the School District of Marathon has been in existence for over 25 years. Since the last review in the 2006-2007 and 2014-15 school years, there has been additional area approved by the Sheriff's Department. It is a concern to the district that we take an additional look at a couple areas due to the demographic change, transportation pattern, and continued development of sub-divisions within the village limits. In addition, we continue to have many students in 4K and 5K walking to school and our enrollment in our elementary grades has been steady. Recent parental concerns for the smallest students walking in these areas with no sidewalks is the basis of this request.

Description on Hazards

1. 8th Street to South Road Area – This area includes the student attendance area located between 8th Street and South Road on the north and south, and Hwy B and Vitello Lane on the east and west, within the village limits. This is an area where there are no sidewalks and is in an area where there is continued development and potential for development yet has no sidewalks for students.

   The Hwy. B area has been previously approved. The increase in traffic and speed on South Road on East Street has created the dangerous walking area for our smaller students. The area for residences along Hwy B south of 8th Street was approved by Lt. Dale Wisnewski in March 2008. The South Road to Vitello Lane residence area was approved by Lt. Ted Knoeck in October 2014.



At the time of the review by Lt. Knoeck in 2014, he shared that traffic flow before and after school in areas where there are no sidewalks or shoulder areas are determined as Unusual Hazardous Areas.

Recommended: Approve Unusual Hazardous Transportation Plan to include Area E.

1. Fischer Transportation, our bus contractor, has also agreed with the identified areas are dangerous/hazardous for students walking to our schools and is prepared to make the necessary adjustments to add this area if approved.

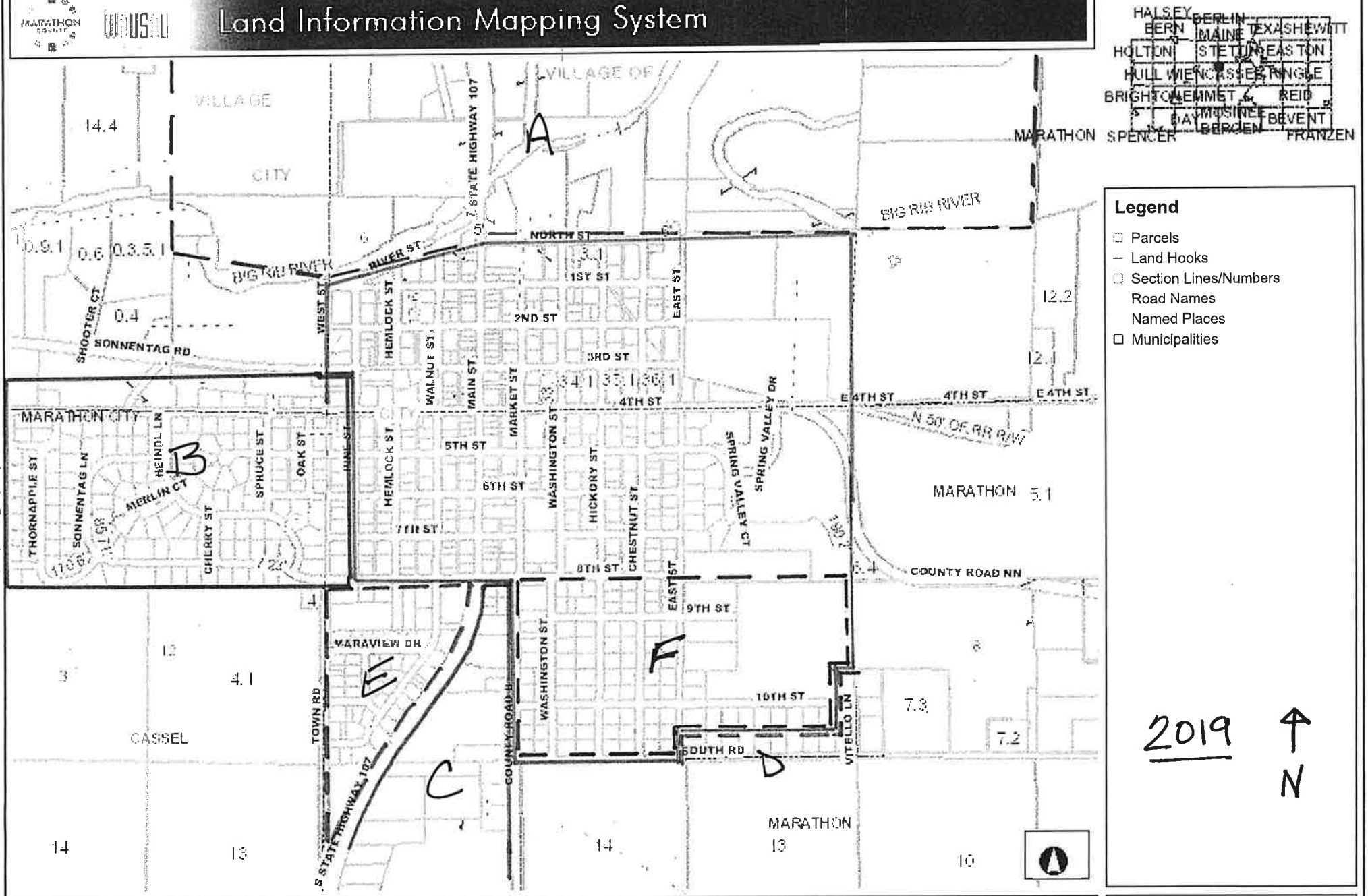
2. Our District proposes that the above plan, area highlighted in blue, be deemed hazardous and become part of our Unusual Hazardous Transportation (UHT) areas for the District. Thus allowing our bus contractor, Fischer Transportation, to establish this area for regular bus route pick-up for the safety of our students.

I ask that you please consider our recommendations to improve the safety for our students of all ages who currently walk to school in these traffic and safety concern areas in our community as identified in this plan.

Respectfully Submitted.

Richard Parks

Land Information Mapping System



Legend

- Parcels
- Land Hooks
- Section Lines/Numbers
- Road Names
- Named Places
- Municipalities

2019

N

485.05 0 485.05 Feet

User_Defined_Lambert_Conformal_Conic

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Notes