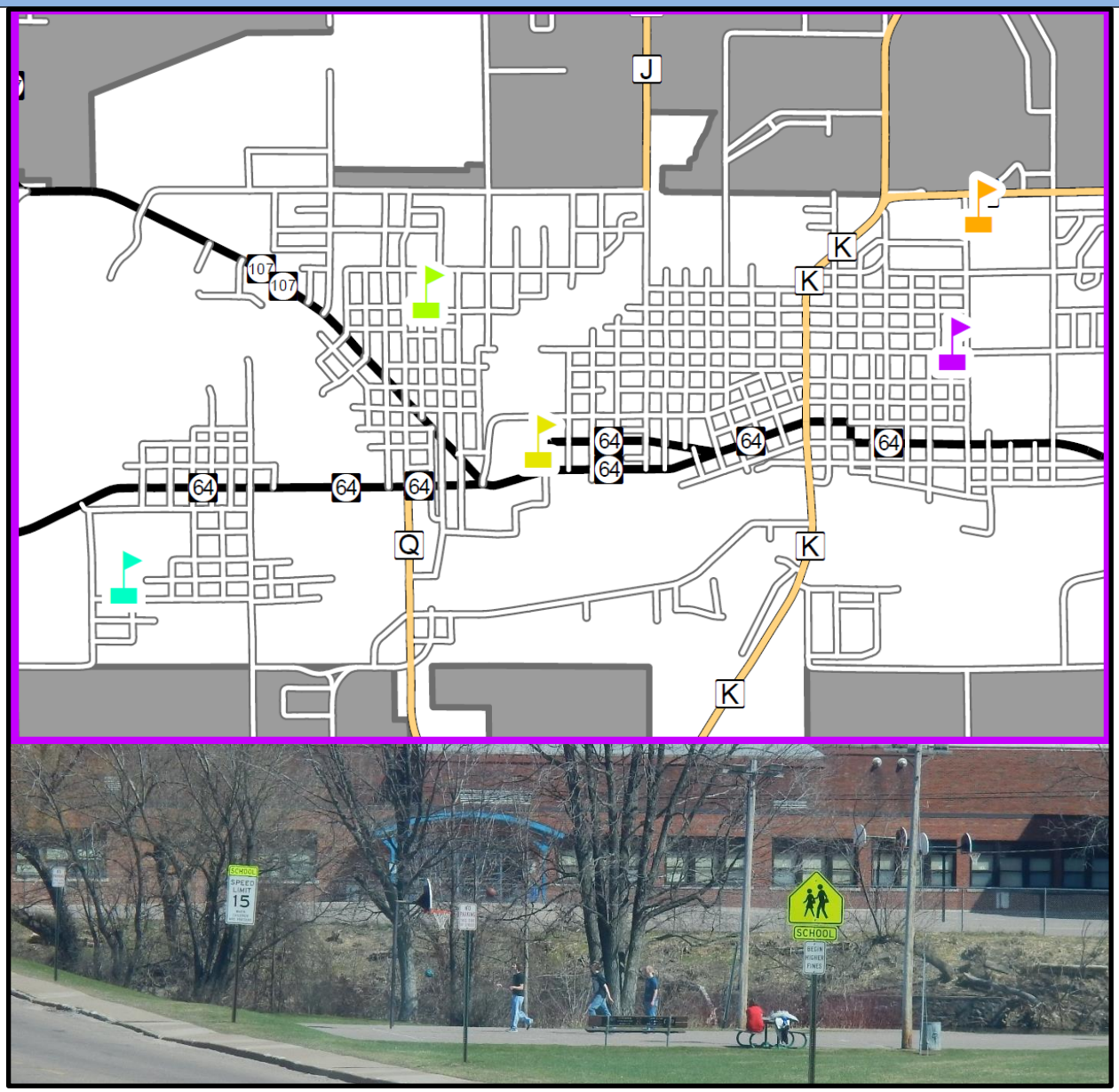
Merrill
Safe Routes to School Plan



October 2020

Prepared by: North Central Wisconsin Regional Planning Commission

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Cover photos: NCWRPC

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TABLE OF CONTENTS

LIST OF TABLES & FIGURES

LIST OF MAPS

ATTACHMENTS

PREFACE

NCWRPC

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

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

THE REGION

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

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

REGIONAL LIVABILITY PLAN

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

Working as a region, all communities can be made more livable. When residents are able to live near their place of employment, travel costs, transportation maintenance, pollution, and congestion are reduced. Efficient use of land and support for walking, biking, and access to transit reduces energy consumption saving money for individuals, communities,

and the region. The successful implementation of the RLP will save tax dollars, create more housing options, provide more transportation choices, increase economic development, accommodate an aging population, retain and attract a knowledgeable workforce, improve community health, protect the region's rural character, and enhance the region's scenic beauty.

The process to develop the plan included the creation of long term goals for the region in addition to more specific objectives and recommendations that economic development organizations, businesses, community organizations, and county and local governments can adopt to make a more livable region a reality.

THE NORTH CENTRAL REGIONAL SAFE ROUTES TO SCHOOL PROGRAM

As part of its on-going commitment to implementation of the Regional Livability Plan, the North Central Wisconsin Regional Planning Commission (NCWRPC) has undertaken a 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 program allows the NCWRPC to assist eleven school districts comprised of a total of 25 school sites, see Map 1, with the development of SRTS plans. This District 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 a Transportation Alternatives Program (TAP) grant from the Wisconsin Department of Transportation. Additional funding to support the grant was provided by the NCWRPC. 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 programming in the region and state.

INSERT: Map 1 – Regional SRTS Program Districts

CHAPTER 1: INTRODUCTION

PURPOSE AND OVERVIEW

The purpose of the Safe Routes to School (SRTS) program is to provide safe pedestrian and bicycle facilities that encourage healthier lifestyles. Programs can be established to educate students, parents, and the community on the benefits of walking and bicycling to school and provide tips to do so safely. Major SRTS goals are:

1. To enable and encourage children, including those with disabilities, to walk and bike to school.

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

3. To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

SAFE ROUTES TO SCHOOL (SRTS) PROGRAM:

PROBLEMS:
- **Pedestrian crashes**
- **Rising childhood obesity**

SOLUTIONS:
- **Use planning process and 5 E's to:**
- **Create safe routes to school; and**
- **Get students walking and biking to school again**

SRTS planning efforts assess the facilities and conditions near school, examine how students are currently traveling to/from school, and identify safety concerns/issues raised by parents and the community. Infrastructure and non-infrastructure recommendations are then created and implemented, sometimes with grant funding assistance, by the SRTS Task Force and other community members. SRTS plans focus on projects within two miles of an elementary or middle school (Kindergarten-8th grade) and address the five E's which are:

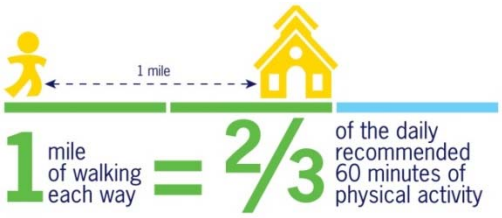
- Engineering
- Education
- Encouragement
- Enforcement
- Evaluation

WHAT IS SAFE ROUTES TO SCHOOL?

Safe Routes to School is a nationwide effort to increase the safety and health of children walking or bicycling to and from school. Nationally, walking and bicycling to school is viewed as a realistic way for children to achieve higher levels of daily physical activity and for communities to reduce the number and speed of vehicles in school zones.

Health and Obesity

- Over the past 40 years, rates of obesity have soared among children of all ages in the United States, and approximately 25 million children and adolescents—more than 33%—are now overweight or obese or at risk of becoming so.
- Kids are less active today, and 23% of children get no free time physical activity at all.
- The prevalence of obesity is so great that today's generation of children may be the first in over 200 years to live less healthy and have a shorter lifespan than their parents.
- Today, approximately one-quarter of health care costs in the United States are attributable to obesity, and health care costs just for childhood obesity are estimated at approximately $14 billion per year.
- People living in auto-oriented suburbs drive more, walk less, and are more obese than people living in walkable communities. For each hour of driving per day, obesity increases 6 percent, but walking for transportation reduces the risk of obesity.



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.
- 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.
- 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.

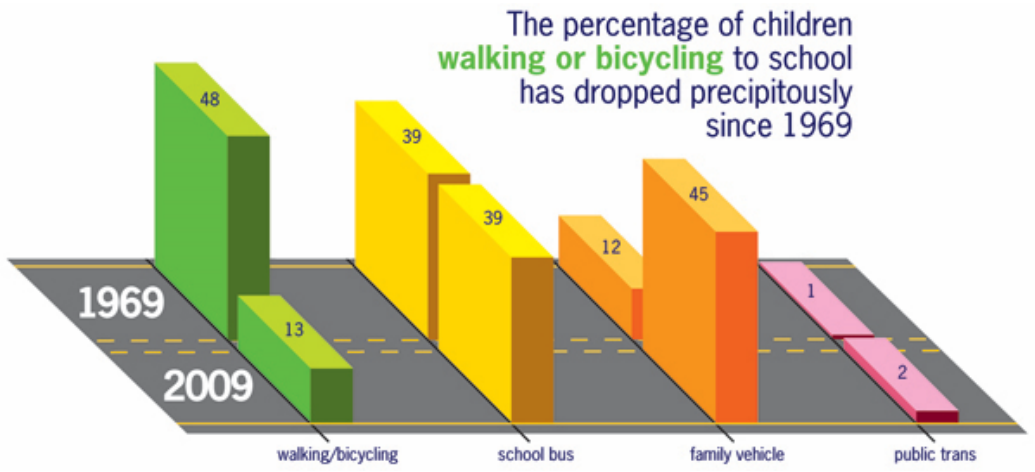
- When children get physical activity before class, they are more on task and fidget less. This is true for both girls and boys, and has been shown to be particularly beneficial for children who have the most trouble paying attention and those with attention deficit disorders.

Safety

- People walking are more than twice as likely to be struck by a vehicle in locations without sidewalks.
- In 2009, approximately 23,000 children ages 5-15 were injured and more than 250 were killed while walking or bicycling in the United States.

Traffic Congestion

- Neighborhoods are becoming increasingly clogged by traffic. By boosting the number of children walking and bicycling, Safe Routes to School projects reduce traffic congestion.
- Within the span of one generation, the percentage of children walking or bicycling to school has dropped precipitously, from approximately 50% in 1969 to just 13% in 2009.
- While distance to school is the most commonly reported barrier to walking and bicycling, private vehicles still account for half of school trips between 1/4 and 1/2 mile—a distance easily covered on foot or bike.



SAFE ROUTES TO SCHOOL 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 a Transportation Alternatives Program (TAP) grant from the Wisconsin Department of Transportation. The School District was one of 11 to partner with the NCWRPC for the application submitted in January of 2016. Funding for the award was made available in the fall of 2018, and the NCWRPC coordinated with District officials to conduct student travel tallies and parent surveys and to organize a safe routes to school planning task force. Task force meetings were held over winter of 2019-20 into summer of 2020.

The planning process followed the recommended "5-E" approach. The process was driven by an ad-hoc citizen advisory committee and public input. An inventory of existing facilities was analyzed, including crash statistics and roadway suitability in order to determine ways to improve safety and security for bicyclists and pedestrians.

Goals and Objectives

1. Use planning process to create recommendations to establish safe routes to school

2. Use collaboration to help educate and encourage the schools, parents, and community members to encourage and implement use of safe routes and thereby increase the amount of students that choose biking and walking to school rather than parents driving students to school

MERRILL AREA PUBLIC SCHOOL DISTRICT

The Merrill Area Public School District encompasses the southern half of Lincoln County, Wisconsin. Map 2 shows that the District includes the City of Merrill, Town of Corning, Town of Harding, Town of Merrill, Town of Pine River, Town of Russell, Town of Schley, and Town of Scott. Partial sections of the Towns of Birch, Hamburg, Harrison, and Rock Falls, and very small sections of the Towns of Ackley and Vilas are also included in the District.

The Merrill Area Public School District includes Pine River School for Young Learners (Pre-K), Jefferson Elementary School, Kate Goodrich Elementary School, Maple Grove Charter School, Washington Elementary School, Prairie River Middle School, and Merrill High School. All schools within the District are located in Merrill, except for Maple Grove Charter School which is located in Hamburg, Wisconsin approximately 16 miles from Merrill in Marathon County.

This Merrill Area Safe Routes to School (SRTS) Plan includes Jefferson Elementary School, Kate Goodrich Elementary School, Washington Elementary School, Prairie River Middle School, and Merrill High School.

Enrollment numbers have decreased fairly steadily in the past several years and are summarized in Table 1. The largest decreases have been in the elementary category (grades one through eight), followed by the preschool and kindergarten level. Table 2 shows how each Merrill Area SRTS school's enrollment has changed.

Table 1: School Enrollment in Merrill

	2011	2013	2015	2017
Total 3 years and over enrolled	4,556	4,849	4,746	4,117
Nursery School/Preschool	292	284	336	260
Kindergarten	167	248	224	185
Elementary School (Grades 1-8)	2,147	1,962	2,058	1,859
High School (Grades 9-12)	1,219	1,361	1,219	1,124

Source: American Community Survey

Table 2: Enrollment by Merrill SRTS School

	2011-12	2013-14	2015-16	2017-18
Jefferson Elementary	224	285	286	231
Kate Goodrich Elementary	351	341	380	375
Washington Elementary	309	308	304	291
Prairie River Middle School	601	552	589	560
Merrill High School	1,056	948	855	803

Source: Department of Public Instruction

INSERT: Map 2 – Merrill Area Public Schools District

COMMUNITY DEMOGRAPHICS

Table 3 displays population information for the minor civil divisions that are included in the Merrill School District. The School District as a whole experienced a slight decline in population. The City of Merrill is the civil division with the highest population in the District. In 2017 the City had 9,264 people, which was a 397 person drop from 2010. In 2017, the Town of Merrill was next in population (2,936 people), followed by the Town of Pine River (1,892). From 2010-2017 the divisions that experienced the greatest growth were the Towns of Vilas (12.4%), Russell (6.5%), and Hamburg (6.2%). The areas with the most significant decline were the Towns of Corning (-30.1%), Schley (-6.7%), and Ackley (-6.3%).

Table 3: Population of Minor Civil Divisions Within the Merrill School District

	1990	2000	2010	2017	2010-2017 % change
City of Merrill	9,860	10,146	9,661	9,264	-4.1%
Town of Ackley	550	510	524	491	-6.3%
Town of Birch	675	801	594	590	-0.7%
Town of Corning	795	826	883	617	-30.1%
Town of Hamburg	768	910	918	975	6.2%
Town of Harding	283	334	372	384	3.2%
Town of Harrison	660	793	833	836	0.4%
Town of Merrill	2,716	2,979	2,980	2,936	-1.5%
Town of Pine River	1,552	1,877	1,869	1,892	1.2%
Town of Rock Falls	463	598	618	627	1.5%
Town of Russell	671	693	677	721	6.5%
Town of Schley	838	909	934	871	-6.7%
Town of Scott	1,210	1,287	1,432	1,419	-0.9%
Town of Vilas	257	249	233	262	12.4%
School District of Merrill*			20,993	20,088	-4.3%

Source: US Census Data/American Community Survey Estimates
*School District total does not equal MCD total as the geographical boundaries differ

Household numbers within the minor civil divisions can be seen in Table 4. In 2017 there were 8,689 total households in the Merrill School District, down from 9,409 in 2010 for a total decrease of 7.7%. The percentage District decrease in number of households was substantially greater than the percentage of general population decline from 2010-2017. Most households were located in the City of Merrill (4,181), followed by the Towns of Merrill (1,222), Pine River (802), and Scott (601). The Town of Vilas had the fewest number of households (106). From 2010-2017 the Town of Vilas experienced the greatest growth in number of households (14.0%) followed by the Town of Rock Falls (13.5%). The greatest decline in the number of households was seen in the Town of Russell (-19.5%) and the Town of Corning (-13.6%).

Table 4: Households of Minor Civil Divisions Within the Merrill School District

	1990	2000	2010	2017	2010-2017 % change
City of Merrill	3,919	4,183	4,175	4,181	0.1%
Town of Ackley	199	202	211	212	0.5%
Town of Birch	145	179	189	191	1.1%
Town of Corning	256	299	330	285	-13.6%
Town of Hamburg	242	285	322	329	2.2%
Town of Harding	100	129	140	152	8.6%
Town of Harrison	251	314	356	393	10.4%
Town of Merrill	954	1,125	1,355	1,222	-9.8%
Town of Pine River	519	673	822	802	-2.4%
Town of Rock Falls	181	231	266	302	13.5%
Town of Russell	237	271	385	310	-19.5%
Town of Schley	289	356	378	405	7.1%
Town of Scott	399	458	537	601	11.9%
Town of Vilas	90	97	93	106	14.0%
School District of Merrill*			9,409	8,689	-7.7%

Source: US Census Data/American Community Survey Estimates
*School District total does not equal MCD total as the geographical boundaries differ

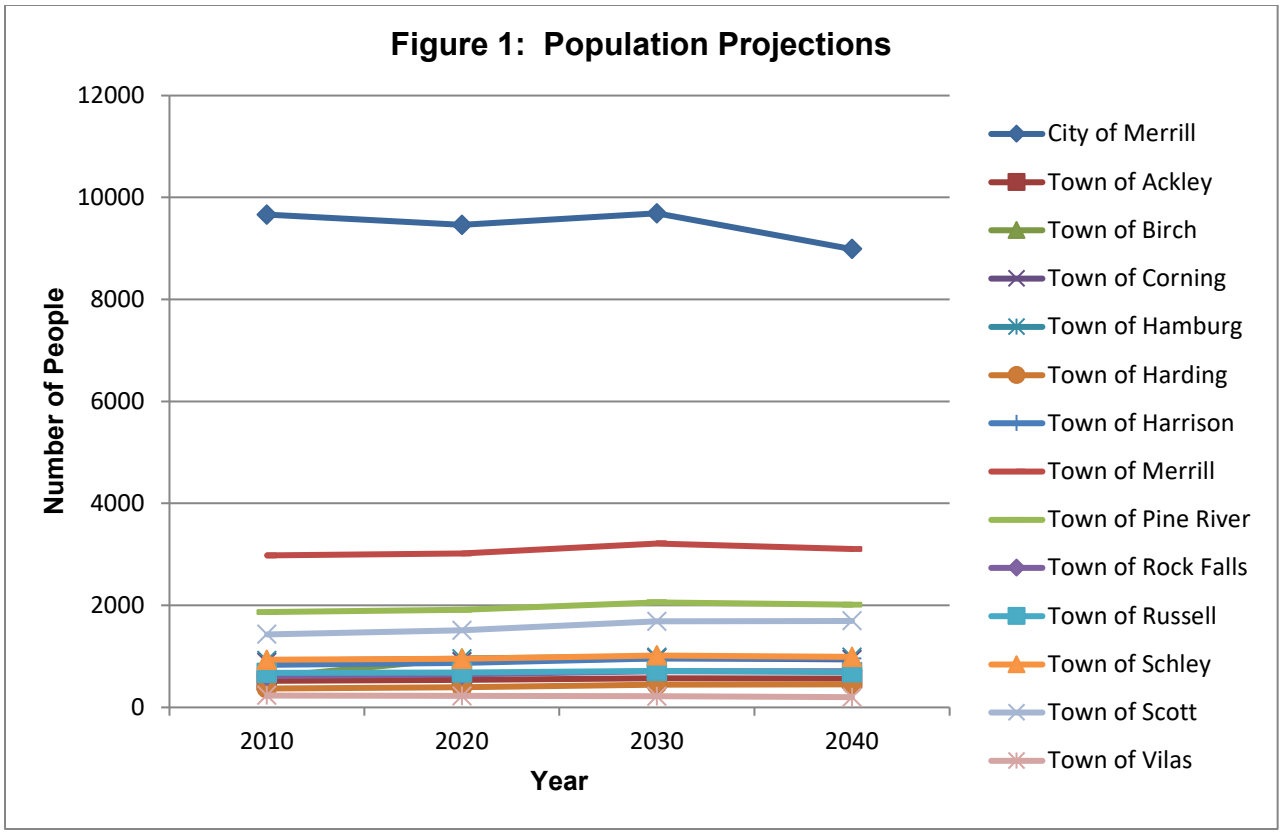
Table 5 shows that the average household size increased slightly from 2010-2017 within the School District boundaries. However, household size decreased among the vast majority of minor civil divisions during the same time period. The most significant decreases in household size were seen in the Towns of Corning (-19.4%), Schley (-13.0%) and Scott (-11.6%). The only community that experienced an increase in household size from 2010-2017 was the Town of Hamburg at 3.9 percent.

Table 5: Average Household Size of Minor Civil Divisions Within the Merrill School District				
	2000	2010	2017	2010-2017 % change
City of Merrill	2.34	2.25	2.14	-4.9%
Town of Ackley	2.52	2.48	2.32	-6.5%
Town of Birch	2.65	2.29	2.19	-4.4%
Town of Corning	2.76	2.68	2.16	-19.4%
Town of Hamburg	3.19	2.85	2.96	3.9%
Town of Harding	2.59	2.66	2.53	-4.9%
Town of Harrison	2.53	2.34	2.13	-9.0%
Town of Merrill	2.65	2.47	2.40	-2.8%
Town of Pine River	2.79	2.48	2.36	-4.8%
Town of Rock Falls	2.59	2.32	2.08	-10.3%
Town of Russell	2.56	2.45	2.33	-4.9%
Town of Schley	2.55	2.47	2.15	-13.0%
Town of Scott	2.81	2.67	2.36	-11.6%
Town of Vilas	2.57	2.51	2.47	-1.6%
School District of Merrill		2.20	2.26	2.7%

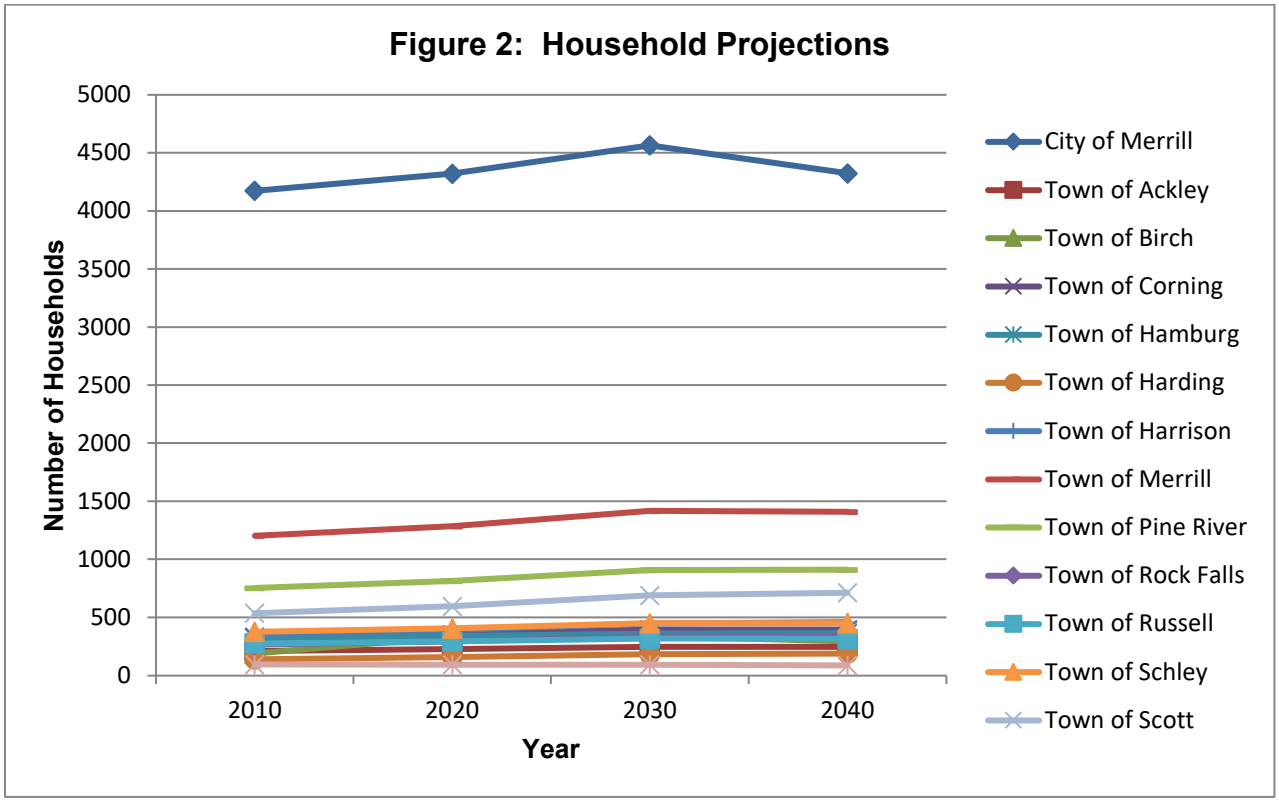
Source: US Census Data/American Community Survey Estimates

Figure 1 includes population estimates and projections taken from the Wisconsin DOA Demographic Services Center in 2013. The population projections begin for year 2015, but in many communities across North Central Wisconsin, the DOA population projections have been lower than expected. From 2010 to 2040 the City of Merrill is forecasted to have 671 fewer people, which is reduction rate of -6.9 percent. The Town of Birch is expected to experience the greatest growth rate at 59.1 percent. The Town of Vilas is projected to have the highest rate of population decline at a -14.2 percent..

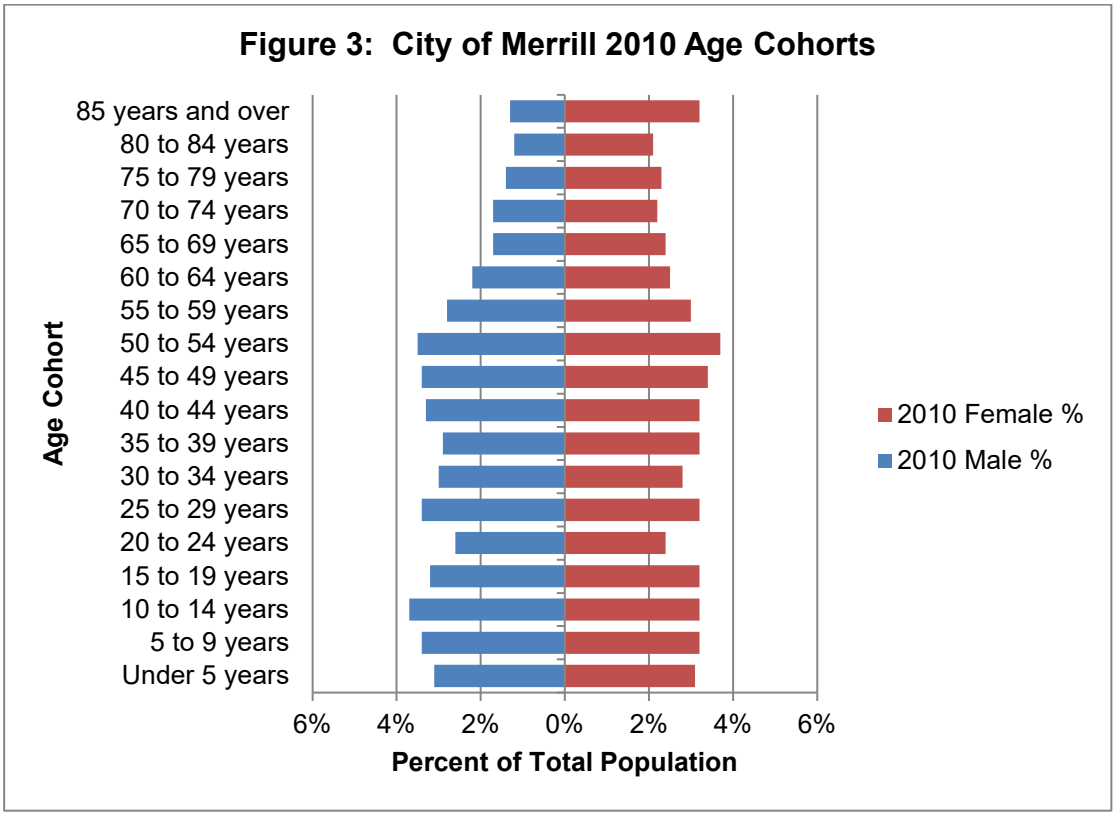
In 2017, the NCES estimated that of the 8,689 households in the District 5,876 of these were family households and 2,150 of the family households had children under 18 that were their own children. Figure 2 shows that the number of households is expected to increase 3.6 percent for the City of Merrill from 2010-2040. The largest and only decrease is projected at -5.4 percent for the Town of Vilas, and the highest increase is expected at 55.6 percent for the Town of Birch between 2010 and 2040.



Source: Wisconsin Department of Administration Population Projections 2013



Source: Wisconsin Department of Administration Household Projections, 2013

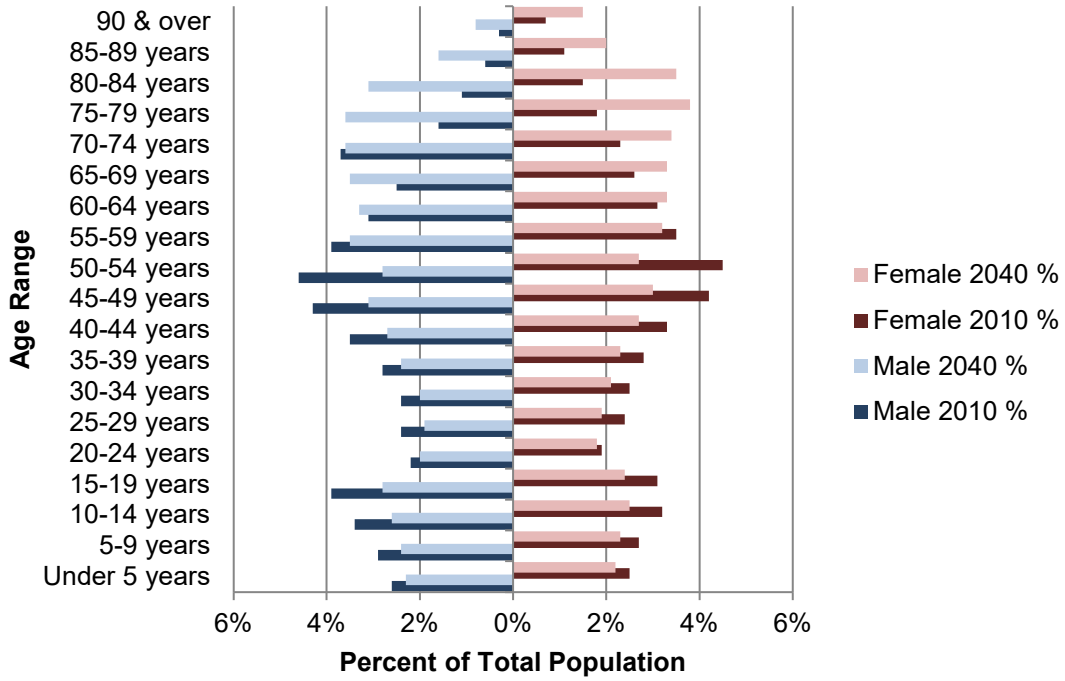


Source: US Census Data

Figure 3 shows an age population pyramid for the City of Merrill illustrating population distribution with respect to age cohorts. The City of Merrill population is reflected as more of a column than a pyramid, which shows that population is both stable and growing slowly. The rural Wisconsin counties, including Lincoln County, are aging much faster than the state and nation as a whole. The median age for the City of Merrill was 40.4, which was 4.3 years lower than the county and 1.9 years higher than the state, at 44.7 and 38.5 respectively in 2010. The City of Merrill's median age was 3.1 years higher than it was in 2000, which reflects the general aging population of Wisconsin.

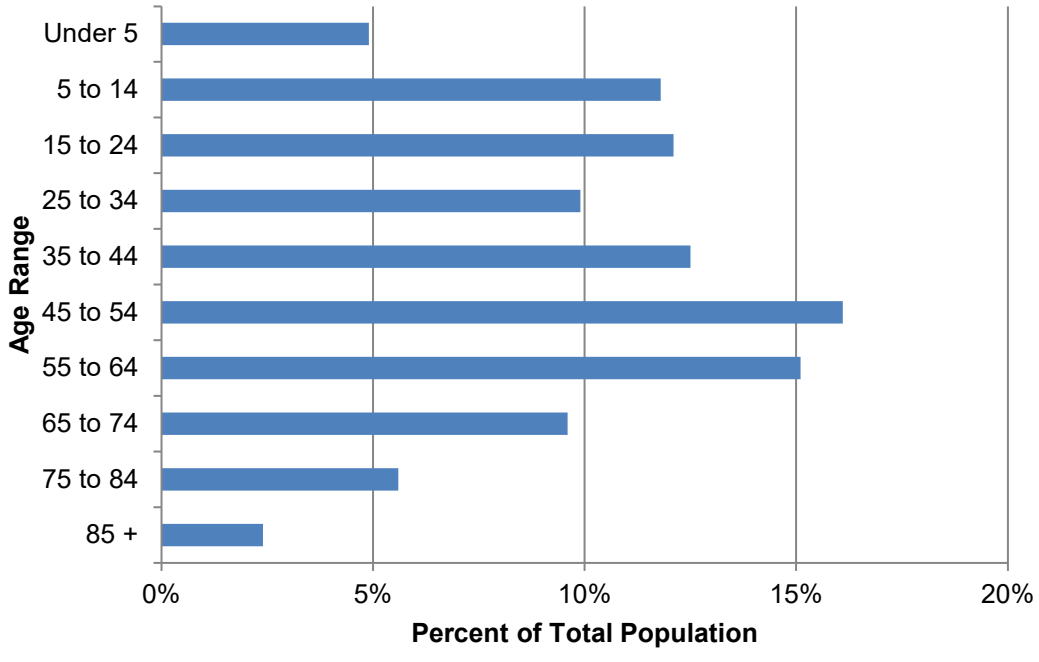
Figure 4 shows that same interrelation for Lincoln County both presently and with 2040 population projections. The population pyramid could be described as constrictive and projected to become more so in upcoming decades. The number of older adults is far greater than the amount of new births and young children and this will become increasingly evident in upcoming decades. The same distribution is seen in Figure 5, which depicts the population by age range among residents in the Merrill Area Public School District. The vast majority of residents are concentrated in the older age ranges, with most representation in those 45 years of age and over.

Figure 4: Lincoln County 2010/2040 Age Cohorts



Source: US Census Data, State of Wisconsin Demographic Services Center Projections

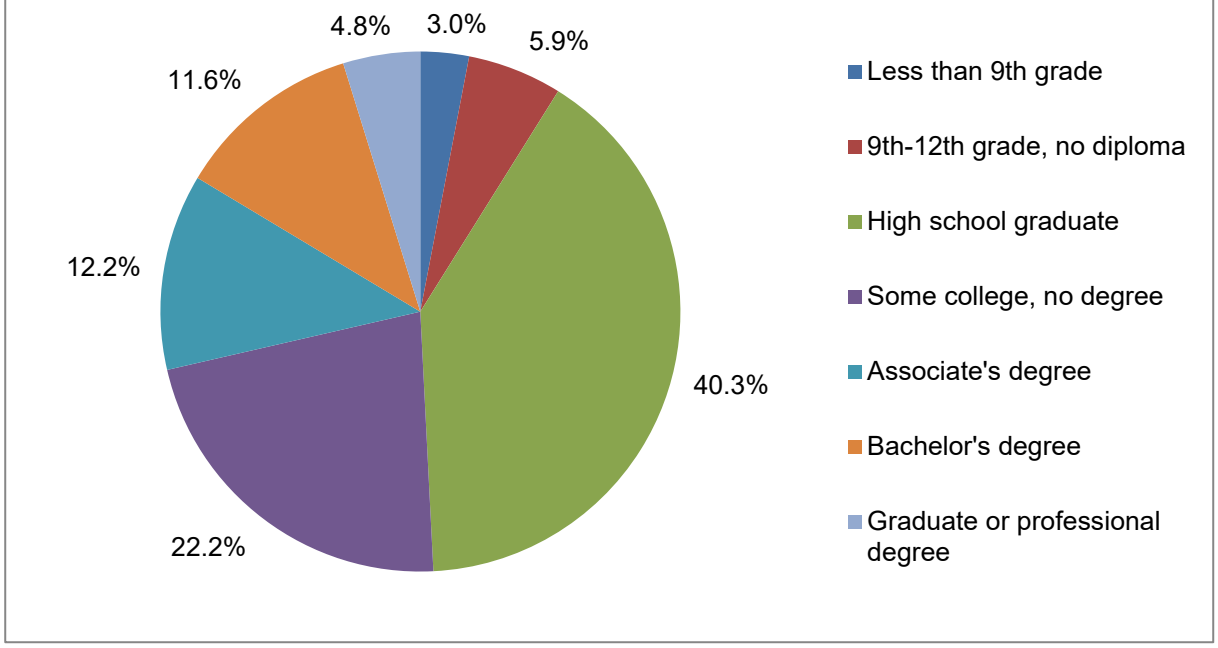
Figure 5: Merrill Area Public School District Population by Age, 2017



Source: American Community Survey 2013-2017

According to 2017 Census data, 90.7 percent of City of Merrill residents had a high school education or higher and 16.3 percent had a bachelor's degree or higher, as shown on Table 6. This was up from 86.1 percent and 13.2 percent respectively in 2010. Within the Merrill Area Public School District, the NCES estimated that in 2017 among adults that were 25 and older there were 13,012 total high school graduates in the District and 2,342 total bachelor's degree recipients. Figure 6 shows the breakdown within the District, there were a total of 91.1 percent high school degree holders or higher and 16.4 percent bachelor's degree graduates or higher.

Figure 6: Merrill Area Public School District Educational Attainment (age 25 and over)



Source: 2013-2017 American Community Survey

Table 6	Educational Attainment in Minor Civil Divisions (Among Those 25 Years and Over)													
Educational Attainment	City of Merrill	Town of Ackley	Town of Birch	Town of Corning	Town of Hamburg	Town of Harding	Town of Harrison	Town of Merrill	Town of Pine River	Town of Rock Falls	Town of Russell	Town of Schley	Town of Scott	Town of Vilas
Less than 9th Grade	2.9%	0.6%	0.6%	3.1%	8.3%	2.8%	1.9%	2.6%	2.3%	0.6%	3.9%	3.8%	3.2%	1.1%
9th to 12th Grade, No Diploma	6.4%	3.0%	9.2%	5.0%	5.0%	4.9%	4.5%	3.4%	5.8%	6.5%	9.4%	9.3%	4.9%	7.0%
High School Graduate	39.7%	60.8%	37.1%	38.2%	44.9%	43.4%	40.1%	40.5%	40.9%	39.8%	39.4%	41.0%	42.2%	44.9%
Some College, No Degree	23.6%	14.4%	25.5%	24.7%	17.1%	22.4%	23.0%	21.6%	18.1%	21.2%	24.0%	19.9%	19.9%	23.2%
Associates Degree	11.1%	10.8%	13.5%	18.2%	9.8%	10.1%	7.7%	14.3%	12.0%	12.9%	9.6%	13.7%	14.4%	11.9%
Bachelor's Degree	12.0%	7.5%	10.4%	6.1%	13.2%	12.2%	17.6%	11.4%	12.8%	13.5%	12.2%	9.6%	10.4%	9.7%
Graduate or Professional Degree	4.4%	3.0%	3.7%	4.6%	1.7%	4.2%	5.2%	6.2%	7.9%	5.5%	1.5%	2.7%	5.1%	2.2%
Percent high school graduate or higher	90.7%	96.4%	90.2%	91.8%	86.8%	92.3%	93.6%	94.1%	91.8%	92.9%	86.7%	86.9%	91.9%	91.9%
Percent bachelor's degree or higher	16.3%	10.5%	14.1%	10.7%	15.0%	16.4%	22.8%	17.6%	20.8%	19.0%	13.7%	12.3%	15.5%	11.9%

Source: 2013-2017 American Community Survey

CHAPTER 2: EXISTING CONDITIONS

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

STUDENT TALLY OVERVIEW

In the fall of 2019 student tallies were administered by all homeroom teachers in Merrill's schools. The 3-day Students Arrival and Departure Tally Sheet (student tally) from the National Safe Routes To School Center was used (See Attachment A). In the student tally, homeroom teachers documented how students traveled to and from school and had opportunity to note other relevant comments. Merrill Area School District collected student tallies from all of their schools, but only urban schools in Merrill are documented in this SRTS Plan – Jefferson Elementary, Kate Goodrich Elementary, Washington Elementary, Prairie River Middle School, and Merrill High School.

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

Student tally results for Merrill's schools are shown in **Figures 7A-7E**, which are organized by school on the following pages.

PARENT SURVEY OVERVIEW

While student tallies were being coordinated at school, parent surveys were sent home to be completed by parents. The Parent Survey from the National Safe Routes To School Center was used (See Attachment A). On the form, parents described how children got to and from school, total travel time, and factors that influence their decision to allow or not allow their children to walk/bike to and from school. Additionally they were asked if in their opinion biking/walking is fun and healthy and to what degree they felt that the school encouraged biking/walking.

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 Merrill's schools are shown in **Figures 8A-8E through 12A-12E**, which are organized by school on the following pages. Expanded parent survey results can be seen in Attachment B.

Jefferson Elementary School

1914 W Jackson St

Jefferson Elementary School served 201 (2019) students in kindergarten through 5th grade.

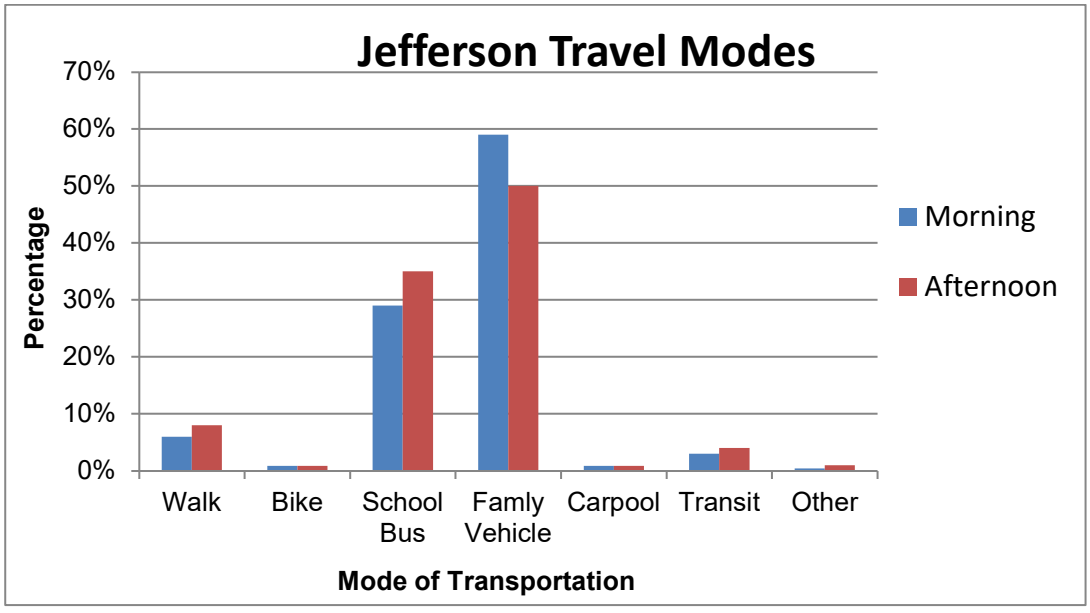
- **Main modes of travel by Jefferson Elementary students:**
  1. Family Vehicle (59 & 50%)
  2. School Bus (29 & 35%)

The discrepancy between morning and afternoon travel in Table 7 shows that 9% more parents are driving their kids to school in the morning. That same 9% get home by school bus (6%), walking (2%), and Merrill-Go-Round (1%).

Table 7	Jefferson Elementary School Morning & Afternoon Travel Comparison						
	Walk	**Bike**	**School Bus**	**Family Vehicle**	**Carpool**	**Transit**	**Other**
Morning	6%	0.9%	29%	59%	0.9%	3%	0.4%
Afternoon	8%	0.9%	35%	50%	0.9%	4%	1%

Source: Student Tally, October 2019

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



Source: Student Tallies, October 2019

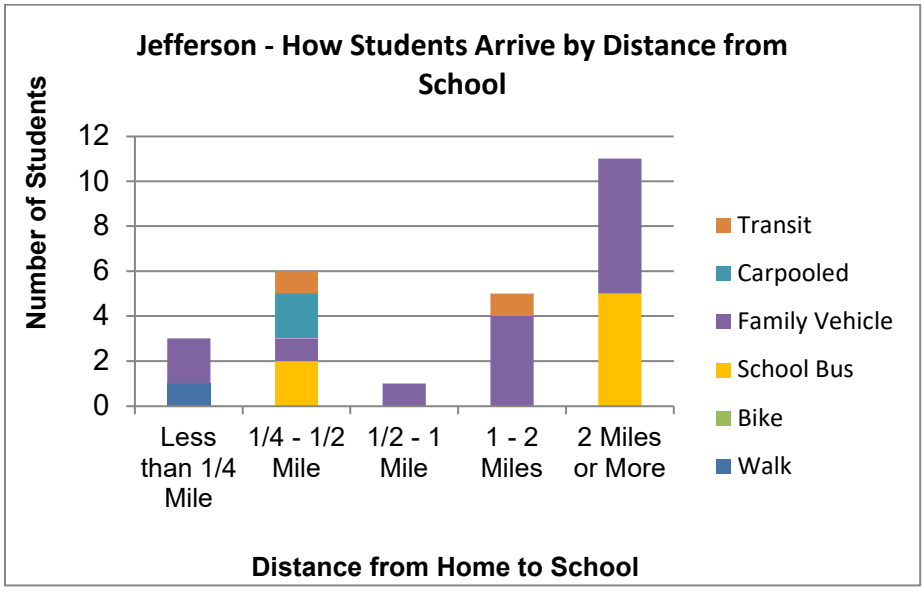
Jefferson Elementary's Parent Survey Results — 27 surveys received.

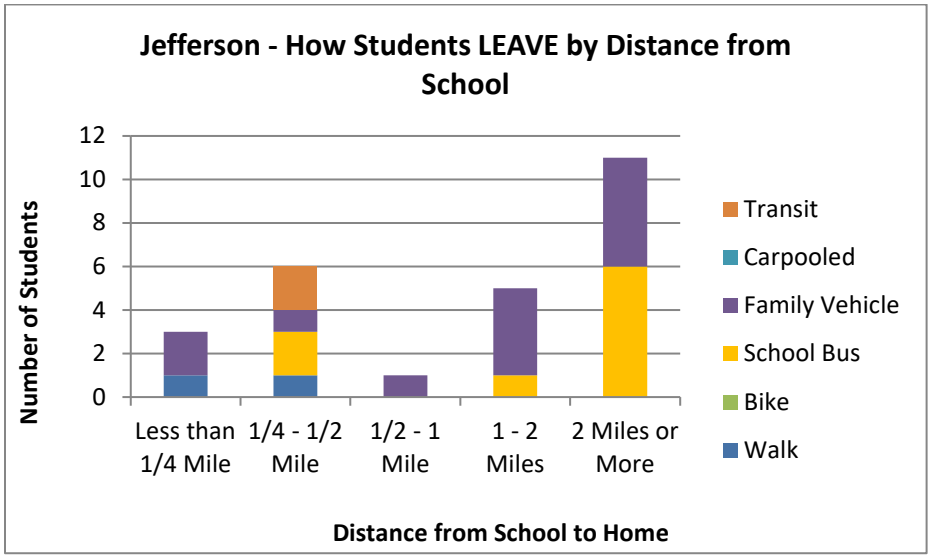
Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Among parents who answered the survey, 10 of 27 students live within 1-mile of school - with only 1 student (4%) walking or biking to school. About 26% of students represented in this survey took the school bus, which is slightly less than the student tally (29%).

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

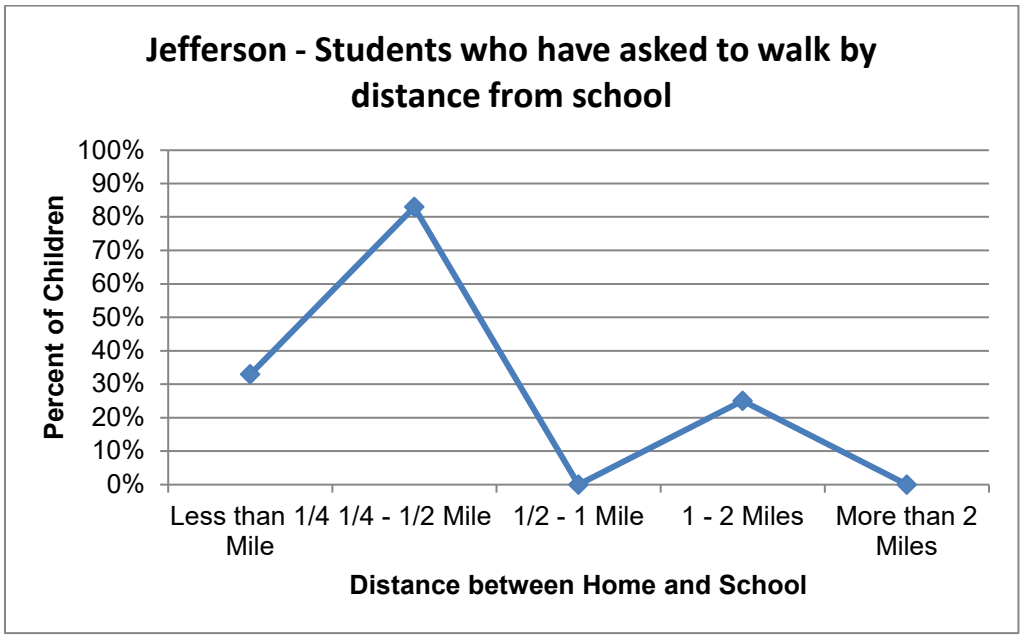
FIGURE 8A: How does your child arrive and depart from school?





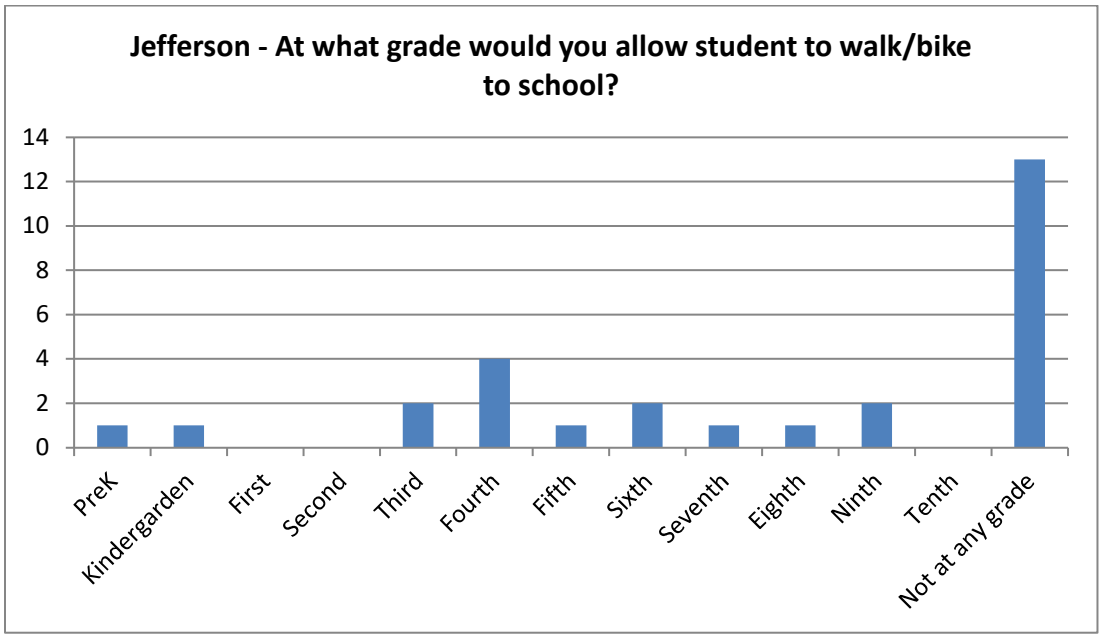
Source: Parent Surveys, October 2019

FIGURE 9A: Has your child asked to walk?



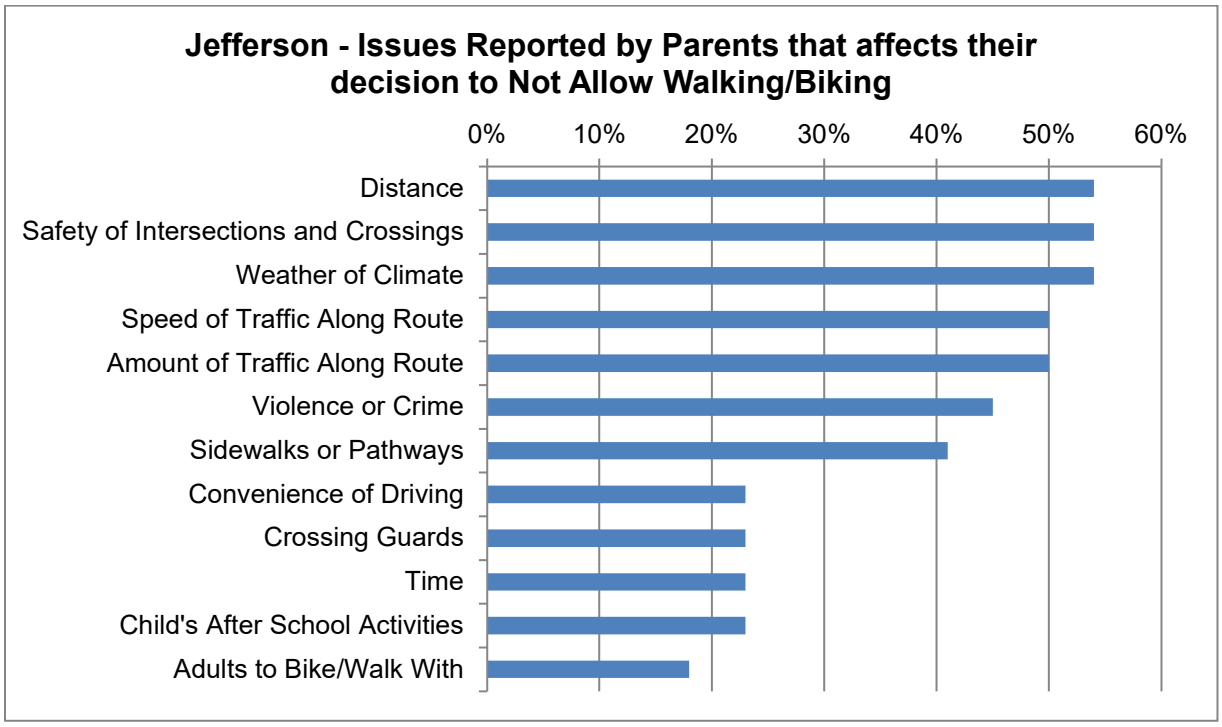
Source: Parent Surveys, October 2019

FIGURE 10A: At what grade would you allow your child to walk/bike to school without an adult?



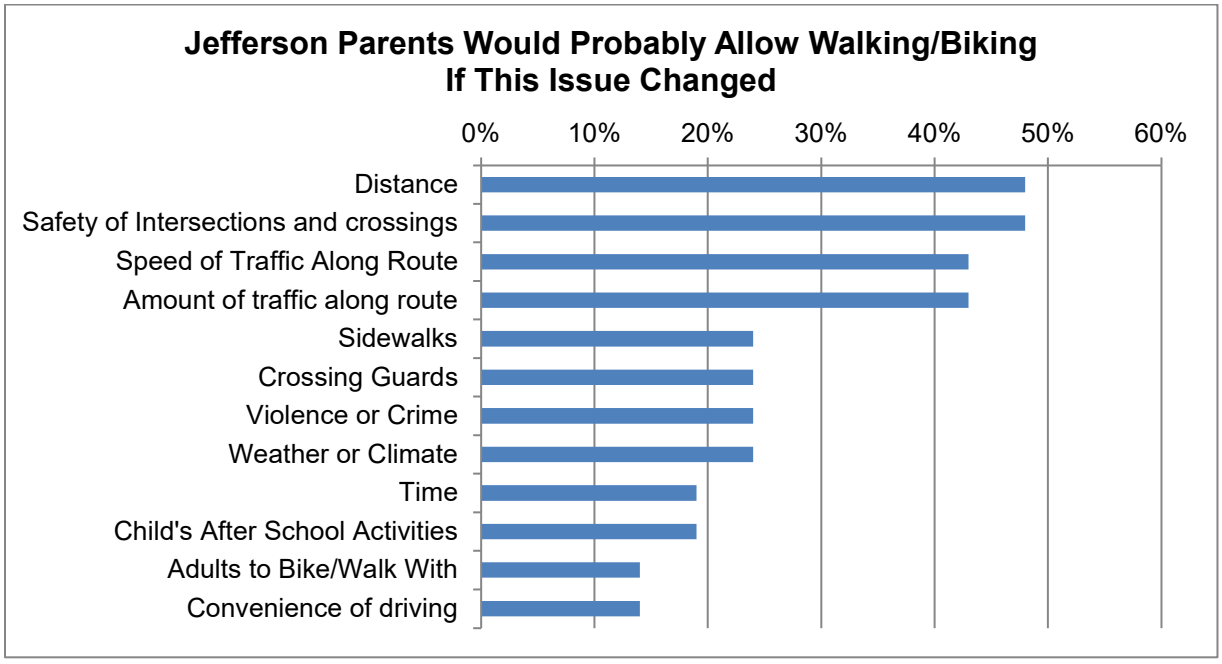
Source: Parent Surveys, October 2019

FIGURE 11A: What of the following issues affect your decision to allow/not allow walking or biking?



Source: Parent Surveys, October 2019

FIGURE 12A: Would you probably let child bike or walk if the following were improved?



Source: Parent Surveys, October 2019

Kate Goodrich Elementary School

505 W 10th St

Kate Goodrich Elementary School served 345 (2019) students in kindergarten through 5th grade.

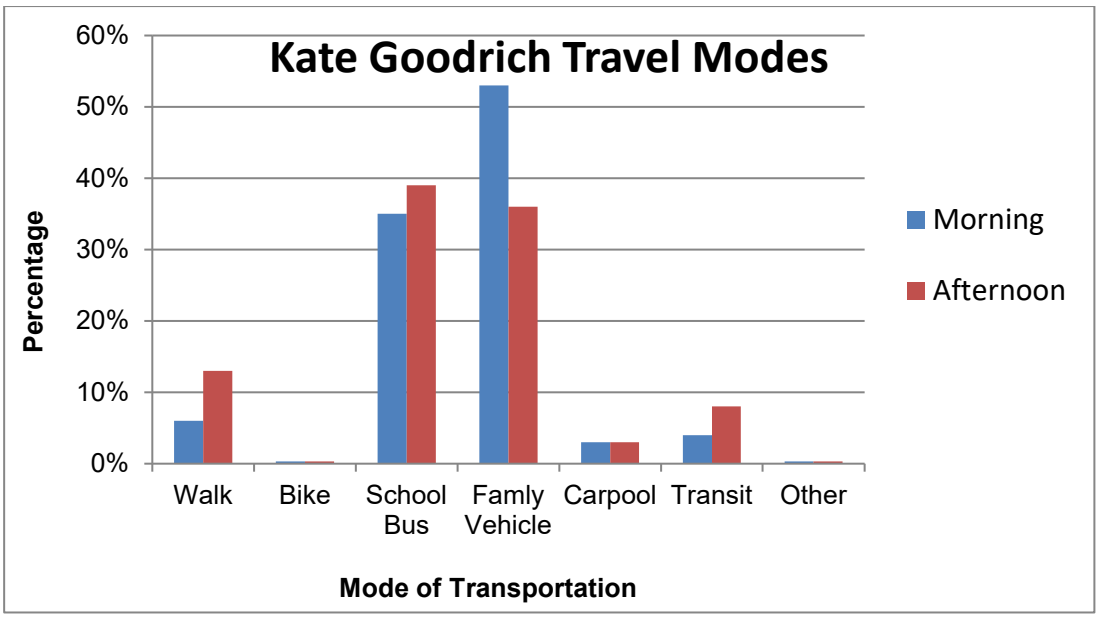
- **Main modes of travel by Kate Goodrich Elementary students:**
  1. Family Vehicle (53 & 36%)
  2. School Bus (35 & 39%)

The discrepancy between morning and afternoon travel in Table 8 shows that 17% more parents are driving their kids to school in the morning. That same 17% get home by walking (7%), school bus (4%), and Merrill-Go-Round (4%); with 2% unknown.

Table 8	Kate Goodrich Elementary School Morning & Afternoon Travel Comparison						
	Walk	**Bike**	**School Bus**	**Family Vehicle**	**Carpool**	**Transit**	**Other**
Morning	6%	0.3%	35%	53%	3%	4%	0.3%
Afternoon	13%	0.3%	39%	36%	3%	8%	0.3%

Source: Student Tally, October 2019

Figure 7B: Kate Goodrich Elementary Student Tally Results Morning and Afternoon Travel Comparison



Source: Student Tallies, October 2019

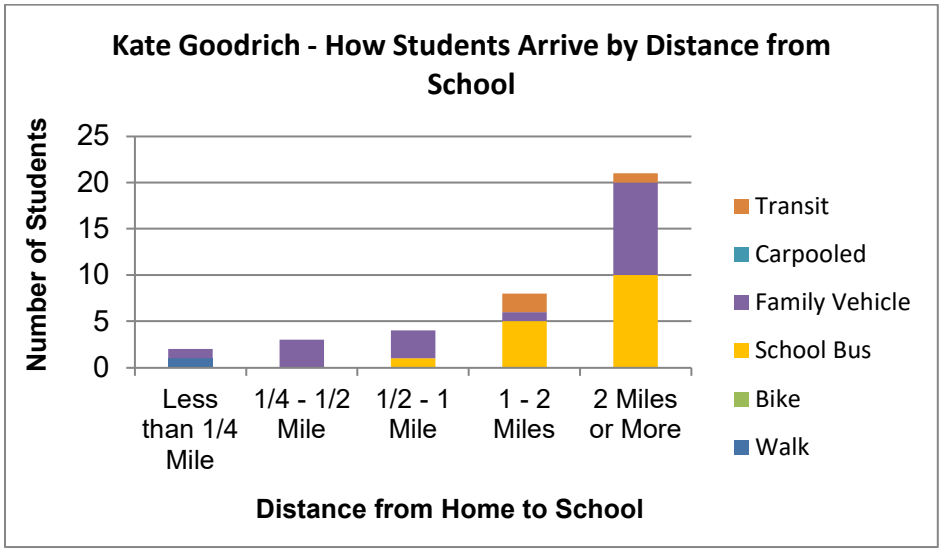
Kate Goodrich Elementary's Parent Survey Results — 38 surveys received.

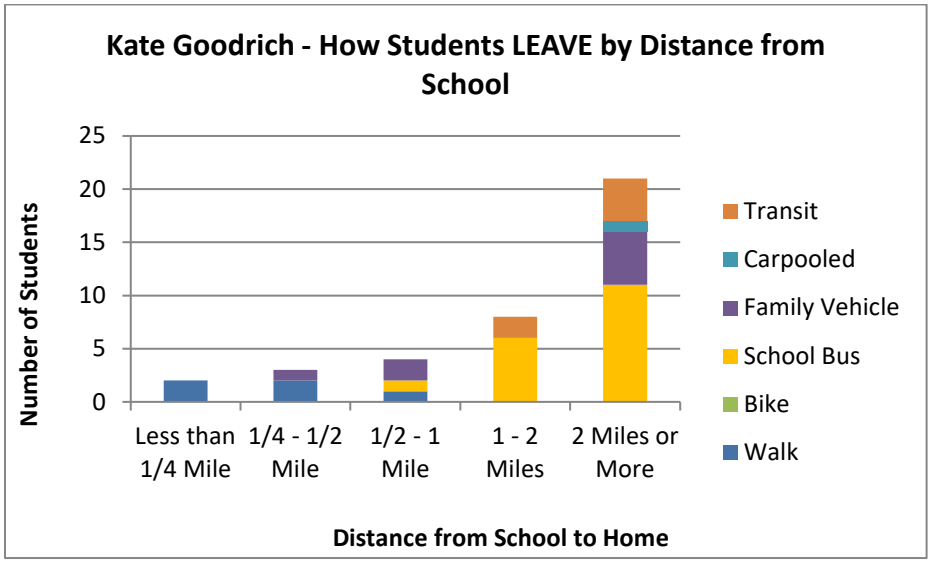
Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Among parents who answered the survey, 9 of 38 students live within 1-mile of school - with only 1 student (3%) walking or biking to school. About 42% of students represented in this survey arrived by school bus, which is slightly more than the student tally (35%).

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

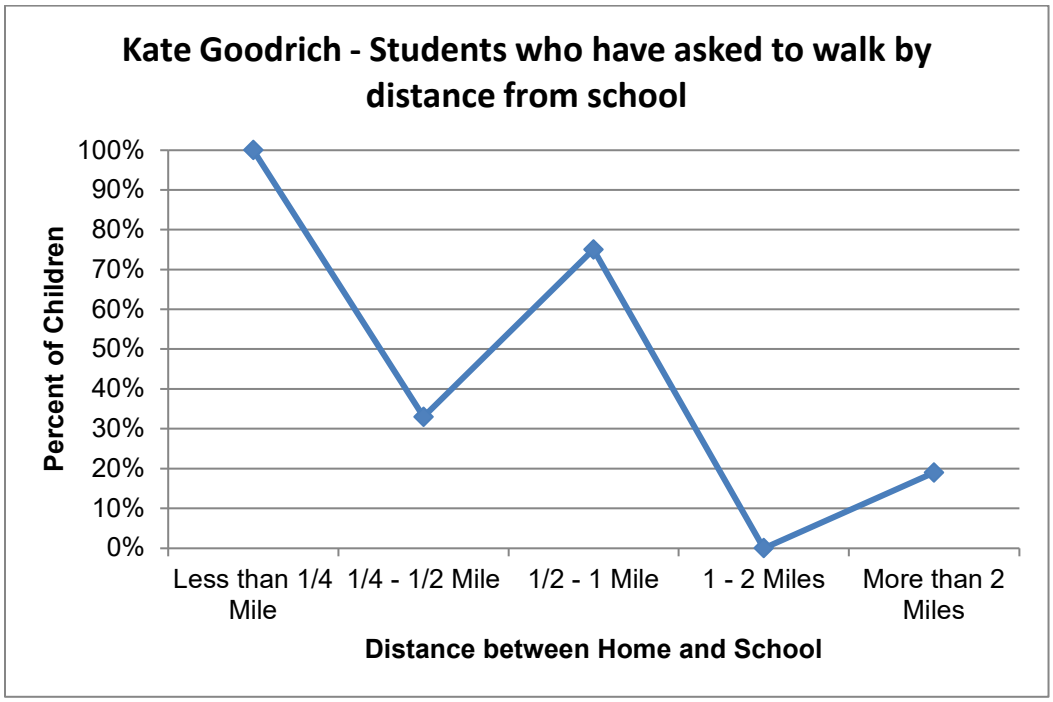
FIGURE 8B: How does your child arrive and depart from school?





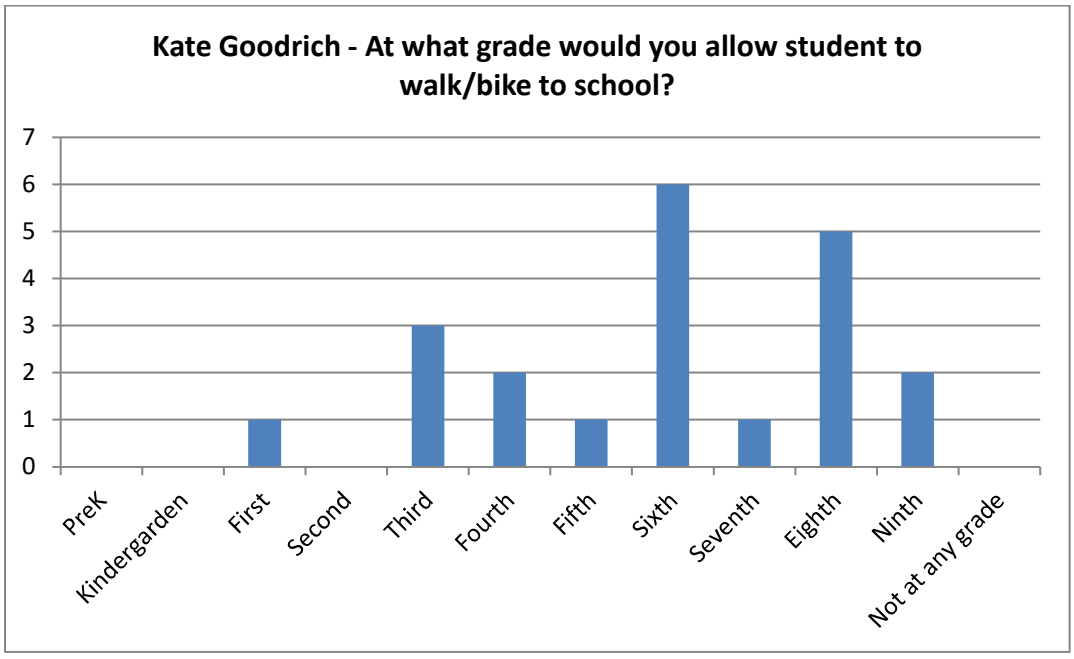
Source: Parent Surveys, October 2019

FIGURE 9B: Has your child asked to walk?



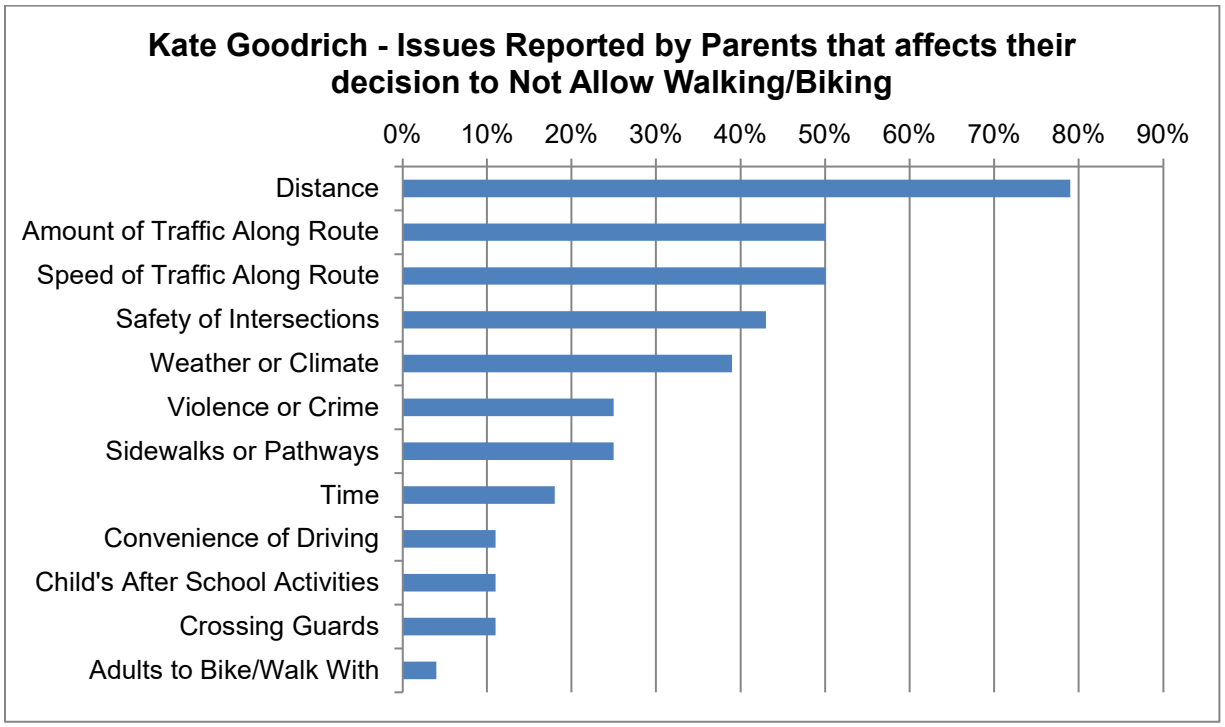
Source: Parent Surveys, October 2019

FIGURE 10B: At what grade would you allow your child to walk/bike to school without an adult?



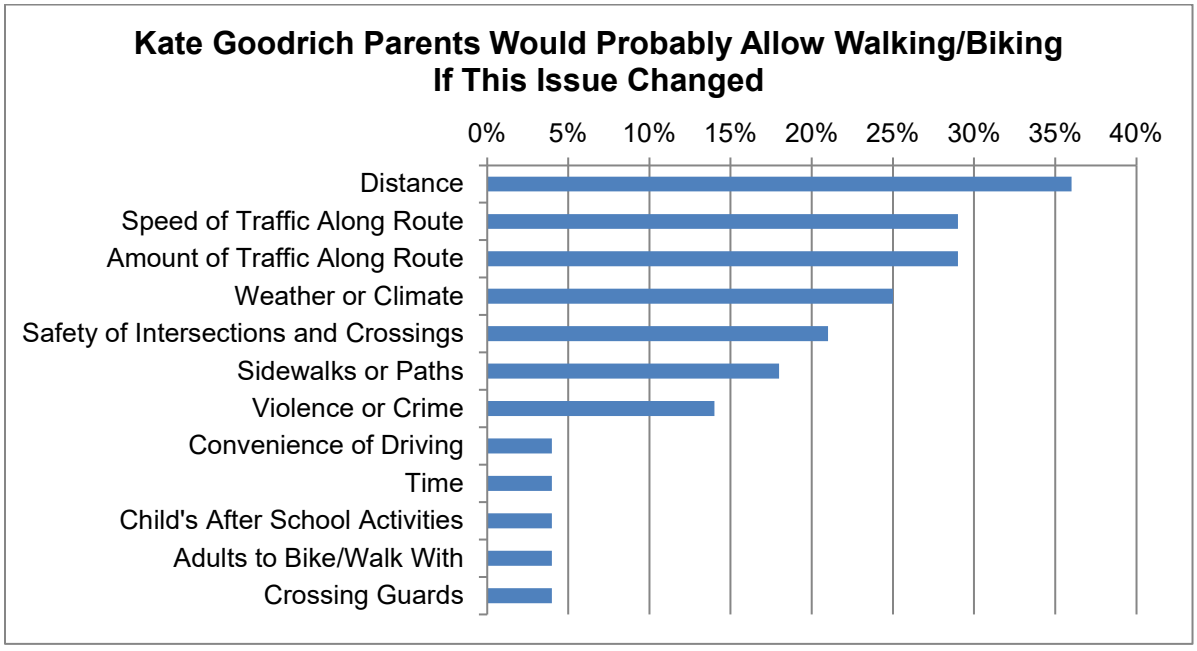
Source: Parent Surveys, October 2019

FIGURE 11B: What of the following issues affect your decision to allow/not allow walking or biking?



Source: Parent Surveys, October 2019

FIGURE 12B: Would you probably let child bike or walk if the following were improved?



Source: Parent Surveys, October 2019

Washington Elementary School

1900 E. 6th Street

Washington Elementary School serves 248 (2019) students in kindergarten through 5th grade.

- **Main modes of travel by Washington Elementary students:**
  1. Family Vehicle (51 & 46%)
  2. School Bus (36 & 34%)

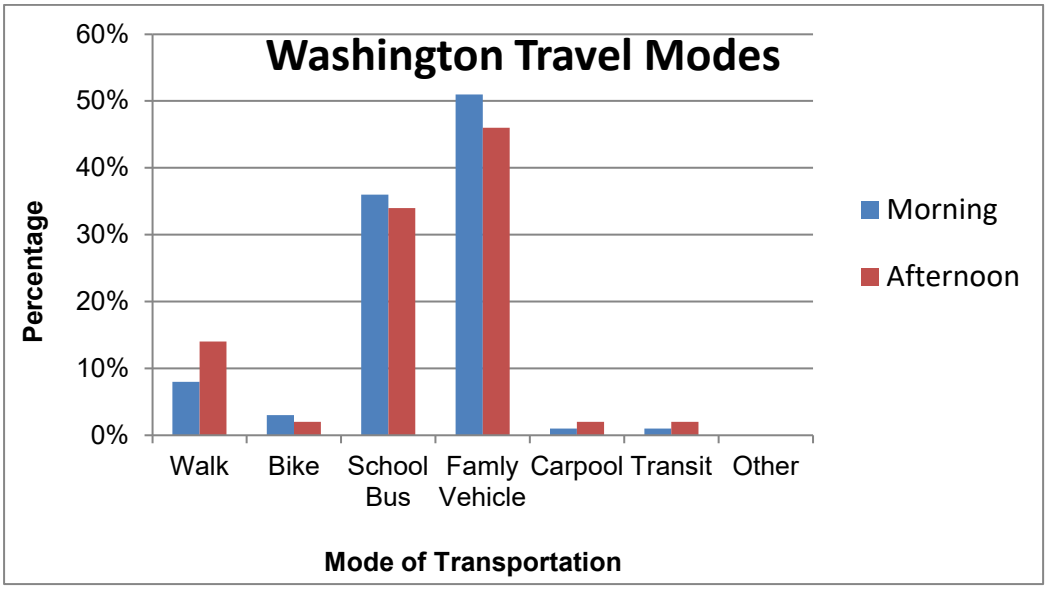
The discrepancy between morning and afternoon travel in Table 9 shows that 5% more parents are driving their kids to school in the morning (and 2% more travel by school bus in the morning), but those 7% of kids get home by walking (6%) and Merrill-Go-Round (1%).

Table 9 — Washington Elementary School Morning & Afternoon Travel Comparison

	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	8%	3%	36%	51%	1%	1%	0%
Afternoon	14%	2%	34%	46%	2%	2%	0%

Source: Student Tally, October 2019

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



Source: Student Tallies, October 2019

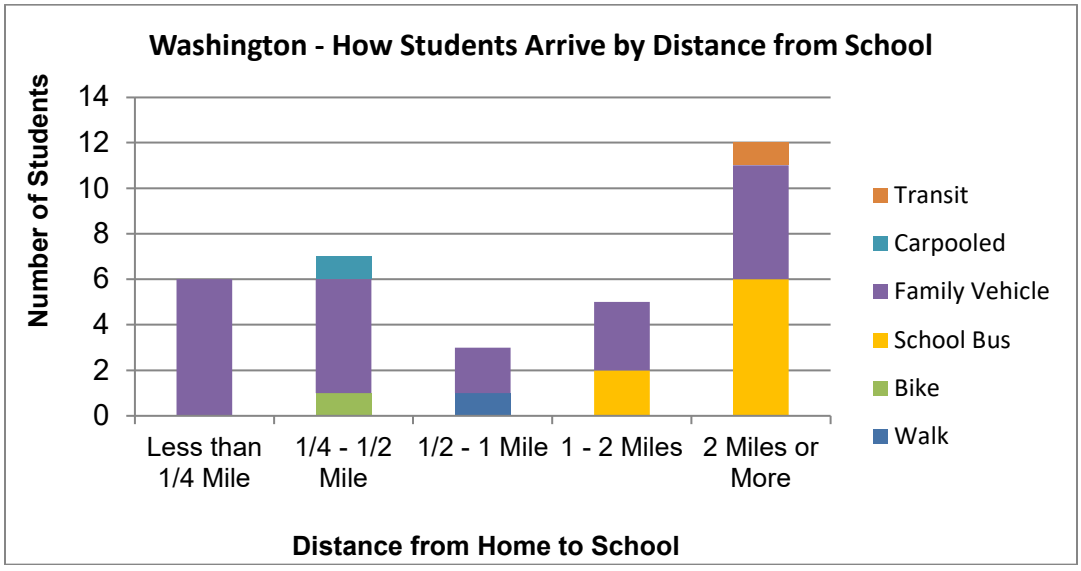
Washington Elementary's Parent Survey Results — 35 surveys received.

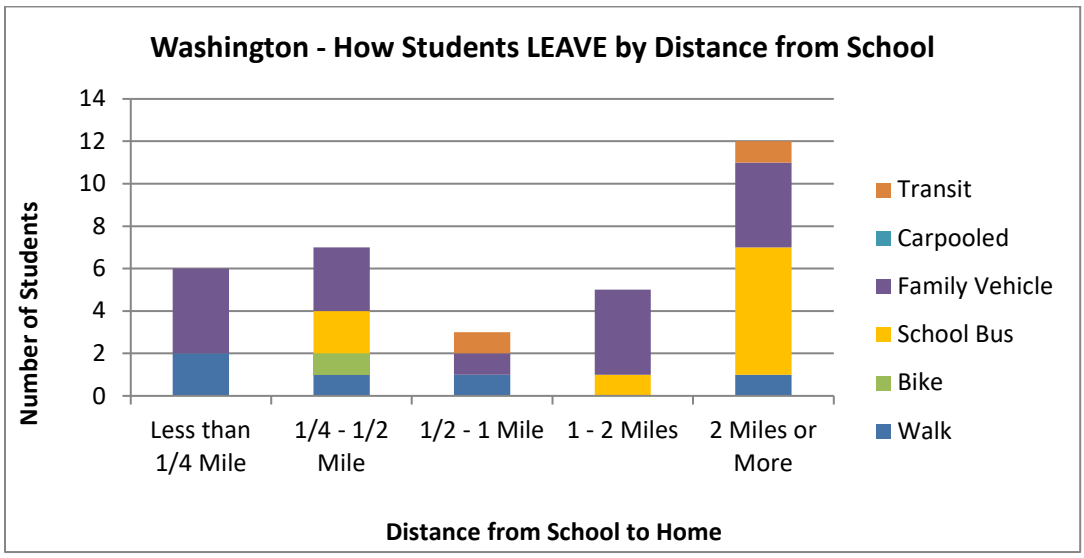
Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Among parents who answered the survey, 16 of 35 students live within 1-mile of school; with only 2 students (6%) walking or biking to school. About 23% of students represented in this survey arrived by school bus, which is basically the same as the student tally (24%).

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

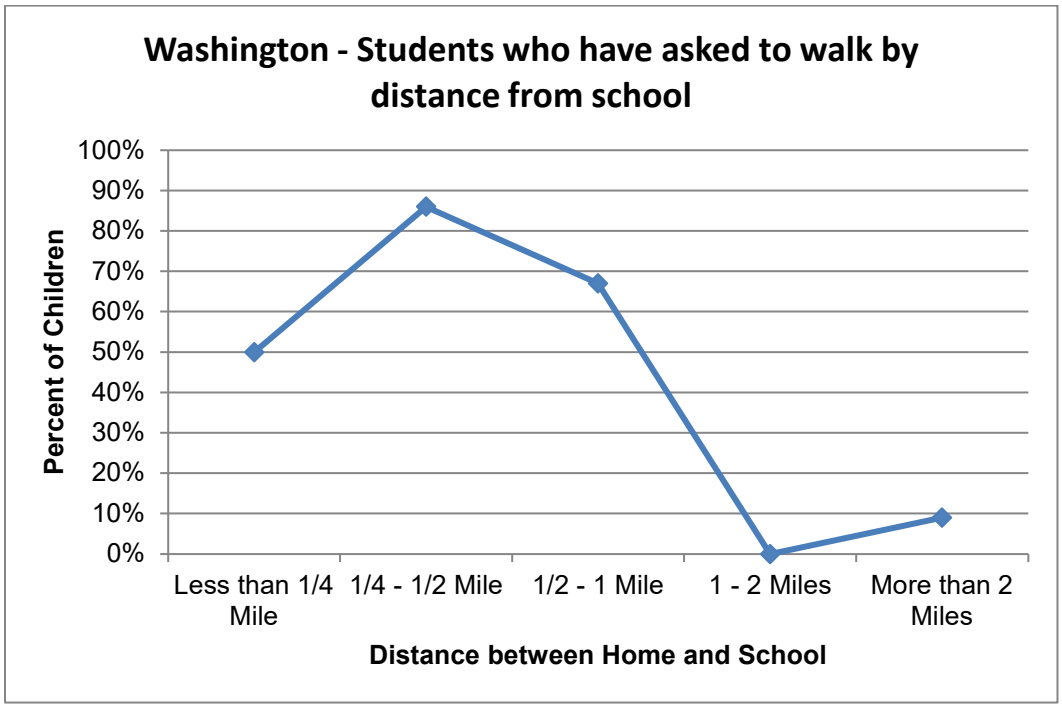
FIGURE 8C: How does your child arrive and depart from school?





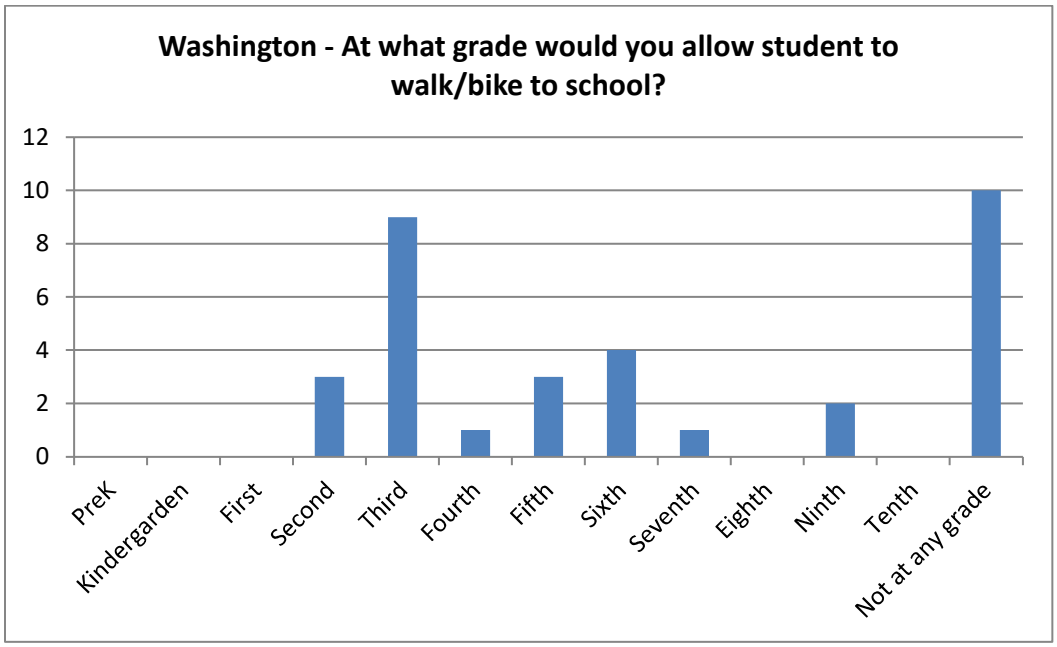
Source: Parent Surveys, October 2019

FIGURE 9C: Has your child asked to walk?



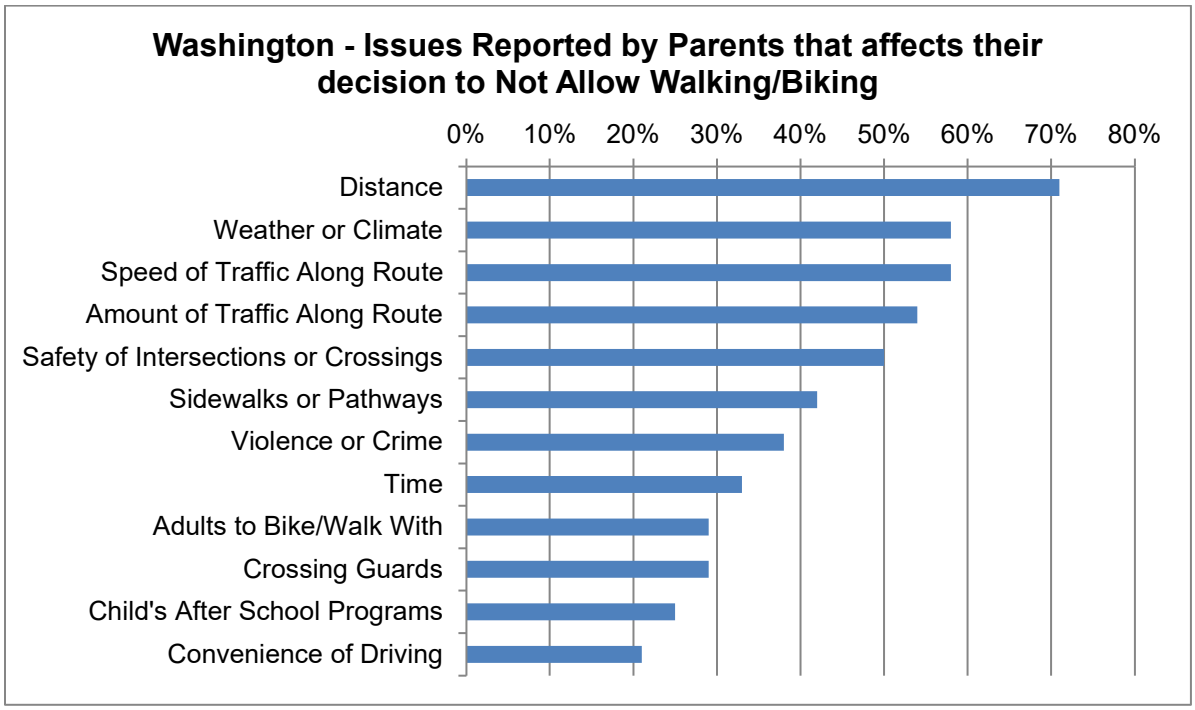
Source: Parent Surveys, October 2019

FIGURE 10C: At what grade would you allow your child to walk/bike to school without an adult?



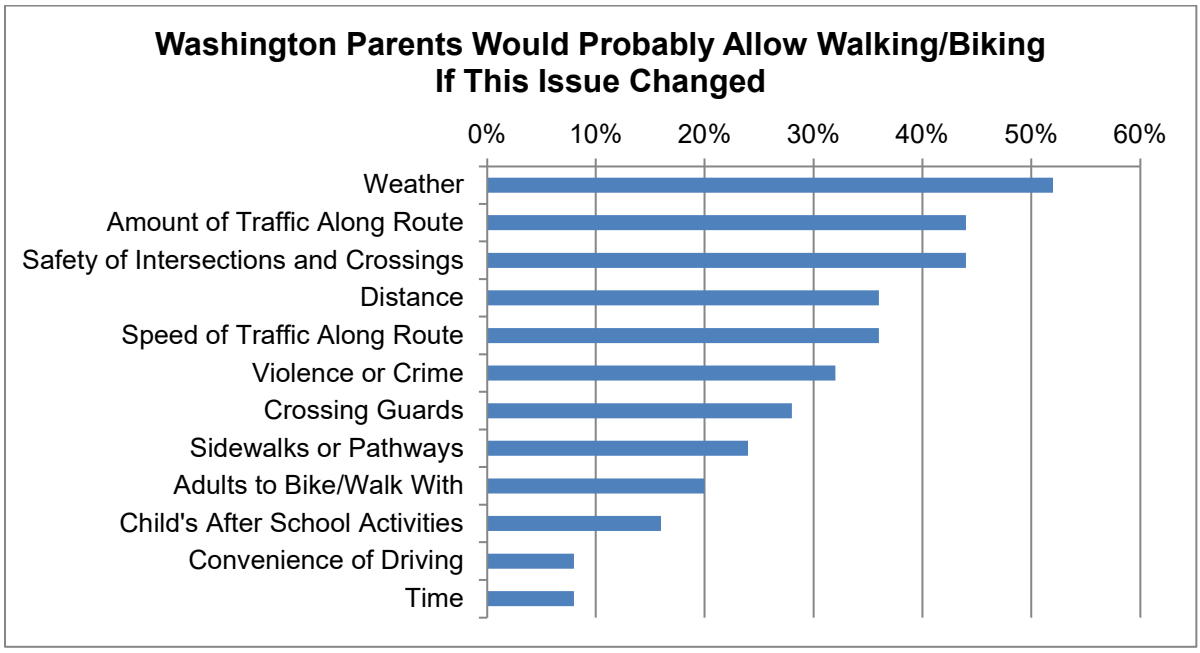
Source: Parent Surveys, October 2019

FIGURE 11C: What of the following issues affect your decision to allow/not allow walking or biking?



Source: Parent Surveys, October 2019

FIGURE 12C: Would you probably let child bike or walk if the following were improved?



Source: Parent Surveys, October 2019

Prairie River Middle School

106 N. Polk Street

Prairie River Middle School (PRMS) serves 561 (2019) students in 6th through 8th grade.

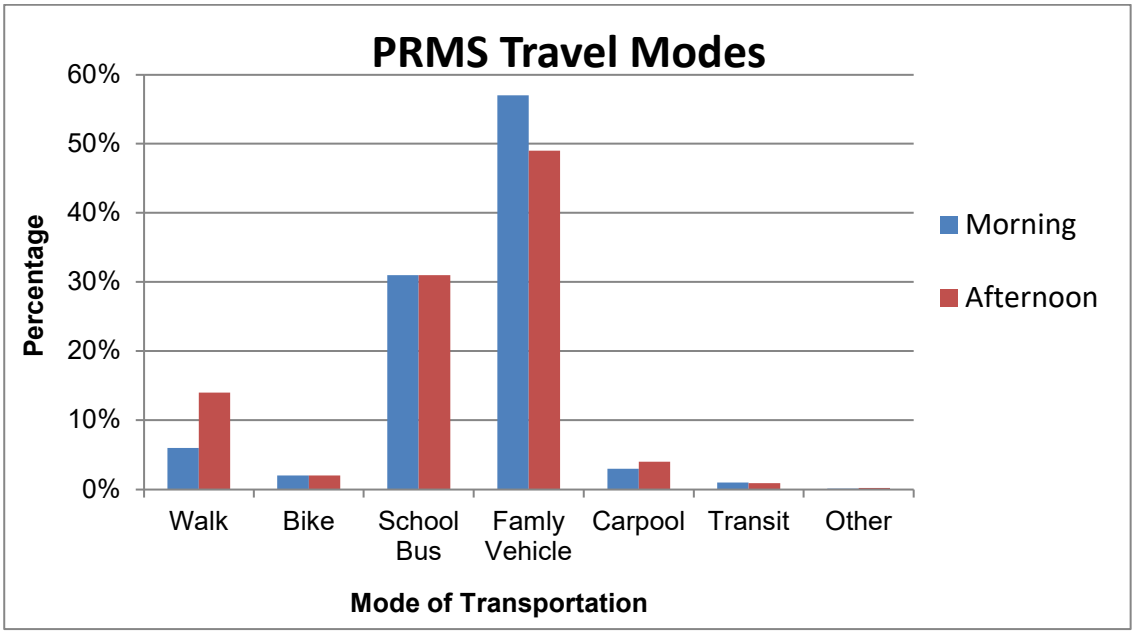
- **Main modes of travel by PRMS students:**
  1. Family Vehicle (57 & 49%)
  2. School Bus (31%)

The discrepancy between morning and afternoon travel in Table 10 shows that 8% more parents are driving their kids to school in the morning. That same 8% get home by walking (8%).

Table 10	Prairie River Middle School Morning & Afternoon Travel Comparison						
	Walk	**Bike**	**School Bus**	**Family Vehicle**	**Carpool**	**Transit**	**Other**
Morning	6%	2%	31%	57%	3%	1%	0.1%
Afternoon	14%	2%	31%	49%	4%	0.9%	0.2%

Source: Student Tally, October 2019

Figure 7D: Prairie River Middle School Student Tally Results Morning and Afternoon Travel Comparison



Source: Student Tallies, October 2019

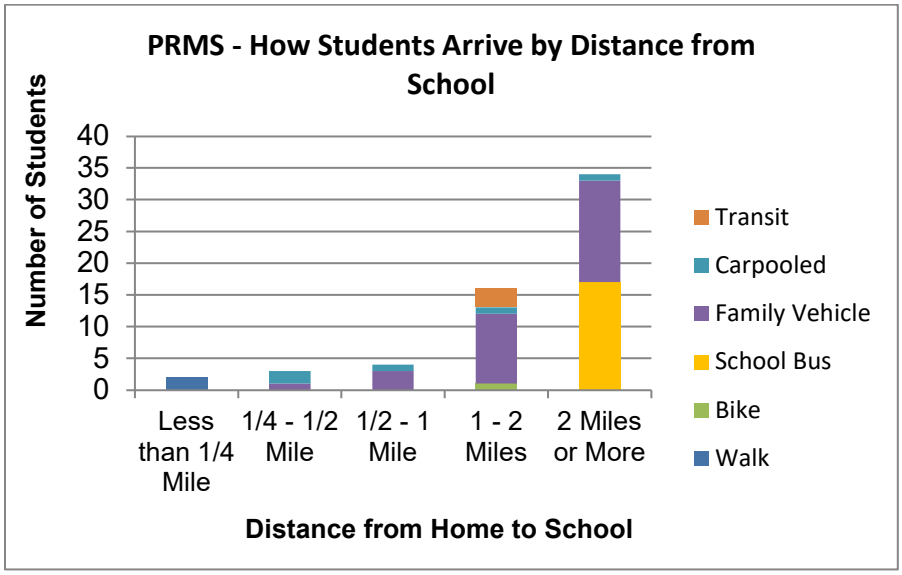
PRMS's Parent Survey Results — 61 surveys received.

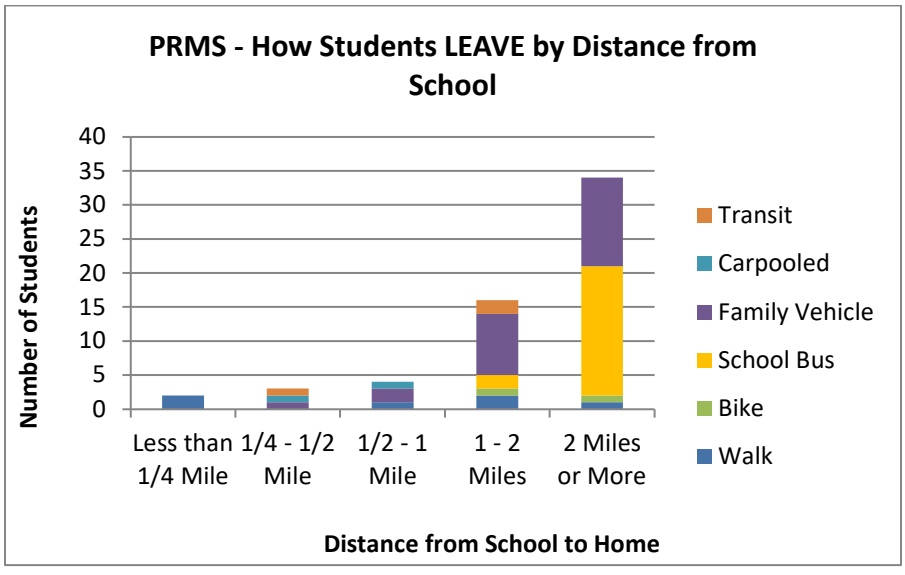
Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Among parents who answered the survey, 9 of 61 students live within 1-mile of school - with only 2 students (3%) walking or biking to school. About 28% of students represented in this survey arrived by school bus, which is the same as the student tally (28%).

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

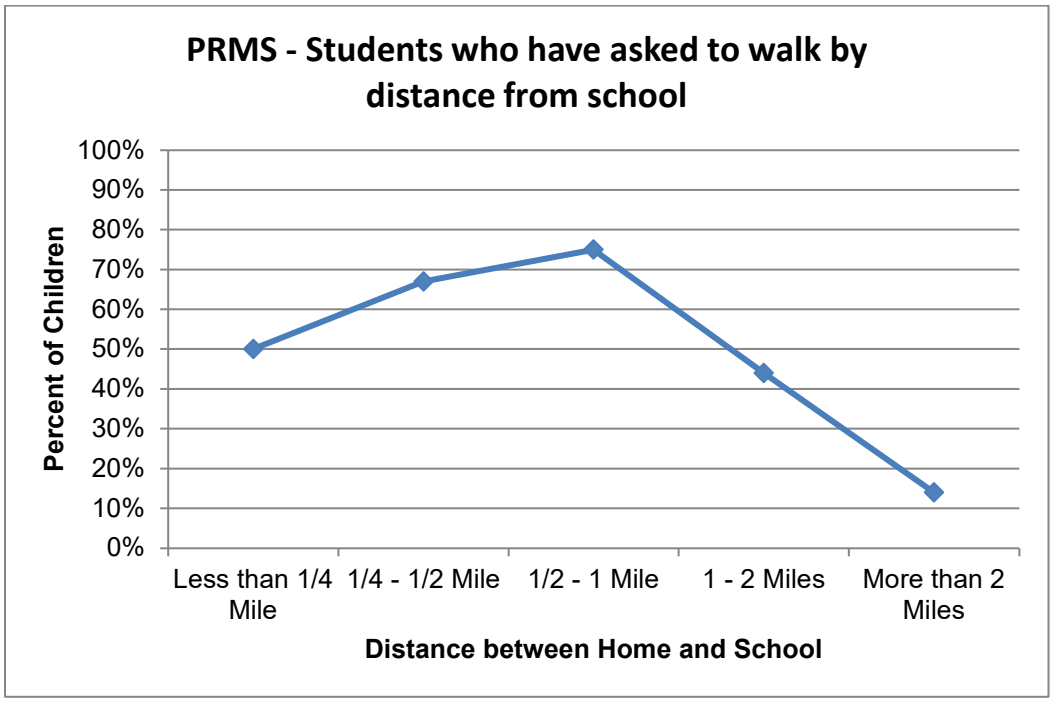
FIGURE 8D: How does your child arrive and depart from school?





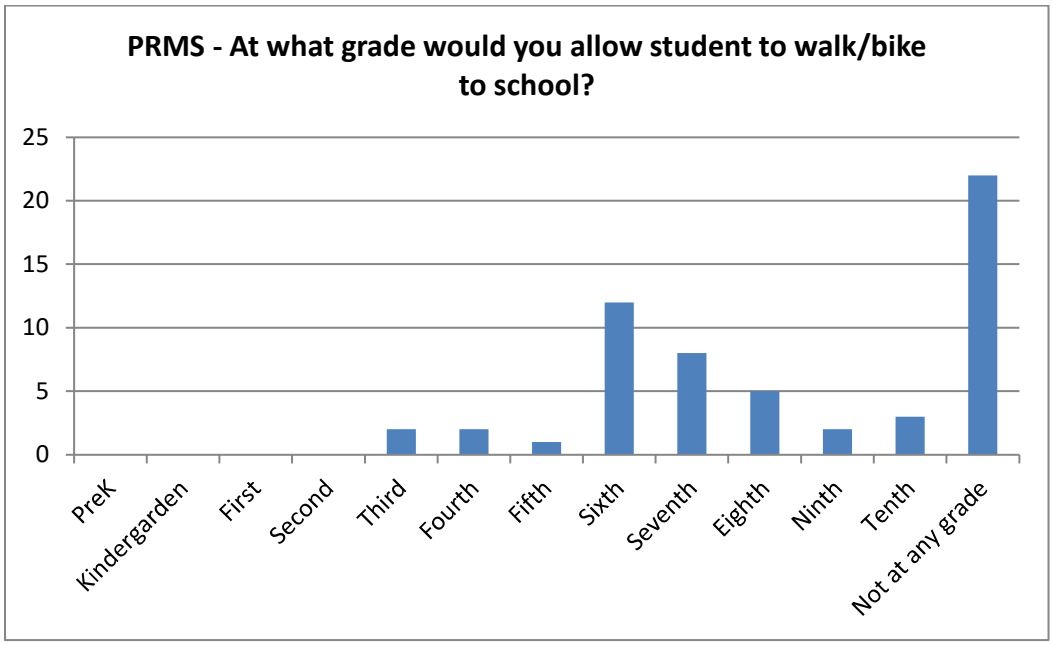
Source: Parent Surveys, October 2019

FIGURE 9D: Has your child asked to walk?



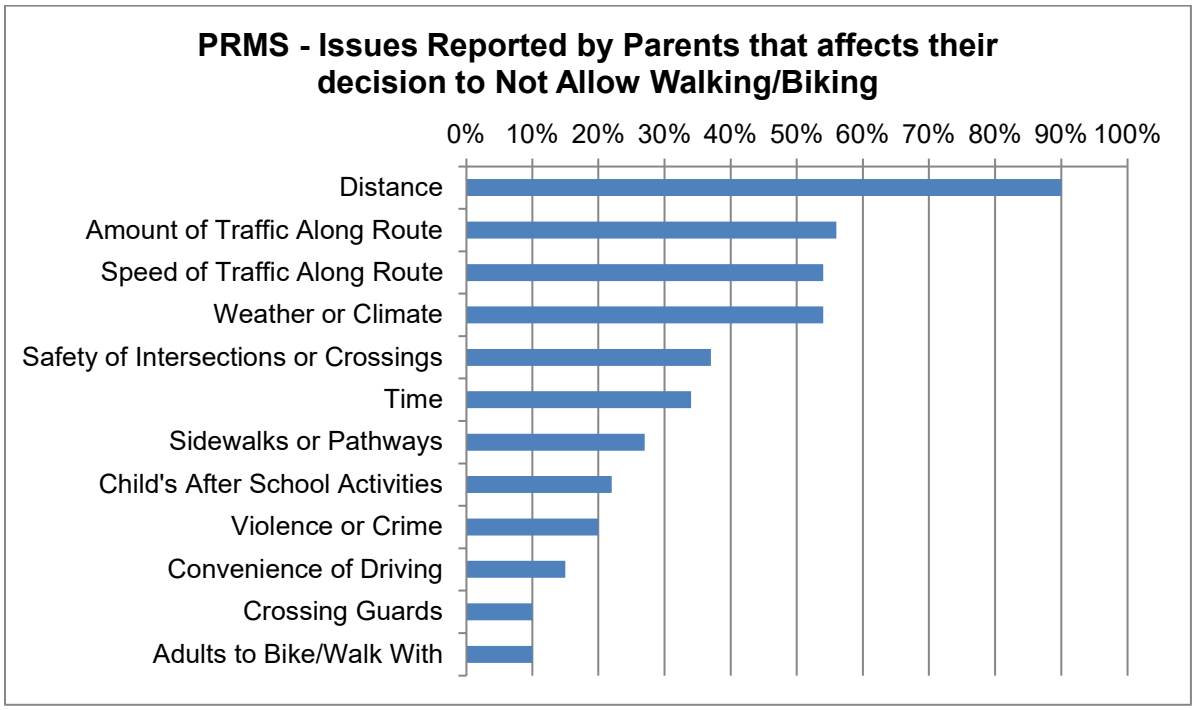
Source: Parent Surveys, October 2019

FIGURE 10D: At what grade would you allow your child to walk/bike to school without an adult?



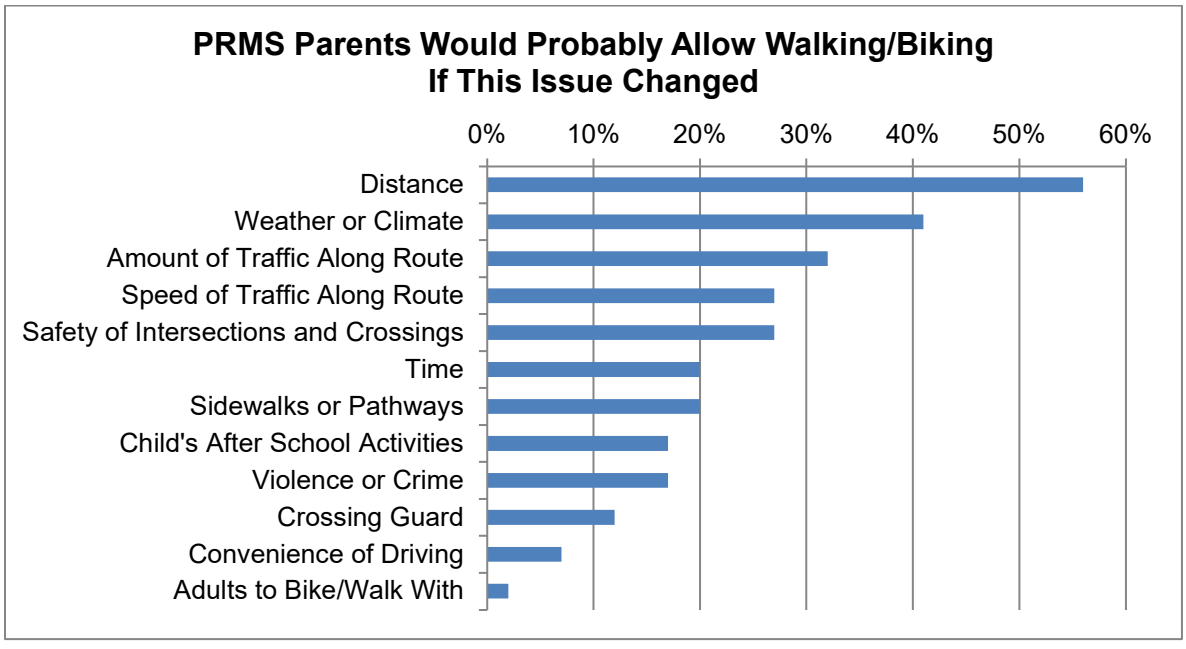
Source: Parent Surveys, October 2019

FIGURE 11D: What of the following issues affect your decision to allow/not allow walking or biking?



Source: Parent Surveys, October 2019

FIGURE 12D: Would you probably let child bike or walk if the following were improved?



Source: Parent Surveys, October 2019

Merrill High School

1201 N. Sales Street

Merrill High School serves 584 (2019) students in 9th through 12th grade.

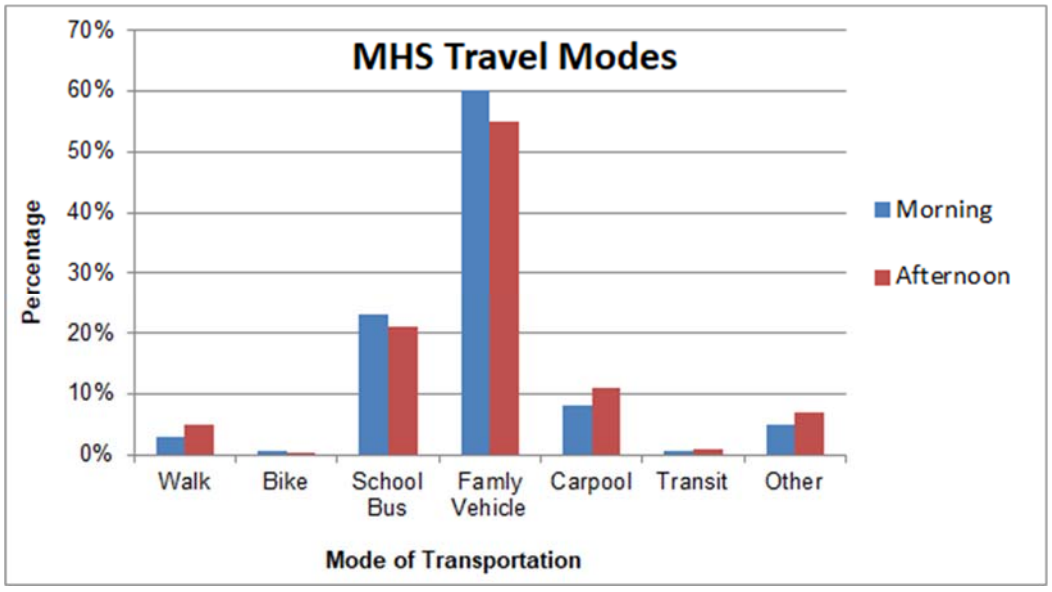
- **Main modes of travel by Merrill High School students:**
  1. Family Vehicle (60 & 55%)
  2. School Bus (23 & 21%)

The discrepancy between morning and afternoon travel in Table 11 shows that 5% more parents are driving their kids, or students are driving themselves, and 2% more students take the school bus to school in the morning. That total 7% get home by carpooling (3%), walking (2%), and other ways (2%).

Table 11	Merrill High School Morning & Afternoon Travel Comparison						
	Walk	**Bike**	**School Bus**	**Family Vehicle**	**Carpool**	**Transit**	**Other**
Morning	3%	0.6%	23%	60%	8%	0.6%	5%
Afternoon	5%	0.2%	21%	55%	11%	1%	7%

Source: Student Tally, October 2019

Figure 7E: Merrill High School Student Tally Results
Morning and Afternoon Travel Comparison



Source: Student Tallies, October 2019

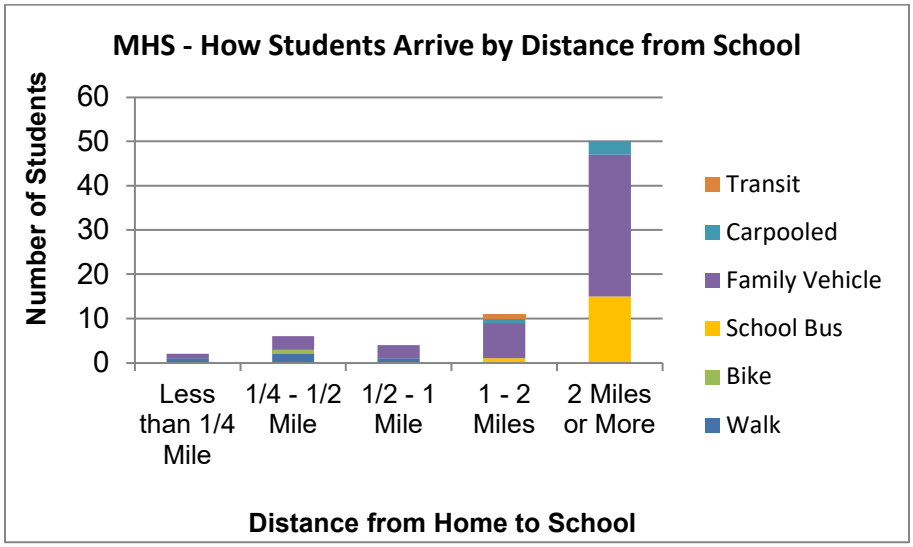
MHS's Parent Survey Results — 76 surveys received.

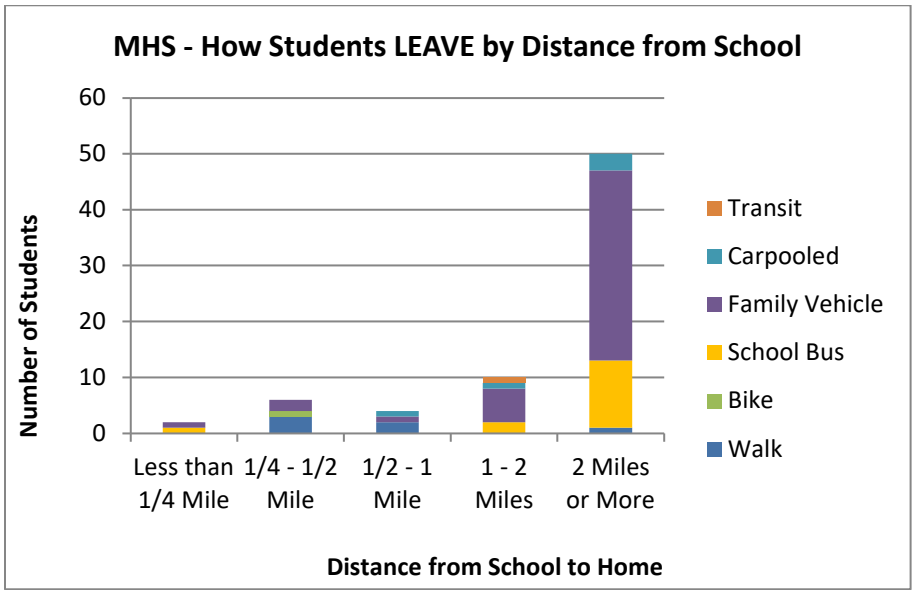
Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Among parents who answered the survey, 13 of 76 students live within 1-mile of school - with only 5 students (7%) walking or biking to school. About 21% of students represented in this survey arrived by school bus, which is the same as the student tally (21%).

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

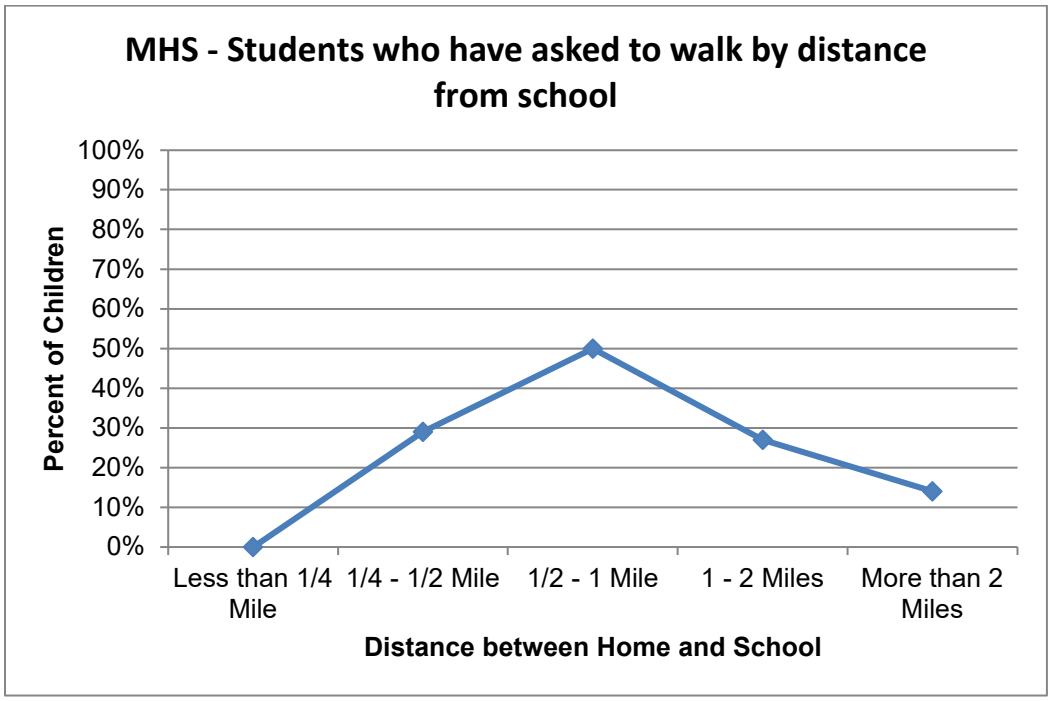
FIGURE 8E: How does your child arrive and depart from school?





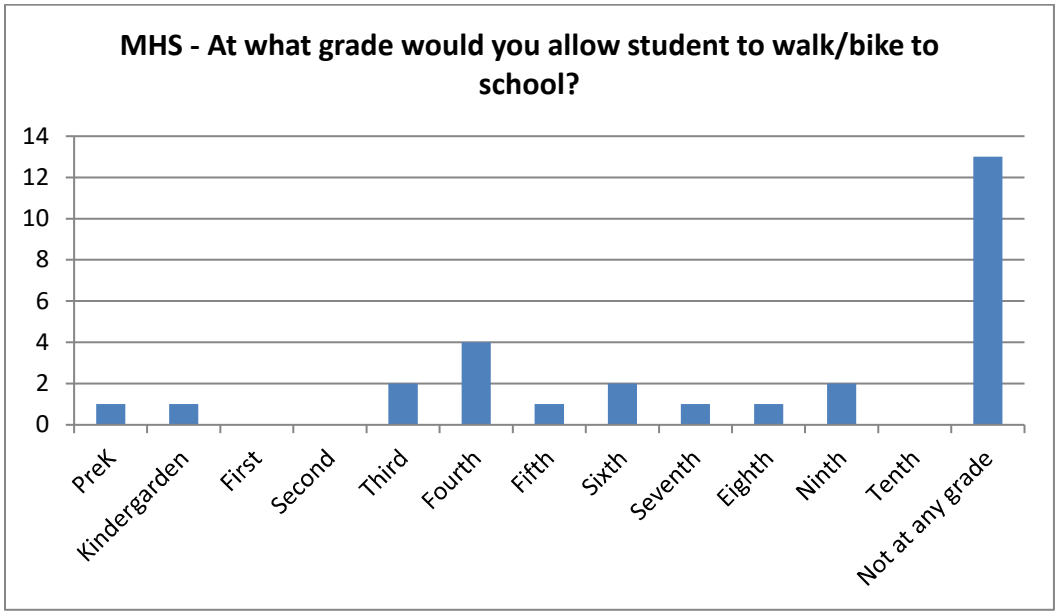
Source: Parent Surveys, October 2019

FIGURE 9E: Has your child asked to walk?



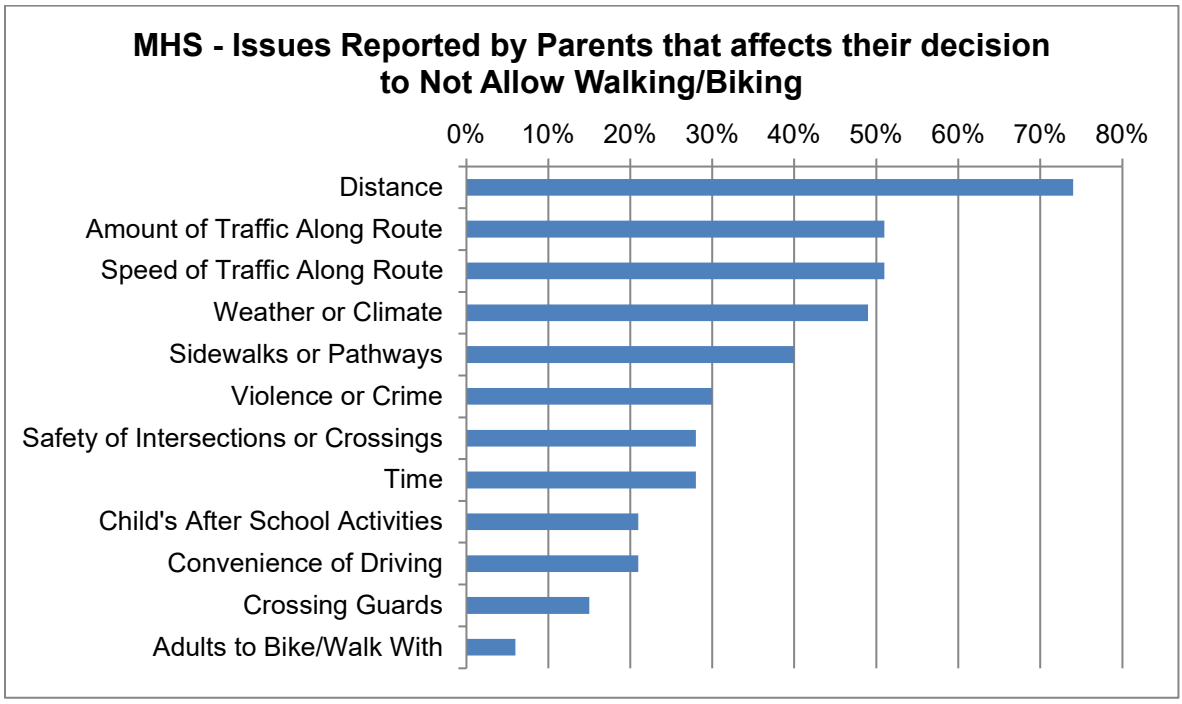
Source: Parent Surveys, October 2019

FIGURE 10E: At what grade would you allow your child to walk/bike to school without an adult?



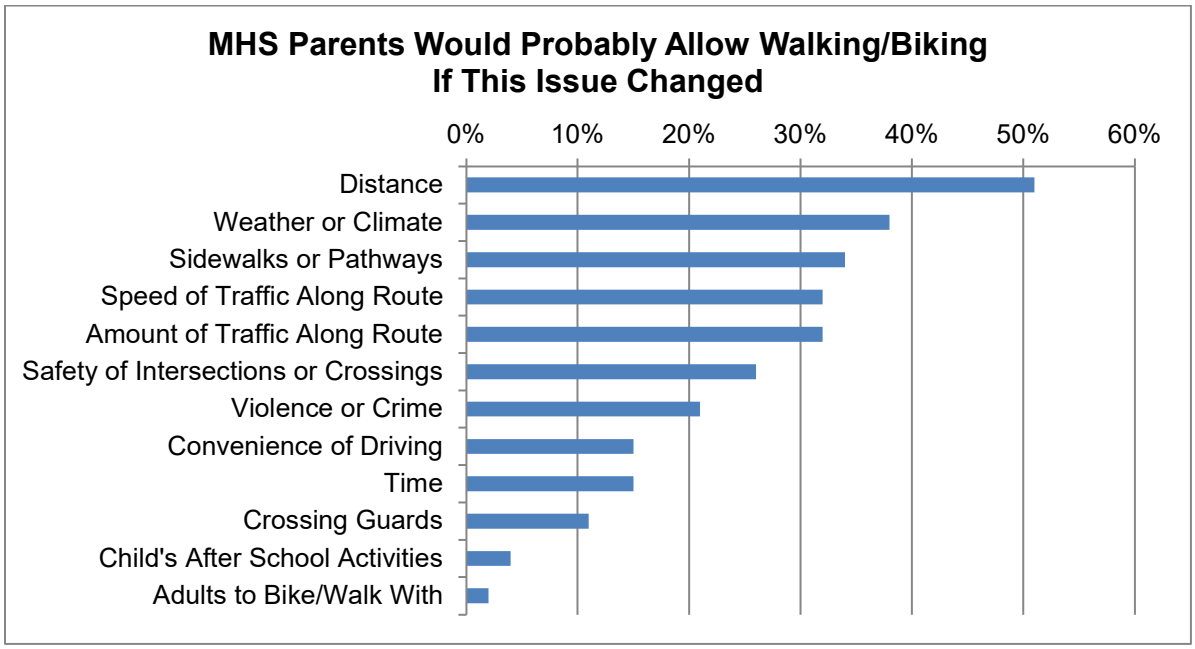
Source: Parent Surveys, October 2019

FIGURE 11E: What of the following issues affect your decision to allow/not allow walking or biking?



Source: Parent Surveys, October 2019

FIGURE 12E: Would you probably let child bike or walk if the following were improved?



Source: Parent Surveys, October 2019

SITE ASSESSMENT

As part of this Safe Routes To School planning process, a walking and bicycling site assessment was conducted within a few blocks around each of the Merrill schools encompassed in this Plan, and the overall community where these schools are located. The assessment was conducted by NCWRPC staff. Some of the data collected from the assessment is shown on Maps 3A-3E.

A walking and bicycling assessment is a process that involves a systematic gathering of data about the physical conditions that affect walking and bicycling in an area or site. The objective of the assessment is to document factors that help or hinder safe walking and bicycling. These factors include, but are not limited to, street lighting; existence of sidewalks and their width or condition; traffic volume; road widths; and topography.

TASK FORCE MEETING OUTCOMES

The SRTS Task Force includes a diverse group of individuals (school, city, safety, parks, etc.) that work toward the common goal of creating safe routes to school within the community. Through a series of meetings, the Task Force identified issues and objectives that helped to shape the recommendations put forth in this Plan. The Task Force will continue to be instrumental in the implementation and evaluation stages.

Meeting 1: December 4, 2019
The parent survey and student tally results were reviewed at this introductory meeting of the Task Force. An overarching issue was identified as the limiting factor to getting more walkers and bikers – parental convenience. Additional issues were reviewed at each school as basic air photo audits were conducted of each school.

All maps were updated after Meeting #1 for Task Force review between meetings.

School Route Maps: The City of Merrill and NCWRPC created school route maps (Maps 5A-5E) to show the major and minor feeder routes that children use to get to school. As part of the school route map development, recommendations were created for the Task Force's Meeting #2.

Meeting 2: February 5, 2020
At this meeting the Task Force provided an initial review of all the maps, and identified additional issues at the Middle School and ways to solve them. NCWRPC and the City have some more homework, then additional recommendations and revised maps will be available for the Task Force to review without NCWRPC.

WisDOT was consulted after the meeting for the turning safety issue in front of the Middle School.

– – – –

Final Adoption (Winter 2020-2021)

– – – –

See Attachment C for adoption documentation.

EXISTING POLICIES AND PRACTICES

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 usually 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. Merrill School District has an active UHT plan.

Students in the following areas are offered school busing per the UHT plan:

Jefferson Elementary – Students east of the Wisconsin River.

Kate Goodrich Elementary – Students south of Grand Ave or east of Prairie River.

Washington Elementary – Students east of USH 51.

Prairie River Middle School – Students south of Wisconsin River.

Merrill High School – All students in Merrill have access to Merrill-Go-Round.

School buses in Merrill currently have extra capacity. School buses pick up students for all schools on the same bus, then either transfer at the high school or the middle school.

Merrill-Go-Round

The City of Merrill has provided public transportation since 1892. Currently, the demand/response bus system provides riders with curb-to-curb service in Merrill, with hourly headways. Merrill-Go-Round provides rides for reduced fares to school children. The service is popular among elementary, middle, and high school students – one bus has 30 kids on it. There is room on all the buses for additional riders of any age.

Bike Racks

There are bike racks at all five of the schools in this SRTS Plan, and most are conveniently located near entrances. Similar to most schools in Wisconsin, all of the bike racks need updating, because they don't allow a bike frame to be supported at two points to hold it up while locked, and to allow a U-lock to secure the frame and front tire to the bike rack (See rack guidance in Attachment D). Site Assessment maps for each school show where bike racks are located (See Maps 3A-3E).

Crossing Guards

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 Merrill School District has adults that manage traffic on various school grounds (they are called crossing guards on Maps 3A-3E). The City of Merrill Police Department has hired crossing guards at various intersections around the City (See Maps 3A-3E for their locations). In addition to those shown on maps, the crossing guard at 6th & Center also covers 3rd & Court.

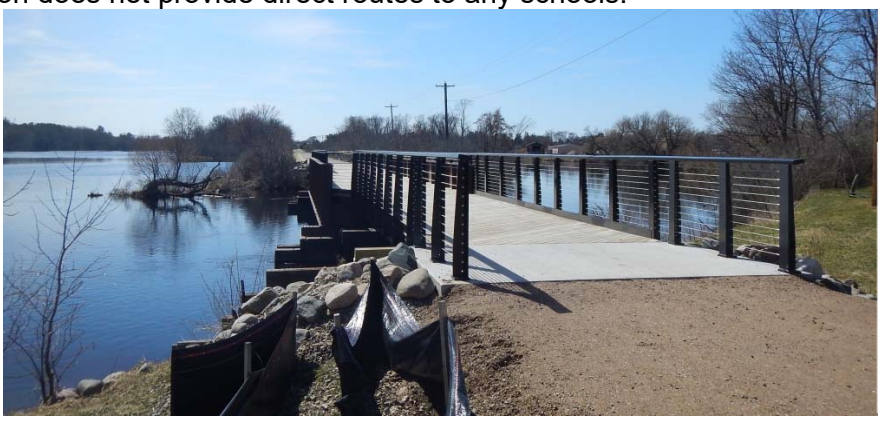
Safety Patrols

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 taught how to keep other children on the sidewalk safe. Safety Patrol students are only placed at intersections with an adult crossing guard present.

Prairie River Middle School has afternoon safety patrols (See Map 3A). Kate Goodrich Elementary has morning and afternoon safety patrols (See Map 3C). Washington Elementary has morning and afternoon safety patrols (See Map 3D). In addition to those shown on maps, St. Johns has safety patrol at 3rd & Court, 3rd & Spruce, and 4th & Court.

Multi-Use Trail

The River Bend Trail is a multi-use trail that is developed on specific vacant railroad right-of-ways in Merrill that parallel the Wisconsin River. This trail is not plowed in the winter months, and based upon its location does not provide direct routes to any schools.



Source: NCWRPC

River Bend Trail

Bicycling Education

Bike Rodeos are safety clinics aimed at teaching children under 15 years old the basics of riding a bike in a neighborhood. Clinics usually include bike safety inspections, a safety lecture about the rules of the road (10 to 15 minutes), followed by a ride on a miniature “chalk street” course set up in a parking lot where young cyclists are shown where and how to apply the rules. Optional activities include helmet fittings and prizes.

In Merrill, the police department has been providing bicycle education in 3rd and 4th grades. The Merrill Optimist Club along with Merrill Park and Recreation Department and the Merrill Police Department provides bicycle safety training at the annual Children’s Festival, which targets toddlers up to 5th grade.

TRAFFIC COUNTS

The vast majority of traffic in the area comes through on State Highway 64/Main Street and State Highway 107/Grand Avenue. Each of the four schools considered in this plan has unique circumstances and challenges with regard to transportation and related issues. Therefore, each school will be considered separately.

Jefferson Elementary School

Jefferson Elementary School is located in the southwest corner of the City with access on W. Jackson Street. Table 12 details traffic volumes within a half mile radius of Jefferson Elementary School, which are those most relevant to this SRTS Plan. On the whole, traffic volumes surrounding this school have decreased. The volume nearest the school entrance on Jackson Street decreased 5.1 percent from 2004 to 2010.

Table 12 Traffic Volumes – Jefferson Elementary School

Street	AADT 2004	AADT 2010	Percent Change
Jackson St. between Eugene St. & Foster St. Merrill	790	750	-5.1%
STH 64-107 W. Main St. between Oregon St. & Water St. Merrill	4,200	3,500	-16.7%
Foster St. between STH 64-107 W. Main St. & Water St. Merrill	2,600	2,100	-19.2%

Source: Wisconsin Department of Transportation

Kate Goodrich Elementary School

Kate Goodrich Elementary School is located on W. Tenth Street with between N. State Street and W. 8th Street. Access for ingress and egress is on W. Tenth Street. Table 13 outlines traffic volumes within a half mile radius and most relevant to this Plan. Traffic volumes have decreased overall. The least change from 2010 to 2019 was a 2.6 percent decrease on State Highway 107 between Prospect Street and Genesee Street. Traffic volumes of 3,700 AADT were observed in 2019. This highway is located within a quarter mile of the elementary school.

Table 13 Traffic Volumes – Kate Goodrich Elementary School

Street	AADT 2010	AADT 2019	Percent Change
State St. between 4th St. & 5th St. Merrill	1,100	800	-27.3%
STH 107 Grand Ave. between Prospect St. & Genesee St. Merrill	3,800	3,700	-2.6%
Taylor St. between Jefferson St. & Monroe St. Merrill	1,800	1,400	-22.2%

Source: Wisconsin Department of Transportation

Washington Elementary School

Washington Elementary School is located on E. Sixth Street and North Sales Street, with access on North Sales Street. Washington Elementary is located within blocks of Business Highway 51 and the Merrill High School. Table 14 lists traffic volumes within a half mile radius and most relevant to this SRTS Plan. The first three locations are nearest the school building, and they all saw a significant decrease in volume from 2010 to 2019.

The only location that had an increase in traffic volume from 2010 to 2019 was the intersection of Business Rd. 51 between 8th and 9th Street. This was nearly 5 blocks from the school building. However, with traffic volumes of 7,300 AADT in 2019 Business 51 would be a barrier to students walking and biking to school. It should also be noted that Merrill High School is located on North Sales Street. The addition of high school morning and after school traffic would make North Sales Street another potential barrier for students walking and biking to and from school.

Table 14 Traffic Volumes – Washington Elementary School			
Street	**AADT 2010**	**AADT 2019**	**Percent Change**
Lake St. between 6th St. & 7th St. Merrill	560	450	-19.6%
6th St. between Keyes St. & Sales St. Merrill	2,200	1,500	-31.8%
Sales St. between 6th St. & 8th St. Merrill	2,100	1,500	-28.6%
Center Ave. between E. 5th St. & E. 6th St. Merrill	8,000	6,300	-21.3%
Business Rd. 51/Center St. between E. 8th St. & E. 9th St. Merrill	7,100	7,300	2.8%
Business Rd. 51 between Cedar St. & Lake St. Merrill	7,600	5,400	-28.9%
6th St. between Sales St. & Memorial Dr. Merrill	2,000	2,000	0.0%
STH 64/E. Main St. between Keyes St. & Sales St. Merrill	13,400	9,600	-28.4%
Sales St. between E. 1st St. & STH 64/E. Main St. Merrill	1,200	1,100	-8.3%

Source: Wisconsin Department of Transportation

Prairie River Middle School

Prairie River Middle School is located on Polk Street, and it is one block from State Highway 64-107/Main Street. Traffic volumes within a half mile radius of the Middle School can be found in Table 15. Traffic volumes at all locations have decreased from 2010 to 2019. The most volume was observed on State Highway 64/W. Main Street east of Prairie River Bridge at 7,300 AADT in 2019. This location is less than 1,000 feet from the middle school. The school is in close proximity to high volume roads including eastbound and westbound divided State Highway 64 (First Street and Second Street) and State Highway 107/Grand Avenue. Most Merrill residences are located north of the school. In most cases, this would not cause students to cross State Highway 64 or State Highway 107. However, traffic volumes are usually at their highest when students are arriving and departing from school.

Table 15 Traffic Volumes – Prairie River Middle School			
Street	**AADT 2010**	**AADT 2019**	**Percent Change**
STH 64 E/1st St. between Polk St. & Logan St. Merrill	4,700	4,200	-10.6%
STH 64/W. Main St. east of Prairie River Bridge Merrill	9,700	7,300	-24.7%
STH 64-107 W/Main St. east of Prospect St. Merrill	7,400	6,200	-16.2%
STH 107/Grand Ave. between Prospect St. & Genesee St. Merrill	3,800	3,700	-2.6%
3rd St. between Pier St. & Douglas St. Merrill	4,900	3,400	-30.6%
3rd St. between Pier St. & Hendricks St. Merrill	5,400	3,700	-31.5%
STH 64/2nd St. westbound between Douglas St. & Pier St. Merrill	6,400	5,800	-9.4%
Pier St. south of STH 64/E. 2nd St. Merrill	1,200	1,000	-16.7%
STH 64/2nd St. between Pier St. & Hendricks St. Merrill	6,500	4,800	-26.2%
STH 64/1st St. eastbound between Pier St. & Hendricks St. Merrill	6,100	5,400	-11.5%

Source: Wisconsin Department of Transportation

Merrill High School

Merrill High School is located on the north side of Merrill on Sales St and East 14th St/CTH G. Traffic volumes within a half mile radius of the MHS can be found in Table 16.

Traffic volumes have decreased from 2010 to 2019 at 3 of the 5 locations. The highest traffic volume was observed on N Center Ave, south of E 9th St. East Center Ave is a major road that students may use to walk or bike to school, because most west-east Center Ave crossing points are within a mile of the high school's entrance. The high school is on the high volume roads of Sales St and 14th St/CTH G. Most Merrill residences are located south and west of the high school. Traffic volumes are usually at their highest when students are arriving and departing from school.

Table 16 Traffic Volumes – Merrill High School			
Street	**AADT 2010**	**AADT 2019**	**Percent Change**
E 14th St, west of N Sales St	4,600	3,600	-21.7%
E 14th St, between River Bend Dr and Memorial Dr	3,900	4,500	15.4%
N Memorial Dr, between Smeling Rd and E 14th St	1,600	1,400 (2016)	-12.5 %
N Sales St, between E 6th St and E 8th St	2,100	1,500	-28.6%
N Center Ave, between E 8th St and E 9th St	7,100	7,400	4.2%

Source: Wisconsin Department of Transportation

CRASH DATA

Map 4 shows the most current traffic volume counts within a half mile radius of each school. It also details pedestrian and bicycle crashes that have occurred since 2000 within a half mile radius of each school.

Children 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.

Safety is often cited as the primary reason people do not bike or walk 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. 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.

Over the past few decades, traffic safety experts have been moving away from the term "accident" in favor of the term "crash" to describe a collision. An accident is defined as an unforeseen and unplanned event or circumstance. WisDOT made this change in 1990 because traffic crashes are not accidents, but avoidable events caused by a single variable or chain of variables.

Crash data is reported universally for Wisconsin on form DT4000. A reportable crash is one that results in injury or death of any person, any 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 ten percent 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.*

Pedestrian and bicycle crashes from 2010 to 2018 within a half mile radius of each school are shown in Tables 17 through 19. Reducing bicyclist and pedestrian traffic injuries and fatalities can be accomplished through safety and education efforts. See **Map 4D – Transportation** for additional pedestrian and bicycle crash locations from 2010-2018.

Table 17 Crash Data within ½-mile of Washington Elementary School

Address	Type	Date
STH 64/Main St. & Memorial Dr.	Bicycle	8/24/2010
STH 64/Main St. & Memorial Dr.	Bicycle	7/13/2011
STH 64 Main St. & Memorial Dr.	Pedestrian	6/26/2014
STH 64/E. 1st St. & Park St.	Pedestrian	10/12/2017
E 2nd St. & N. Van Rensselaer St.	Bicycle	7/17/2014
Center Ave. & E. 7th St.	Pedestrian	11/11/2015
E. Main St. & Park St.	Bicycle	6/4/2017

Source: Wisconsin Department of Transportation

Table 18 Crash Data within ½-mile of Prairie River Middle School		
Address	**Type**	**Date**
STH 64/Main St. & N. Prospect St.	2 bicycle	7/22/2013,8/8/2011
STH 64/Main St. & Genesee St.	1 pedestrian	8/14/2010
STH 64/Main St. & State St.	1 bicycle	4/1/2017
State St. south of STH 64/Main St.	1 pedestrian	9/14/2016
STH 64/Main St. & STH 107/Grand Ave.	1 bicycle	6/16/2016
STH 64/E. 2nd St. & Logan St.	1 pedestrian	12/23/2016
STH 64/E. 2nd St. & Pier St.	1 bicycle 1 pedestrian	5/16/2016 5/23/2012
STH 64/E. 2nd St. & Cleveland St.	1 bicycle	6/29/2011
STH 64/E. 2nd St. & Blaine St.	1 pedestrian	4/28/2010
3rd St. E. & Pier St.	1 pedestrian	1/30/2014
3rd St. E. & Blaine St.	1 pedestrian	9/9/2015
3rd St. & Cleveland St.	1 bicycle	5/25/2010
Cottage St. & W Main St.	2 bicycle	5/26/2011, 5/31/2011

Source: Wisconsin Department of Transportation

Table 19 Crash Data within ½-mile of: Jefferson Elementary, Kate Goodrich Elementary, and Merrill High School		
Address	**Type**	**Date**
No pedestrian or bicycle crashes reported.		

Source: Wisconsin Department of Transportation

CHAPTER 3: RECOMMENDED STRATEGIES

This chapter was developed to address the issues and opportunities observed by school officials, Task Force members, parents, and NCWRPC staff throughout the development of this Plan. Moreover, this chapter presents possible solutions to improve existing conditions and concerns.

The SRTS Task Force and NCWRPC have developed the following recommendations around the 5 E's for Safe Routes to School. A successful SRTS program incorporates components of each classification (i.e., the 5 E's: engineering, education, encouragement, enforcement, and evaluation).

School Action Plans in Chapter 4 contain a table on their back page with a suggested timeframe for each Recommendation of short, medium, or long term. See Chapter 4 for more details.

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 (Attachment E):

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

Jefferson Elementary is scheduled to close at the end of the 2020-2021 school year. Each remaining elementary school will be re-assigned to accept a few grades, instead of the neighborhood format of schools. Walking or biking to school will still be an option for those within the walk zones of each school.

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Engineering

Engineering is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. 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.

Issue: Bicycle and Pedestrian Facility Gaps

Current city ordinance includes a requirement for the installation of sidewalks in new residential developments. Extensive sidewalks exist in many areas of Merrill. The topography in Merrill is generally flat, which is great for walking or biking. The road network provides a grid of connected roads that also makes riding a bike throughout Merrill convenient.

- Sidewalks exist on main routes to school for: Prairie River M.S., Washington E.S., & Merrill H.S.
- Gaps in the sidewalk network exist on main routes to school for:
  - Jefferson E.S., & Kate Goodrich E.S.

Recommendations

- Install sidewalks, or paths and lighting, in various areas of the City as shown on the Recommendations maps (Maps 6A-6E).

Issue: Bicycle Parking

Bike racks at all Merrill schools are placed close to student entrances, which reinforces that bicycling to school is important, and provides basic security and convenience.

The best way to lock a bike is to make 2 points of contact between the bike frame and bike rack to keep the bike upright, and then to lock the front wheel and bike frame to the rack. Very few Wisconsin schools are equipped with bike racks that allow the front tire and frame to be locked to the rack; and Merrill is no different.

Recommendation:

- When replacing or adding more bike racks, purchase racks that meet the bike rack design guidance in Attachment C.

Issue: Improve High Visibility Crosswalks

Crosswalk markings provide guidance for people crossing roads by defining the appropriate paths for them – especially helpful for children. All intersections in Wisconsin are legal crosswalks, regardless of if markings exist. While basic crosswalk markings consist of two parallel lines ("Standard," **Figure A**), high visibility crosswalk styles are normally twice as visible to drivers.

Recommendation:

- Improve existing Zebra crosswalks throughout Merrill by painting 12"-wide parallel lines. The diagonal lines may also be painted wider as needed.
- On N. Sales Street at E. 14th St, paint a stop bar about 7-feet before the crosswalk and move stop sign to be even with stop bar.
- Paint the above crosswalk, and the mid-block crosswalk that will be about 500 feet south on Sales St, as High Visibility Crosswalks.

Figure A Crosswalk Styles

WisDOT approved High Visibility Crosswalks Are: Continental, Zebra, and Ladder.

Issue: Excessive Speeding Approaching PRMS on 2nd Street

East 2nd Street west to Prairie River Middle School (PRMS) is a 2-lane one-way street that turns south to become North Polk Street. That 90-degree turn is unusually causing drastic problems for several vehicles that have jumped the curb, because they didn't travel slow enough to take the left turn south. One vehicle hit the building; then boulders were installed and the boulders have been hit at least twice. In addition, two logging trucks lost at least part of their loads as they approached the turn too fast.

The Task Force noted that it is a miracle that catastrophe has not occurred here yet.

Recommendation:

- Install new signage per **Figures B & C. Note:** Install signs per WMUTCD.

Figure B: 2nd Street Sign Plan

Picture source: Lincoln County Airphoto.

Note: *Use current WMUTCD for sign choice.*

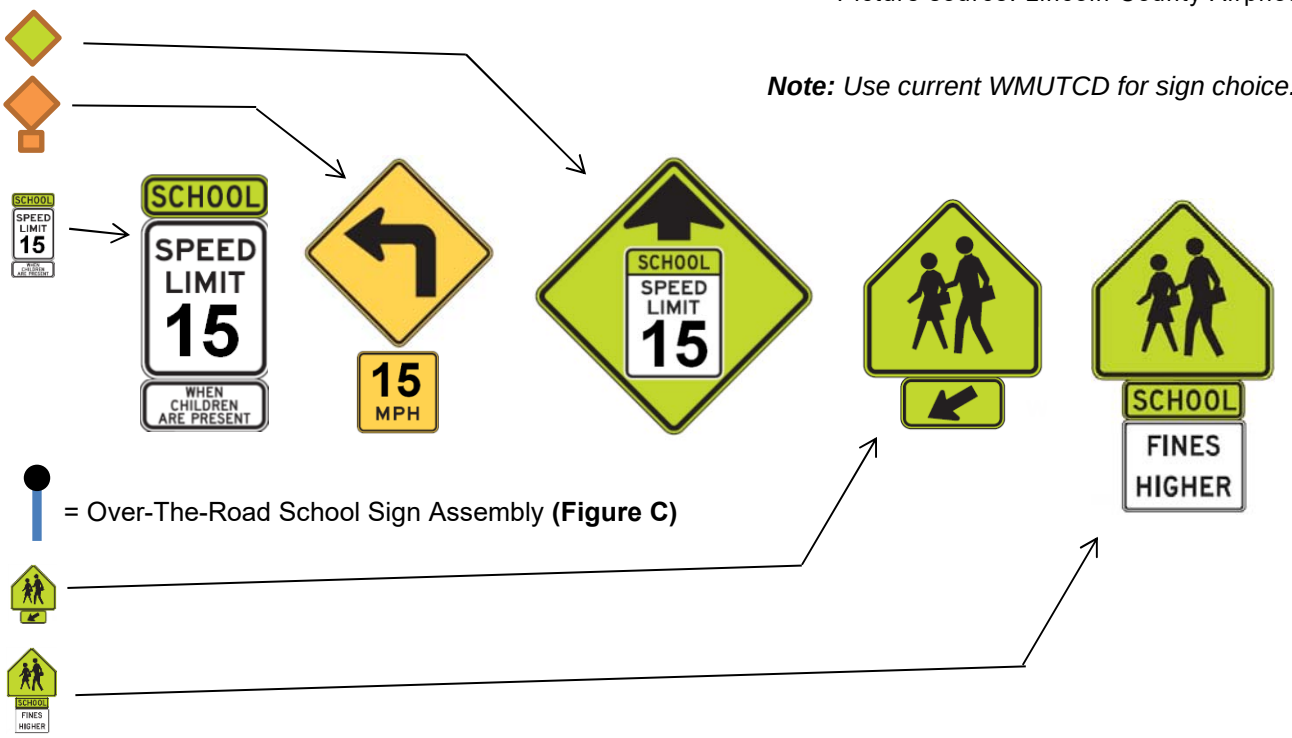
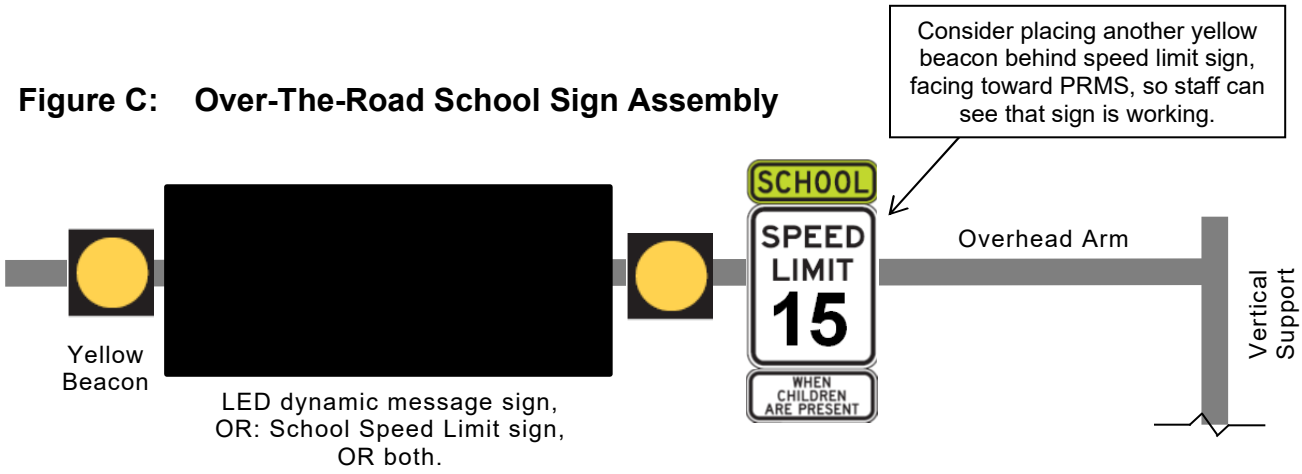


Figure C: Over-The-Road School Sign Assembly



<u>During school arrival and departure:</u>

1. LED dynamic message sign would read:
2. With alternate flashing yellow beacons.

→ **SCHOOL ZONE 15 MPH**

<u>During other times of the day:</u>

- LED dynamic message sign would be blank and yellow beacons would be off.

NOTE: If the LED dynamic message sign is not installed, then place the School Speed Limit sign between the yellow beacons.

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Issue: Improve PRMS Access to Lions Park

All the ball diamonds that Prairie River Middle School uses are in Lions Park. The E. 3rd St bridge over the Prairie River is not handicap accessible, and both bridge sidewalks are narrow (4-feet or less). When whole classes cross the river, they usually take up part of the vehicle travel lane, which is not ideal for through traffic or the classmates.

Recommendation:

- Replace both E. 3rd St bridge sidewalks with cantilevered 12-foot wide sidewalks, outside of the vehicle railings.

Education

Education activities include teaching pedestrian and bicyclist traffic safety, and may provide guidance on how to handle potentially dangerous or scary situations.

Issue: Traffic Speed and Traffic Volume

The biggest danger posed to bicyclists and pedestrians is motor vehicles. The Parent Survey responses showed that if traffic speed or traffic volume decreased, then they would allow their children to walk or bike to school.

Schools are vehicle trip generators. Residential streets with low average daily traffic volumes near schools become congested when too many parents drop-off and pick-up their kids.

The "Resources" webpage has various support materials for a successful Safe Routes to School program: https://www.ncwrpc.org/lincoln/merrill/srts/resources.html

Recommendations:

- Provide materials to School District families to assist them with teaching their children on how to walk and bike safely (see "Resources" webpage).
- Consider starting an additional bicycle training event. The Wisconsin Bike Fed has programs for improving bike skills for kids and adults riding in traffic (see the "Resources" webpage).
- Consider school field trips that integrate safe walking and biking practices into the curriculum at the middle school level.
- As interest in bicycling increases, consider reinforcing bicycling through creation of a middle school bicycle mechanics program (see Omro WI example on "Resources" webpage).

Encouragement

Before beginning Encouragement strategies, children should receive pedestrian and bicyclist safety education.

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.

Issue: Need for Motivation

The City of Merrill has a significant amount of walking and biking potential since it is mainly level ground. Many streets also have sidewalks or bike lanes.

Since most of the infrastructure is in place for safe walking and bicycling, then there is a need to generate excitement about walking and biking to school.

Recommendations:

- Planning an annual fall "Walk to School Event" encourages those on the fence to walk or bike this one day or the whole week to try out walking (or biking) to school.
- Consider creating a walking/biking club whereby students get punch cards and token rewards for walking and biking to school.
    - This potential program could be expanded to include walking laps around the school grounds or a track during the school day, especially for kids who live too far and take the bus.

Enforcement

Enforcement includes students, parents, adult school crossing guards, school personnel, and neighborhood watch programs all working in conjunction with law enforcement. Working together to enforce rules for safe walking, bicycling and driving makes it safer and easier for everyone to walk and bicycle.

Issue: Congested Middle School Student Drop-Off & Pick-Up

Parents drop-off and pick-up students mainly along E. 2nd Street and commonly block traffic on Logan St. Parents are also using the T.B. Scott Free Library's east parking lot, which is against school policy. The Task Force noted that Logan Street is often blocked by those who don't want to lose their place in line to drop-off or pick-up their child.

Several blocks east of Prairie River Middle School are laid out in a grid pattern with connecting streets.

Recommendations:

- Promote encouragement and education for kids to walk instead of getting dropped off.
- Continue having a crossing guard program in Merrill to support those who are already walking, or who want to walk in the future.
- Continue promoting other locations for parents who drop-off their kids. Consider promoting remote drop off locations, like having parents drop-off their kids a block or more away, and they can walk the rest of the way.
- Possibly place barricade across driveway during morning drop-off, with a sign on the barricade that prohibits student drop-offs. Due to staffing, maybe only do this for the first two weeks of school.

Issue: Excessive Speed in Washington Elementary's School Zone

Those who travel on 6th St or Sales St through the Washington Elementary School Zone are traveling 30 MPH on the 25 MPH roads – even during morning drop-off, which is 15 over the 15 MPH limit. Drivers need additional reminders that this is a school zone.

Note: Use the WMUTCD for all signage guidance.

Recommendations:

- Maintain advanced stop lines at the intersection of 6th St & Sales St. If stopped vehicles on 6th St are getting too close to the crosswalk, then notice where the vehicles are stopping, and move the stop line back from the crosswalk a few more feet. Stop lines on Sales St are set back about 14 feet, which is working.

- Continue having a crossing guard and student patrol at their current locations.
- Increase school zone and crosswalk signage on each street surrounding Washington Elementary (See **Figure D** for a sample sign pattern.).
- Add in-street school crossing signs per Maps 6D & 6E.

Issue: Excessive Speeding Approaching PRMS on 3rd Street

Since 3rd St on the north side of PRMS does not have any stops between Center Ave and Grand Ave, many people are using it to cross the City. Some who travel on 3rd St through the PRMS School Zone are traveling 30 MPH on the 25 MPH roads – even when a crossing guard is present which is 15 over the 15 MPH speed limit. The PRMS's school zone is already highly visible, because 2 school crosswalks are signed with high visibility yellow school signs.

Recommendation:

- Promote community education about how to act in a school zone. If a crossing guard is present, then that is equivalent to a child being present, which means every vehicle needs to travel 15 MPH (sign says "when children are present").
- Alternatively, the "when children are present" could be replaced by a sign showing specific times (S4-1P & S4-6P).

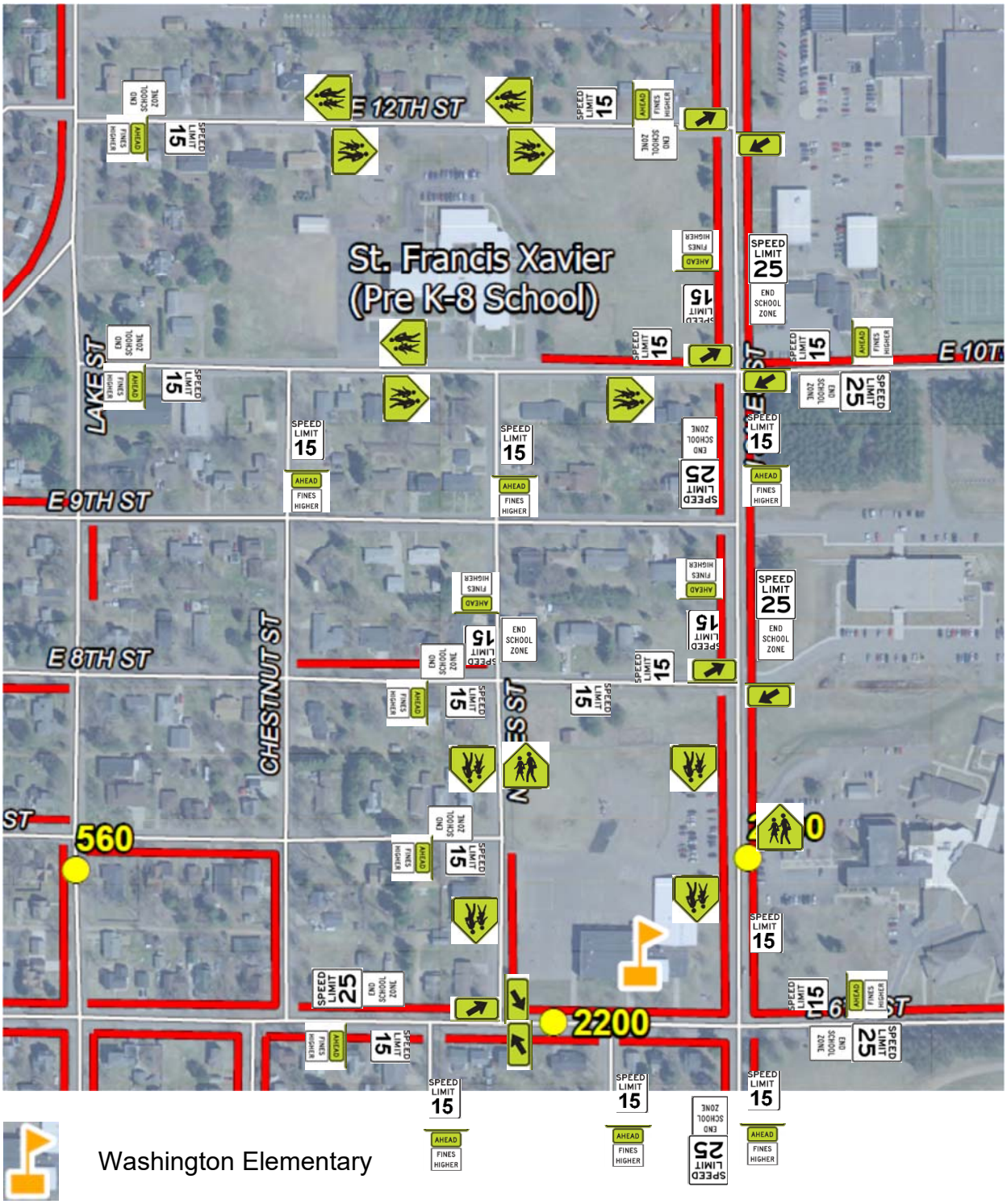
S4-1P

S4-6P

WisDOT recommends: "When Children Are Present," so that it is in effect if children are out during a fire drill or if warning beacons don't work.

- After either of the above recommendations has occurred, then notify parents of students, school faculty and staff, and the media that a strong school zone enforcement program is beginning. Then perform the enforcement program with giving citations for exceeding the speed limit.

Figure D: Sample Street Sign Plan for Washington Elem. & St. Francis Xavier



Washington Elementary

Existing sidewalk

See additional information on next page…

Note: Always choose and install signs per the current WMUTCD.

Map symbol for below sign

Map symbol for below sign

Map symbol for below sign

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Issue: Excessive Speed in Merrill H.S.'s School Zone

Those who travel on 14th St through Merrill High School's School Zone are traveling 30 MPH on the 25 MPH roads – even during morning drop-off, which is 15 over the 15 MPH limit. Also, traffic on 14th St from east of Memorial Dr has a 45 MPH speed limit. Going down to 25 MPH is already difficult west of Memorial Dr; going down to 15 MPH may promote rear-end collisions. Also, with so much traffic on 14th St, it may be difficult to see the very few students who may walk on 14th St's gravel shoulder, which would cause drivers to abruptly slow down, because the 15 MPH school speed limit is "when children are present." Students have sidewalks to arrive on from the west and south, so they just need safer crosswalks – not a school zone speed limit.

Recommendations:

- Move stop sign to a stop bar painted 6-feet south of crosswalk on Sales St at 14th Street.
- Revise school zone speed limit around Merrill High School and St. Francis Xavier to better reflect where safety is critical for pedestrians (at crosswalks since sidewalks exist). See Map 6E for proposed school zone speed limit changes.

Evaluation

Evaluation can determine if the aims of the strategies are being met. It can also be used to ensure that resources are being directed toward efforts that show the greatest likelihood of success. Future evaluation can aid in determining what adjustments if any are needed. Therefore, it is important that evaluation measures are taken before, during, and after the creation of SRTS activities.

Issue: Measurement of Results Needed

A variety of issues have been identified and recommendations have been made toward creating Safe Routes to School in Merrill. However, it is imperative that Student Tallies and other measurement tools are utilized to determine if the suggestions that have been implemented have been effective – especially before, during, and after Walk To School events. In this way, the Task Force can continue to make new observations and recommendations to help work toward the goal of creating safe routes to school for the students in the community.

Recommendations:

- Conduct student tallies in the fall when Task Force members want to see if walking and biking have increased. Usually, after a series of recommendations have been implemented, then student tallies in the fall would be useful to determine how effective at changing behavior those recommendations were.
- Have adults conduct student counts before, during, and after Walk To School weeks. These adults could be existing crossing guards, or assistants that are trained high school students, or other volunteers.
- If walking and biking have not increased, then review various educational programming on “Resources” webpage and implement additional changes.
- Regularly evaluate ability of crossing guards to do their jobs effectively.
- Perform traffic studies as needed around a school after a set of recommendations are implemented to see how successful they were.

CHAPTER 4: SCHOOL ACTION PLANS

This SRTS Plan contains a considerable amount of information including community demographics, facts and figures about the School District, student and parent survey information, recommendations, and guidelines for implementation. There may be circumstances in which a brief summary of this SRTS Plan is preferable to sharing the Plan in its entirety. It is for this reason that School Action Plans have been created for each school. In this way, School District administration, teachers, and Task Force members can convey the plan highlights without distributing the entire SRTS Plan.

School Action Plans contain a brief description of the Safe Routes to School program, background information about each school, key survey data, community data, Task Force highlights, and a site assessment map. The last page of each school action plan is a table of recommendations specific to that school and the surrounding community. The recommendation columns identify each recommendation's location, funding, lead agency, and a likely time frame within which the recommendation could be realistically completed.

The identified strategies each have a suggested timeframe: short, medium or long term.
With different funding sources, or other administrative changes, some of these activities could start sooner or no longer be relevant.

- The short-term projects are those that can be implemented in 1-5 years (e.g. changing policies, activities with little cost, etc.);
- Medium-term projects may require more planning and cost, which could take 6-10 years (e.g. projects that require grant programs to implement).
- Long-term projects require generally more than 10 years of coordinated effort, design time, or may need more complex funding. Infrastructure projects, like a new road or building expansion would both be considered long-term projects.

School Action Plans are included in this SRTS Plan. However, they can also be printed in a four page newsletter format for each school. Having copies of a School Action Plan available may be more useful than the whole SRTS Plan to distribute to student families, potential community partnership groups (e.g. bike and pedestrian committees, community health committees, and PTO/PTA's), and school neighbors.

An annual or biannual review of these School Action Plans by the SRTS Task Force will provide guidance to determine progress, set goals, and make modifications as needed. New activities to consider may become apparent when data from newly administered student tallies and parent surveys are reviewed.

Resources for encouraging walking and biking are available on the Merrill Safe Routes to School website under the "Resources" tab:
https://www.ncwrpc.org/lincoln/merrill/srts/resources.html.

INSERT: **All 5 Action Plans**

INSERT: Map 3A – Site Assessment – Prairie River Middle School
INSERT: Map 4A – Transportation – Prairie River Middle School
INSERT: Map 5A – School Routes – Prairie River Middle School
INSERT: Map 6A – Recommendations - Prairie River Middle School

INSERT: Map 3B – Site Assessment – Jefferson Elementary
INSERT: Map 4B – Transportation – Jefferson Elementary
INSERT: Map 5B – School Routes – Jefferson Elementary
INSERT: Map 6B – Recommendations – Jefferson Elementary

INSERT: Map 3C – Site Assessment – Kate Goodrich Elementary
INSERT: Map 4C – Transportation – Kate Goodrich Elementary
INSERT: Map 5C – School Routes – Kate Goodrich Elementary
INSERT: Map 6C – Recommendations – Kate Goodrich Elementary

INSERT: Map 3D – Site Assessment – Washington Elementary
INSERT: Map 4D – Transportation – Washington Elementary
INSERT: Map 5D – School Routes – Washington Elementary
INSERT: Map 6D – Recommendations – Washington Elementary

INSERT: Map 3E – Site Assessment – Merrill High School
INSERT: Map 4E – Transportation – Merrill High School
INSERT: Map 5E – School Routes – Merrill High School
INSERT: Map 6E – Recommendations – Merrill High School

CHAPTER 5: IMPLEMENTATION

In order for the recommendations included in this SRTS Plan to materialize, it is important that the SRTS Task Force remain active. The group's role will be to coordinate, track, and evaluate projects, programs, and grant applications. They will serve as the champion of SRTS within the Merrill School District and in the respective communities.

As stated earlier, the identified strategies each have a suggested timeframe: short, medium or long term. The following is a list of criteria that could be used by the SRTS Task Force to evaluate projects and assign a priority level. Resources can then be directed to the strategies of high priority. As projects are completed over time, the SRTS Task Force would re-evaluate the remaining strategies to determine which to prioritize next. In addition, it should be noted that some strategies can be accomplished easily and that even though they are not the highest priority, these can and should be implemented when the resources are available. Prioritization criteria include:

1. *Safety*
2. *Ease of Implementation*
3. *Usage*
4. *Cost*
5. *Healthy Outcomes*
6. *Time Required*

FUNDING OPPORTUNITIES

Determining how to fund various bicycle and pedestrian improvements is a key issue that communities face when implementing safe routes to school plans. While there are many funding options, each source may have limitations making it more or less appropriate for certain types of projects. Some funding sources are targeted to infrastructure while others target education and encouragement efforts. Some sources are not directly bicycle or pedestrian related but can be applied to bikeway and pedestrian projects that may have a nexus with another public priority such as historic preservation or public health. Some sources may support grants of hundreds of thousands or millions of dollars; others may be targeted to smaller amounts and require citizen volunteers or community involvement, as a part of the required local match.

Federal Funding Administered by State Agencies

The primary Federal Transportation funding programs for bicycling were consolidated under the MAP-21 legislation of 2012. The Transportation Enhancements, Safe Routes to School and National Recreational Trails programs were combined into the Transportation Alternatives Program (TAP). Funding levels were reduced over previous years, and some changes were made in project eligibility. Table 11 provides a summary of the types of potential safe routes to school projects that would be eligible for a wide range of Federal Transportation funding programs.

Programs that remain unchanged by MAP-21 include the following. Most of these programs are under a larger Surface Transportation Program known as STP with allocations to sub-programs.

- The Surface Transportation Program provides flexible funding that may be used by States and localities for projects on any Federal-aid highway, including bridge projects on any public road, transit capital projects, and intracity and intercity bus terminals and facilities. These funds may be used for either the construction of bicycle transportation facilities and pedestrian walkways, or non-construction projects such as maps, brochures, and public service announcements related to safe bicycle use and walking. Although seldom used for bicycle and pedestrian projects, this is still an excellent source of funding for hard to finance safe routes to school projects. Up to 80% of project costs can be covered by STP funds.

- The Transportation Alternatives program will provide the best opportunity for federal funding of safe routes to school projects. Projects that exceed $400,000 are the best fit for this program since a significant amount of administrative work is involved. As indicated above, this program combines several former programs.

- The Highway Safety Improvement Program and Railway-Highway Crossing Program are funded through a set aside of 10 percent of the State's annual Surface Transportation Program allocation and can address bicycle and pedestrian safety at hazardous locations.

- Funds from the Recreational Trails Program (RTP) may be used for development and maintenance of recreational trails and trail-related facilities. This is the only federal transportation funding source that can be used for maintenance activities, and it is administered by the WDNR.

- The Highway Safety Grant Program (Section 402) is administered by Wisconsin DOT. Federal 402 funds are used for pedestrian and bicycle public information and education programs. Funds are distributed to states annually from the National Highway Traffic Safety Administration (NHTSA) according to a formula based on population and road mileage. Government agencies or government-sponsored entities are eligible to apply for 402 funds. WisDOT has a program for teaching safe bicycling and "mini-grants" for new bike rodeo programs and law enforcement activities.

State Funding Sources

The Wisconsin Department of Transportation and the Wisconsin Department of Natural Resources both administer federally funded programs, all of which are listed on the previous page under: “Federal Funding Administered by State Agencies.”

Currently, the only state funded program that funds bicycle and pedestrian projects is the Department of Natural Resources’ Stewardship Program. The set of eligible activities includes paths, but only within a park. The need for such a path as a safe route to school is a possibility in some communities.

Local Funding Sources

Any physical improvements suggested on Map 5 can be funded through a school district’s or municipality’s general fund. Less strings and paperwork come with such funding too. Generally, the maintenance of any improvements that are installed with state or federal funding will need to be made with local funds.

Generally, the majority of the bikeway recommendations that are implemented as stand-alone projects will need to be funded through a municipality’s general fund. This is particularly true of any on-street markings. Projects that have a longer life than street markings (e.g., paths or sidewalks) may be able to be financed through general obligation debt in the same manner that many street or other infrastructure projects are financed. One effective approach is that bicycle and pedestrian facilities should be included as part of reconstruction projects and perhaps with resurfacing projects. However, to set the plan in motion, higher priority projects may need to be funded as independent projects. In order to do that, local funds will need to be used either on their own and/or as a match for federal funding.

Partnering with local or state service groups or organizations is a way of bringing additional resources to help implement some of the recommended programming activities in this SRTS Plan.

Table 20	Potential Funding Sources For Safe Routes to School Projects									
Activity/Project	FTA	ATI	HSIP	NHPP/NHS	STP	TAP	RTP	PLAN	402	FLH
Access enhancements to public transportation	X	X			X	X				X
Bicycle and/or pedestrian plans	X					X		X		X
Bicycle lanes on road	X	X	X	X	X	X				X
Bicycle parking	X	X			X	X				X
Bike racks on transit	X	X			X	X				X
Bicycle share (capital/equipment; not operations)	X	X		X	X	X				X
Bicycle storage or service centers	X	X			X	X				
Bridges / overcrossings	X	X	X	X	X	X	X			X
Bus shelters	X	X			X	X				X
Coordinator positions (State or local)					X	X				
Crosswalks (new or retrofit)	X	X	X	X	X	X	X			X
Curb cuts and ramps	X	X	X	X	X	X	X			X
Helmet promotion						X			X	
Historic preservation (bike, ped, transit facilities)	X	X				X				X
Land/streetscaping (bike/ped route; transit access)	X	X			X	X				X
Maps (for bicyclists and/or pedestrians)	X	X				X			X	
Paved shoulders			X	X	X	X				X
Police patrols						X			X	
Recreational trails					X	X	X			X
Safety brochures, books						X			X	
Safety education positions						X			X	
Shared use paths / transportation trails	X	X	X	X	X	X	X			X
Sidewalks (new or retrofit)	X	X	X	X	X	X	X			X
Signs / signals / signal improvements	X	X	X	X	X	X				X
Signed bicycle or pedestrian routes	X	X		X	X	X				X
Spot improvement programs	X		X		X	X	X			
Traffic calming	X		X	X	X	X				
Trail bridges			X	X	X	X	X			X
Trail/highway intersections			X	X	X	X	X			X
Training						X	X		X	
Tunnels / undercrossings	X	X	X	X	X	X	X			X

Source: US Dept. of Transportation, 2018

FTA: Federal Transit Administration Capital Funds
ATI: Associated Transit Improvement
HSIP: Highway Safety Improvement Program
NHPP/NHS: National Highway Performance Program

STP: Surface Transportation Program
TAP: Transportation Alternatives Program
RTP: Recreational Trails Program
PLAN: Statewide or Metropolitan Planning

402: State and Community Traffic Safety Program
FLH: Federal Lands Highway Program (Federal Lands Access Program, Federal Lands Transportation Program, Tribal Transportation Program)

ATTACHMENT A:
Blank Forms for Student Tally and Parent Survey

From: National Center for Safe Routes to School

Parent Survey About Walking and Biking to School

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 allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)

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

	My child already walks or bikes to/from school		
☐ 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.

Safe Routes to School Students Arrival and Departure Tally Sheet

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** S= sunny R= rainy O=overcast SN=snow	**Student Tally** Number in class when count made	**Walk** -	**Bike** -	**School Bus** -	**Family Vehicle** Only with Children from your family	**Carpool** Riding with children from other families	**Transit** City bus, subway, etc.	**Other** 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.

ATTACHMENT B:
2019 Results of the Student Tallies and Parent Surveys

From: National Center for Safe Routes to School Data Collection System

Student Travel Tally Report: One School in One Data Collection Period

School Name: Jefferson Elementary

School Group: Merrill Area

School Enrollment: 201

% of Students reached by SRTS activities:

Number of Classrooms Included in Report: 11

Set ID: 30195

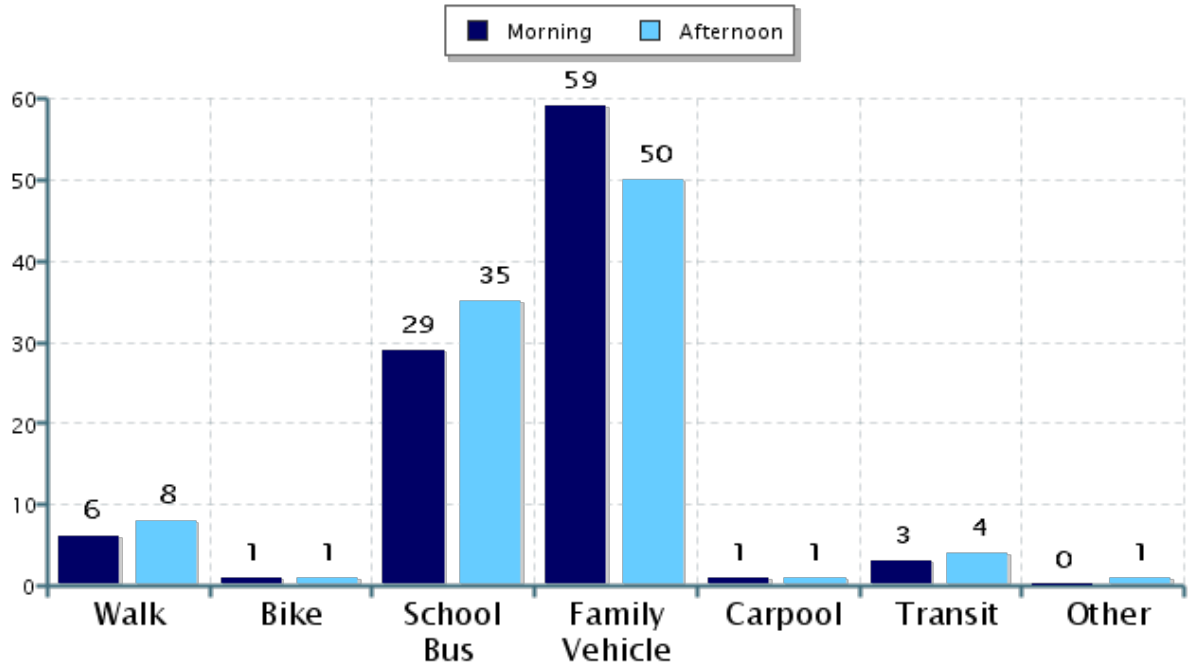
Month and Year Collected: October 2019

Date Report Generated: 11/13/2019

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

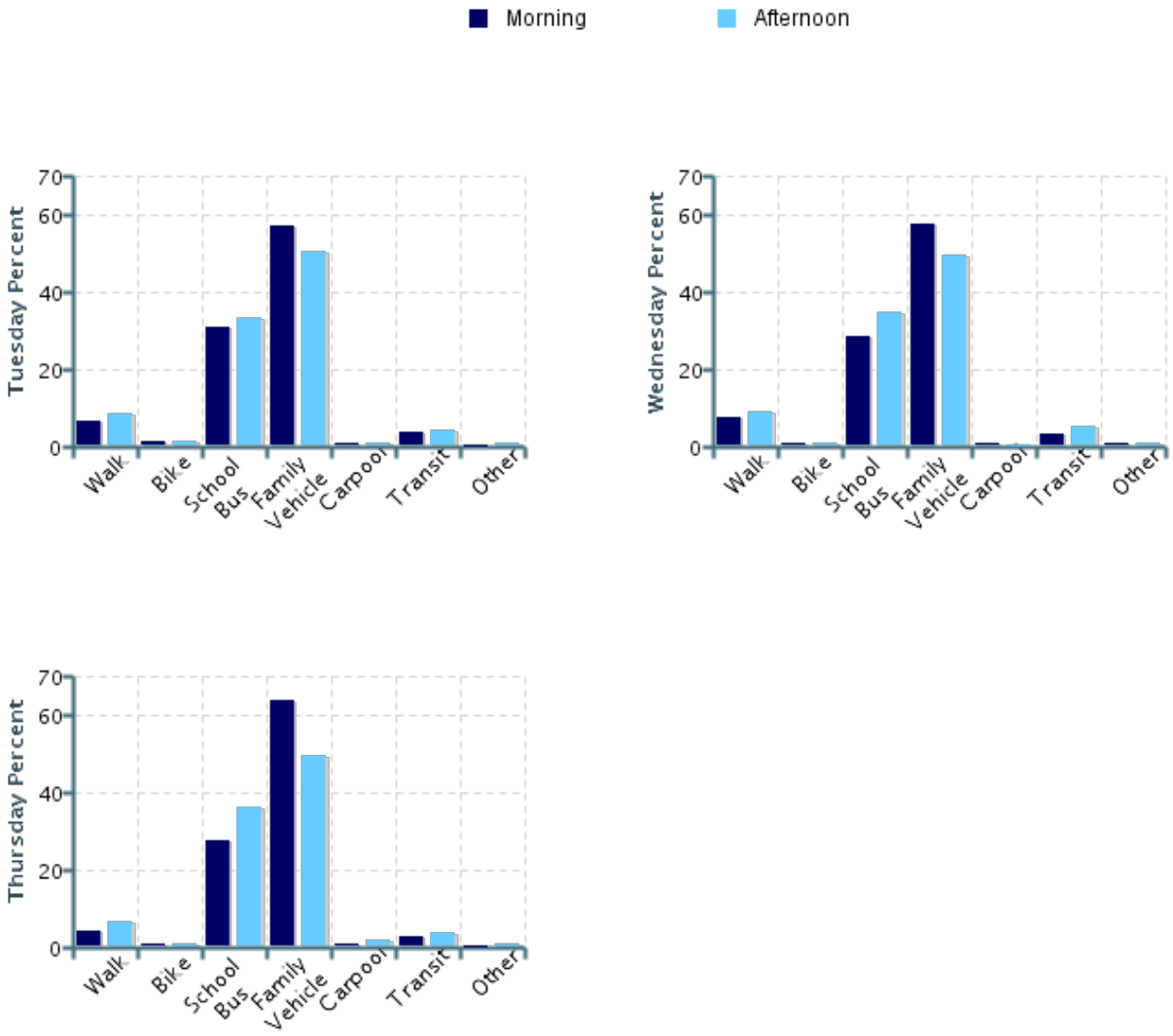


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	557	6%	0.9%	29%	59%	0.9%	3%	0.4%
Afternoon	564	8%	0.9%	35%	50%	0.9%	4%	1%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

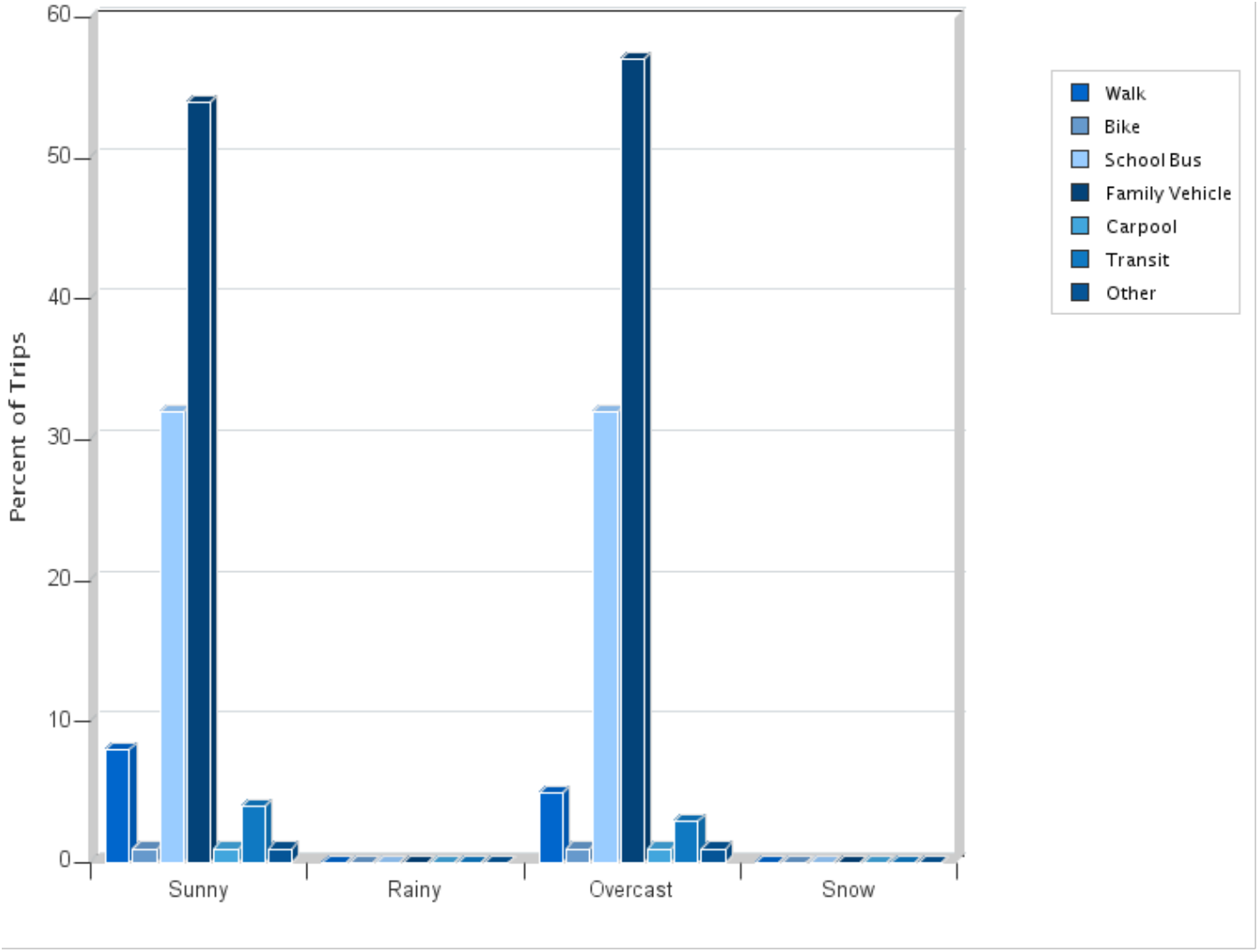


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	195	7%	2%	31%	57%	0.5%	4%	0%
Tuesday PM	196	9%	2%	33%	51%	1%	4%	1%
Wednesday AM	191	8%	0.5%	29%	58%	1%	3%	1%
Wednesday PM	191	9%	0.5%	35%	50%	0%	5%	1%
Thursday AM	171	4%	0.6%	27%	64%	1%	3%	0%
Thursday PM	177	7%	0.6%	36%	50%	2%	4%	1%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	773	8%	1%	32%	54%	0.6%	4%	0.8%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	348	5%	0.6%	32%	57%	1%	3%	0.6%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Parent Survey Report: One School in One Data Collection Period

School Name: Jefferson Elementary

Set ID: 19101

School Group: Merrill Area

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 11/06/2019

% Range of Students Involved in SRTS: Don't Know

Tags:

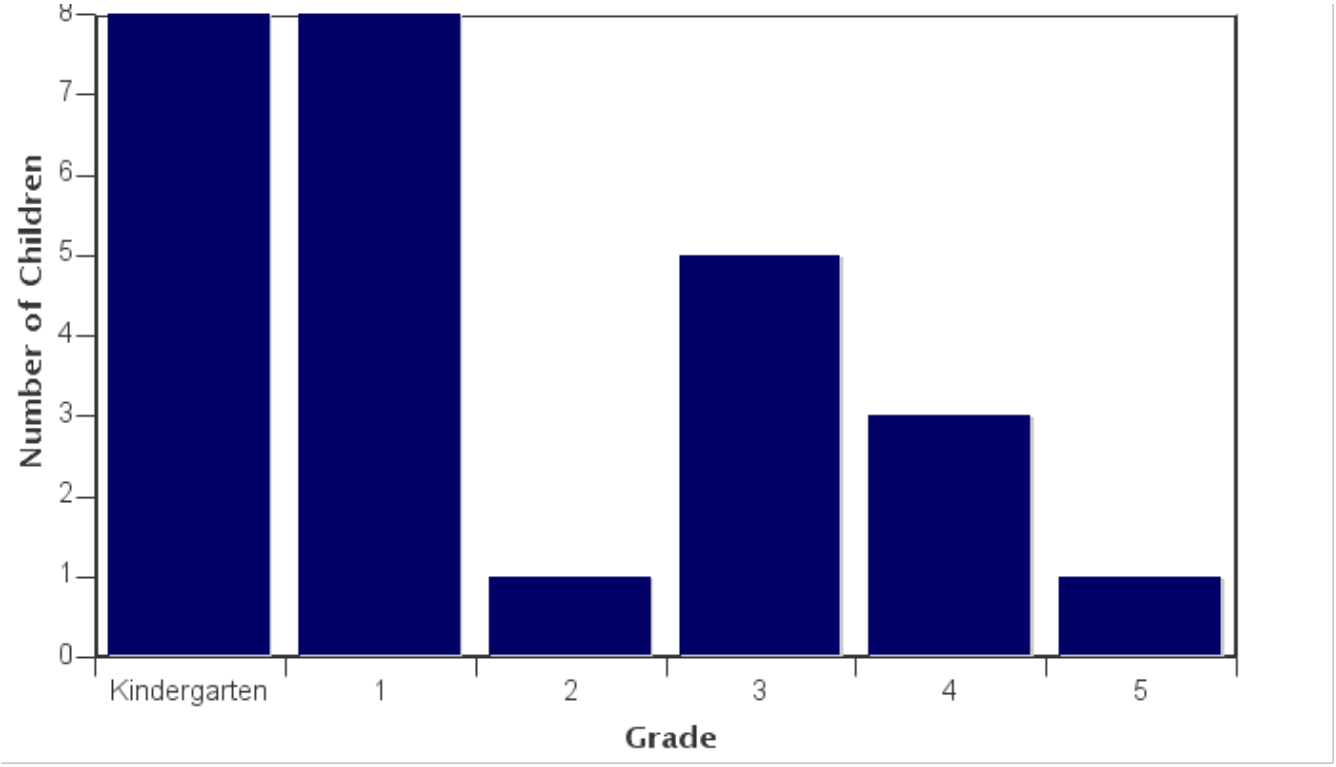
Number of Questionnaires Distributed: 0

Number of Questionnaires Analyzed for Report: 27

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

**Because less than 30 questionnaires are included in this report, each graph and table display counts rather than percentage information.

Grade levels of children represented in survey

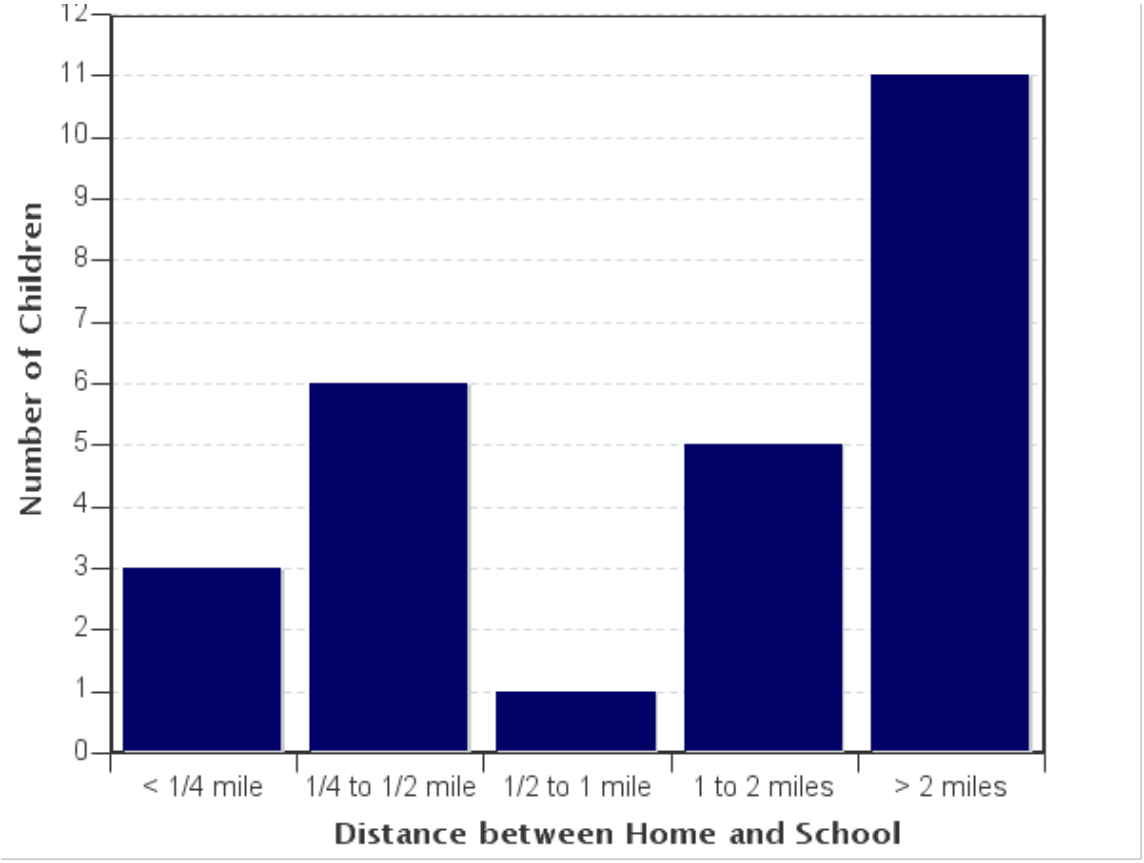


Grade levels of children represented in survey

Grade in School	Responses per grade
	Number
Kindergarten	8
1	8
2	1
3	5
4	3
5	1

No response: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Parent estimate of distance from child's home to school

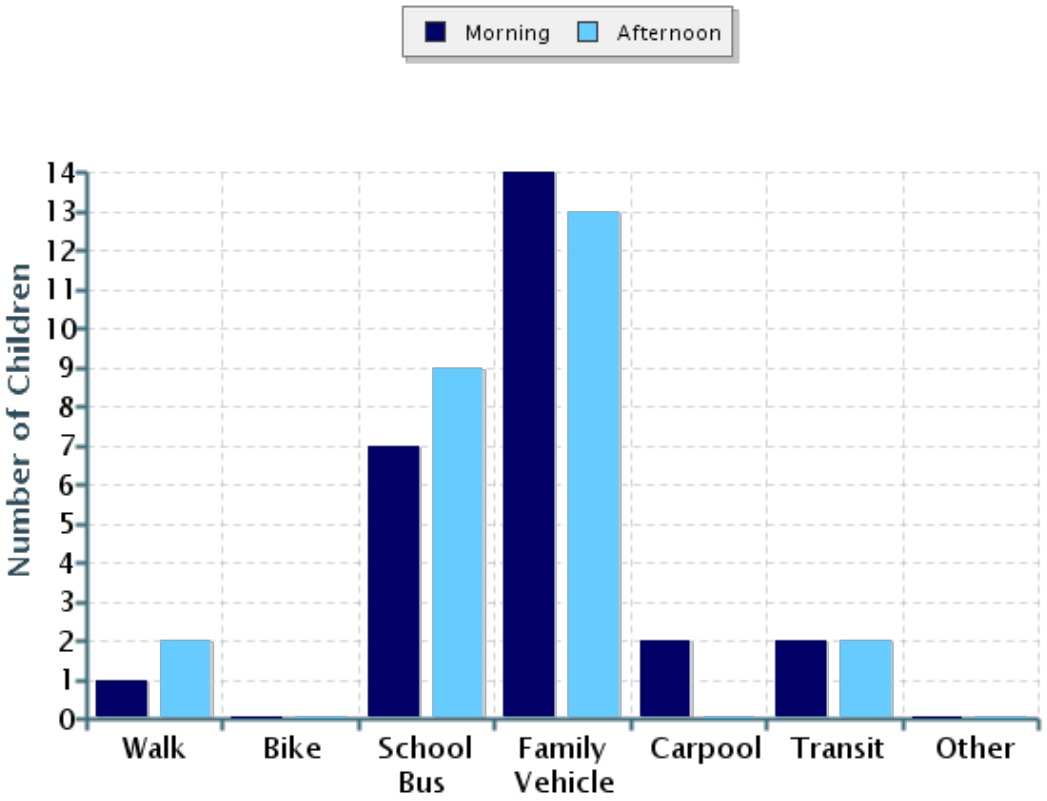


Parent estimate of distance from child's home to school

Distance between home and school	Number of children
Less than 1/4 mile	3
1/4 mile up to 1/2 mile	6
1/2 mile up to 1 mile	1
1 mile up to 2 miles	5
More than 2 miles	11

Don't know or No response: 1
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of arrival at and departure from school

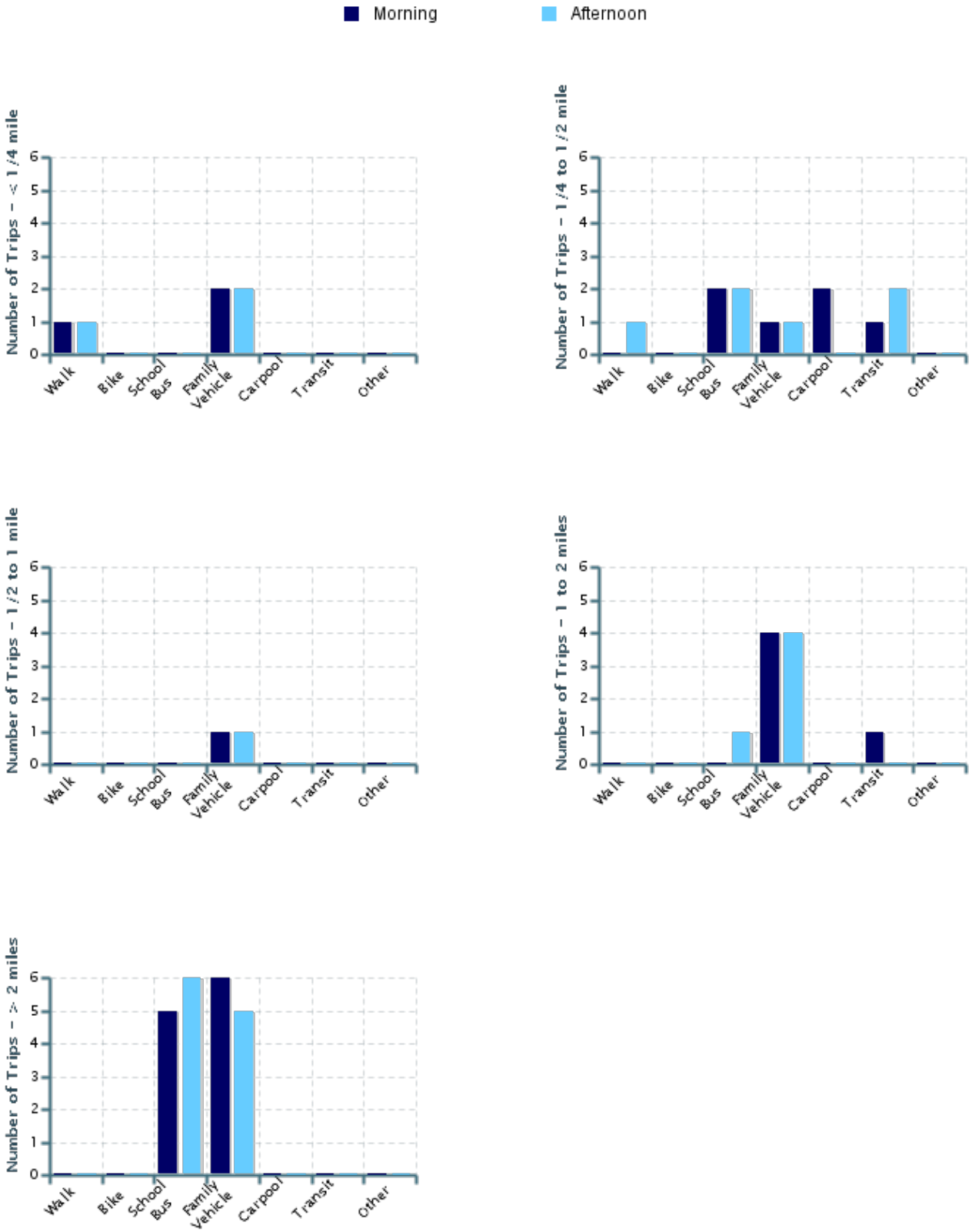


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	26	1	0	7	14	2	2	0
Afternoon	26	2	0	9	13	0	2	0

No Response Morning: 1
No Response Afternoon: 1
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	3	1	0	0	2	0	0	0
1/4 mile up to 1/2 mile	6	0	0	2	1	2	1	0
1/2 mile up to 1 mile	1	0	0	0	1	0	0	0
1 mile up to 2 miles	5	0	0	0	4	0	1	0
More than 2 miles	11	0	0	5	6	0	0	0

Don't know or No response: 1
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	3	1	0	0	2	0	0	0
1/4 mile up to 1/2 mile	6	1	0	2	1	0	2	0
1/2 mile up to 1 mile	1	0	0	0	1	0	0	0
1 mile up to 2 miles	5	0	0	1	4	0	0	0
More than 2 miles	11	0	0	6	5	0	0	0

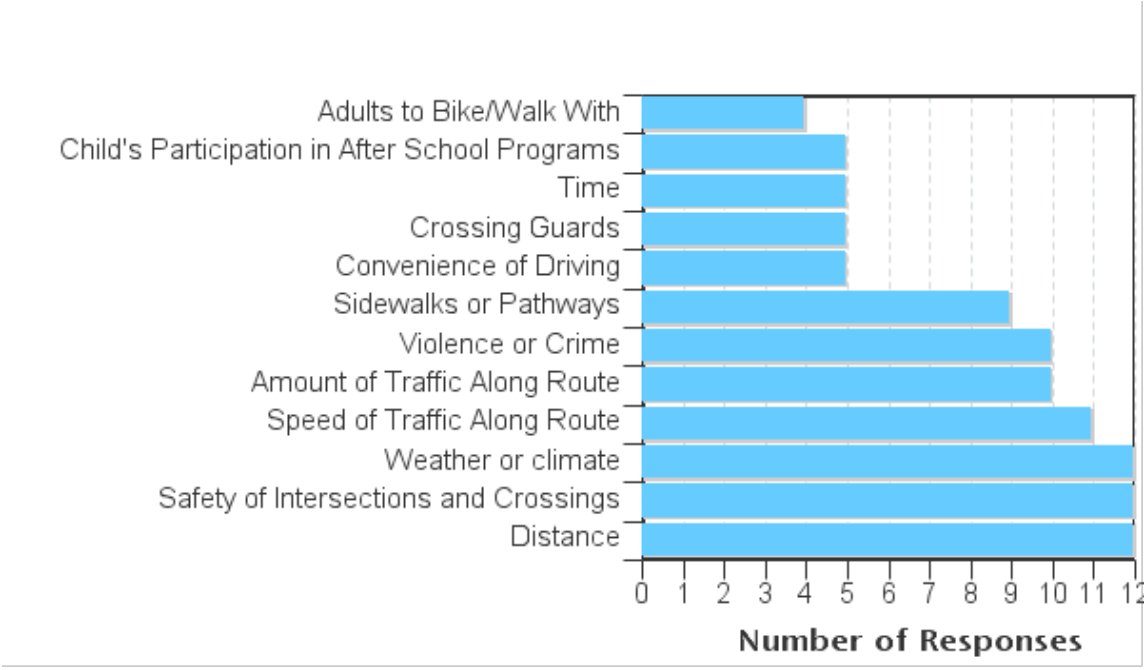
Don't know or No response: 1
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Number of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	7	1	5	0	1	0
No	19	2	1	1	4	11

Don't know or No response: 1
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	12	0
Safety of Intersections and Crossings	12	0
Weather or climate	12	0
Speed of Traffic Along Route	11	0
Amount of Traffic Along Route	10	0
Violence or Crime	10	0
Sidewalks or Pathways	9	0
Convenience of Driving	5	0
Crossing Guards	5	0
Time	5	0
Child's Participation in After School Programs	5	0

Adults to Bike/Walk With	4	0
Number of Respondents per Category	**22**	**0**

No response: 5
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

Level of support	Number of children
Strongly Encourages	0
Encourages	1
Neither	23
Discourages	1
Strongly Discourages	0

Parents' opinions about how much fun walking and biking to/from school is for their child

Level of fun	Number of children
Very Fun	3
Fun	3
Neutral	16
Boring	0
Very Boring	2

Parents' opinions about how healthy walking and biking to/from school is for their child

How healthy	Number of children
Very Healthy	13
Healthy	6
Neutral	4
Unhealthy	0
Very Unhealthy	1

Comments Section

SurveyID	Comment
1682142	I would maybe let her walk home if there where crossing guard.
1682190	Do not think its safe for any elementary children walking to school or home alone. Or even the early part of middle school. Would fully support a "Safe Ride". We have another child in Washington that we transport via Merrill Go round and her house is on 1st St approx. 6 blocks from her school as well. Again do not feel its safe for her to walk home alone even at 6 blocks. She is 10.
1682202	I'm just paranoid about having my child walk or bike to and from school. I think I'll let her occasionally next year, but it's sometimes difficult to plan with the weather and it can get confusing with one day saying walk and the other saying take the bus.
1682163	Major concern was my children getting as much sleep as possible. Want them to be rested for the day and ready to learn.
1682201	There are so many issues around with drugs. I know which houses have had drug activity due to police reports. Most people drive crazy down water street. If my kids do ride bikes I follow then with my vehicle to make sure they get there okay.
1683684	I'd be ok with my child biking to school in middle School and older but the distance is too far especially in the cold winter months. Where we live there is not enough sidewalks to ride on to go to the elementary school and we have a lot of dump trucks, large vehicles, etc. and they drive way over the speed limit. It doesn't seem like a safe way for my child to get to school.
1682582	My child is in kindergarten and cuz we live within 2 miles of school there is no bussing but her daycare is out of town so i have to pay for my child to go to school that dont make sense
1682215	My child is to young to walk/bike by self this day and age itshard to trust others
1682194	The Elementary school closest to us has been closed for many years now. Our children will not be able to walk or ride a bike to or from school. One thing that would help children in the country would be to haven them attending the school that is the closest to them to reduce the amount of time the are on the school bus in the morning and afternoon also would reduce the number of bus transfers they would need to make for young elementary students and prekindergarten students transferring 2-3 times is scary and gives them un-needed anxiety.
1682139	It is unsafe with how fast drivers go and also how many distracted drivers are out. The winter temperatures are far too cold for children to be out walking.
1682119	Please make sure your next survey allows considerations account for physical needs (Handi-Cap) and special needs students. Those issues were not addressed in this survey. As well as a button for parents/guardians to select they cannot answer more questions because their student needs to ride the bus. Thank you for your time!!

Student Travel Tally Report: One School in One Data Collection Period

School Name: Kate Goodrich Elementary

School Group: Merrill Area

School Enrollment: 345

% of Students reached by SRTS activities: Not Applicable

Number of Classrooms Included in Report: 18

Set ID: 30198

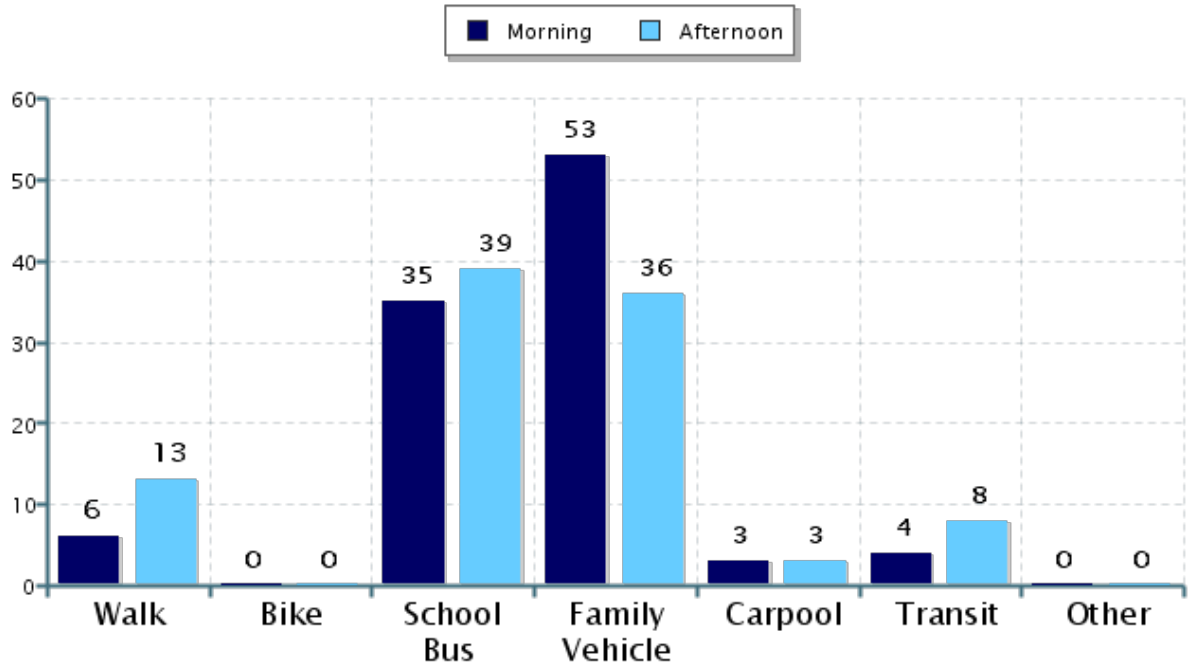
Month and Year Collected: October 2019

Date Report Generated: 11/13/2019

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

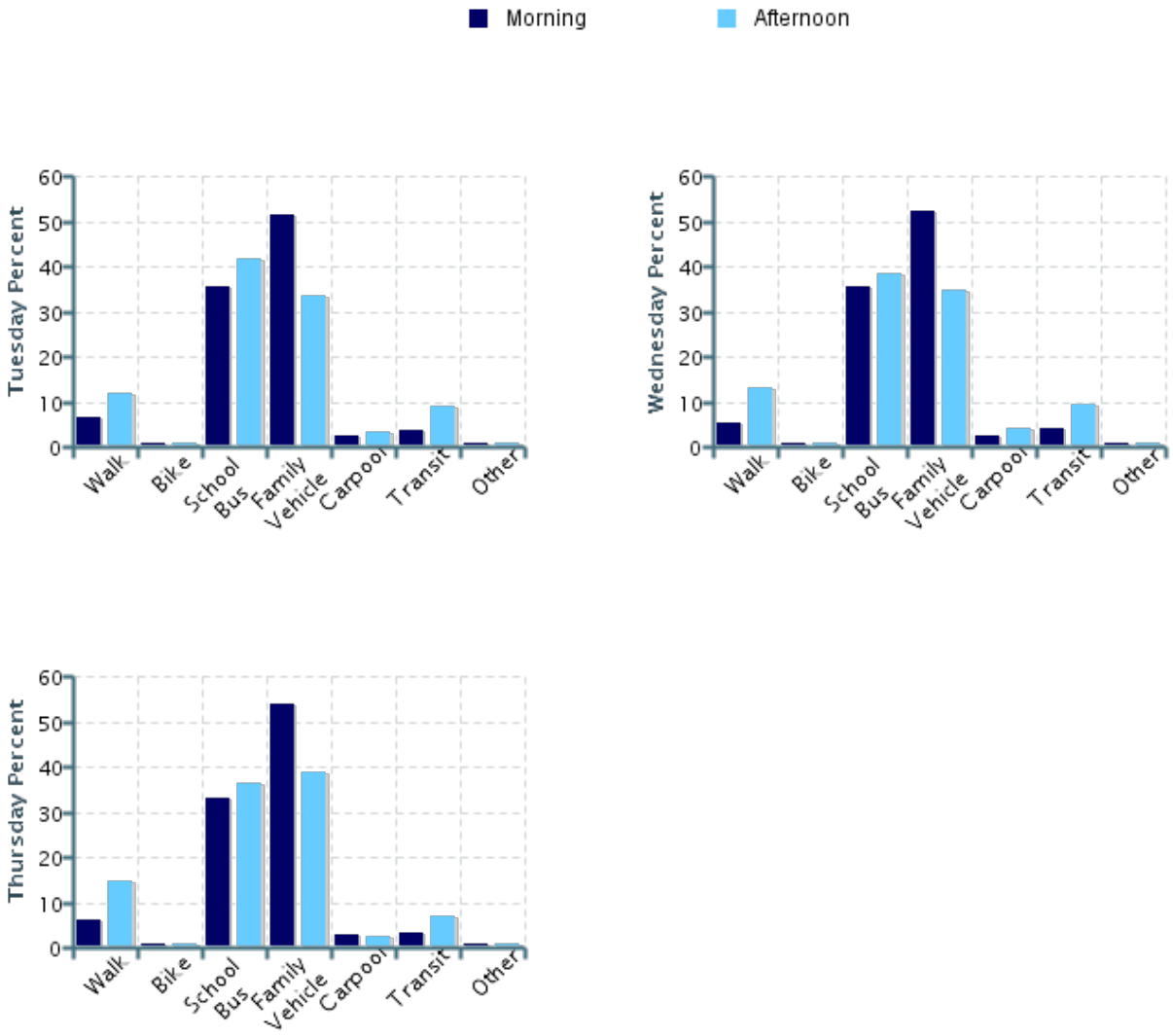


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	979	6%	0.3%	35%	53%	3%	4%	0.3%
Afternoon	987	13%	0.3%	39%	36%	3%	8%	0.3%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

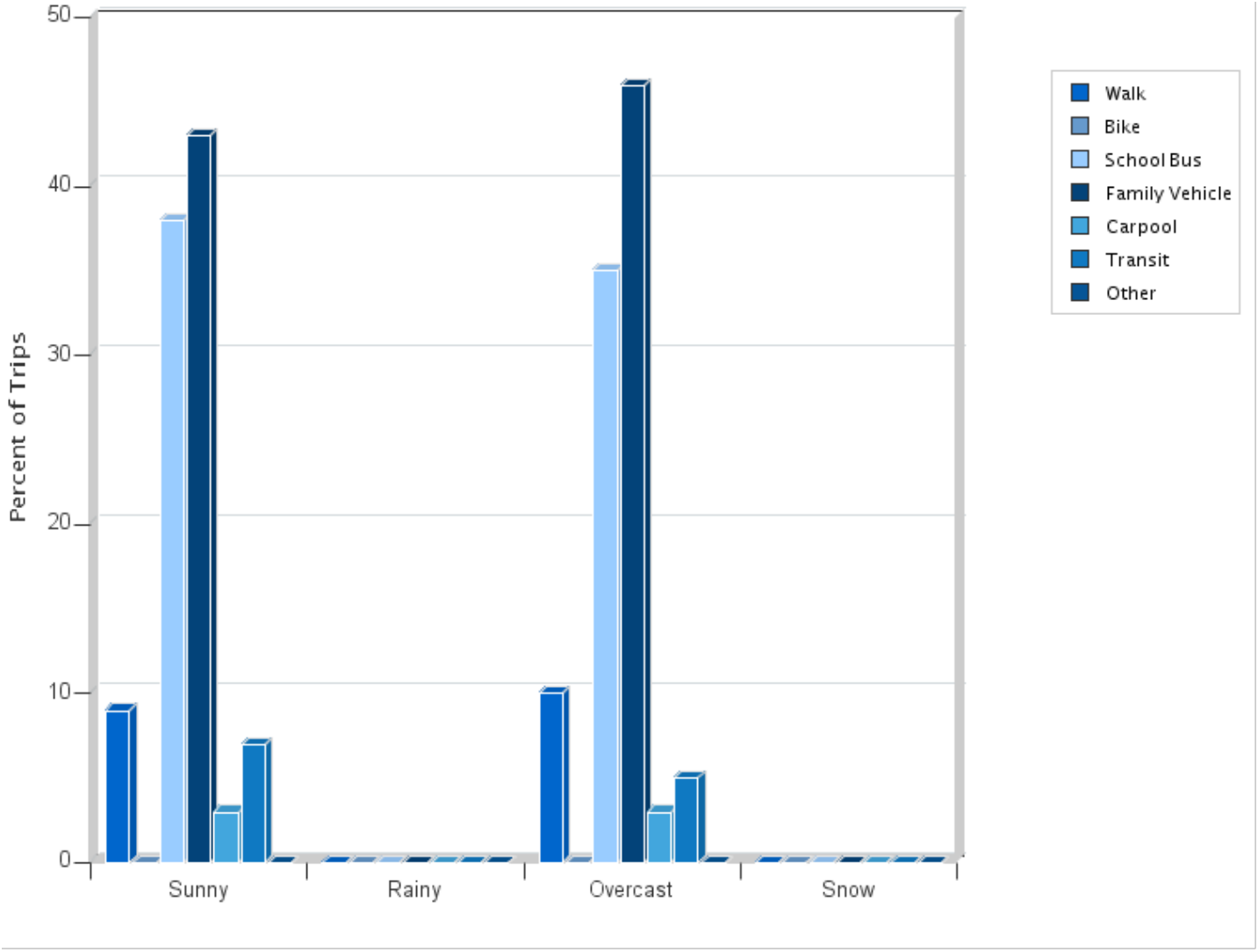


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	317	7%	0.3%	35%	51%	3%	3%	0.3%
Tuesday PM	330	12%	0.3%	42%	33%	3%	9%	0.3%
Wednesday AM	328	5%	0.3%	35%	52%	2%	4%	0.3%
Wednesday PM	325	13%	0.3%	38%	35%	4%	9%	0.3%
Thursday AM	334	6%	0.3%	33%	54%	3%	3%	0.3%
Thursday PM	332	15%	0.3%	36%	39%	2%	7%	0.3%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1300	9%	0.3%	38%	43%	3%	7%	0.3%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	666	10%	0.3%	35%	46%	3%	5%	0.3%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Parent Survey Report: One School in One Data Collection Period

School Name: Kate Goodrich Elementary

Set ID: 19102

School Group: Merrill Area

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 11/06/2019

% Range of Students Involved in SRTS: Don't Know

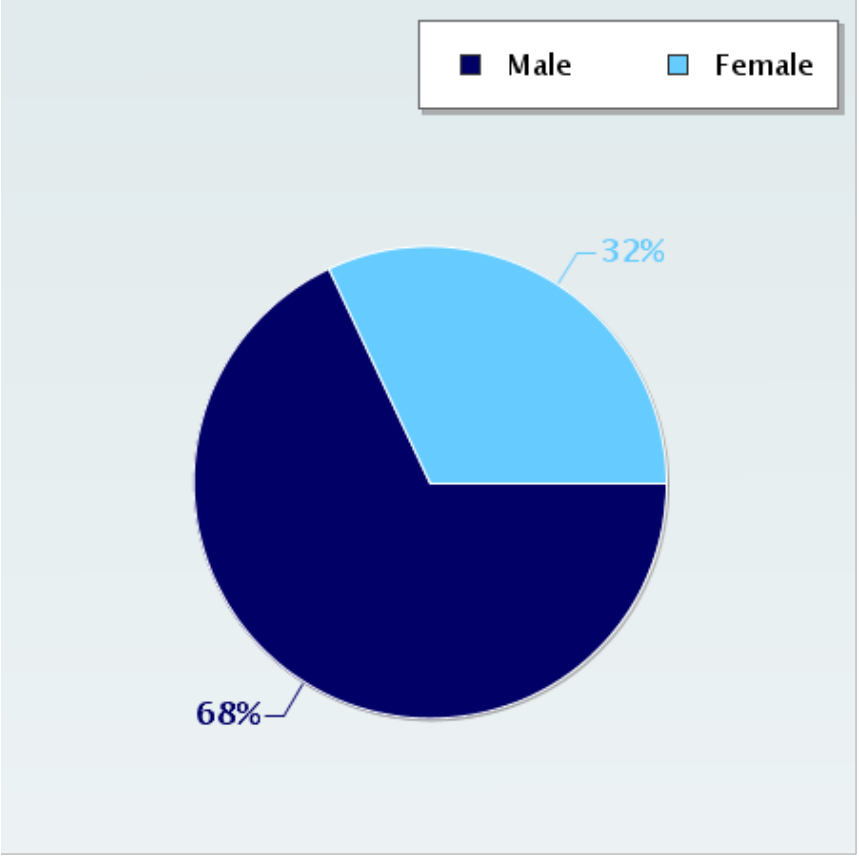
Tags:

Number of Questionnaires Distributed: 0

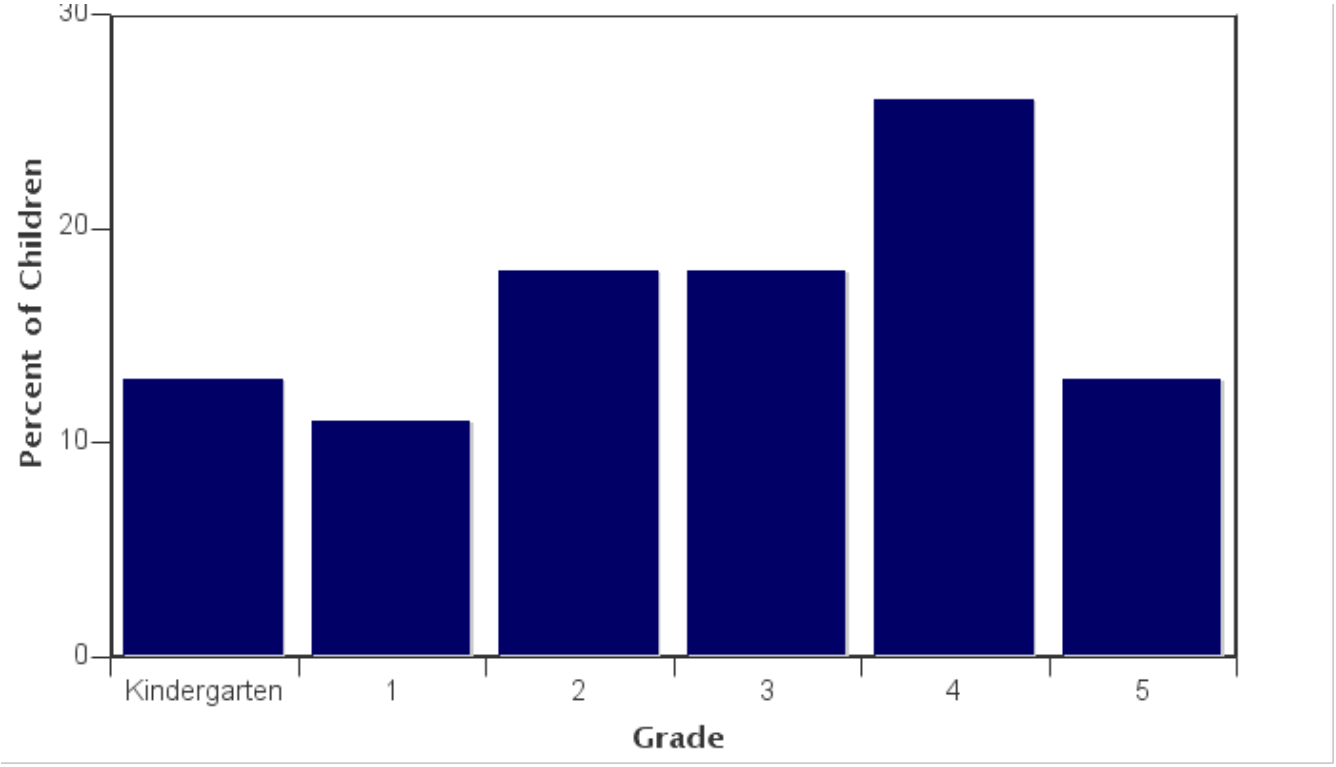
Number of Questionnaires Analyzed for Report: 38

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey

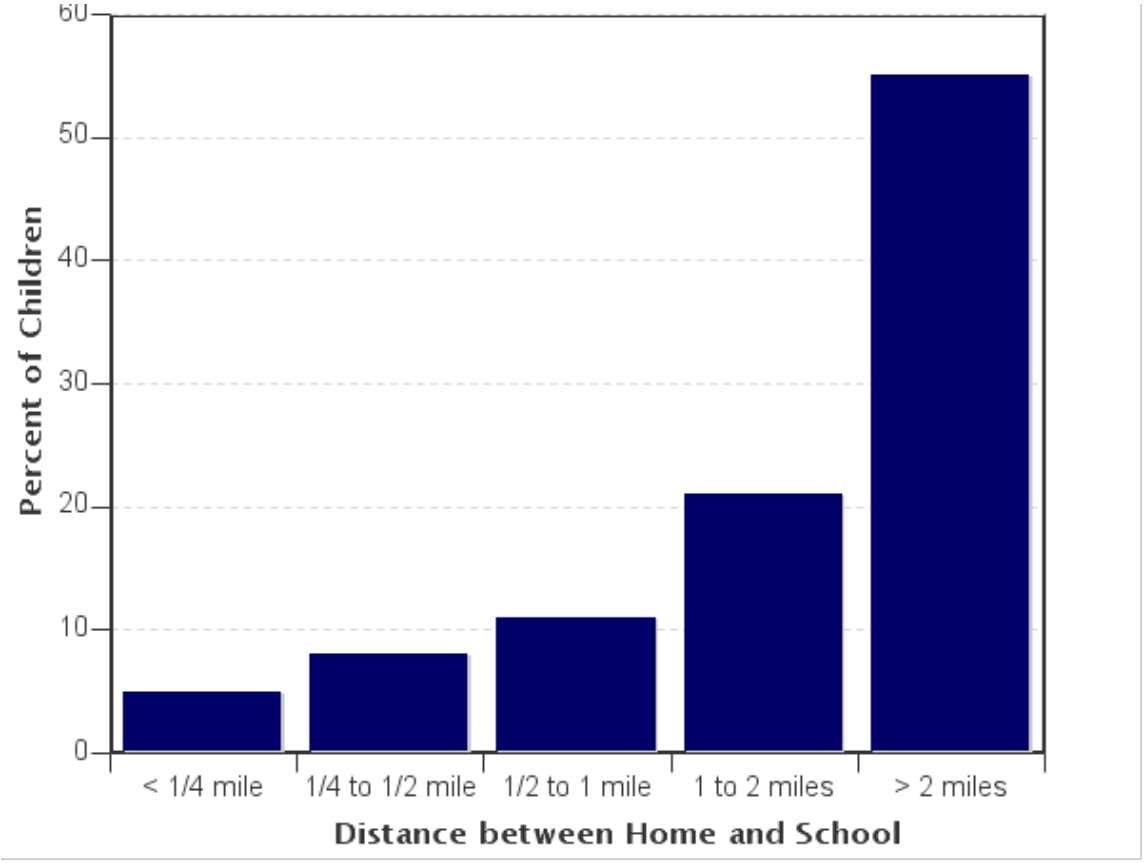


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	5	13%
1	4	11%
2	7	18%
3	7	18%
4	10	26%
5	5	13%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

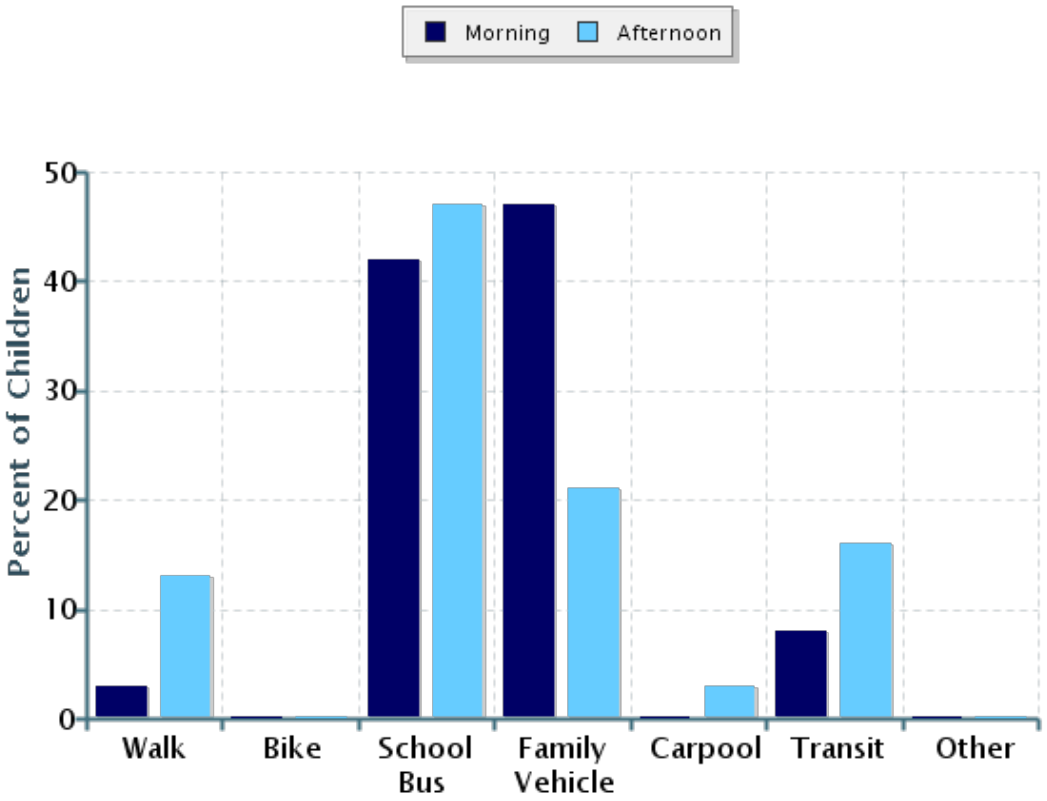


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	2	5%
1/4 mile up to 1/2 mile	3	8%
1/2 mile up to 1 mile	4	11%
1 mile up to 2 miles	8	21%
More than 2 miles	21	55%

Don't know or No response: 0
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

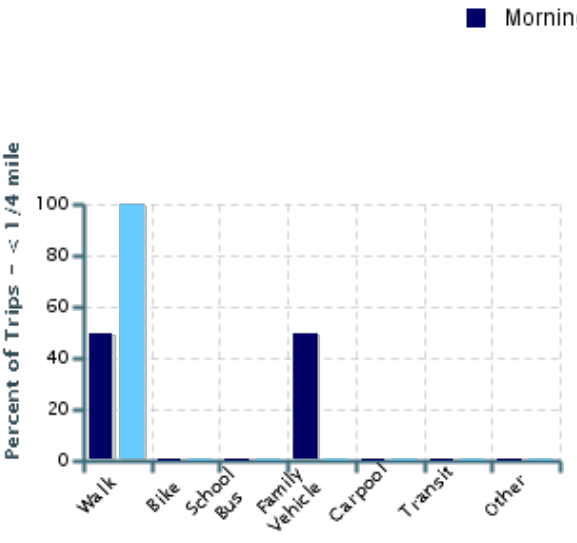


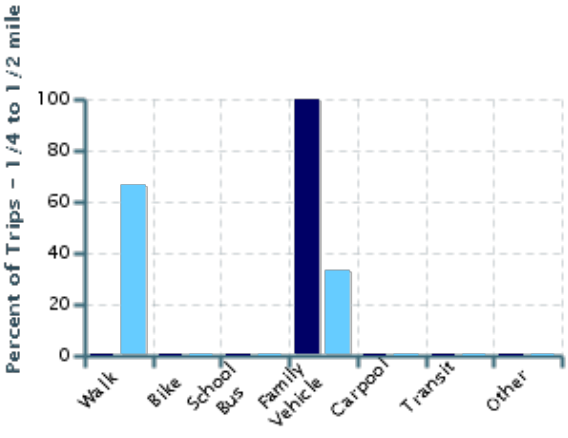
Typical mode of arrival at and departure from school

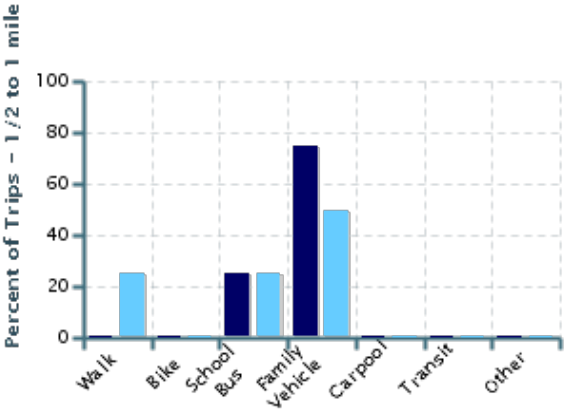
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	38	3%	0%	42%	47%	0%	8%	0%
Afternoon	38	13%	0%	47%	21%	3%	16%	0%

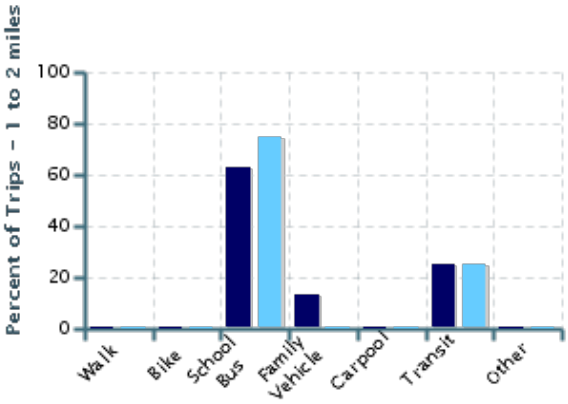
No Response Morning: 0
No Response Afternoon: 0
Percentages may not total 100% due to rounding.

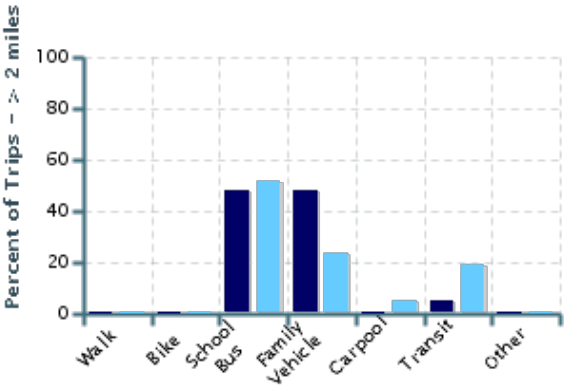
Typical mode of school arrival and departure by distance child lives from school











Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	50%	0%	0%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	3	0%	0%	0%	100%	0%	0%	0%
1/2 mile up to 1 mile	4	0%	0%	25%	75%	0%	0%	0%
1 mile up to 2 miles	8	0%	0%	63%	13%	0%	25%	0%
More than 2 miles	21	0%	0%	48%	48%	0%	5%	0%

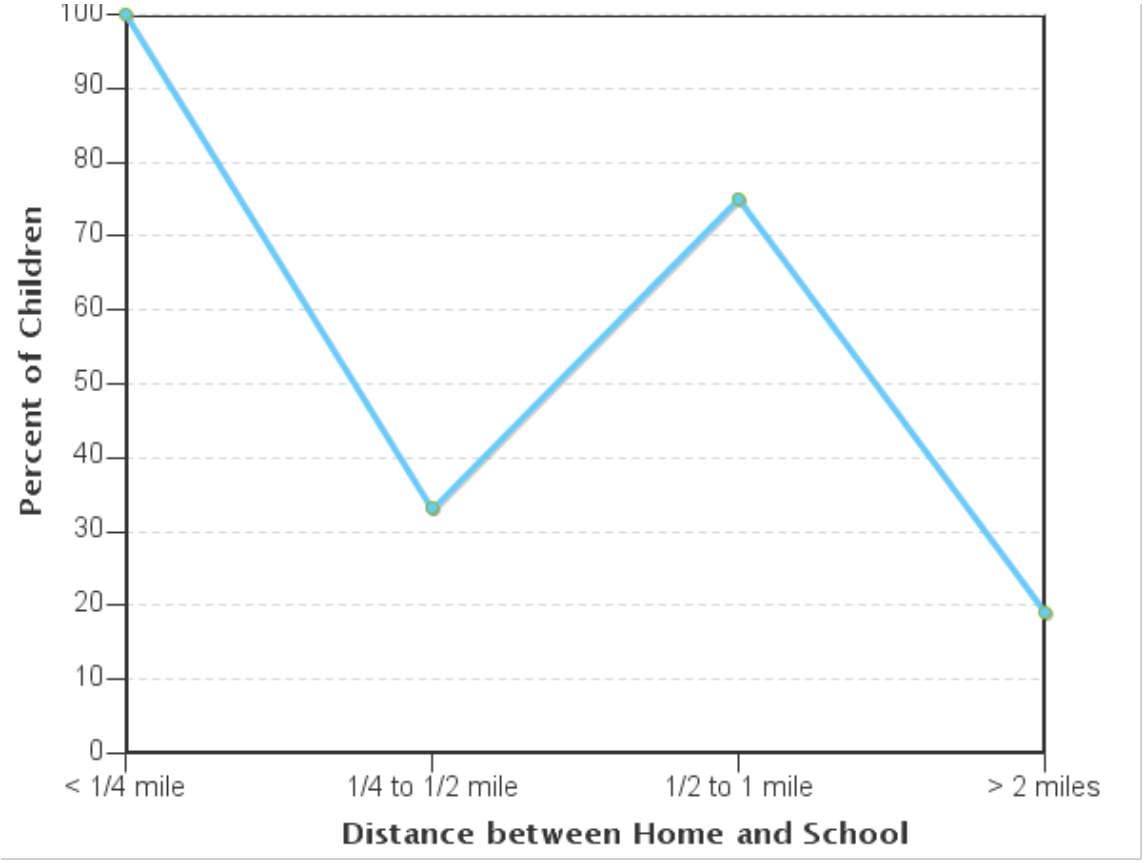
Don't know or No response: 0
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	100%	0%	0%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	3	67%	0%	0%	33%	0%	0%	0%
1/2 mile up to 1 mile	4	25%	0%	25%	50%	0%	0%	0%
1 mile up to 2 miles	8	0%	0%	75%	0%	0%	25%	0%
More than 2 miles	21	0%	0%	52%	24%	5%	19%	0%

Don't know or No response: 0
Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

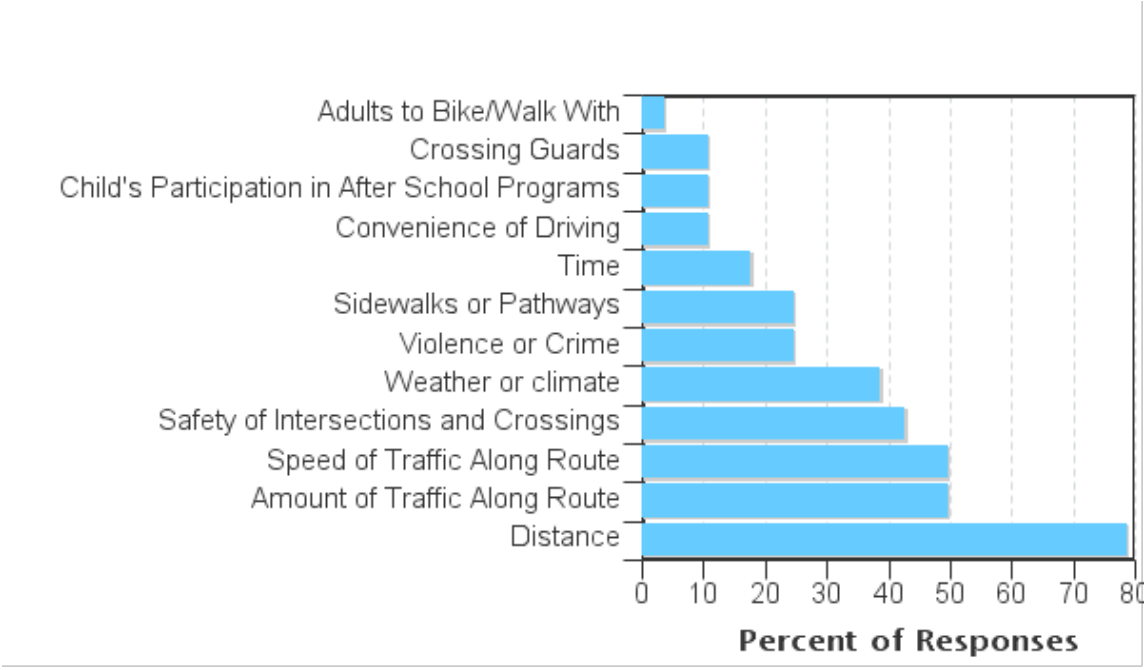


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

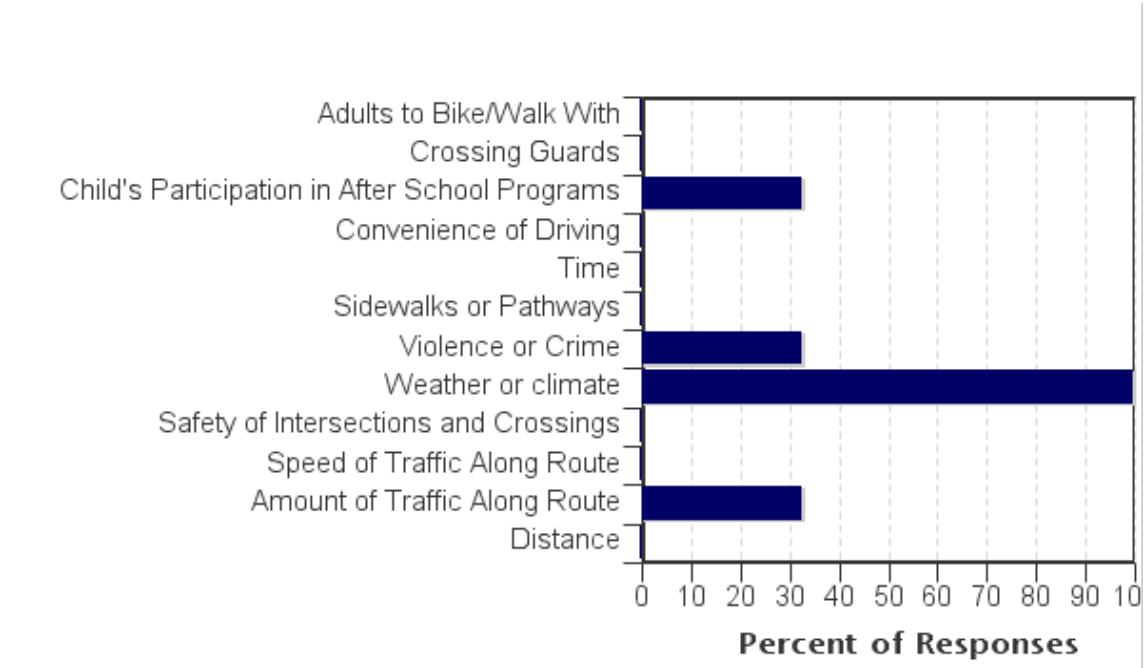
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	10	100%	33%	75%	0%	19%
No	28	0%	67%	25%	100%	81%

Don't know or No response: 0
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

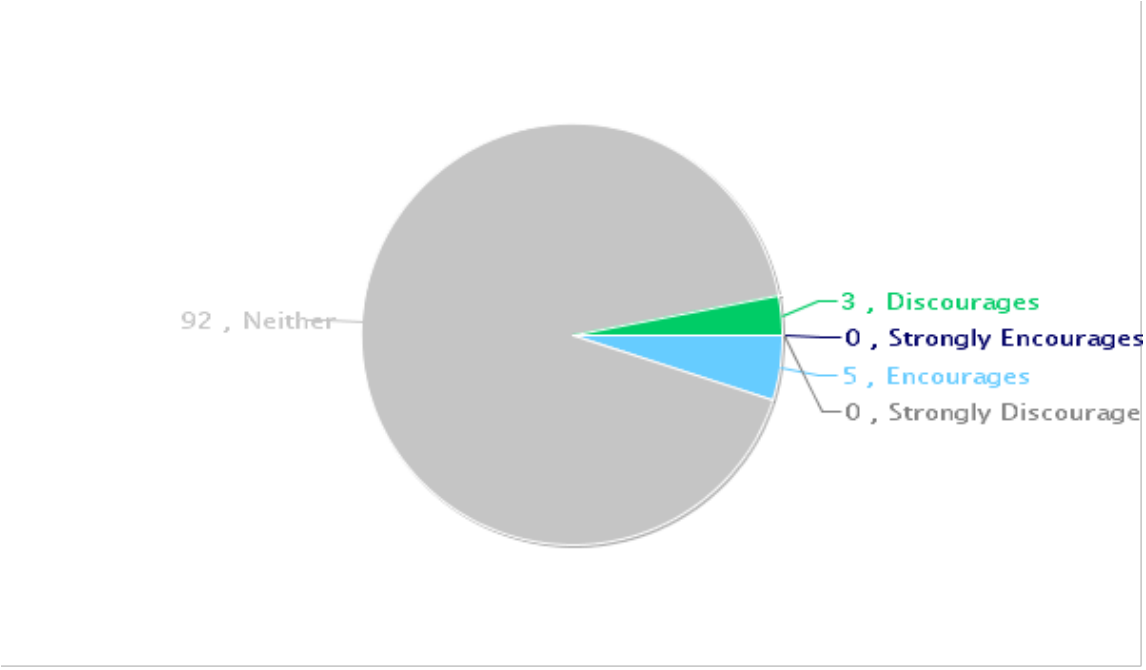


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

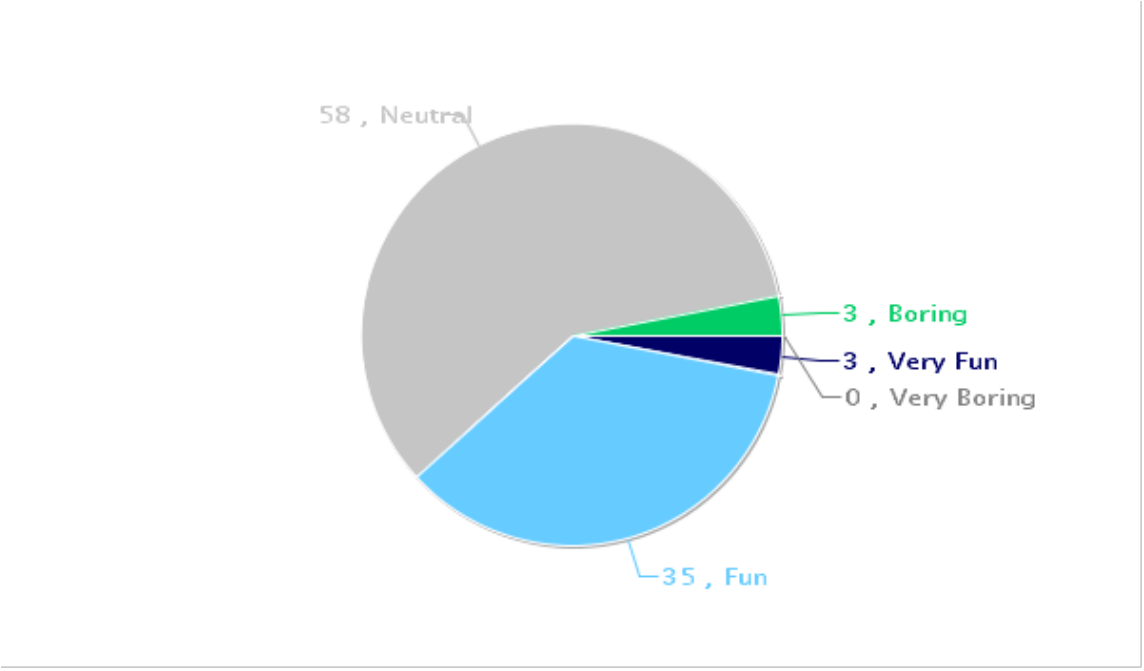
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	79%	0%
Amount of Traffic Along Route	50%	33%
Speed of Traffic Along Route	50%	0%
Safety of Intersections and Crossings	43%	0%
Weather or climate	39%	100%
Violence or Crime	25%	33%
Sidewalks or Pathways	25%	0%
Time	18%	0%
Convenience of Driving	11%	0%
Child's Participation in After School Programs	11%	33%
Crossing Guards	11%	0%
Adults to Bike/Walk With	4%	0%
Number of Respondents per Category	**28**	**3**

No response: 7
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
--Each column may sum to > 100% because respondent could select more than issue
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

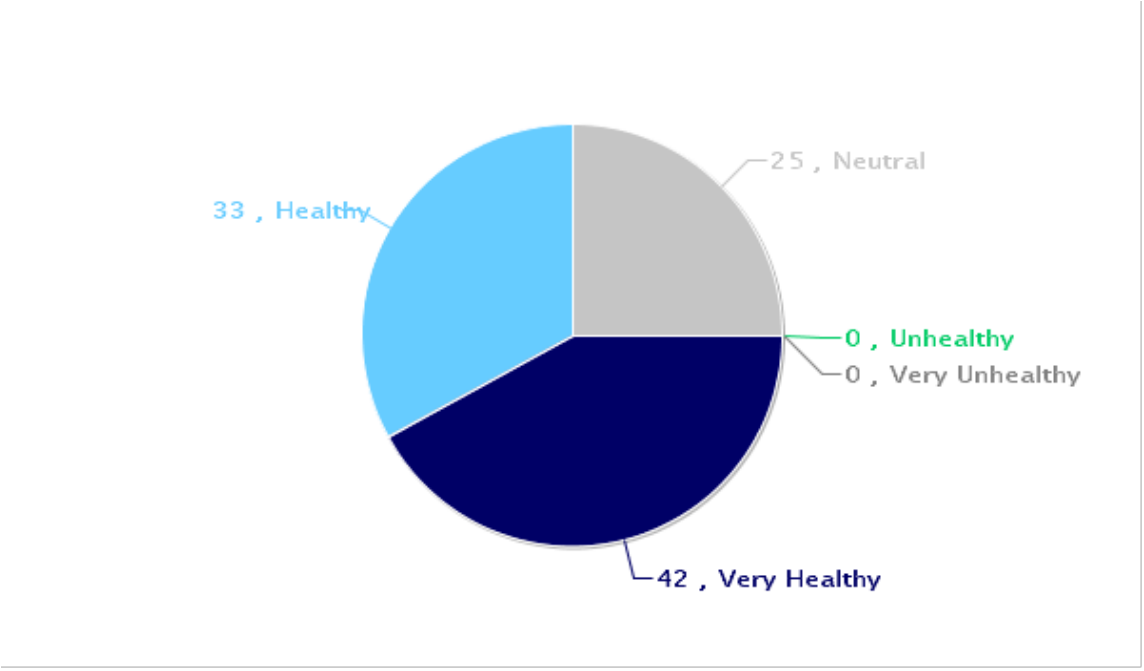
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1682124	My child rides a bus for over an hour each way. The options given should be given longer as there is a big difference in 20 minutes and 70 minutes.
1682198	Sadly since we both work even tho we lived a block from the elementary school our kids had to go to and from daycare via a bus. When I am off work on a school day we walked
1682301	There are too many bad drivers on the roads in the morning and afternoon. High school kids doing crazy things and people on their way to work not paying attention to the roads. Also, there are not enough sidewalks.
1682497	For 8 years we lived within blocks of Kate Goodrich (St. Paul Dr and Lakeview). I never allowed my son to walk home. I hated the idea of him walking on the road where there were no sidewalks.
1683099	I think it is healthy for children to bike to school if they live within a reasonable/safe distance and the weather is good. Unfortunately, I also think we live in a scary world nowadays and I'm not sure I would feel comfortable letting my children walk or ride bike to school. People are constantly on their phones while driving and if there isn't a sidewalk it could be very dangerous! Also, it can be very cold and windy some days and my children already have to walk a ways to the bus stop and I worry about my littles one in the deeper snow.
1682208	I only allow my children to walk because they have had terrible experiences on the Merrill Go Round and it is expensive. I am not at all comfortable with them walking home down Prospect St. mostly because the neighborhood has been known for drug activity. I might consider it safer if there were an adult presence or police presence during the after school hours. I like the idea of the public transportation not picking up city traffic while escorting students. My child was given advice about his penis from a community member on the Merrill Go Round. That is another reason why we have resorted to walking. There are some families in the district that need their children to travel further than their homes after school (more than two miles) but they don't meet school bus qualifications. These children are left with no safe ride options. I'd like to see the school and community reconsider some of this.
1682789	We live in the country. It's too far for the kids to bike or walk to school. They would have to cross and ride on very busy and fast roads. Not safe.
1682635	I do not believe it is safe for any child to walk to/from school without adult supervision.
1682784	My child had been unassisted twice when it came to her riding even just the bus after school that once she ended up having to take the bus all the way to the bus garage. I since have not been comfortable even allowing her to take the bus any longer and have driven her to and from school since. Also we are completely new to merrill area from Rhinelander and I won't understand why any school or bus company here would want a child in elementary school to walk approximately 3 blocks to or from home to get on her assigned bus. In the 16 years I have been a parent I have never had any of my children go to a bus stop that I couldn't see them safely wait for the bus from my home/yard.
1682159	None this is applicable...We're a rural family in the district.

Student Travel Tally Report: One School in One Data Collection Period

School Name: Washington Elementary

School Group: Merrill Area

School Enrollment: 0

% of Students reached by SRTS activities: Not Applicable

Number of Classrooms Included in Report: 12

Set ID: 30200

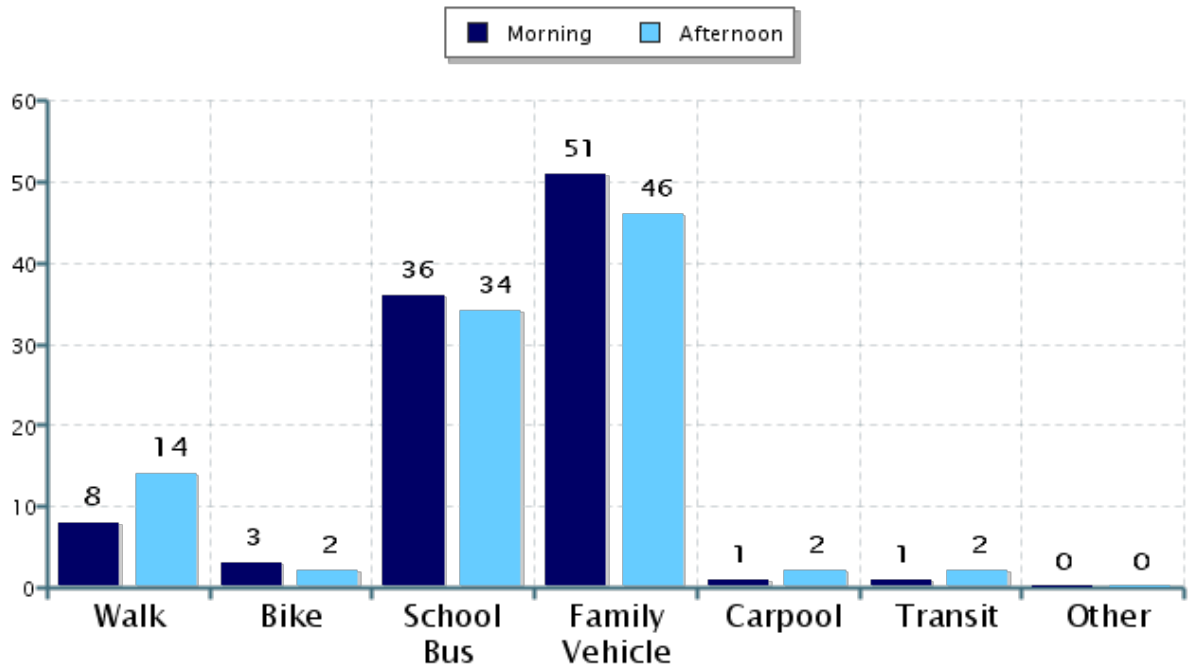
Month and Year Collected: October 2019

Date Report Generated: 11/13/2019

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

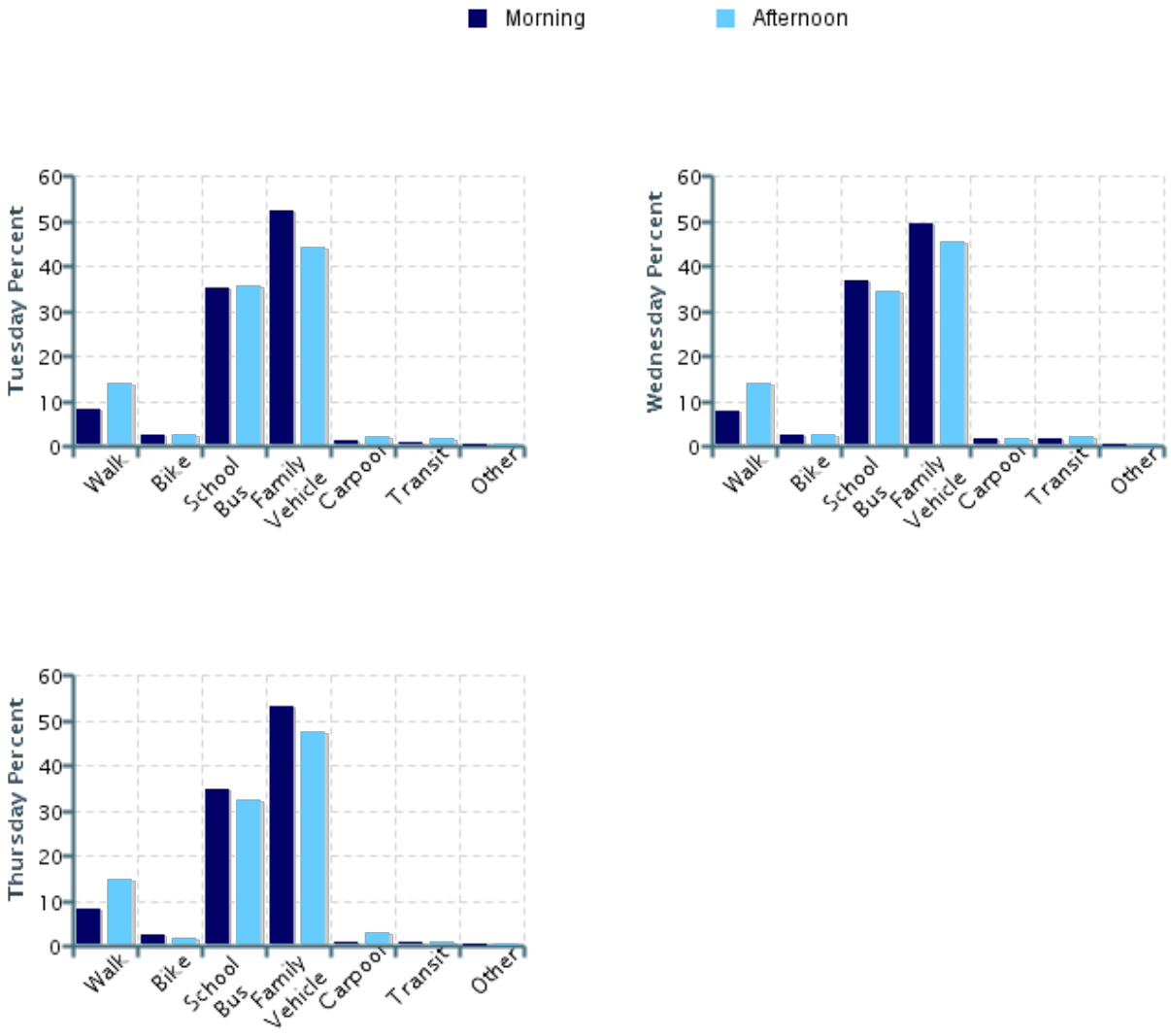


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	715	8%	3%	36%	51%	1%	1%	0%
Afternoon	709	14%	2%	34%	46%	2%	2%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

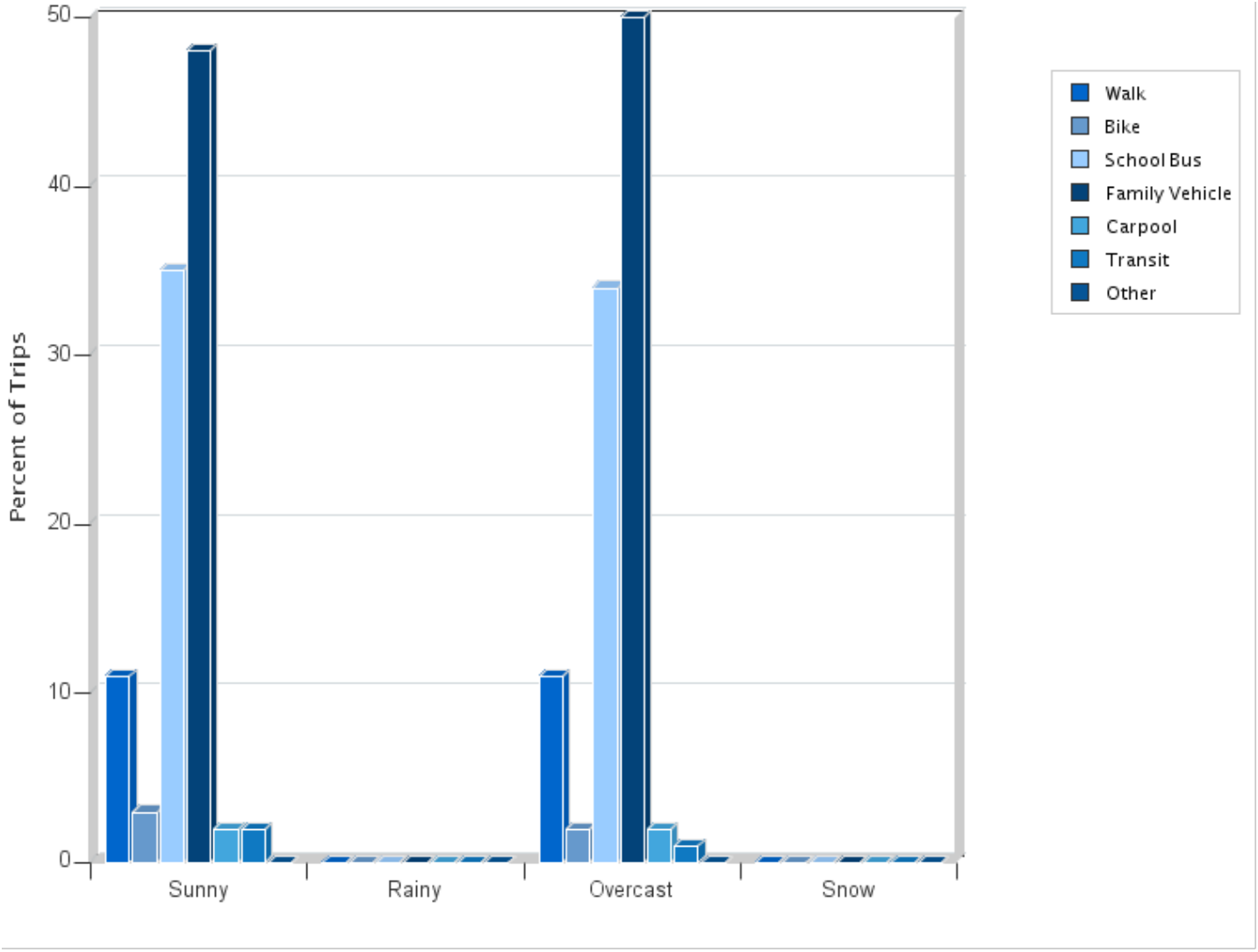


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	240	8%	3%	35%	52%	1%	0.8%	0%
Tuesday PM	235	14%	3%	35%	44%	2%	2%	0%
Wednesday AM	239	8%	3%	37%	49%	2%	2%	0%
Wednesday PM	236	14%	3%	34%	45%	2%	2%	0%
Thursday AM	236	8%	3%	35%	53%	0.8%	0.8%	0%
Thursday PM	238	15%	2%	32%	47%	3%	0.8%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	950	11%	3%	35%	48%	2%	2%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	474	11%	2%	34%	50%	2%	0.8%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Parent Survey Report: One School in One Data Collection Period

School Name: Washington Elementary

Set ID: 19105

School Group: Merrill Area

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 11/06/2019

% Range of Students Involved in SRTS: Don't Know

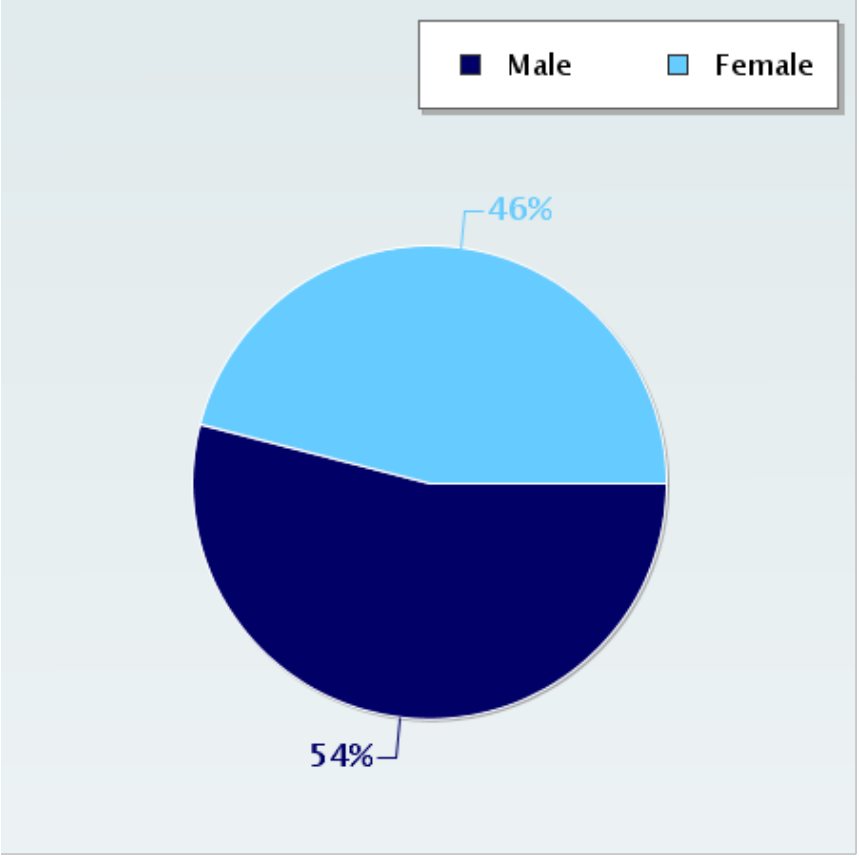
Tags:

Number of Questionnaires Distributed: 0

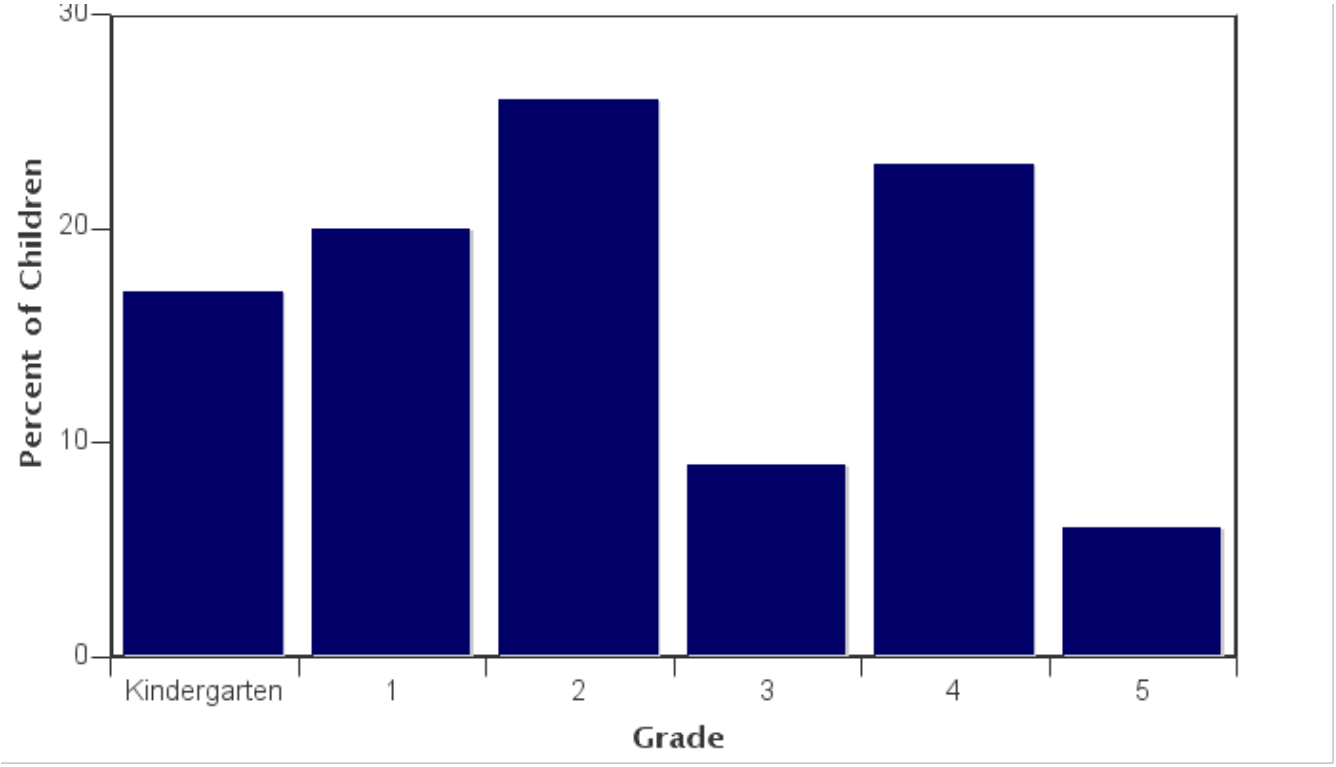
Number of Questionnaires Analyzed for Report: 35

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey

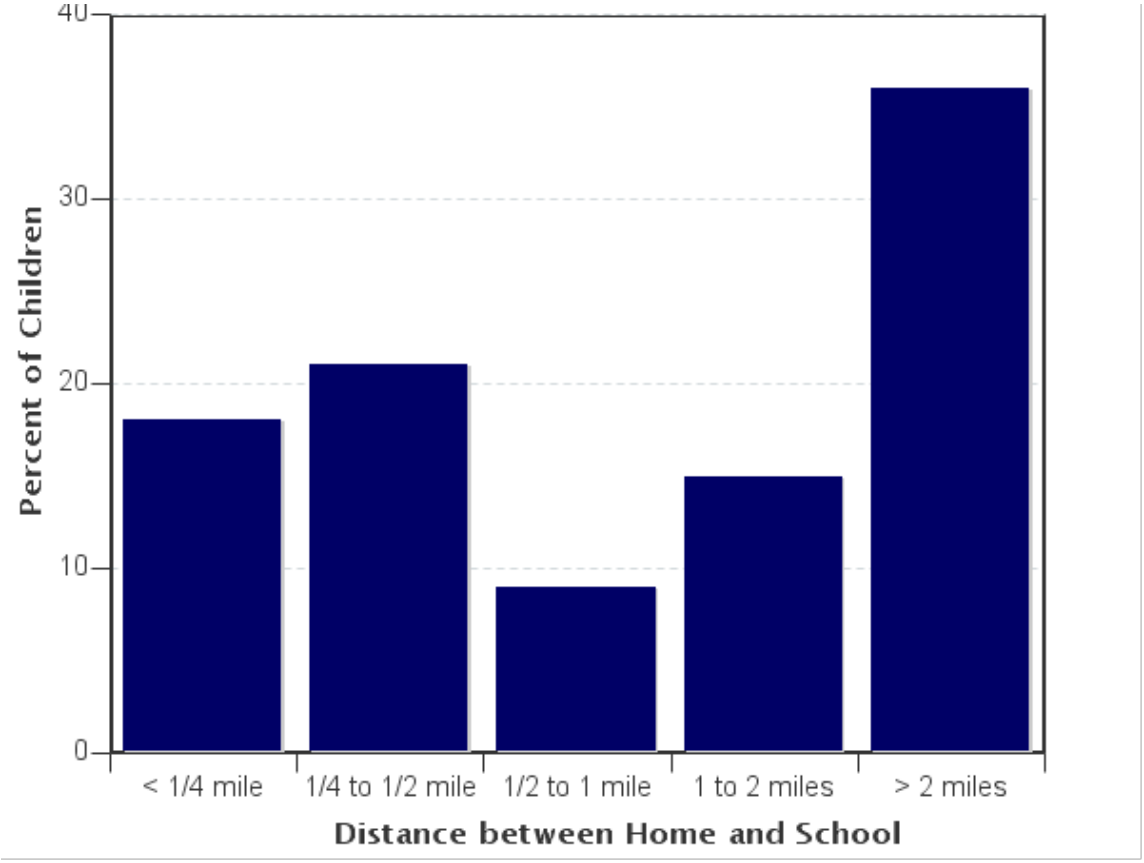


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	6	17%
1	7	20%
2	9	26%
3	3	9%
4	8	23%
5	2	6%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

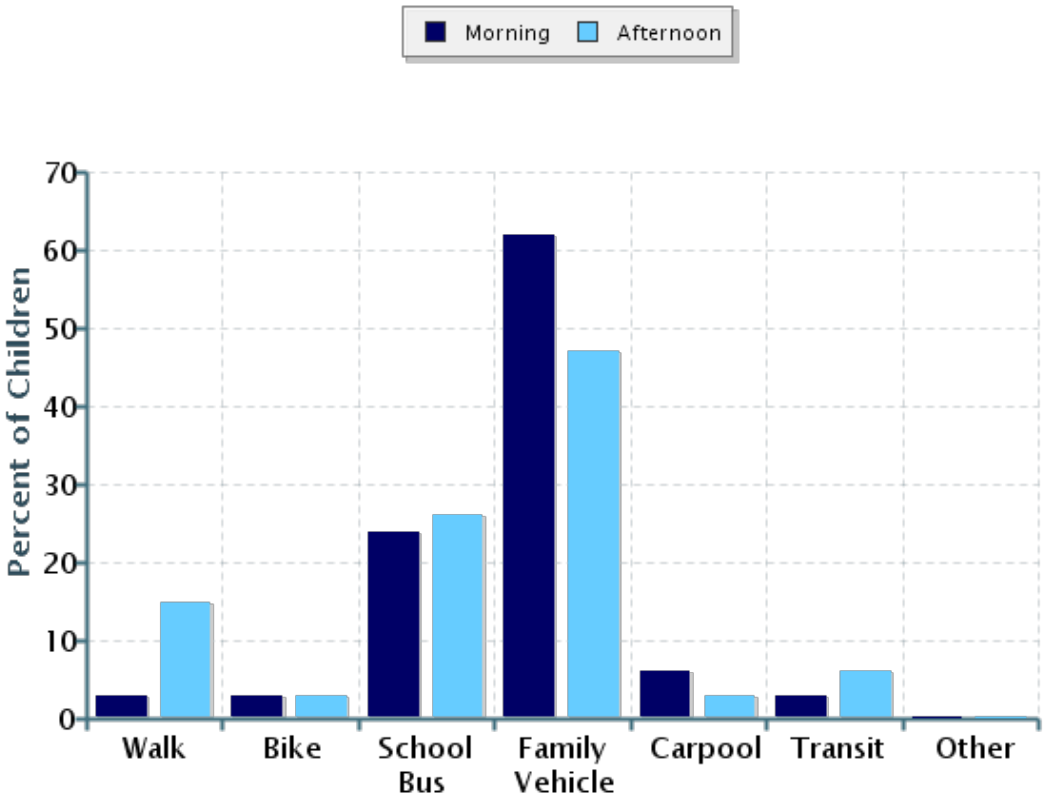


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	6	18%
1/4 mile up to 1/2 mile	7	21%
1/2 mile up to 1 mile	3	9%
1 mile up to 2 miles	5	15%
More than 2 miles	12	36%

Don't know or No response: 2
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

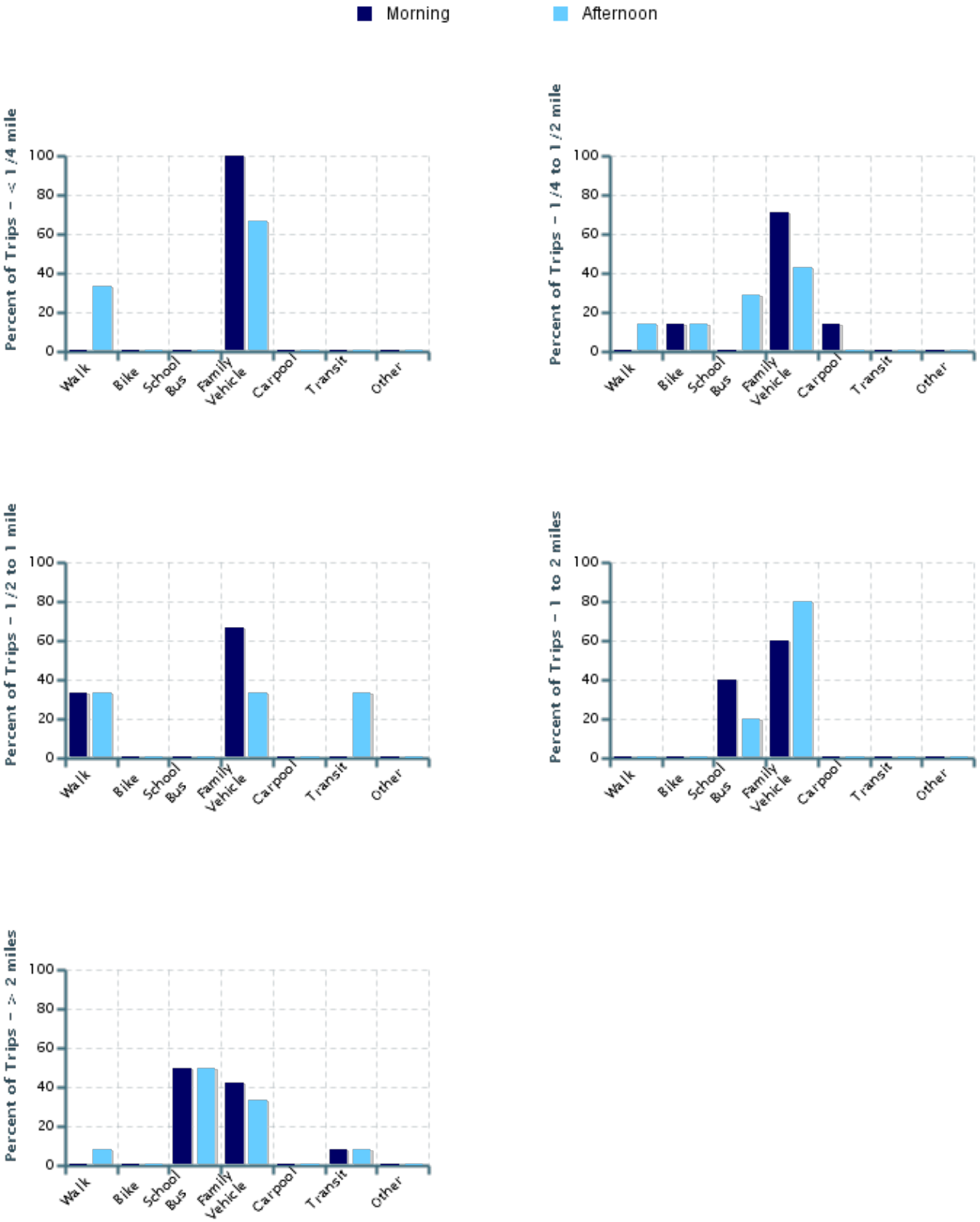


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	34	3%	3%	24%	62%	6%	3%	0%
Afternoon	34	15%	3%	26%	47%	3%	6%	0%

No Response Morning: 1
No Response Afternoon: 1
Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	6	0%	0%	0%	100%	0%	0%	0%
1/4 mile up to 1/2 mile	7	0%	14%	0%	71%	14%	0%	0%
1/2 mile up to 1 mile	3	33%	0%	0%	67%	0%	0%	0%
1 mile up to 2 miles	5	0%	0%	40%	60%	0%	0%	0%
More than 2 miles	12	0%	0%	50%	42%	0%	8%	0%

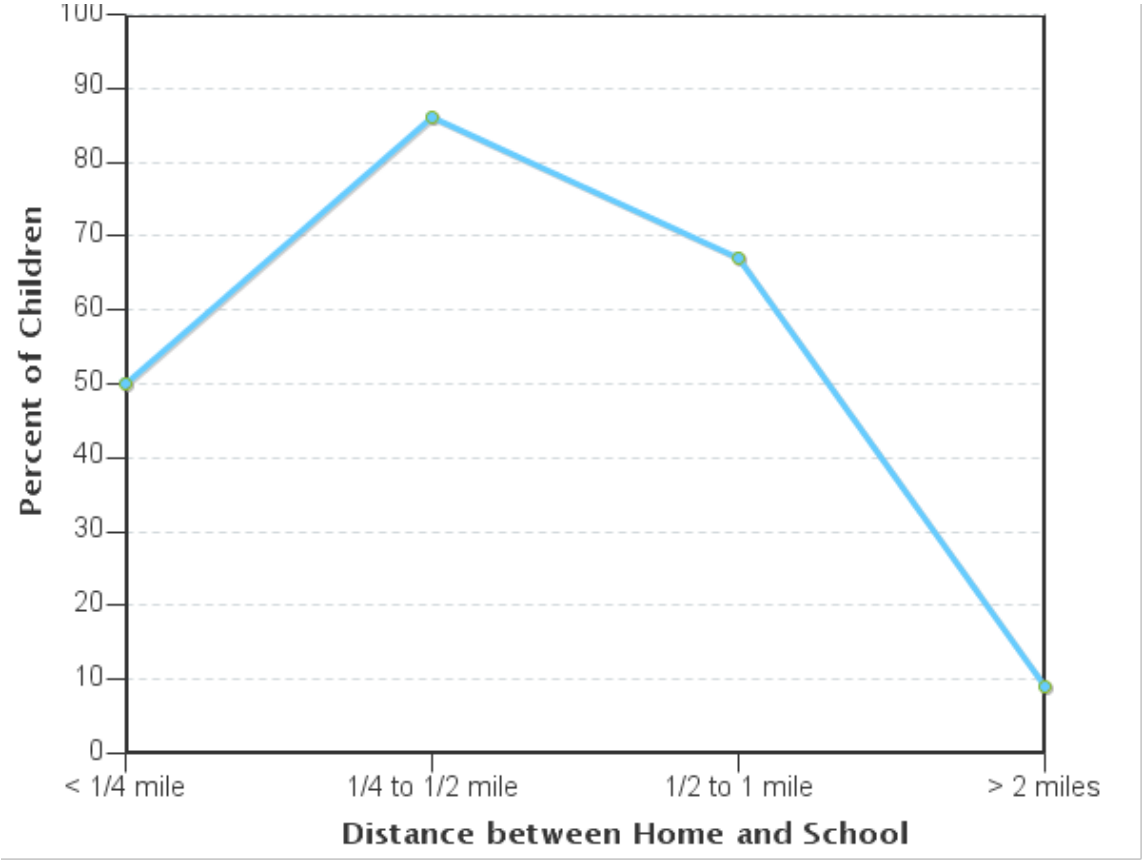
Don't know or No response: 2
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	6	33%	0%	0%	67%	0%	0%	0%
1/4 mile up to 1/2 mile	7	14%	14%	29%	43%	0%	0%	0%
1/2 mile up to 1 mile	3	33%	0%	0%	33%	0%	33%	0%
1 mile up to 2 miles	5	0%	0%	20%	80%	0%	0%	0%
More than 2 miles	12	8%	0%	50%	33%	0%	8%	0%

Don't know or No response: 2
Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

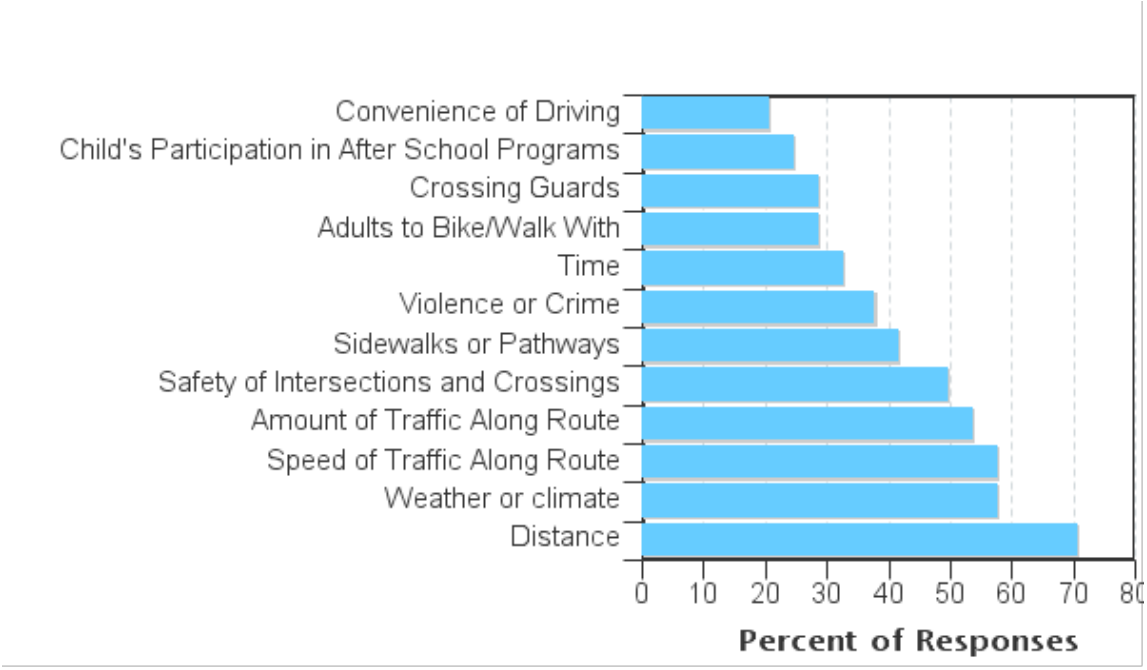


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

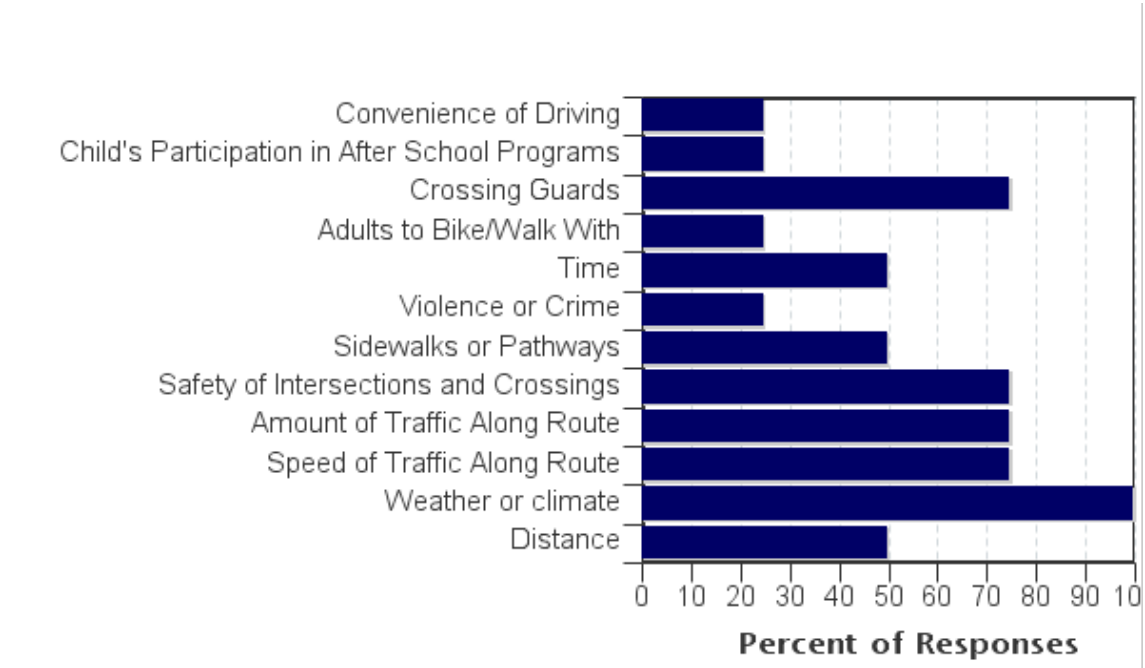
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	12	50%	86%	67%	0%	9%
No	20	50%	14%	33%	100%	91%

Don't know or No response: 3
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

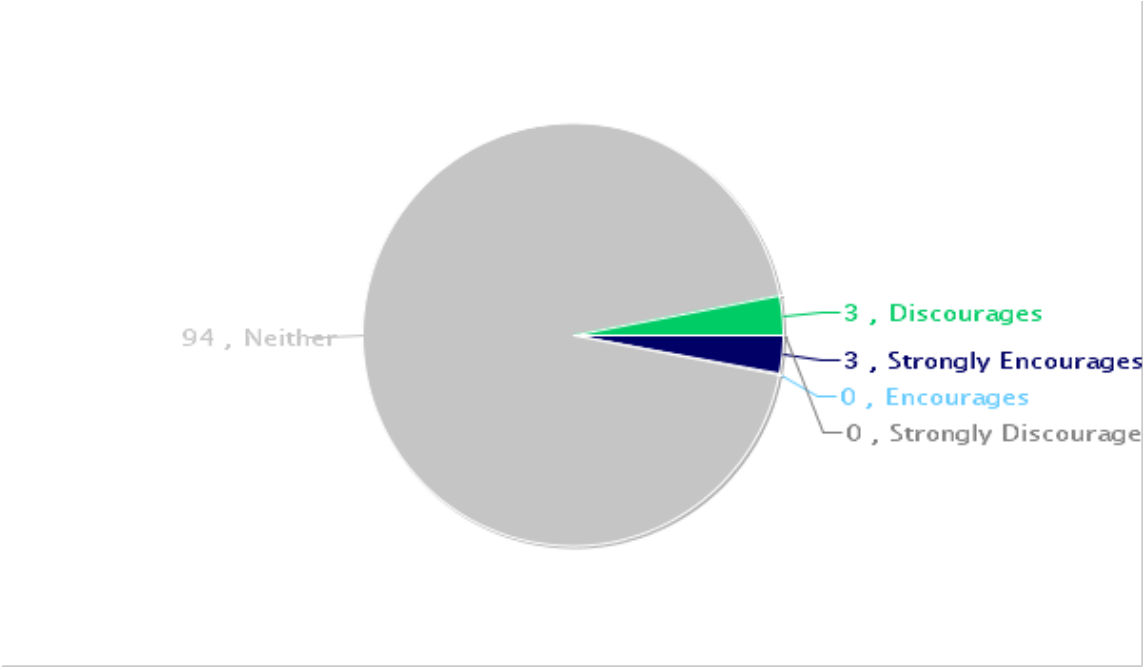


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

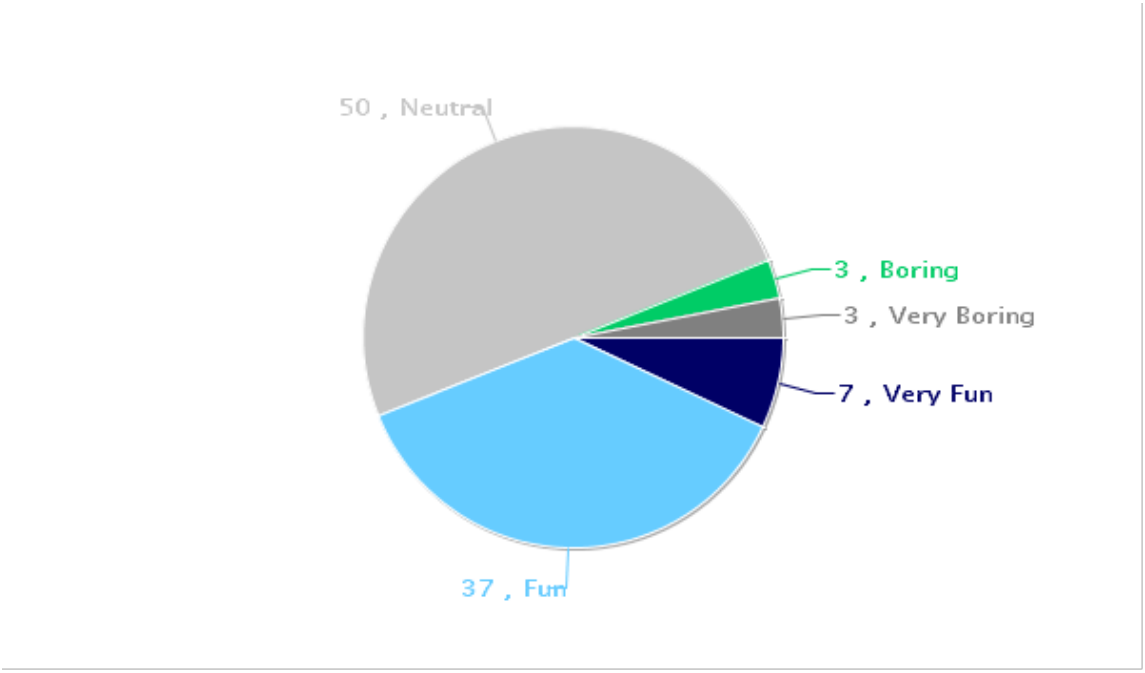
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	71%	50%
Weather or climate	58%	100%
Speed of Traffic Along Route	58%	75%
Amount of Traffic Along Route	54%	75%
Safety of Intersections and Crossings	50%	75%
Sidewalks or Pathways	42%	50%
Violence or Crime	38%	25%
Time	33%	50%
Adults to Bike/Walk With	29%	25%
Crossing Guards	29%	75%
Child's Participation in After School Programs	25%	25%
Convenience of Driving	21%	25%
Number of Respondents per Category	**24**	**4**

No response: 7
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
--Each column may sum to > 100% because respondent could select more than issue
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

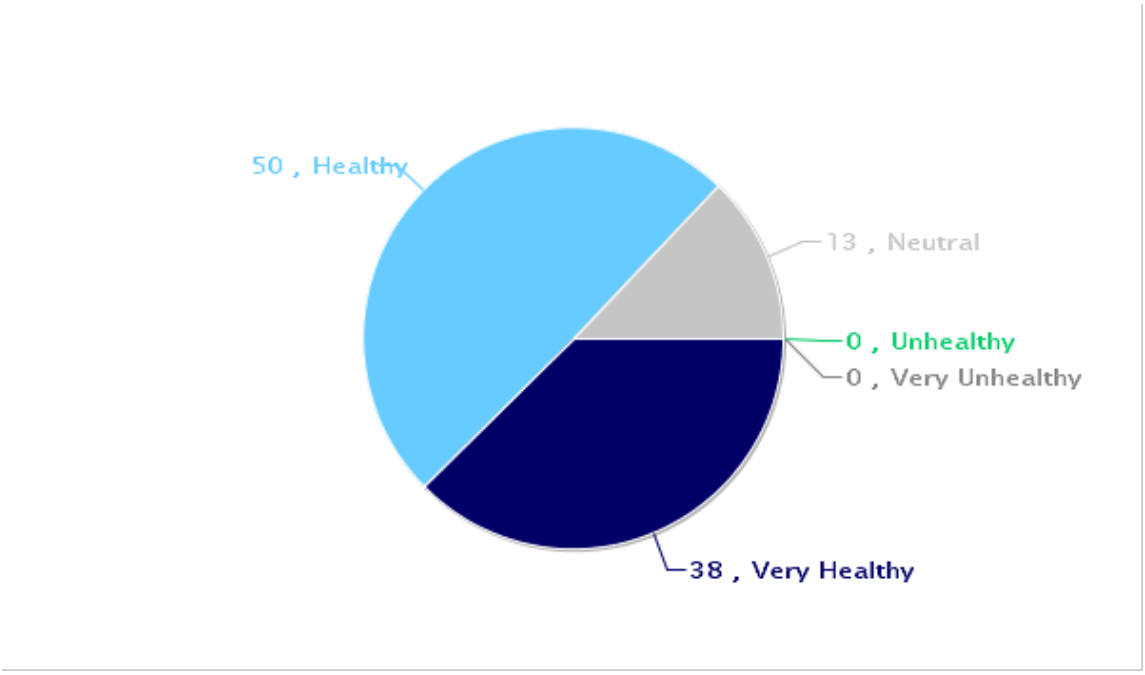
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1682172	I live in a apartment complex so I have a group a kids that I walk to school on nice days and on not so nice days I drive them and pick them up or another parent does. When the snow is on the ground tho there is no walking to cold.
1682287	Busing should be more streamlined. Should NOT have young kids transfer busses. High school and middle school kids can do that. Should NOT have 1 child riding buses from different companies home/ to school. Should not have to pay to ride city bus for kids younger than 3rd grade who can't legally walk to school by themselves or at any age if they live more than half a mile away.
1682170	I am happy there is a crossing guard on sales and main but my son has said if he doesn't hurry he sometimes misses the crossing guard in the afternoon. I would love to see a buddy system for all the kids going the same direction to walk together. I wouldn't allow my son to walk without me after the after school program because there isn't a crossing guard. A buddy system might solve this.
1682196	Biggest concern is crossing Main St. Luckily the crossing guard from school also comes down to Main St to get the kids across safely. When participated in the after school program, I do not allow him to walk home because there isn't anyone to walk with and a crossing guard!
1682128	We live too far from all schools in the Merrill District for me to ever feel okay with my kids walking or biking to.from school. It is firmly not an option.
1682153	Times have changed. I used to walk and bike a mile to and from school every day. But with all of the crazies out in the world nowadays trying to take children, I don't know how I feel about letting him walk by himself. He walks home every now and then with his cousin who lives a block away from the school. Otherwise I pick them up. I don't trust his biological father, who is a crazy person, so that is mainly why I wouldn't feel comfortable.

Student Travel Tally Report: One School in One Data Collection Period

School Name: Prairie River Middle School

School Group: Merrill Area

School Enrollment: 561

% of Students reached by SRTS activities: Not Applicable

Number of Classrooms Included in Report: 27

Set ID: 30211

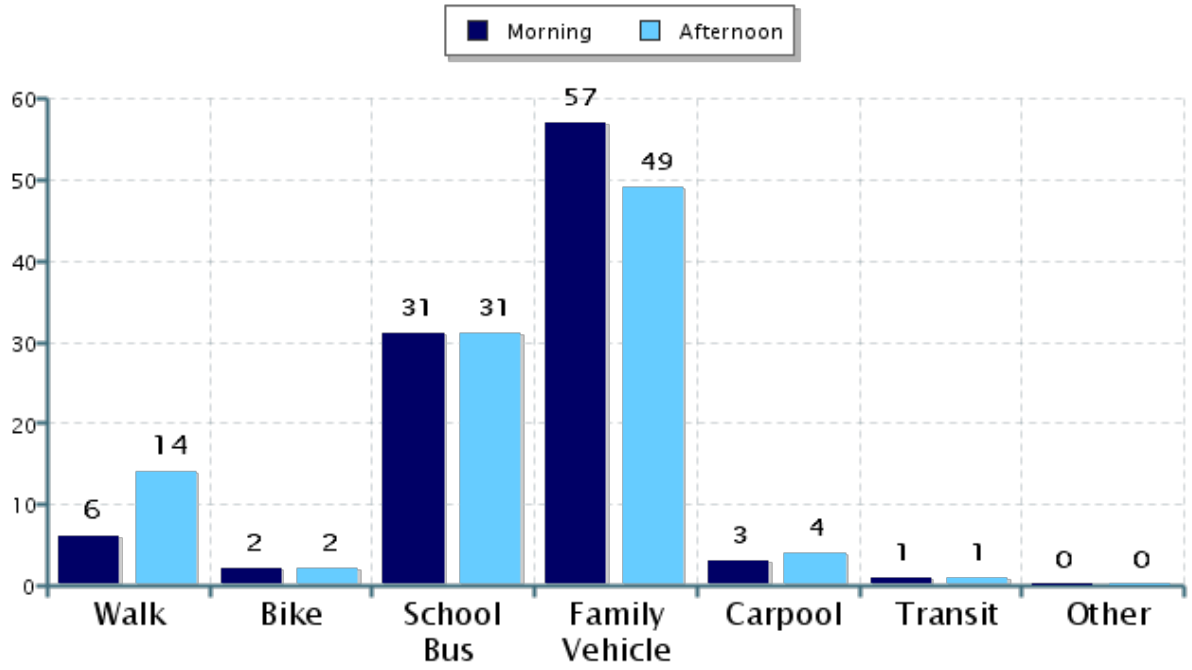
Month and Year Collected: October 2019

Date Report Generated: 11/12/2019

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

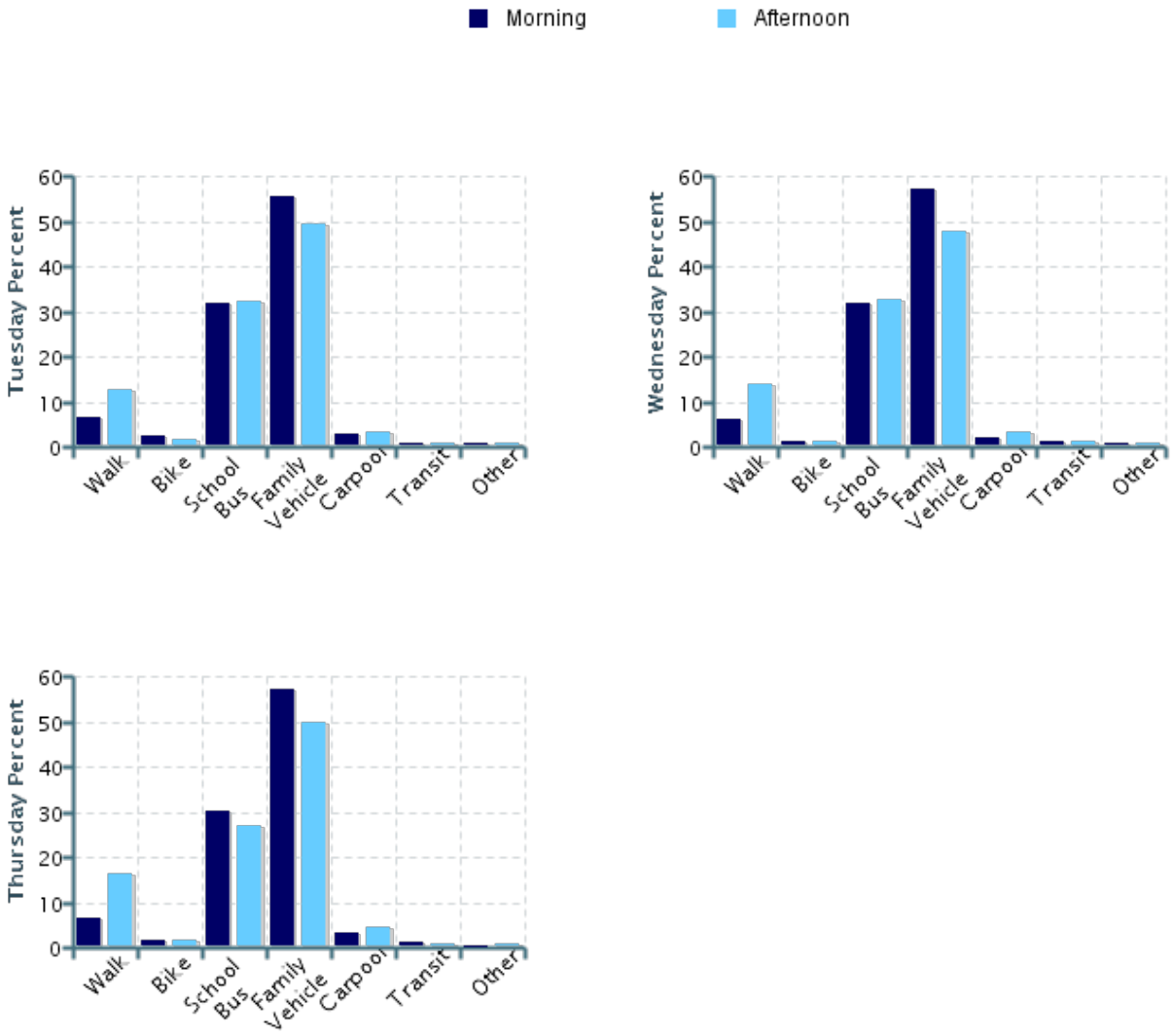


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1497	6%	2%	31%	57%	3%	1%	0.1%
Afternoon	1390	14%	2%	31%	49%	4%	0.9%	0.2%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

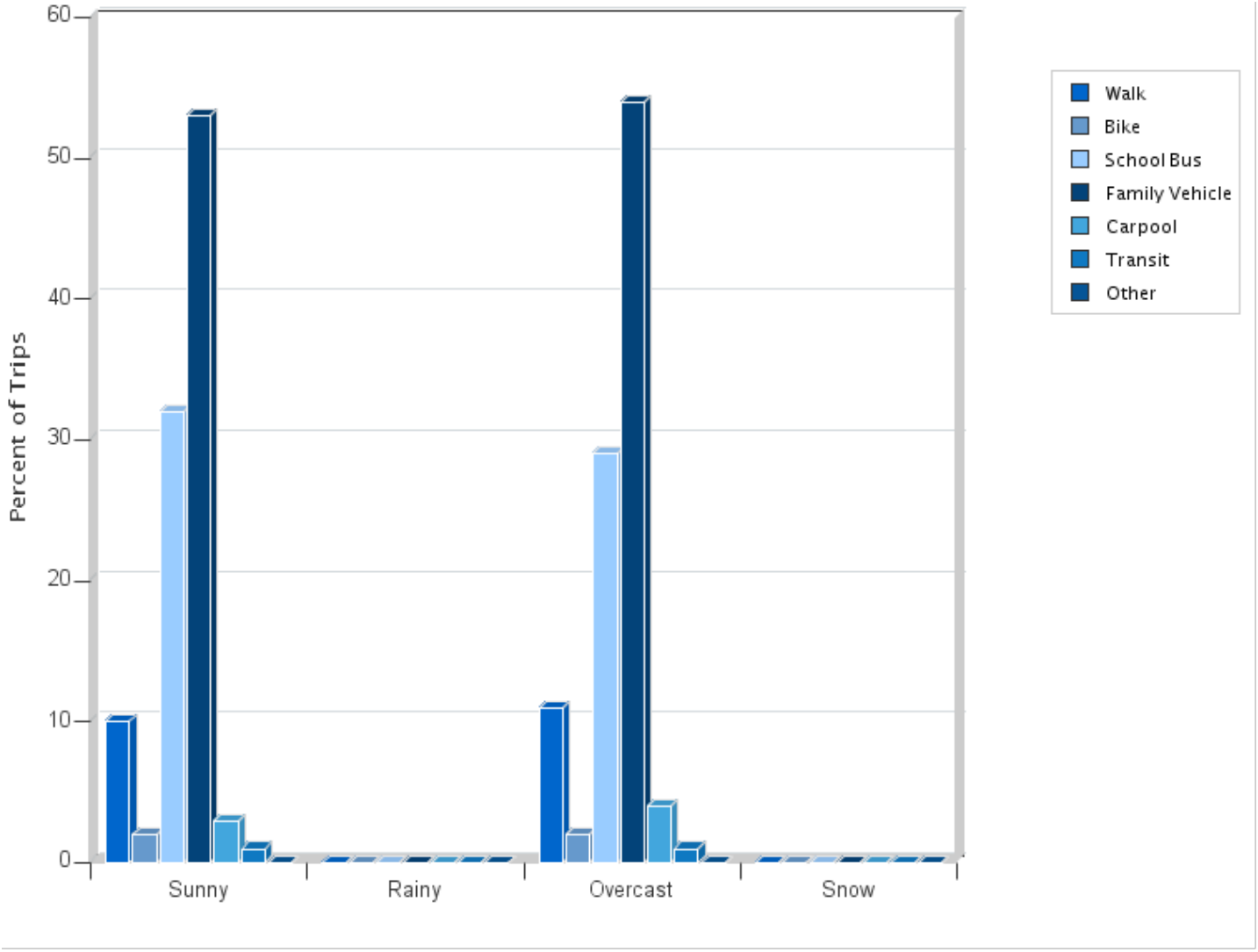


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	517	7%	3%	32%	55%	3%	1.0%	0.2%
Tuesday PM	487	13%	2%	32%	49%	3%	0.8%	0.2%
Wednesday AM	500	6%	1%	32%	57%	2%	1%	0.2%
Wednesday PM	452	14%	1%	33%	48%	3%	1%	0.2%
Thursday AM	480	6%	2%	30%	57%	3%	1%	0%
Thursday PM	451	16%	2%	27%	50%	4%	0.9%	0.2%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1956	10%	2%	32%	53%	3%	1%	0.2%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	931	11%	2%	29%	54%	4%	1.0%	0.1%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Parent Survey Report: One School in One Data Collection Period

School Name: Prairie River Middle School

Set ID: 19104

School Group: Merrill Area

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 11/06/2019

% Range of Students Involved in SRTS: Don't Know

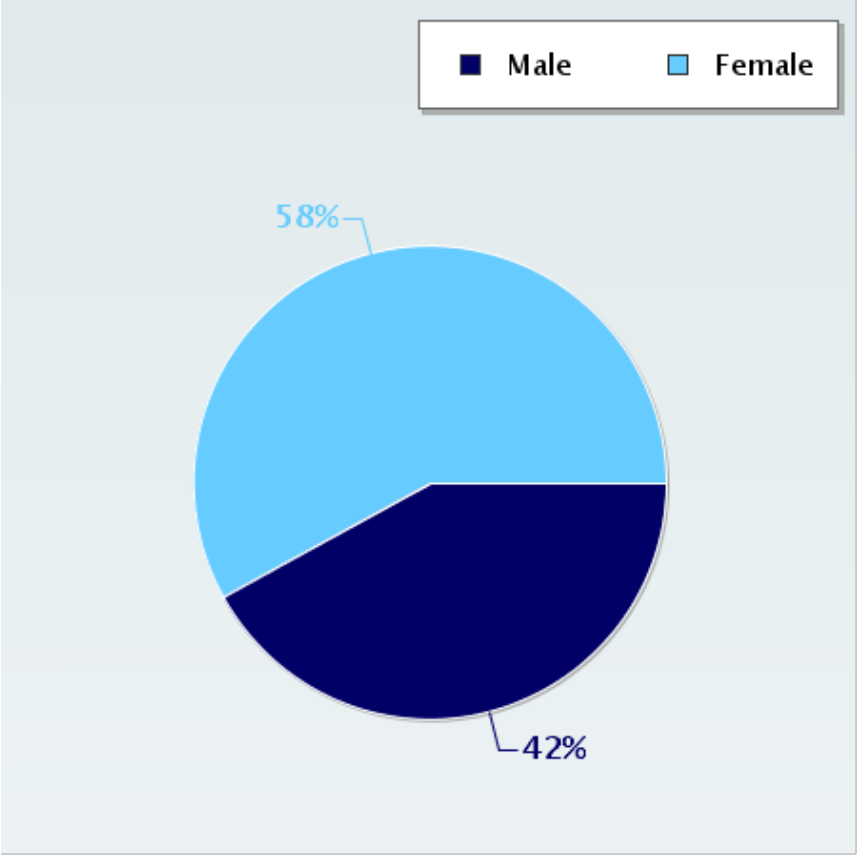
Tags:

Number of Questionnaires Distributed: 0

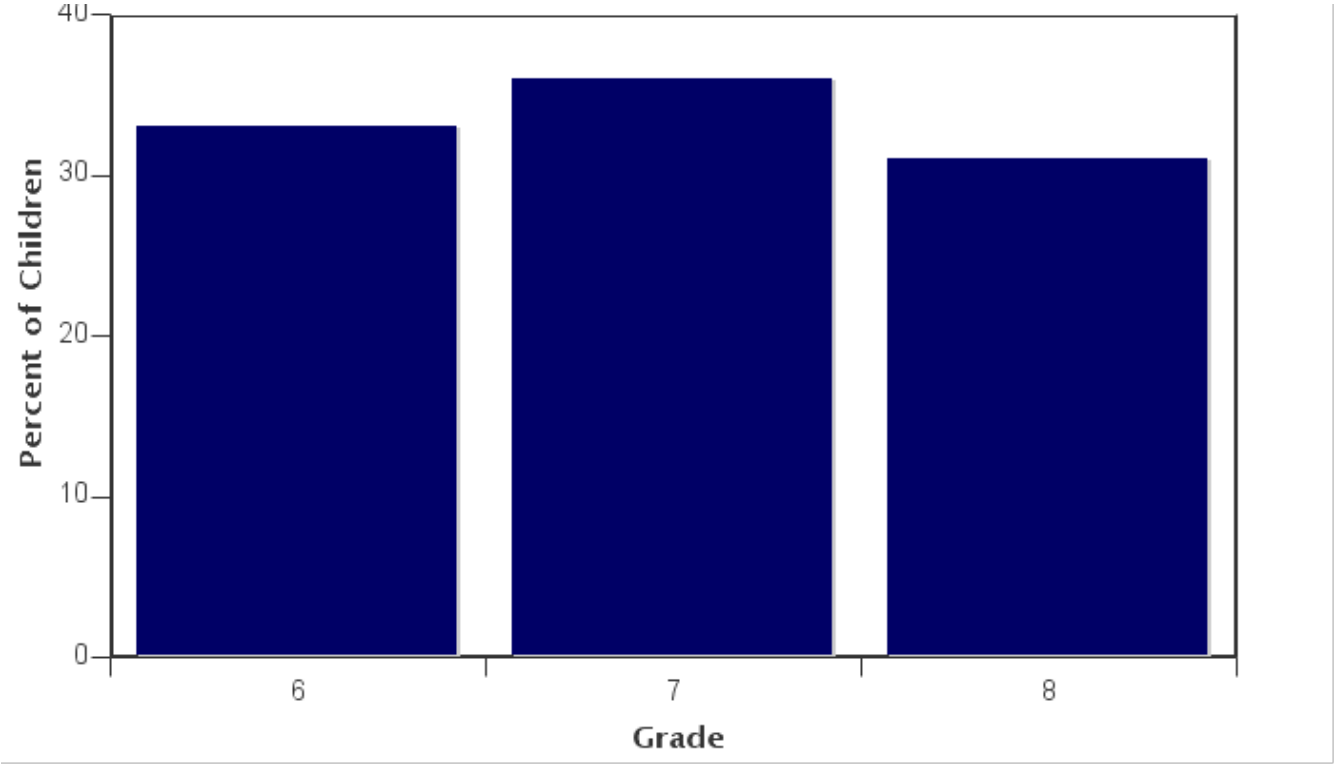
Number of Questionnaires Analyzed for Report: 61

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey

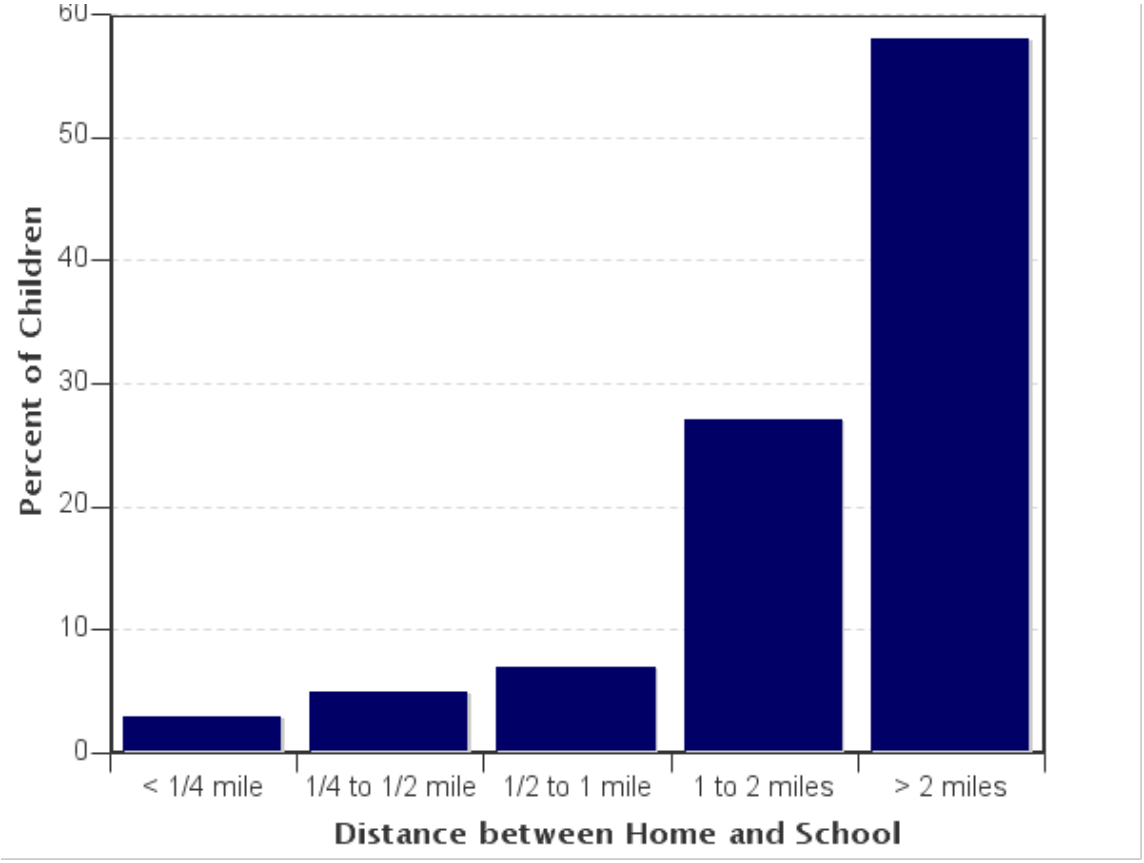


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
6	20	33%
7	22	36%
8	19	31%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

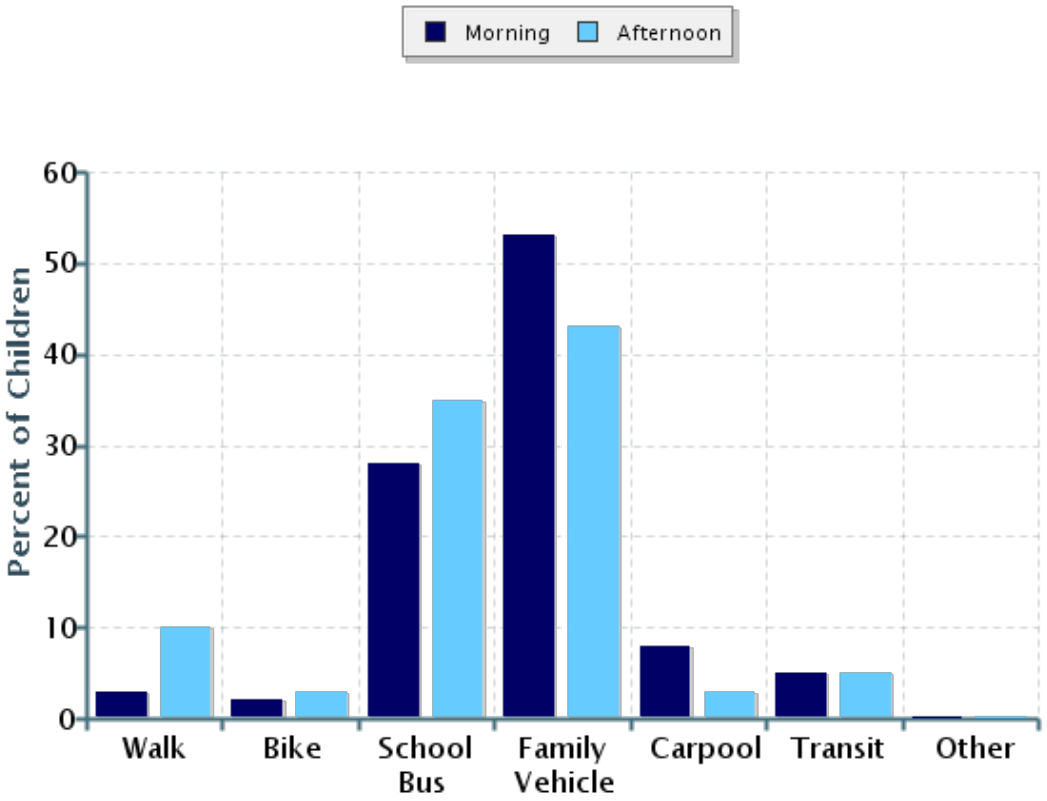


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	2	3%
1/4 mile up to 1/2 mile	3	5%
1/2 mile up to 1 mile	4	7%
1 mile up to 2 miles	16	27%
More than 2 miles	35	58%

Don't know or No response: 1
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

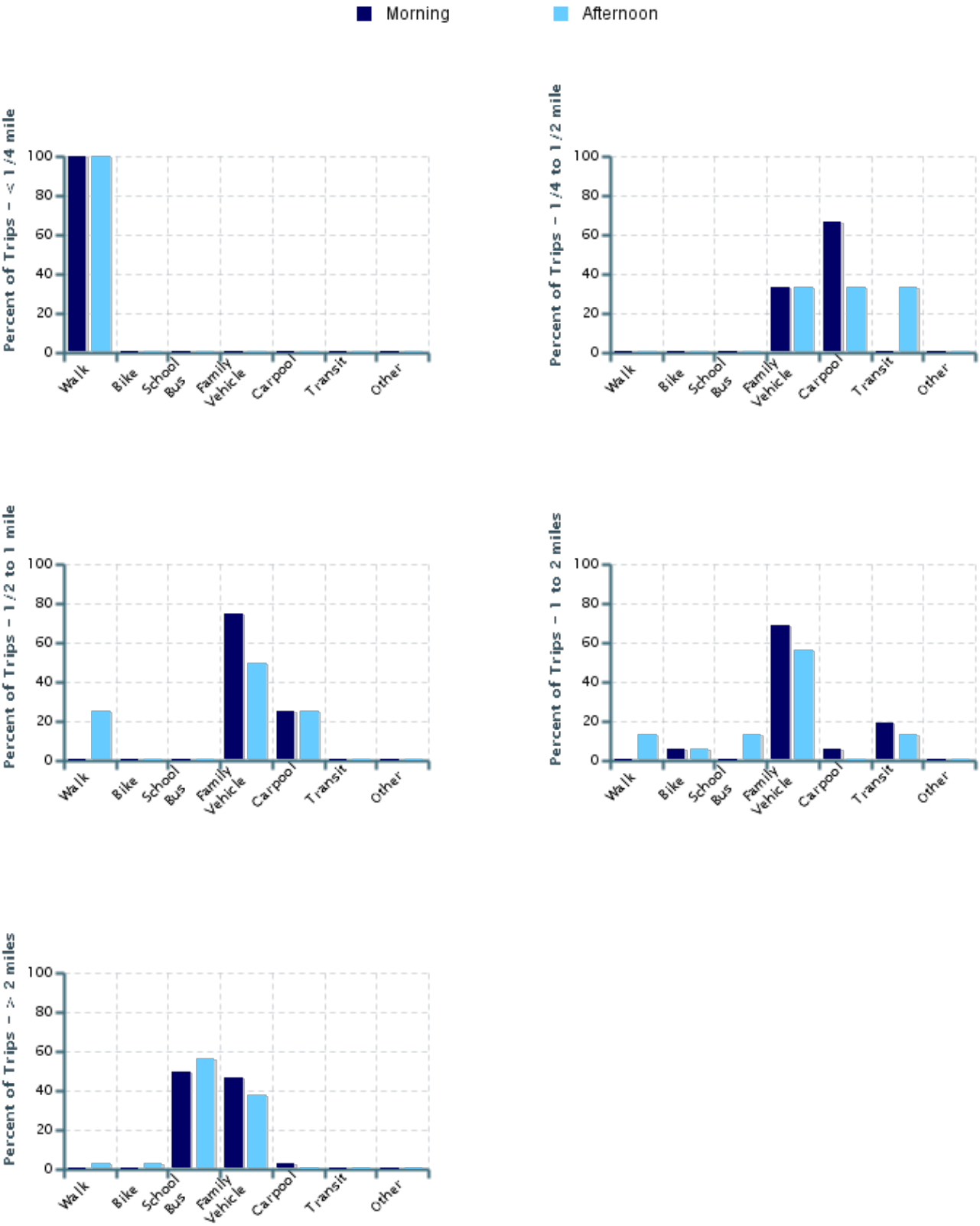


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	60	3%	2%	28%	53%	8%	5%	0%
Afternoon	60	10%	3%	35%	43%	3%	5%	0%

No Response Morning: 1
No Response Afternoon: 1
Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	100%	0%	0%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	3	0%	0%	0%	33%	67%	0%	0%
1/2 mile up to 1 mile	4	0%	0%	0%	75%	25%	0%	0%
1 mile up to 2 miles	16	0%	6%	0%	69%	6%	19%	0%
More than 2 miles	34	0%	0%	50%	47%	3%	0%	0%

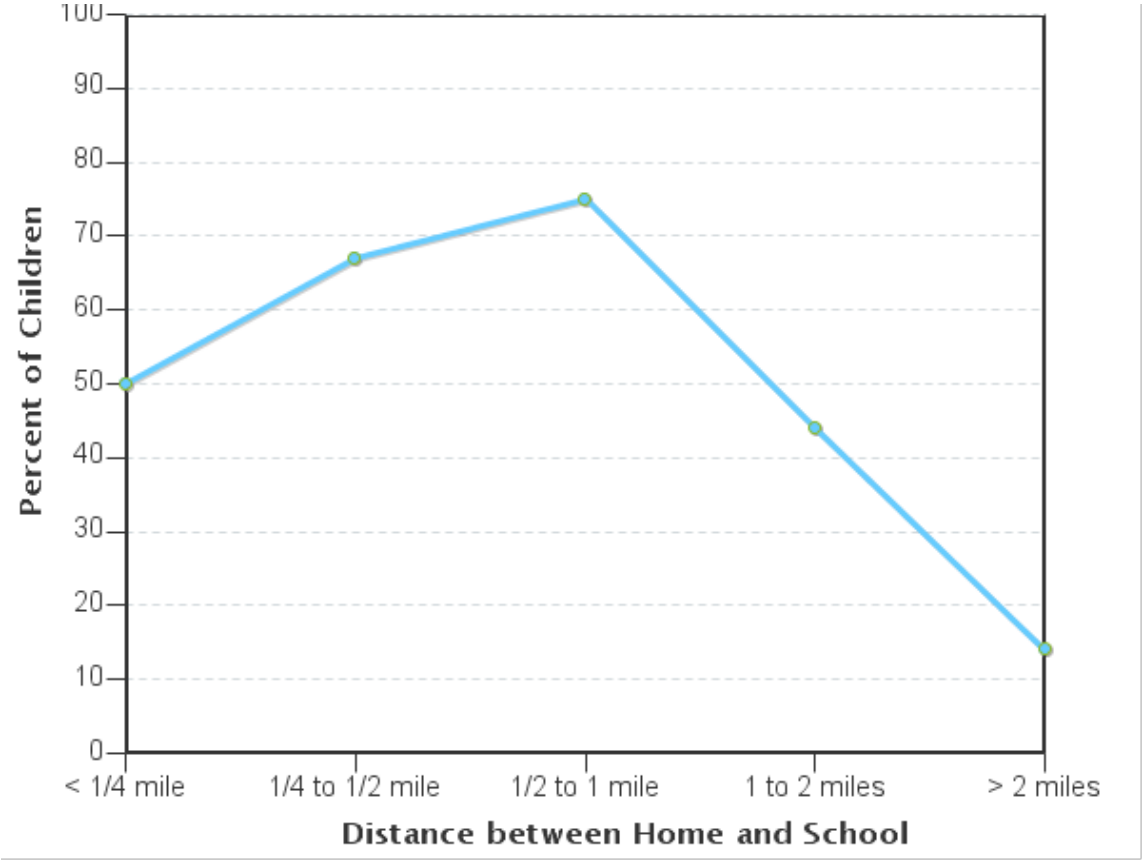
Don't know or No response: 2
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	100%	0%	0%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	3	0%	0%	0%	33%	33%	33%	0%
1/2 mile up to 1 mile	4	25%	0%	0%	50%	25%	0%	0%
1 mile up to 2 miles	16	13%	6%	13%	56%	0%	13%	0%
More than 2 miles	34	3%	3%	56%	38%	0%	0%	0%

Don't know or No response: 2
Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

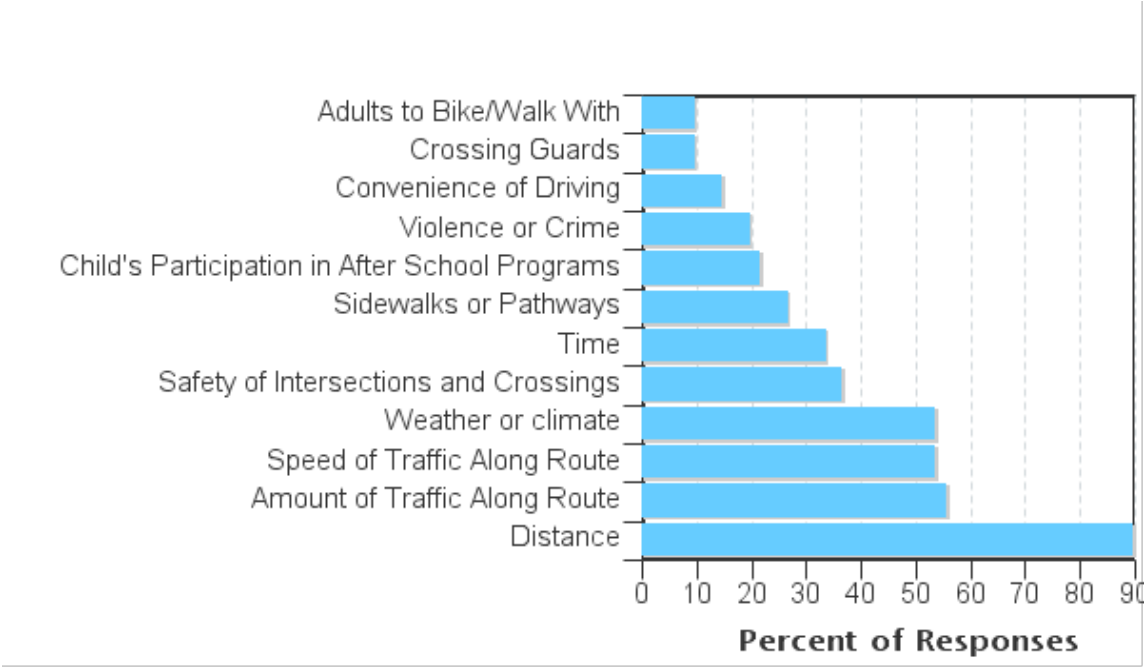


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

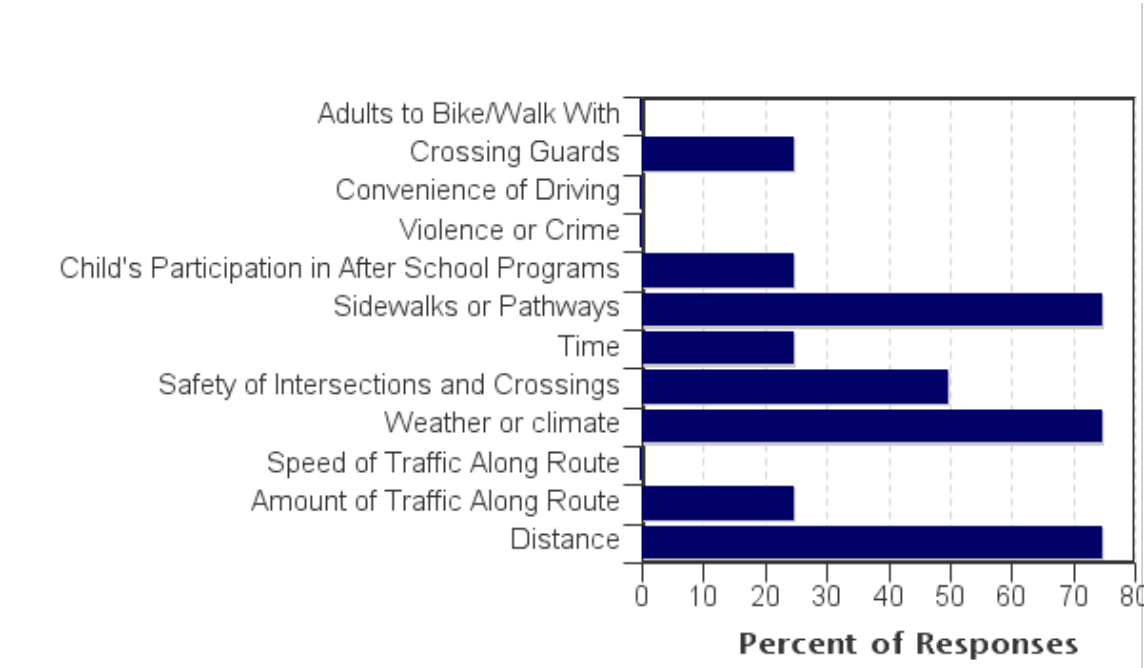
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	18	50%	67%	75%	44%	14%
No	42	50%	33%	25%	56%	86%

Don't know or No response: 1
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	90%	75%
Amount of Traffic Along Route	56%	25%
Speed of Traffic Along Route	54%	0%
Weather or climate	54%	75%
Safety of Intersections and Crossings	37%	50%
Time	34%	25%
Sidewalks or Pathways	27%	75%
Child's Participation in After School Programs	22%	25%
Violence or Crime	20%	0%
Convenience of Driving	15%	0%
Crossing Guards	10%	25%
Adults to Bike/Walk With	10%	0%
Number of Respondents per Category	**41**	**4**

No response: 16

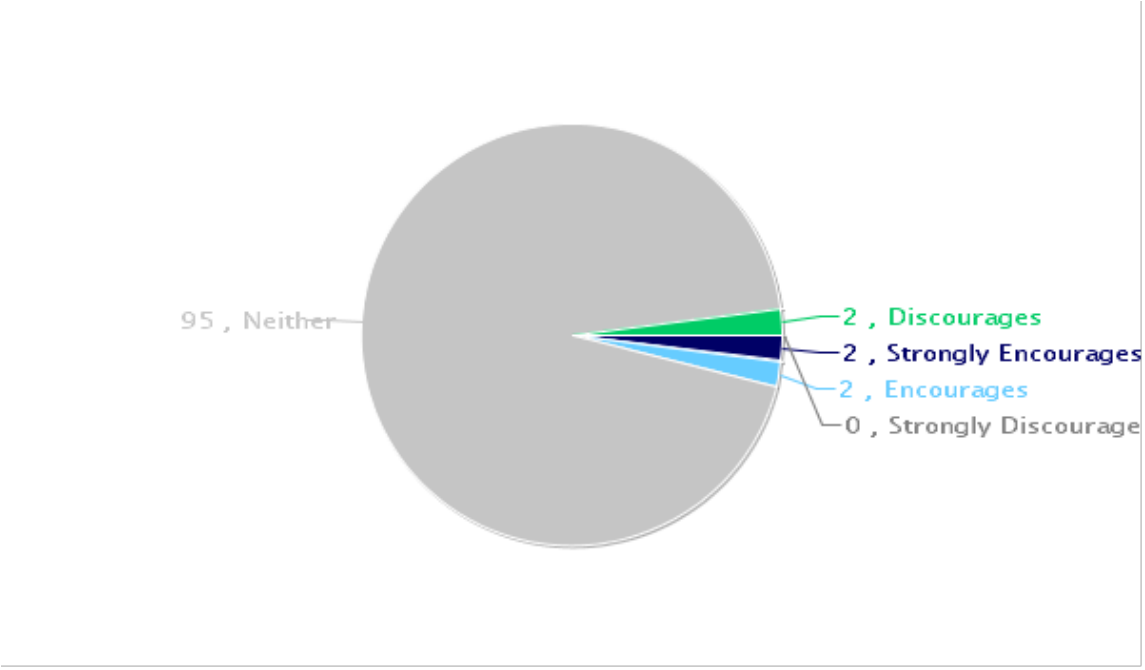
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

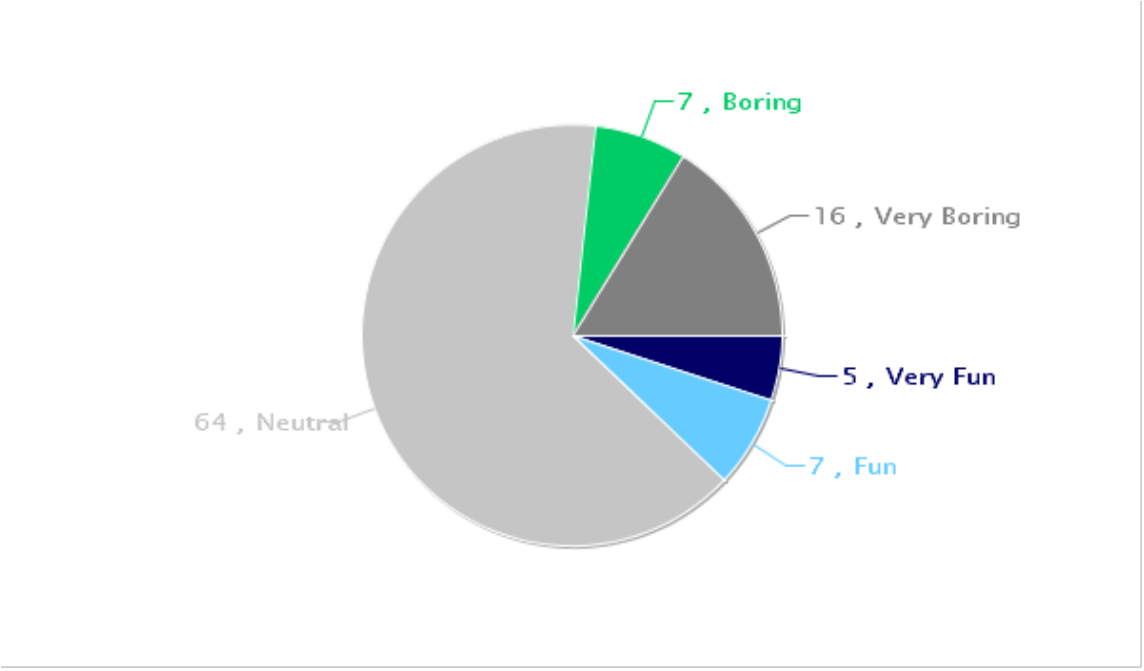
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

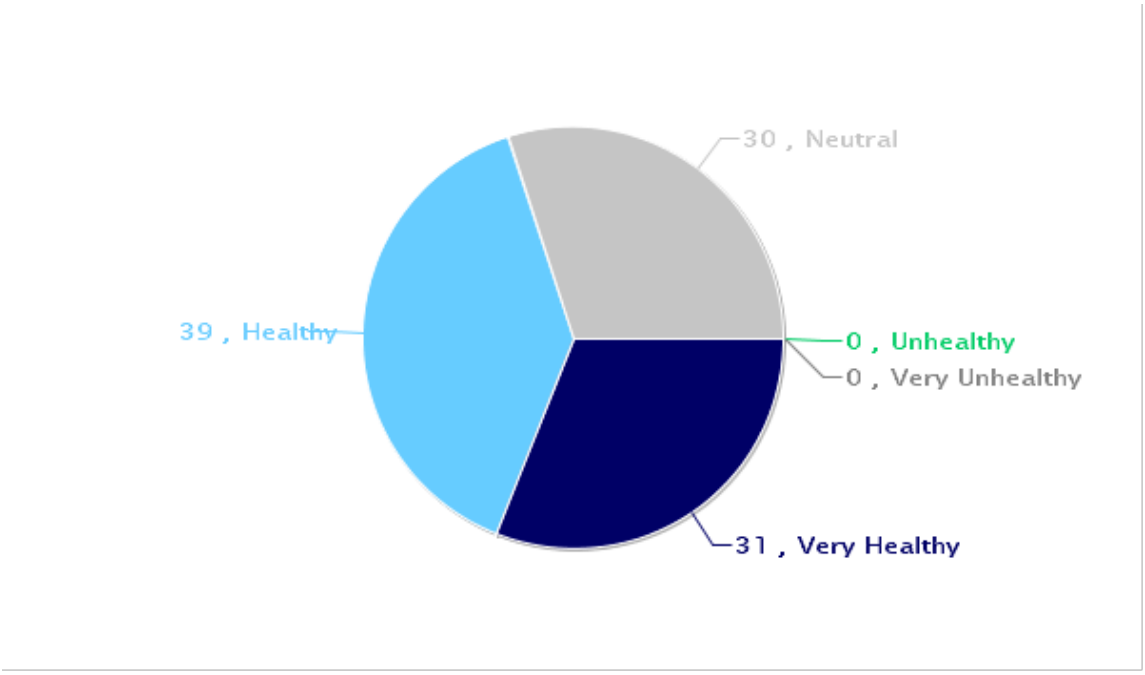
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1682200	My daughter lives to far from school to bike or ride. I tried to answer the questions as if my daughter did live within walking or biking distance.
1682216	For our family we take into consideration several factors for their safety. The weather, their behavior, what each child has going on (practice, after the bell, social life), we then determine if they will be allowed to walk, bike, bus, or if being picked up is best. Ultimately the school and city can assist in keeping our children safe, but as the parents it is our first priority to ensure their safety as well as allow them to have independence and learn how to navigate these routine life skills on their own. I understand this works for our family, but not all families.
1682269	My child lives too far away along a major highway. It is not safe for her to walk or bike.
1682209	We live around 10 miles from schools in town- none of this applies to my children due to the distance.
1682393	My child can ride the bus but chooses to bike, weather permitting. We allow him to do so because we do not live far away. He must ride a short distance on a highway where the speed limit goes from 40 down to 25. This is a concern for me. He also claims there is no place to store his bike helmet once he arrives at school, so he doesn't wear it. This is also a concern for me.
1682791	We live in the country. It is not safe or practical for our children to bike or walk to school.
1683561	We live 7 1/2 miles from PRMS and it is not practical, safe, or feasible for our child to ride her bike or walk to school. She would have to walk for 5 miles on the side of the hwy.
1682130	My child does not bike/walk for fun, he walks/bikes because that is what is convenient for our family.
1682141	Walking from near the industrial park to PRMS would mean traveling on dirt roads in the dark with limited street lights in addition to a section on Champagne street with has heavy Semi traffic. I have found needles on the side of the road in this area. I am not comfortable walking this area alone in the dark next too the woods let alone sending my child at any age.
1682327	She walks to her Grandma's house after school which is less than 1/2 mile from the school.
1682210	child lives 10 miles from school
1682187	This survey is irrelevant to our family, as we live greater than 20 miles out of town. My children spend more than 2 hours on the bus every day, having them walk/bike to school is not even a consideration due to distance alone.
1682478	If we lived a bit closer to school I would have no problem with my 7th grader walking or biking to school. The distance would mean her having to wake up earlier to get ready to make the trip on foot or bike

Student Travel Tally Report: One School in One Data Collection Period

School Name: Merrill High School

School Group: Merrill Area

School Enrollment: 584

% of Students reached by SRTS activities: Not Applicable

Number of Classrooms Included in Report: 29

Set ID: 30213

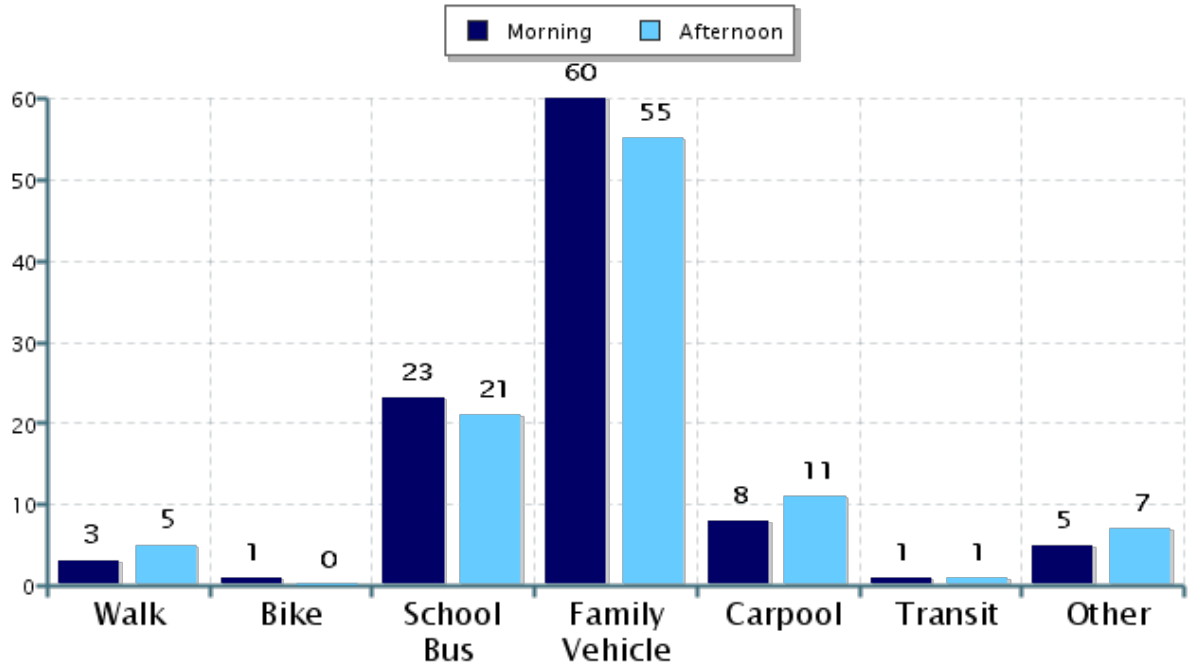
Month and Year Collected: October 2019

Date Report Generated: 11/13/2019

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

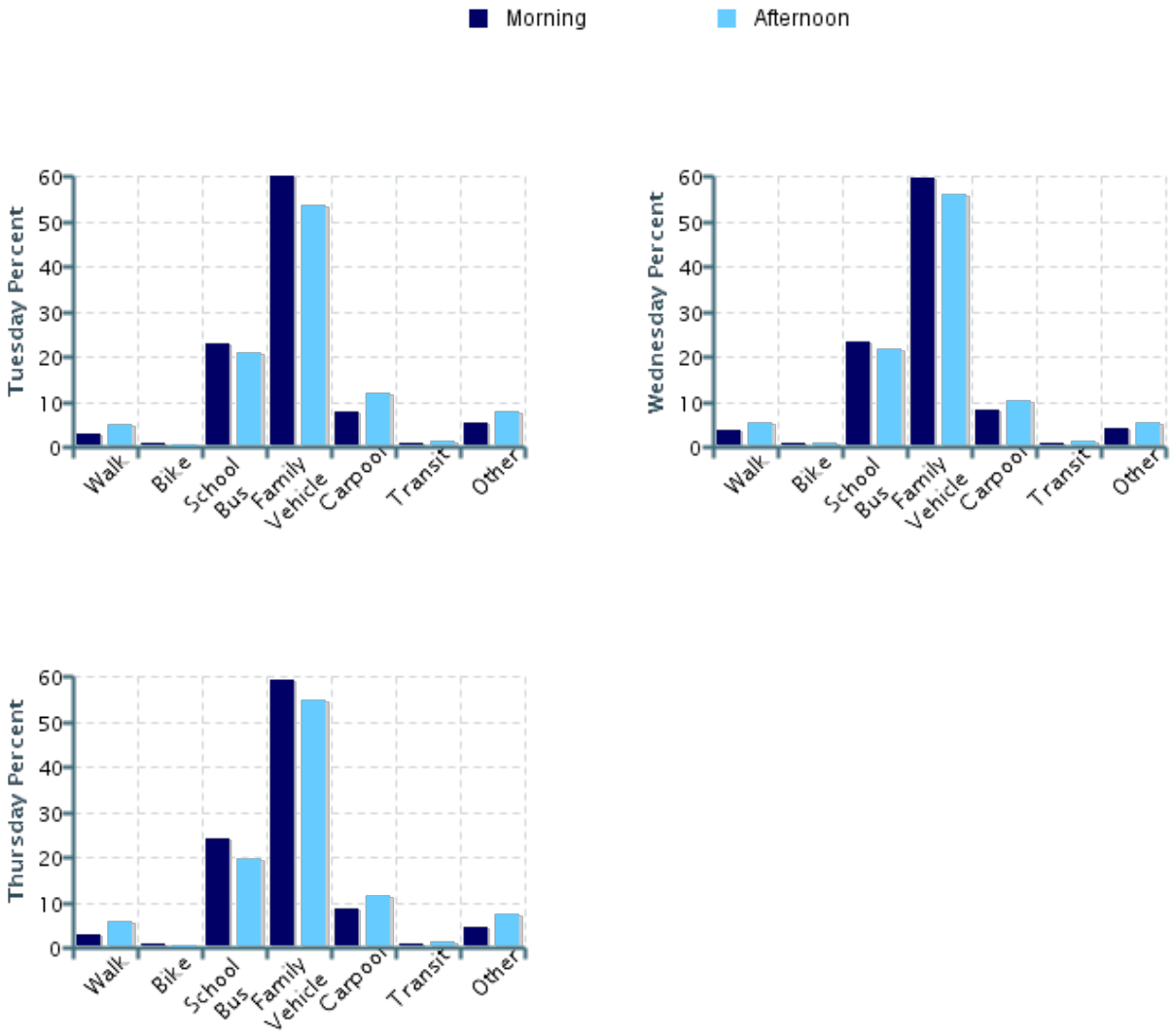


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1453	3%	0.6%	23%	60%	8%	0.6%	5%
Afternoon	1004	5%	0.2%	21%	55%	11%	1%	7%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

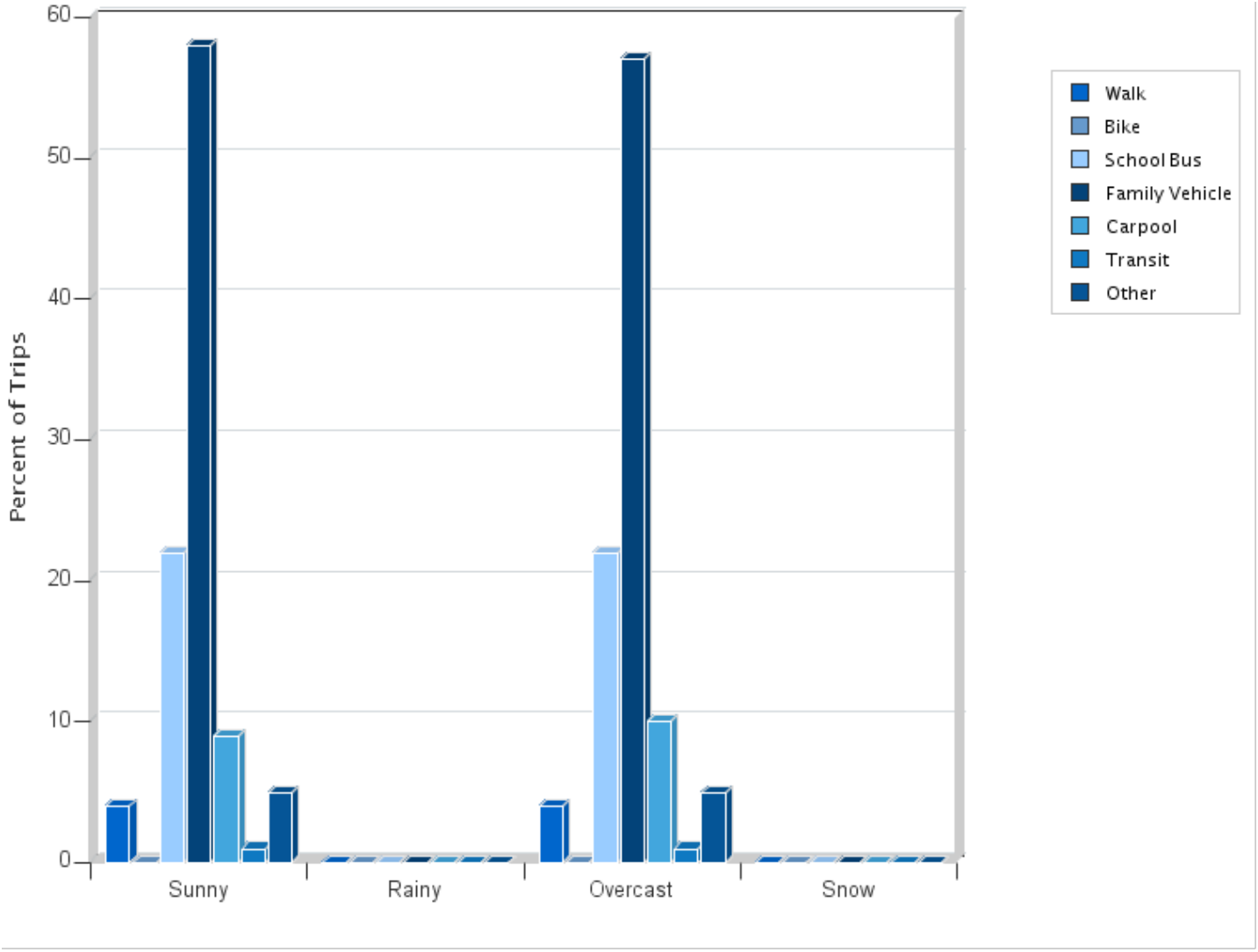


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	470	3%	0.4%	23%	60%	8%	0.6%	5%
Tuesday PM	315	5%	0%	21%	53%	12%	1%	8%
Wednesday AM	517	3%	0.8%	23%	60%	8%	0.6%	4%
Wednesday PM	389	5%	0.5%	22%	56%	10%	1%	5%
Thursday AM	466	3%	0.4%	24%	59%	9%	0.4%	4%
Thursday PM	300	6%	0%	20%	55%	11%	1%	7%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1691	4%	0.5%	22%	58%	9%	0.8%	5%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	766	4%	0.3%	22%	57%	10%	0.8%	5%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Parent Survey Report: One School in One Data Collection Period

School Name: Merrill High School

Set ID: 19103

School Group: Merrill Area

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 11/06/2019

% Range of Students Involved in SRTS: Don't Know

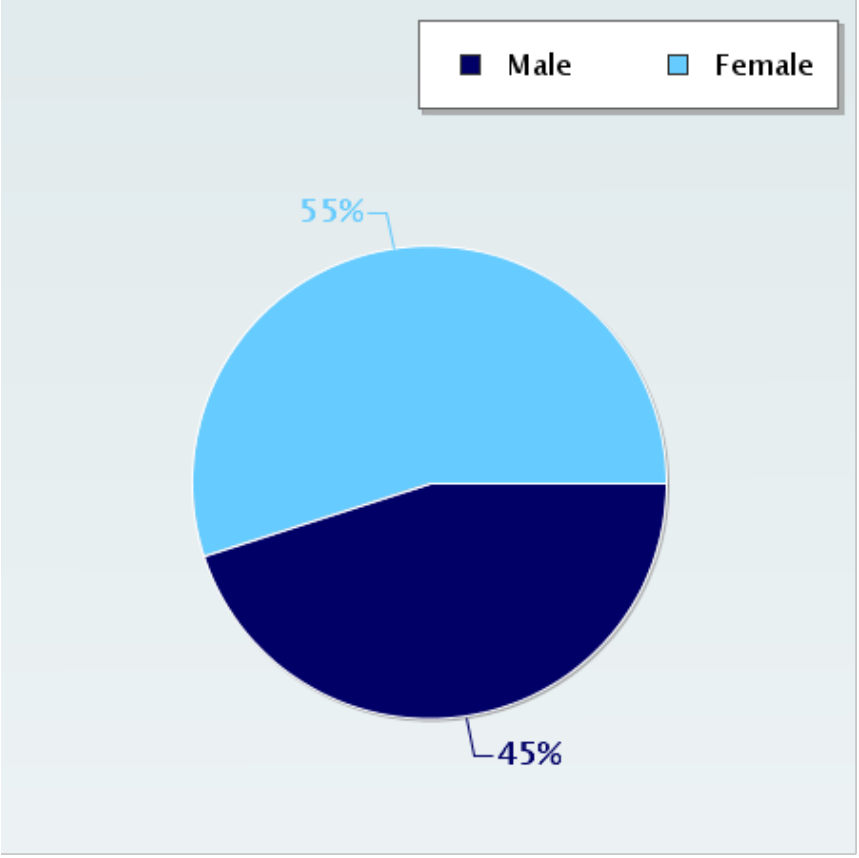
Tags:

Number of Questionnaires Distributed: 0

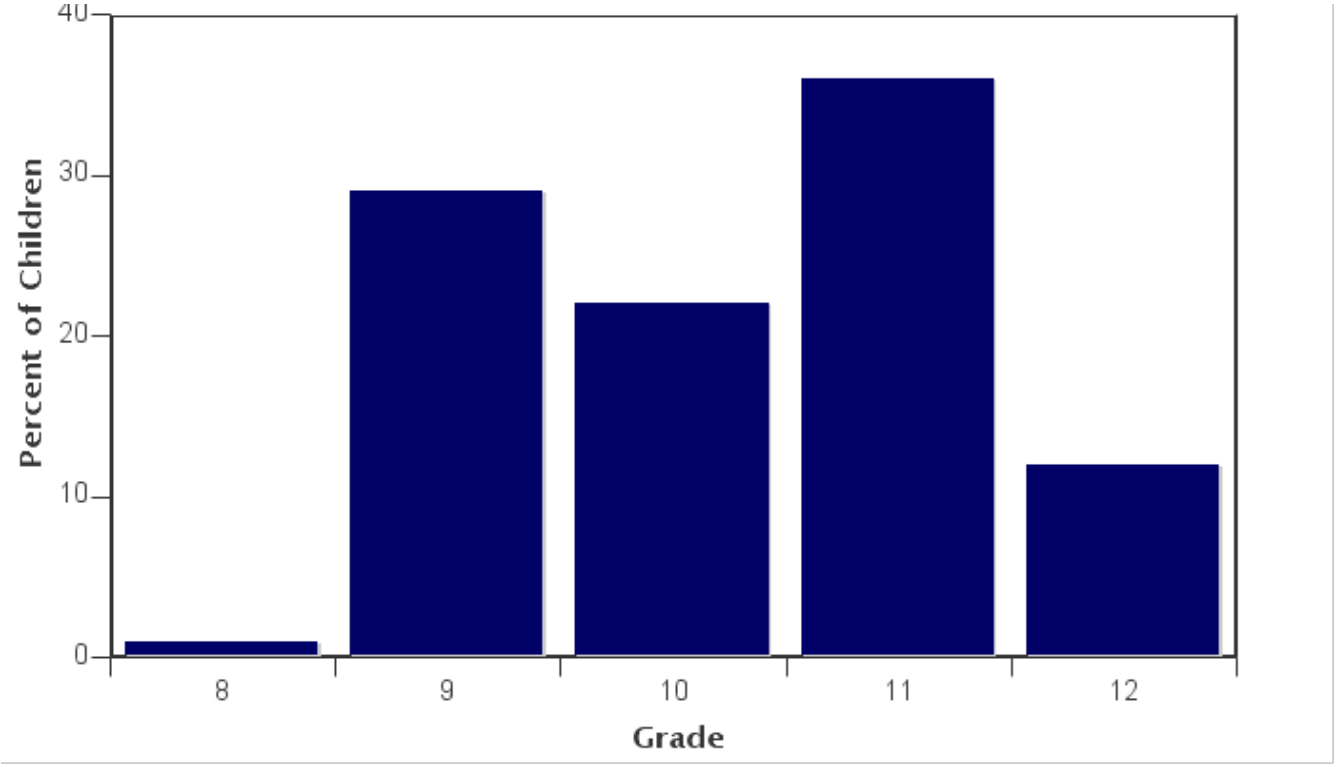
Number of Questionnaires Analyzed for Report: 76

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey

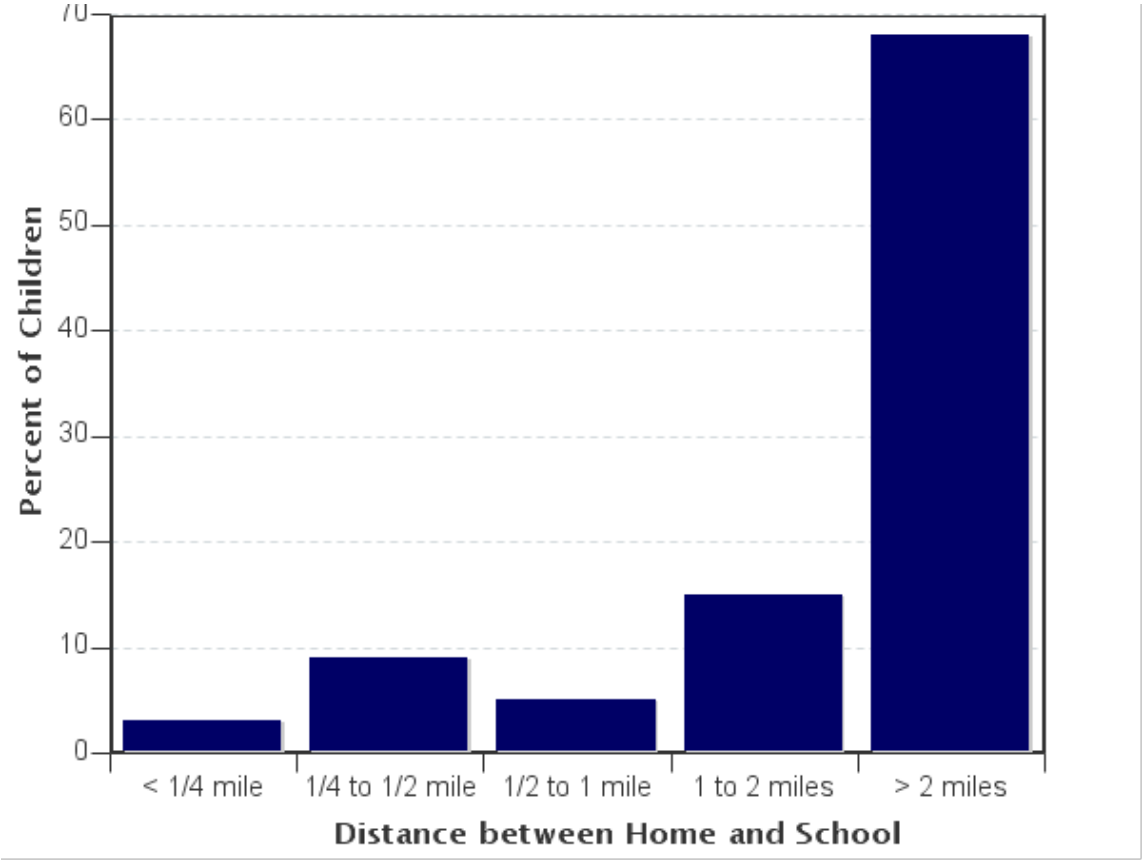


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
8	1	1%
9	22	29%
10	17	22%
11	27	36%
12	9	12%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

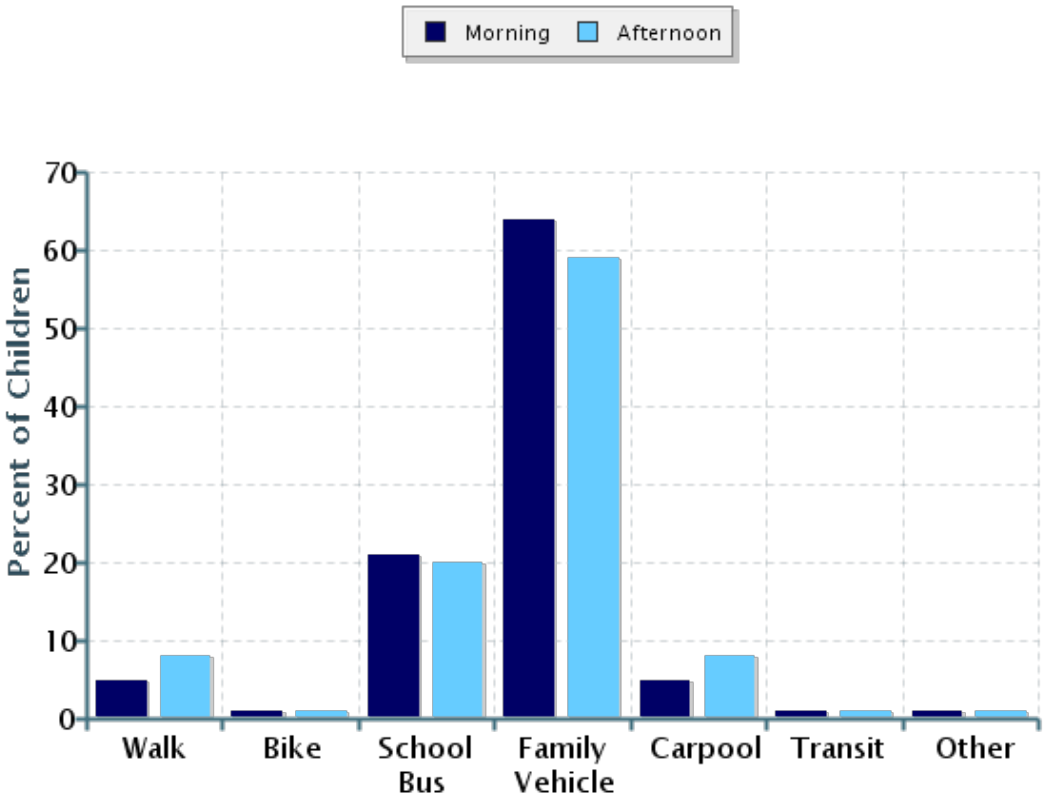


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	2	3%
1/4 mile up to 1/2 mile	7	9%
1/2 mile up to 1 mile	4	5%
1 mile up to 2 miles	11	15%
More than 2 miles	50	68%

Don't know or No response: 2
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

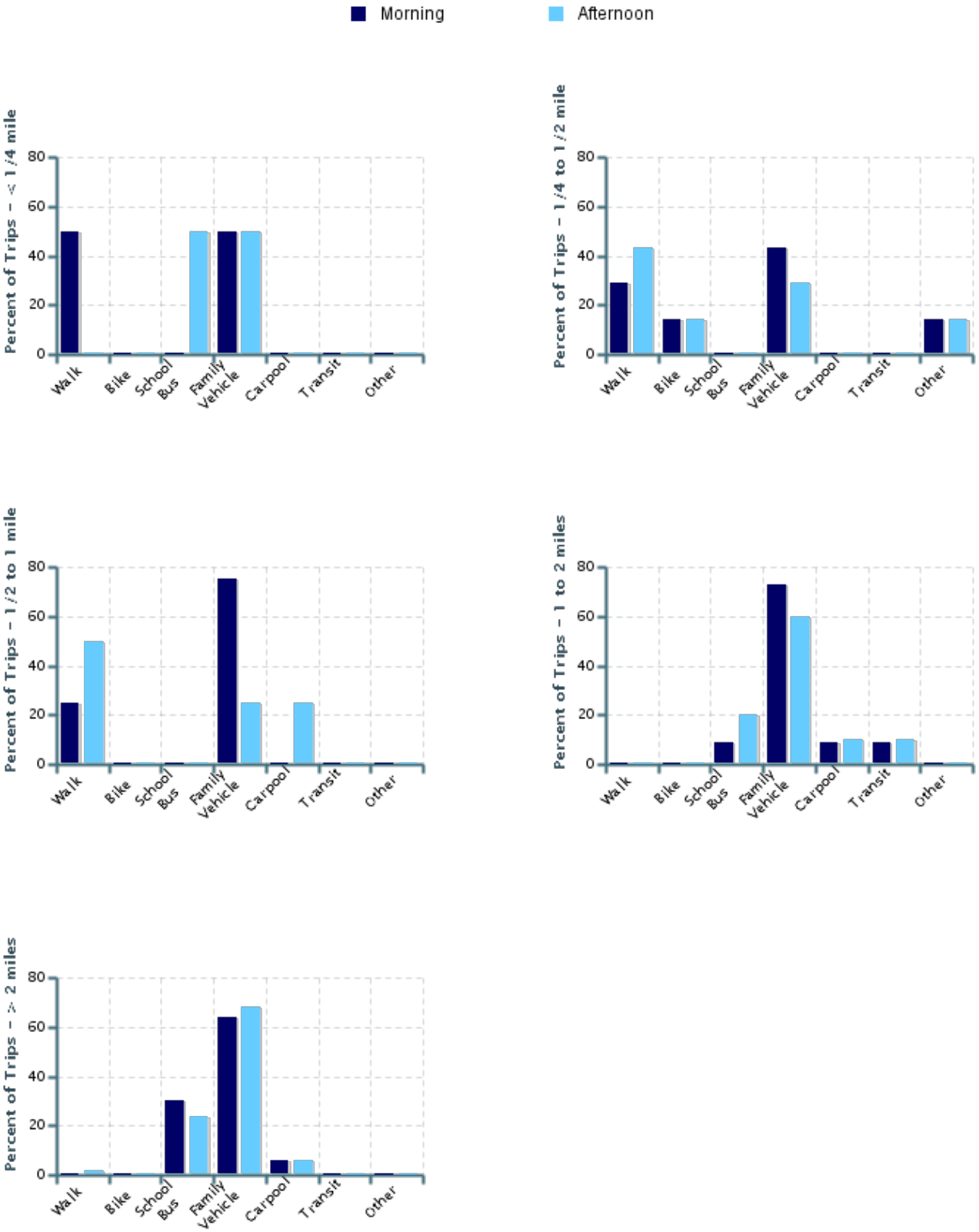


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	75	5%	1%	21%	64%	5%	1%	1%
Afternoon	74	8%	1%	20%	59%	8%	1%	1%

No Response Morning: 1
No Response Afternoon: 2
Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	50%	0%	0%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	7	29%	14%	0%	43%	0%	0%	14%
1/2 mile up to 1 mile	4	25%	0%	0%	75%	0%	0%	0%
1 mile up to 2 miles	11	0%	0%	9%	73%	9%	9%	0%
More than 2 miles	50	0%	0%	30%	64%	6%	0%	0%

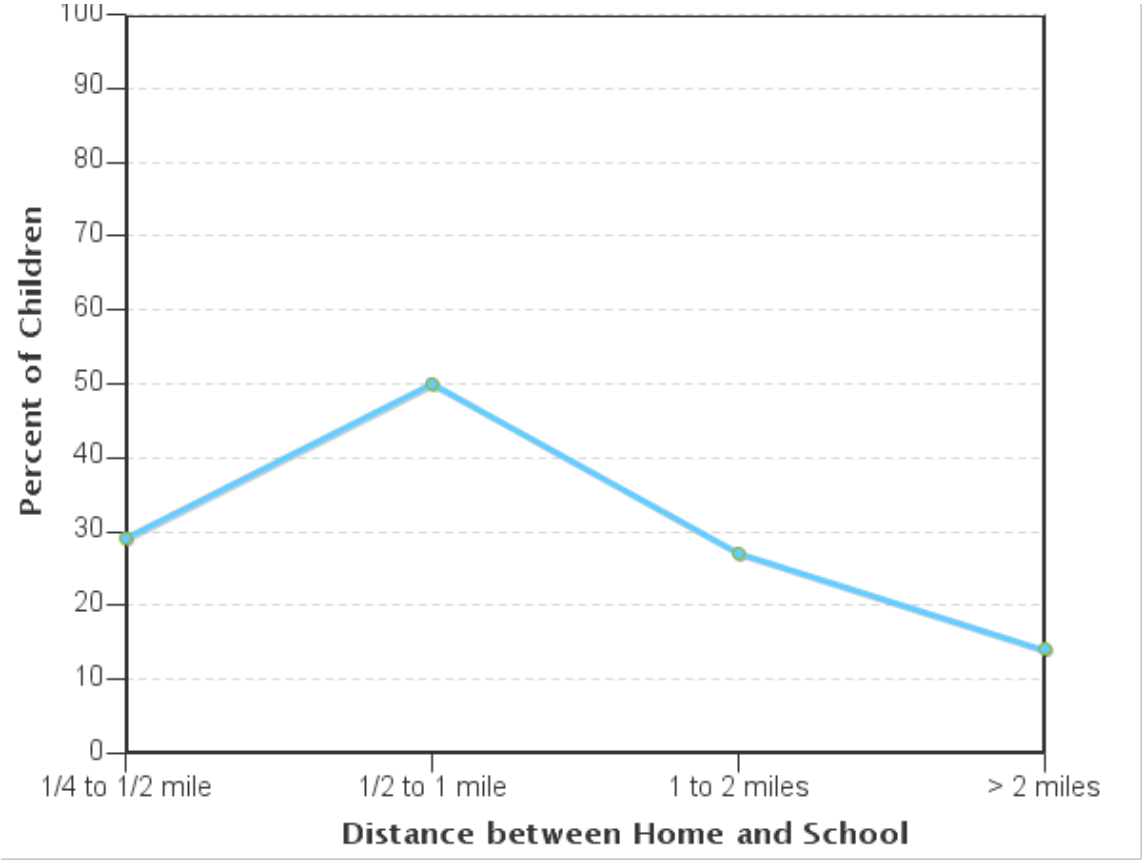
Don't know or No response: 2
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	0%	0%	50%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	7	43%	14%	0%	29%	0%	0%	14%
1/2 mile up to 1 mile	4	50%	0%	0%	25%	25%	0%	0%
1 mile up to 2 miles	10	0%	0%	20%	60%	10%	10%	0%
More than 2 miles	50	2%	0%	24%	68%	6%	0%	0%

Don't know or No response: 3
Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

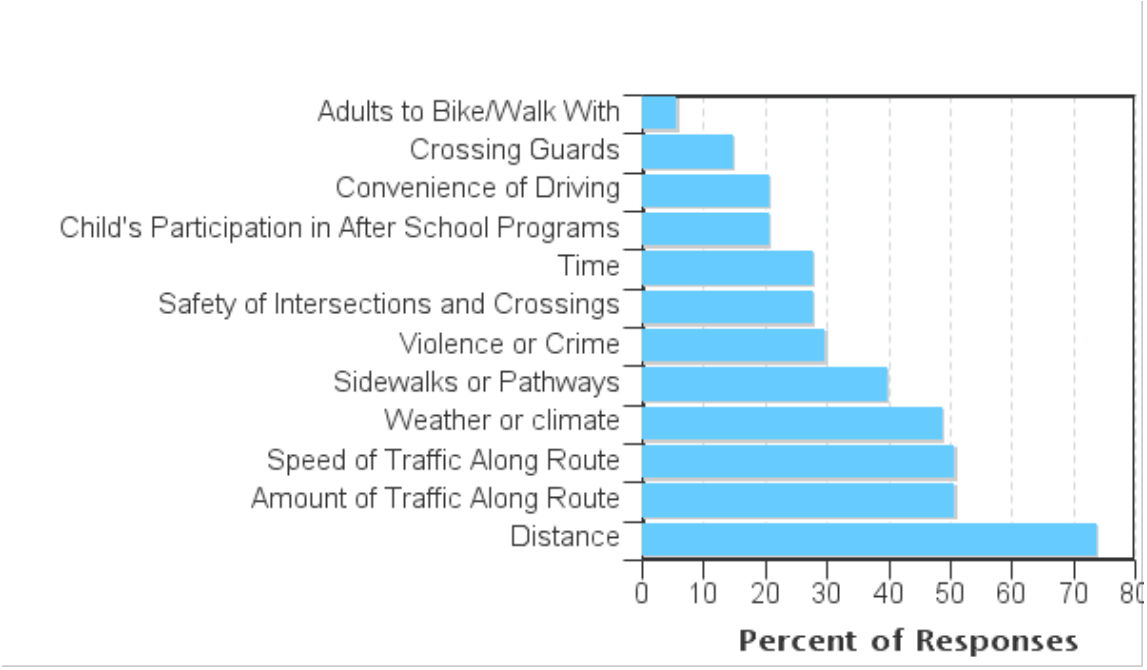


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

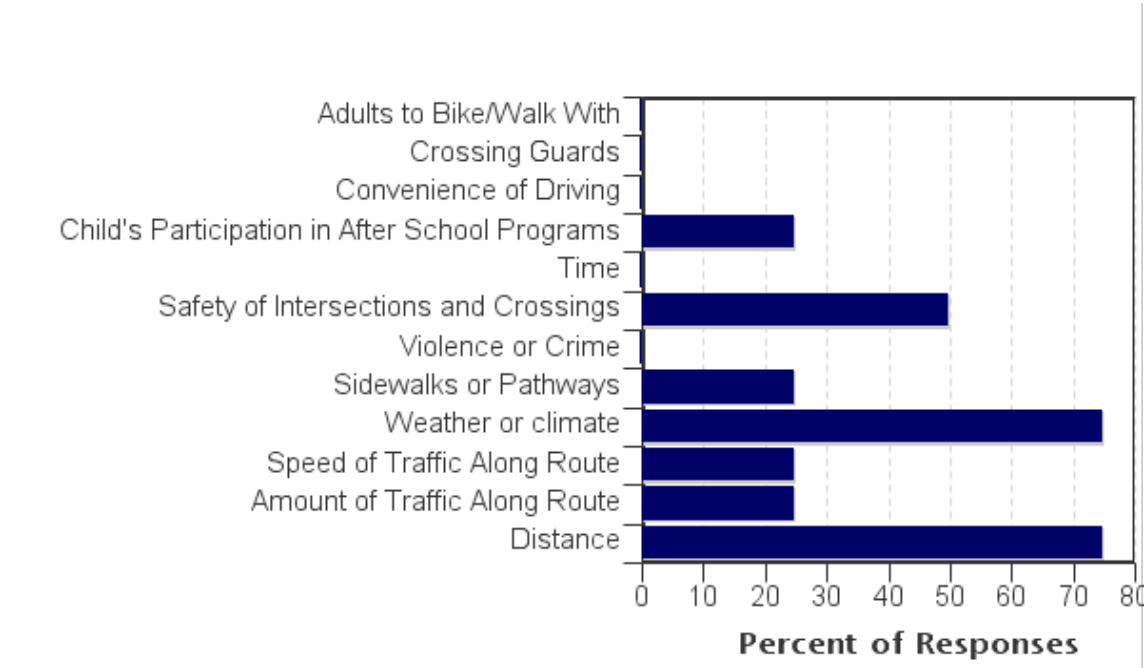
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	14	0%	29%	50%	27%	14%
No	59	100%	71%	50%	73%	86%

Don't know or No response: 3
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

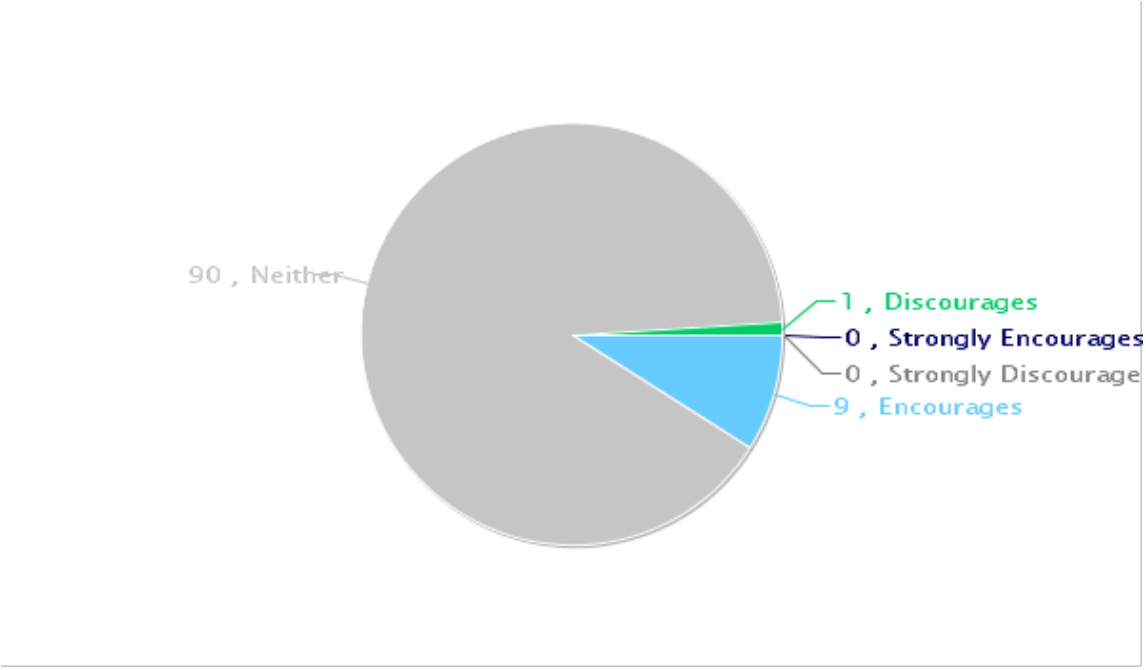


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

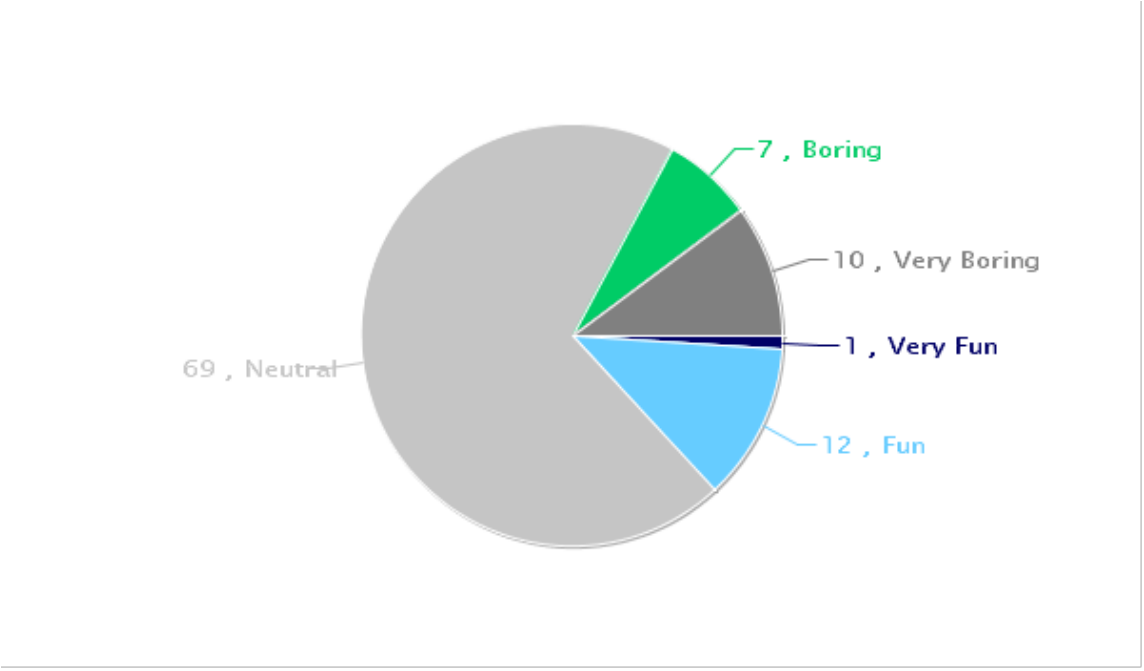
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	74%	75%
Amount of Traffic Along Route	51%	25%
Speed of Traffic Along Route	51%	25%
Weather or climate	49%	75%
Sidewalks or Pathways	40%	25%
Violence or Crime	30%	0%
Safety of Intersections and Crossings	28%	50%
Time	28%	0%
Child's Participation in After School Programs	21%	25%
Convenience of Driving	21%	0%
Crossing Guards	15%	0%
Adults to Bike/Walk With	6%	0%
Number of Respondents per Category	**47**	**4**

No response: 25
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
--Each column may sum to > 100% because respondent could select more than issue
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

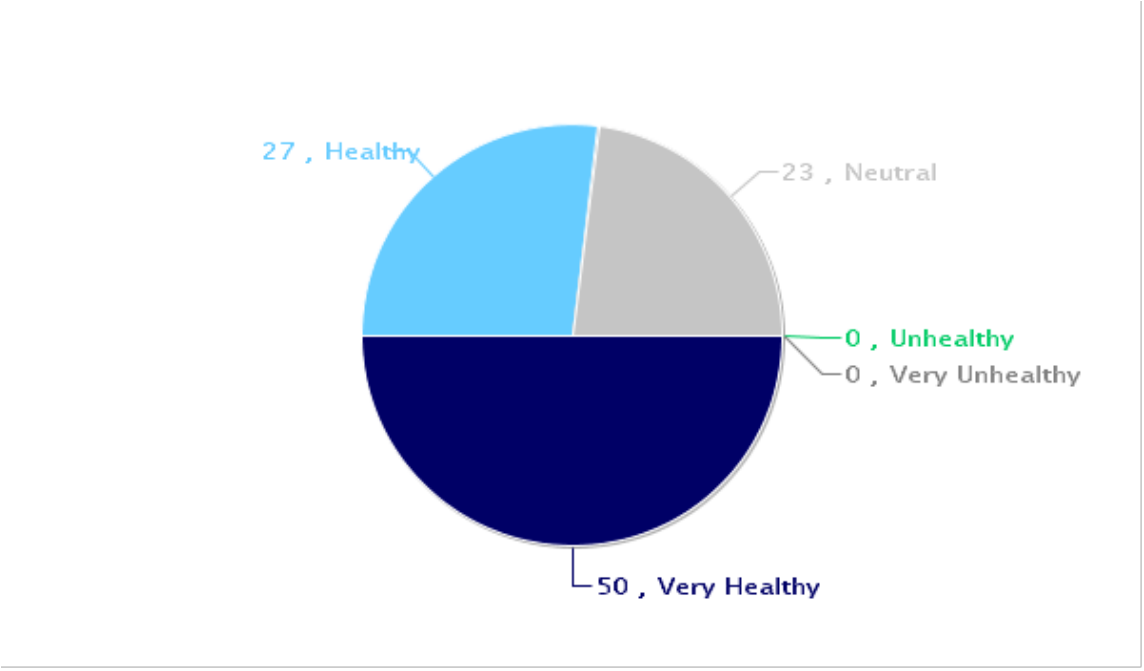
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1683062	We live in the country and she would have to walk on 2 highways to get there so the questions do not apply to my child.
1683521	A more direct route from the east side of the high school should be provided - a sidewalk next to the bus driveway would make this safe and lessen the time for the walk which is extremely important on extreme cold days.
1682203	The high school is over 5 miles from where we live.
1682531	My child chooses to ride to school with friends. She prefers not to walk that far, and it is much faster to go by car rather than walking or biking.
1682539	At high school drop off, I wish they would only allow cars that are dropping off students in that driveway and require cars for drop off to stay in line,only takes a minute or less usually to drop off .
1682665	My son drives his own car to school.
1682793	I live 21 miles from the HS. But when my boys were only 5 miles from Maple grove we biked the 5 miles several times.
1683101	It is too far for my high schooler to walk or bike to school.
1682137	we live near the industrial park. I do not like that my daughter needs to walk down champagne street alone in the dark with no sidewalks to catch the bus on a road that was designed for heavy Truck traffic. Aside from the human trafficking issues that are around this is also a safety/visibility issue. While I trust my daughter and the distance is not too far it is not safe in my opinion to ask anyone to do this no matter what their age or sex.
1682225	My child has a friend that often waits outside for quite a while for his ride. Some days it's easier and safer for him to just ride the bus to our home. He can then be picked up from there, or given a ride home. However, it's a hassle having to have his parent and myself both call the school for permission for him to ride the bus to my home. Then try to get ahold of him to say it got approved. I get why, but it's still a pain.
1682227	It is difficult getting in and out of parking lots at school each day between how people drive try to avoid being hit by other drivers both parents and students. It is difficult getting out of parking lot at times was easier when you could drop off and pick up in the front of the school.
1682126	I don't want my kids biking or walking where they can't be on sidewalks because of inattentive drivers. I've almost been in accidents because of people on phones and i'm in a car...my kids wouldn't stand a chance.
1682206	We live too far to bike won’t let my kids ride the bus
1682297	We live 11+ miles out of town. It is not reasonable to expect my children would bike to school.
1682233	My child has his drivers license so drives himself to school
1682262	Bussing is good but wish son didnt not have to walk so far to get on bus. In very cold weather it will be unhealthy for him to walk to bus from home and home from bus. It used to pick up closer to house.

1682212	The walking questions do not apply since we live 20 minutes out of town

ATTACHMENT C:
Adoption Documentation

From: Local Governing Bodies

Merrill Safe Routes To School (SRTS) Timeline

This schedule is provided as an overview of the plan development process and is subject to revision as the process starts.

Preliminary Tasks .....Fall 2019

- Create SRTS Task Force.
- Administer Student Travel Tallies;
- Administer Parent Surveys;

★ **Meeting 1: Kick-Off Meeting .....Fall 2019**

- Introduce the Safe Routes To School planning process.
- Present data and results of Parent Surveys and Student Tallies.
- Identify issues and concerns.
- Basic airphoto Walk Audit at each school.

★ **Meeting 2: Recommendations..... Winter 2019-2020**

- Pick strategies from all **5-Es*** to recommend.
- Prepare to host Initial Review Meetings.

****5-Es** = education, engineering, encouragement, enforcement, & evaluation.*

Meeting 3: Initial Review Meetings ..... Winter 2019-2020
(Non-NCWRPC attended)

- City of Merrill Committee review (open public meeting).
- Merrill Area Public Schools Committee review (open public meeting).

★ **Meeting 4: Wrap-up Meeting ..... Spring 2020**

- Review feedback from City and School District.
- Possibly revise recommendations.
- Discuss plan adoption procedures.
- Identify next steps for possible implementation.

Virtual meeting held in late 2020.

Winter/Spring 2021

Meeting 5: Adoption Meetings.....Late Spring 2020
(Non-NCWRPC attended)

- City of Merrill review and adoption meetings. Resolution needed.
- Merrill Area Public Schools review and adoption meetings. Resolution needed.

★ = NCWRPC organizes and attends these Task Force meetings.

Resolution Adopting the Merrill Safe Routes To School Plan

WHEREAS, the Merrill Area Public School District supports policies and programs that focus on health and wellness and healthier community environments; and

WHEREAS, the health and safety of children is of highest concern to the citizens of the Merrill Area Public School District; and

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

WHEREAS, the Merrill Area Public School District has developed a Safe Routes To School (SRTS) Plan for the dual purposes of serving as a guide for future programming and infrastructure improvements (the 5 E's of education, encouragement, engineering, enforcement, and evaluation), and in order to be eligible for various funding programs including the Transportation Alternatives Program (TAP grant); and

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

WHEREAS, the Merrill Area Public School District had members/staff on the SRTS Task Force; and

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

NOW THEREFORE, BE IT RESOLVED, that the Merrill Area Public School District hereby adopts Resolution for the Merrill Safe Routes to School Plan

BE IT FURTHER RESOLVED, that the Merrill Area Public School District staff is directed to begin implementing this SRTS Plan by coordinating efforts among the two governmental entities who created this plan (City of Merrill and Merrill Area Public School District).

Adopted this 27th day of January , 2021.

Kevin Blake, District President

Norbert Ashbeck, District Clerk

RESOLUTION NO. 2682

RESOLUTION ADOPTING THE MERRILL SAFE ROUTES TO SCHOOL PLAN

WHEREAS, the City of Merrill supports policies and programs that focus on health and wellness and healthier community environments; and

WHEREAS, the health and safety of children is of highest concern to the citizens of the City of Merrill; and

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

WHEREAS, the City of Merrill has developed a Safe Routes To School (SRTS) Plan for the dual purposes of serving as a guide for future programming and infrastructure improvements (the 5 E's of education, encouragement, engineering, enforcement, and evaluation), and in order to be eligible for various funding programs including the Transportation Alternatives Program (TAP grant); and

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

WHEREAS, the City of Merrill had members/staff on the SRTS Task Force; and

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

NOW THEREFORE, BE IT RESOLVED BY THE COMMON COUNCIL OF THE CITY OF MERRILL, WISCONSIN this 14th day of April, 2021, that the City of Merrill hereby adopts Resolution #2682.

BE IT FURTHER RESOLVED, that the City of Merrill staff is directed to begin implementing this SRTS Plan by coordinating efforts among the two governmental entities who created this plan (City of Merrill and Merrill Area Public School District).

Recommended by: Health & Safety Committee

Moved: Alderman Russell

Passed: April 13, 2021

CITY OF MERRILL, WISCONSIN

Derek Woellner
Mayor

William N. Heideman
City Clerk

ATTACHMENT D:
Bicycle Parking Guidelines

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

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**.

ATTACHMENT E:
School factors that increase walking and biking

From: Centers for Disease Control and Prevention article
One page summary sheet.

PREVENTING CHRONIC DISEASE
PUBLIC HEALTH RESEARCH, PRACTICE, AND POLICY
Volume 13, E63 MAY 2016

ORIGINAL RESEARCH

School Factors Associated With the Percentage of Students Who Walk or Bike to School, School Health Policies and Practices Study, 2014

Sherry Everett Jones, PhD, JD, MPH; Sarah Sliwa, PhD

Suggested citation for this article: Everett Jones S, Sliwa S. School Factors Associated With the Percentage of Students Who Walk or Bike to School, School Health Policies and Practices Study, 2014. Prev Chronic Dis 2016;13:150573. DOI: http://dx.doi.org/10.5888/pcd13.150573.

PEER REVIEWED

Abstract

Introduction
Active school transport, such as by walking or biking, increases physical activity levels, which has health and academic benefits for children. We examined school demographic and other characteristics to determine their association with the percentage of students who walk or bike to school.

Methods
We analyzed data from the Centers for Disease Control and Prevention's 2014 School Health Policies and Practices Study. The response rate for the module containing questions about transportation was 70% (N = 577). Multivariate logistic regression models examined whether certain school characteristics were associated with a school having 26% or more of students who walk or bike to school in the morning on an average school day.

Results
In most (61.5%) schools, 10% or fewer students walked or biked to school in the morning on an average school day; in 22.7% of schools, 26% or more students did so. Although having crossing guards (adjusted odds ratio [AOR] = 3.3; 95% confidence interval [CI], 1.9–6.0), having bicycle racks (AOR = 2.7; 95% CI, 1.2–5.8), and providing promotional materials to students or families on walking or biking to school (AOR = 2.9; 95% CI, 1.7–5.1) were associated with having 26% or more students who walk or bike to school, only 47.7% of schools had crossing guards, 62.4% had bicycle racks, and 33.3% provided promotional materials.

Conclusion
Several low-cost or no-cost strategies were associated with having 26% or more students who walked or biked to school, but these strategies are not commonly used in schools.

Introduction

Active transport to school, such as walking or biking, increases physical activity levels in children (1,2), and physical activity has health (1) and academic (3–5) benefits; however, the percentage of students who walk or bike to school has declined in recent decades (6,7). Concerns about time or convenience, distance from home to school, weather, and safety (related to traffic and crime) are common barriers to active school transport (8–12). Estimates vary, but studies generally find that fewer than 20% of students walk or bike to school (7,8,10). Factors that have been shown to support active school transport are the location of schools near students' homes as well as infrastructure and policies that address safety support (12–14). Historically, schools were sited near the families they served (15), but that practice has declined: in 1969, slightly more than half of students lived a mile or more from their schools; in 2001, three-quarters did (16).

Recognizing the benefits of active school transport, the 2015 campaign "Step it up! The Surgeon General's Call to Action to Promote Walking and Walkable Communities" encourages walking to school through community-wide approaches that address safety concerns (17). In addition, *Healthy People 2020* includes 2 developmental objectives focusing on students walking and biking to school (18). Strategies meant to promote active transportation are not well evaluated (1). Studies that try to quantify the benefits of school and environmental policies have limited generalizability because of the specific populations or regions studied