



SCHOOL COMMUNITY WELLNESS INITIATIVE

Anderson Community Schools
Guidebook



ACKNOWLEDGEMENTS

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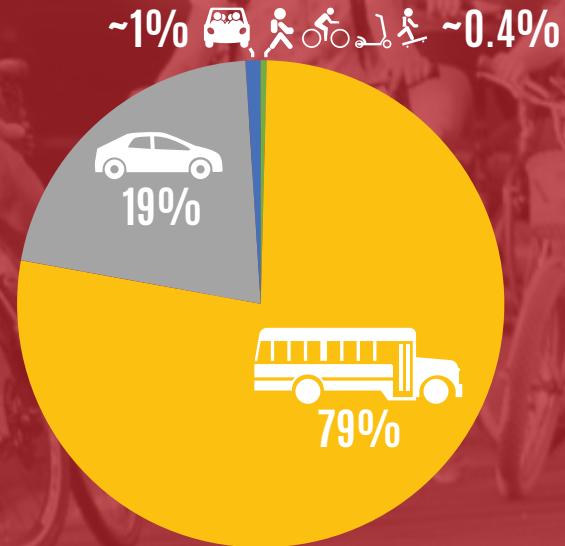
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Additional Resources, Events, & News Coverage

HOW KIDS GET TO SCHOOL - 2014

98 percent of students in the ACSC system ride the bus or with their parents to and from school. What sort of an impact does that have on student health and future lifestyles?



A black and white photograph of four children riding bicycles on a paved path. The children are wearing helmets and casual clothing. A semi-transparent red horizontal band is overlaid across the middle of the image, containing the word 'FOREWORD' in large, white, bold, sans-serif capital letters. The background shows a building and trees, suggesting an outdoor setting like a school or park.

FOREWORD

Between 1969 and 2010 the number of students walking or bicycling to school decreased from nearly 50 percent to less than 13 percent.



WHAT ELSE HAS THAT CHANGED?

In 2014, the Anderson Community School Corporation (ACSC) was awarded a grant through the Indiana State Department of Health (ISDH) Division of Nutrition and Physical Activity (DNPA) to establish a pilot program promoting activities that encourage active lifestyles. The DNPA invests in partnerships and activities focusing on improving the health of Indiana residents and chose ACSC as one of six (6) grant recipients interested in developing and implementing a non-infrastructure pilot program for Safe Routes to School. The purpose of the project as defined by the ISDH is to help schools and communities:

1. Fund non-infrastructure planning projects for Safe Routes to School.
2. Address the perceptions and beliefs of parents, schools, and community officials in walking and biking to school.
3. Provide guidance and resources for schools and communities trying to support walking and bicycling to school including strategies with or without federal funding.
4. Create an understanding of the true prevalence of walking and bicycling to school.
5. Increase the number of non-infrastructure funding applications and awards in the state.

THE 5 Es OF SRTS

EDUCATION is teaching children about lifelong bicycle and walking safety, increasing awareness of the range of transportation choices for families, and informing residents to drive safely near schools.

ENCOURAGEMENT is promoting bicycling and walking through events and activities to increase awareness and enthusiasm for SRTS among students, parents, staff, and the community.

ENFORCEMENT is partnering with local law enforcement to ensure that traffic laws are obeyed and enforced near schools.

ENGINEERING is providing and improving infrastructure to create a safe bicycling and walking environment at, or near, schools.

EVALUATION is monitoring the perceptions, attitudes, outcomes, and trends before and after the SRTS intervention(s).

ACSC has a student population that has been on a steady decline and is currently around 6,500. The number of students and, respectively, schools is diminishing, resulting in the consolidation of schools on the urban fringe; further from concentrations of people. Most students are riding the bus or being driven to school by parents. This has had the unintended consequence of reducing active lifestyles for school age children.

The Safe Routes to School (SRTS) program was developed to reverse this trend by improving the safety of active transportation, such as walking and bicycling. Key partnerships are built between parents, educators, administrators, local officials, and experts to implement an effective SRTS program by balancing the 5 Es: education, encouragement, enforcement, engineering, and evaluation. Engineering projects, such as the construction of sidewalks, curbs, pathways, crosswalks, and signage, are the most tangible and are often the focus of discussion, but only represent one component of a successful program.

Over 10,000 SRTS projects have been completed around the US, impacting 15-20,000 schools. SRTS programs continue to drastically impact students and communities, encouraging active lifestyles for future generations. ACSC began its pilot program through the ISDH grant and created this guidebook to direct the program's future success.

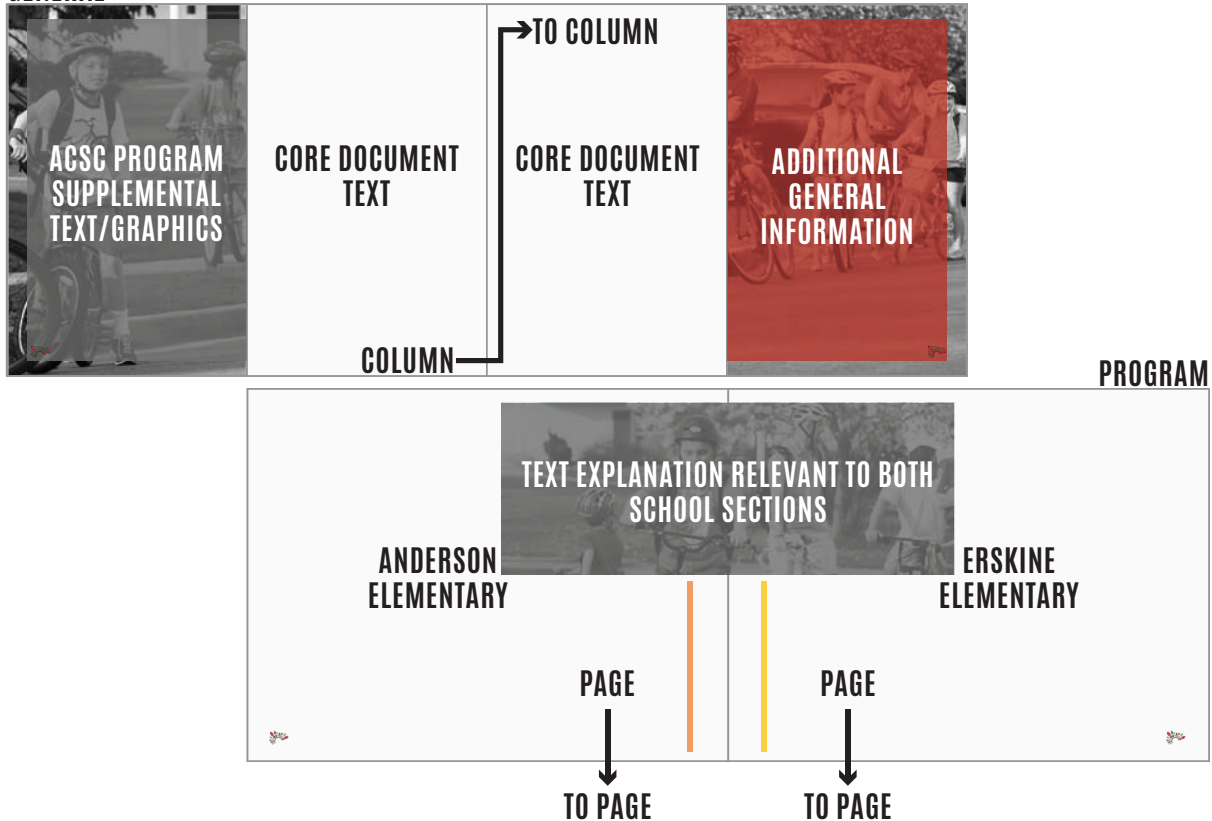


HOW TO READ THE GUIDEBOOK

This guidebook has two layout types: General and Program. 'General' is laid out with core text that flows from column to column in the traditional format. Gray side panels begin each chapter or include information from the ACSC program, while red side panels provide additional reports, statistics, and workshops relevant to SRTS.

'Program' splits the document in half; one side for Anderson Elementary and the other for Erskine Elementary. The core text then flows from page to page to follow each specific school program. Gray boxes overlap in the middle for explanations that are relevant to both program sections.

GENERAL





SRTS & THE GUIDEBOOK



WHAT'S THE POINT?

The goal of a SRTS program is to promote walking and bicycling to school as a safe, fun, and routine alternative transportation option. As part of the ACSC program, this guidebook is a resource that tells the story of ACSC's two pilot elementary schools, Anderson and Erskine, with the intent to encourage program replication at other schools.

SRTS

In the US, the SRTS program was established by the 2005 Federal transportation bill known as the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users, or SAFETEA-LU. SAFETEA-LU established the SRTS program to combat the decline in children walking and biking to school associated with reduced physical activity and increased obesity levels, as well as the major impact increased busing and parent drop-off/pick-up has had on transportation costs and air quality. According to the Safe Routes to School Partnership,

"In 2009, US families drove 30 billion miles to take their children to and from school, at a cost of \$5 billion in fuel. During the morning commute, driving to school represents 5 to 7 percent of miles driven and 10 to 14 percent of traffic on the road."

From 2005 to 2012, Congress appropriated \$1.2 billion for SRTS, focusing mostly on infrastructure projects. The SRTS program has shown success in significantly reducing the number of walking and bicycling fatalities in children traveling to and from school since its implementation, while increasing the number



ALLIANCE FOR BIKING AND WALKING: 2014 BENCHMARKING REPORT

50 percent of trips in the U.S. are three miles or shorter, and over 25 percent of our trips are less than one mile. Yet as many as 69 percent of those short trips are taken in private motorized vehicles according to the 2009 National Household Travel Survey. In comparison, only half of the U.S. population gets the recommended weekly amount of aerobic physical activity. One-third of the population is overweight and another one-third is obese.

Active Transportation not only improves our physical health, but also our mental well-being and ability to focus (Garrard et al, 2012; Stingham et al, 2012; Egelund, 2012; Chaddock et al, 2010; Hillman et al, 2005). A recent study of Danish children showed that those who bicycled to school were better able to concentrate. In fact, walking and bicycling to school had a stronger impact on a child's ability to focus than having breakfast and lunch. The physical activity associated with walking or bicycling to school advanced the child's mental alertness to the equivalent of a student half a year further in their studies (Egelund, 2012).

of children choosing active transportation. Active Living Research, an organization that promotes and researches the benefits of active living, released a report in May 2015 showing an increase in walking or biking rates of 18 percent associated with engineering improvements and 25 percent associated with education and encouragement programs over a five year study period. The research implications indicate an impact of up to a 43 percent increase in walking and biking to school by combining the five Es.

SAFETEA-LU was replaced in 2012 by the Moving Ahead for Progress in the 21st Century Act or MAP-21 and the SRTS program was absorbed into a larger funding category, the Transportation Alternatives Program. Despite being integrated into transportation alternatives, funds continue to be utilized for SRTS across the nation and the impact has grown annually. SRTS has proven to be an incredibly successful program. SRTS increases the opportunity for improved health and physical activities for everyone, building a positive impact on community-wide wellness.

SRTS BENEFITS

One of the primary considerations for implementing a SRTS program has been improving community health; as indicated by the involvement of the ISDH. Educators, communities, and school corporation leaders throughout the US recognize the connection between SRTS and improved health behaviors. Our nation's struggle with obesity and lack of



physical activity continue to be significant factors in preventable deaths – both were identified by the Center for Disease Control and Prevention (CDC) as major modifiable risk factors in three of the top five leading causes of death in the US (1. Diseases of the heart, 2. Cancer, 4. Stroke). It is important to instill the value of daily physical activity in students to begin the process of overcoming these major health challenges. A SRTS program not only encourages students to walk and bike to and from school, it

Madison County
Ranked
85th out
of 92 Indiana Counties for
Health Behaviors.

- Robert Wood Johnson Foundation

educates students and the community about wellness and promotes active living.

In Indiana, nearly 30 percent of school aged children are considered either

overweight or obese; more than twice the level in 1980. Obesity and factors leading to obesity are among the biggest challenges faced by the City of Anderson and were identified as major issues in the 2014-2016 Implementation Strategy conducted by the St. Vincent Anderson Regional Hospital. Additionally, the 2014 Robert Woods Johnson Foundation County Health Rankings reported that Madison County ranked 85 out of 92 counties in Indiana for health behaviors, including adult obesity and physical inactivity.

NATIONAL BICYCLING AND WALKING STUDY: 15-YEAR STATUS REPORT

The Pedestrian and Bicycle Information Center (PBIC), a Federal Highway Administration funded organization, released the National Bicycling and Walking Study in 1994 to identify national trends and goals for biking and walking. The original study revealed a lack of federal funding for bike/ped projects (less than 0.25 percent of transportation funding), despite the percentage of trips made by bicycling and walking (0.7 percent and 7.2 percent respectively) and the percentage of traffic fatalities (15.3 percent).

The latest status report, released 15 years after the original study, shows that biking and walking has increased from 7.9 percent to 11.4 percent by 2009. Pedestrian and bicyclist fatalities have declined in both number (down 22.3 percent and 12.0 percent respectively) and as a percentage of all traffic fatalities (from 15.3 percent in 1995 to 13.6 percent in 2008). It was also reported that bicycling and walking to school had decreased from nearly 50 percent to less than 13 percent of trips between 1969 and 2010.





ACTIVE LIVING WORKSHOP: ANDERSON/MADISON COUNTY 2014

Active transportation networks were identified as a priority for both ACSC and Anderson/Madison County as part of an Active Living Workshop held in September 2014 through the DNPA and Health by Design. Participants at the workshop identified walking, biking, schools, and parks and greenspace as high priority areas for supporting active living in Madison County. Additional goals identified in the workshop, included:

1. Make the community more bicycle and pedestrian friendly.
2. Develop and implement a Safe Routes to School initiative.
3. Enact policy changes that support bike-friendly and walk-friendly communities and increased safety.
4. Implement infrastructure changes that benefit everyone, including universal design that is ADA accessible as well as bike-friendly and walk-friendly.
5. Change culture by promoting active transportation safety through education.
6. Use wayfinding at the schools and incorporate incentives to exercise.

There is a strong correlation between the increase in automobile use and the increase in physical inactivity—inactivity that is causing significant health issues across the nation. Planning for and providing active transportation options allows residents to increase physical activity on a daily basis by offering greater access to affordable exercise opportunities. By modifying the built environment to support active transportation, physical activity is built into daily life, leading to active lifestyles. SRTS connects kids to an active transportation network by engaging them in safe and fun opportunities to get to school. Allowing children to bike and walk to school helps build their sense of community and supports an active lifestyle from an early age.

Improves Community Health

- Decrease obesity
- Increase physical activity
- Reduce chronic absenteeism

Utilize Active Transportation Network (ATN)

- Reduce automobile use
- Increase safety of ATN
- Improve air quality

As researchers continue to link automobile use, physical inactivity, and health issues, the movement toward increasing access for active modes of transportation, such as walking and bicycling, continues to grow. Research shows that walking can reduce the risk of heart disease, stroke, and diabetes by 50 percent, as well as slowing cognitive decline, reducing stress, and improving emotional wellbeing.

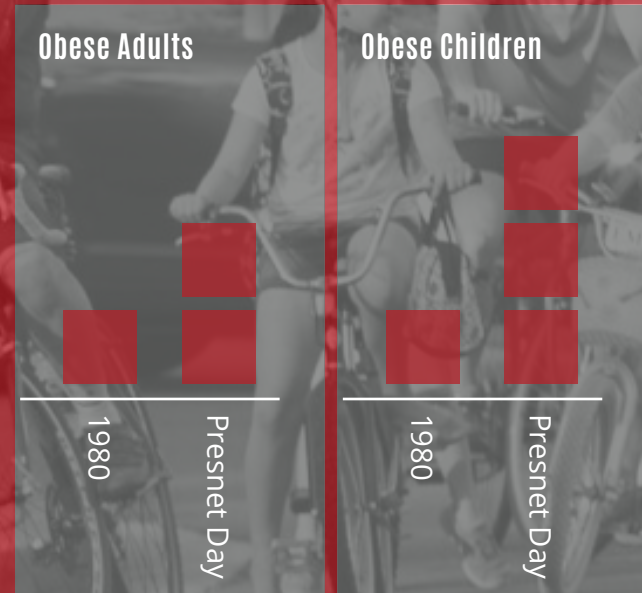
There are numerous benefits from implementing a SRTS program that are not easily measured, such as the benefit of reconnecting students with their neighborhood and community. Engaging the surrounding neighborhoods and alerting residents to be vigilant of students walking and biking in the mornings and afternoons is an important step to gaining citizen support. Residents in the surrounding neighborhoods could have extremely beneficial input for addressing the challenges that a SRTS program might face within each neighborhood. Residents can help keep the neighborhoods secure for students that walk or bike to school; they could even help bolstering the volunteer contact list for opportunities to assist with walking school buses, bike trains, safe havens, corner captains, etc. Simply increasing the amount of daily activity in a neighborhood can drastically reduce the amount of criminal activity.

THE GUIDEBOOK'S ROLE

There are two types of SRTS grants, infrastructure and non-infrastructure. The ISDH grant is for non-infrastructure planning and programming purposes, so the guidebook focuses primarily on establishing procedures for evaluation, education, encouragement, and enforcement; engineering improvements are included as secondary issues. ACSC is working to build a SRTS program as a component of an overall Health and Wellness Initiative. The Guidebook outlines the steps taken at the two pilot schools and how ACSC should continue to expand SRTS in the future to develop a process for encouraging students to live active lifestyles.

Since 1980, the percentage of American children aged 6 to 19 who are obese has tripled, while the percentage of adults who are obese has doubled.

WHY?



2 out of 3

children
don't get any daily
physical activity

- CDC



THE ACSC EXPERIENCE



INDIANA SRTS GUIDEBOOK

The ISDH partnered with the Indiana Department of Transportation (INDOT) to put together the *Indiana Safe Routes to School Guidebook* in November 2014. The guidebook outlines the steps involved in establishing a SRTS program, with special focus on non-infrastructure applications. Although released after the ACSC program started, the eight step process helped to guide the committee as it began the challenge of developing its own pilot program at Anderson and Erskine Elementary Schools.

PHASE 1 - GETTING STARTED

- Step 1: Form a SRTS team
- Step 2: Hold a kick-off meeting

PHASE 2 - ANALYZING EXISTING CONDITIONS

- Step 3: Gather information & identify issues
- Step 4: Identify solutions

PHASE 3 - PULLING IT ALL TOGETHER

- Step 5: Make a plan
- Step 6: Fund the plan
- Step 7: Act on the plan

PHASE 4 - FOLLOWING UP ON THE PLAN

- Step 8: Evaluate, improve, & keep moving

POLICY UPDATES AND PERCEPTION SHIFTS

Over the course of the past 60 years, gradual changes have occurred with school health, wellness, and transportation policies. Traditional neighborhood schools have been replaced as schools migrated further outside the urban core and consolidated into larger buildings to lower operating costs. This migration resulted in fewer students living near the schools and, to limit the possibility of issues transporting students to and from school, policies shifted to discourage transportation other than riding the bus or in a family vehicle.

In the last decade, the medical field has seen a significant paradigm shift from treatment to prevention of disease and illness. The role of a SRTS program in a community follows the same thinking as the medical field, acting as a form of prevention by improving health and wellness of students. The existing ACSC transportation policy does not allow the option for walking or biking to school. The original policy was developed due to parent demand for busing and the perception that walking and biking to school is unsafe. Unsafe conditions for walking and bicycling became exaggerated by media hype around specific incidents in the late 1980s and early 1990s. The education component of a SRTS program is meant to inform parents, teachers, and school administrators about the statistics of dangerous conditions that bar students from being allowed to walk or bike to school and the true dangers of these policies.

Federal programs have shifted from being food and nutrition focused to combining nutrition, physical activity, and wellness policies geared at combating the nation's growing rates of physical inactivity. ACSC schools identified the health issues of Anderson and Madison County as they relate to students, recognizing the potential of significantly impacting student health through the SRTS program. Schools are in a unique and powerful position to create policies that impact the lives and wellbeing of students because they directly connect to students. Creating policies that supports SRTS will not only improve the health of individual students but will help them to form community bonds, improve the learning environment, and contribute to creating an active transportation system in the community to make a lasting impact on the students' lifelong habits.

THE ACSC PROGRAM

The 5 E approach does not assume that schools will be able to immediately implement a SRTS program without training and assistance. The partnerships that develop throughout the SRTS process fill technical gaps that would otherwise hinder progress. Building the capacity of schools to support a successful SRTS program begins by building a diverse team. Capacity building such as workshops, strategic partnerships, and networking with schools and communities that have effective programs is a vital element for supporting a successful and persistent SRTS program.

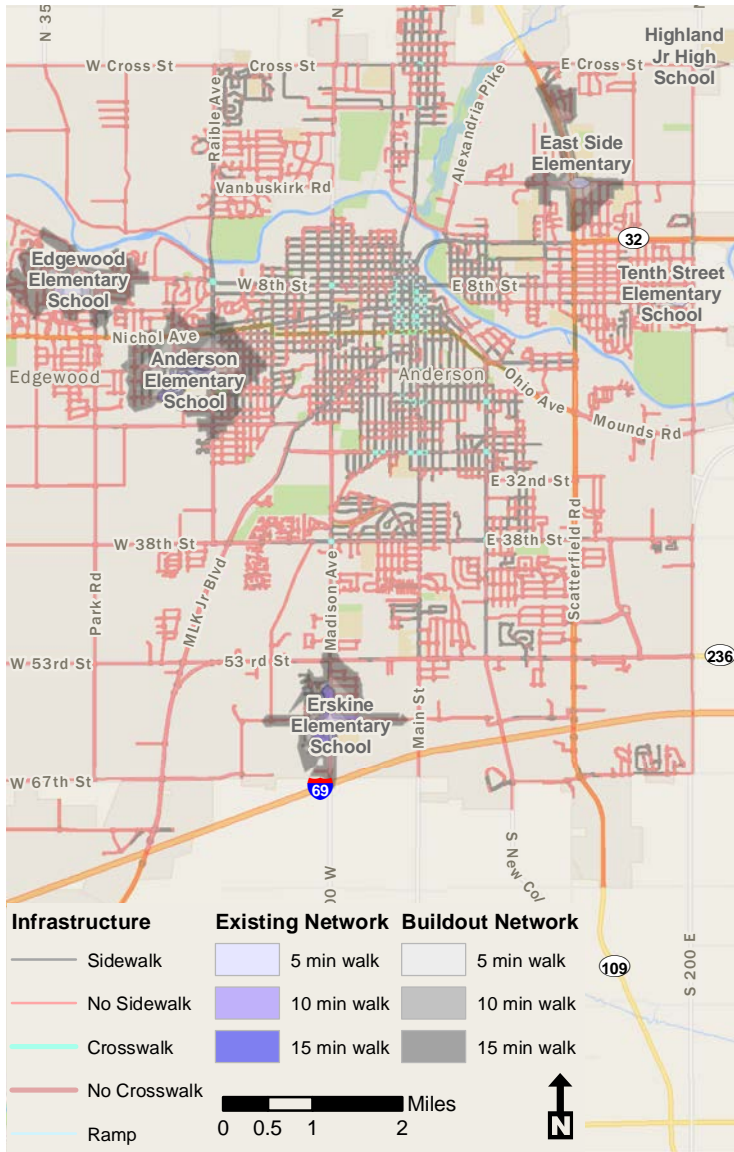
ACSC assembled a core group of individuals and organizations to assist in the initial grant application and program implementation, including various personnel from the school. In addition to the core group, two committees were assembled to delegate tasks for policy and data purposes. Committee representation included:

Beth Clark, Assistant Superintendent
Anderson Community School Corporation
Amanda McCammon, Student Services Director
Anderson Community School Corporation
Scott Merkel, Principal
Erskine Elementary School
Matt Goen, Principal
Anderson Elementary School
Mary Ann Heineman, Administrative Assistant
ACSC Transportation Department
Ben Orcutt, Owner, Chair
Buckskin Bikes
White River Bicycle Coalition
Karen Finnigan, Health Educator
Madison County Health Department
Allan Henderson, Planning Manager
Madison County Council of Governments
Ryan Phelps, Project Planner
Madison County Council of Governments

Principals Scott Merkel and Matt Goen were added to the committee after the initial kick-off meeting. At the kick-off meeting, the committee discussed the role of the SRTS program and what the school administration saw as the outcome. Beth Clark,

the Assistant Superintendent and Director of Transportation, led the initial meeting, with the primary focus of the program being student health and wellness, with transportation alternatives a secondary focus. There are ten schools within ACSC: six elementary school and one high school, middle school, kindergarten extension, and pre-school. SRTS focuses on elementary and middle school age children and the core group began by reviewing the pilot program candidates to identify a school(s) for implementation.

Utilizing the Pedestrian Accessibility Report put together by the Madison County Council of Governments (MCCOG) in 2014, the committee reviewed each of the schools' existing and potential pedestrian networks. The report identifies five-, ten-, and fifteen-minute walk zones by inputting existing and missing sidewalks, ramps, and crosswalks. The potential or ideal pedestrian network assumes that a sidewalk, ramp, and crosswalk would be installed along every existing roadway and intersection. Assuming that the ideal situation became a reality, Anderson Elementary School would have the largest area that could be reached within a fifteen-minute walk and the greatest number of students with the option to walk or bike to school, therefore it was selected as the first pilot school. Although Erskine Elementary School had the third greatest potential, the existing network is more extensive than the other schools and presents an opportunity to build a successful program in the short term without significant infrastructure improvements,



therefore it was selected as the second pilot school. The committee discussed a third pilot school, but decided to focus funding at these two locations to better identify issues that other schools may face as the program is expanded throughout the corporation.

Anderson and Erskine Elementary Schools face considerably different challenges in implementing a successful Safe Routes to School program. Anderson Elementary is located in the west side of the City: a socio-demographically depressed area—the poverty ratio within the surrounding block group, according to the 2010 US Census, is 2.2 to 1 compared to the US average of 6.2 to 1—that consists of largely older residential, follows a more traditional grid street system, and has the potential for 175 students to walk or bicycle within one-half mile of the school. Erskine Elementary is located in the south side of Anderson: surrounded by corn fields on the east and south, and relatively newer neighborhoods on the north and west—for comparison, it has a poverty ratio of 8.0 to 1 within the surrounding block group. Erskine has the potential for 50 students to walk or bicycle to school within one-half mile of the school.

The kick-off meeting was paired with a kick-off event at each of the schools to get students excited about walking and biking to school. Ben Orcutt and Amanda McCammon made a quick presentation and talked to students during the lunch hour. Students looked at maps and came up with a route from their homes to school and vice versa. The students

showed a lot of enthusiasm for the program and were sent home with information for their parents about the different events, including a walk audit, walk to school day, and bike to school day.

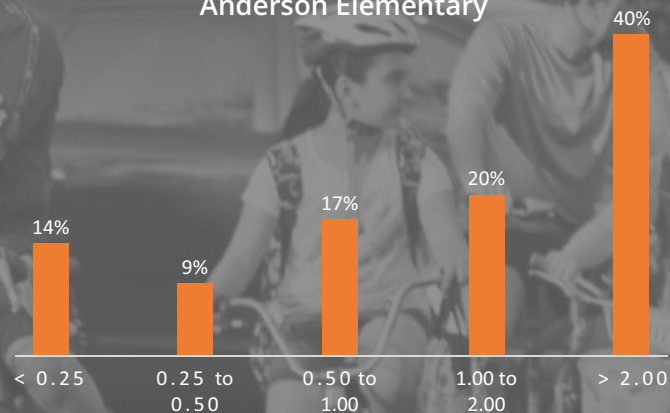
PARENT ATTITUDES

Anderson and Erskine Elementary schools each distributed surveys to gauge the interest and perception of walking and bicycling to school for students' parents in October 2014. 1,039 questionnaires were distributed within the two schools and a total of 289 were returned, a response rate of 27.82 percent. Although Erskine Elementary had a higher response rate, some statistics were aggregated to infer general, program-wide issues and support. The fourth grade had the lowest response with only 32 surveys, while the second grade had the highest response with 55 surveys.

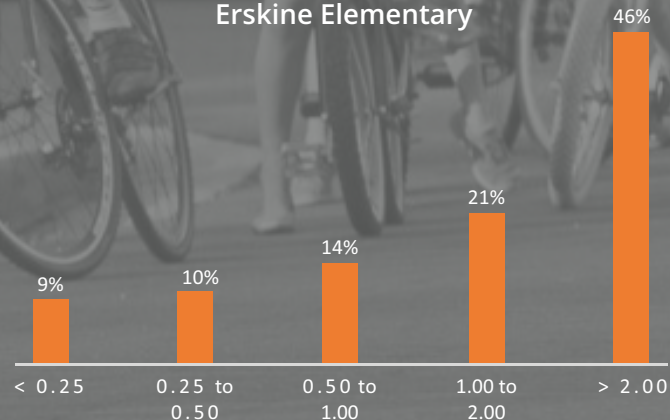
Distance will play a major role in determining which students are eligible to walk and bike to school, with the highest impact area being within 0.5 miles, as the accepted standard for a suitable walking distance. At distances further than 0.5 miles, biking is still an acceptable transportation option, but it becomes more difficult to control routes to mitigate unsafe conditions beyond 2 miles. 21 percent of the surveys were within 0.5 miles, but a majority of the responses (43 percent) have more than 2 miles between home and school.

Both of the schools showed a similar trend for students asking permission to walk or bike to or

Estimate of Distance from Home to School - Anderson Elementary

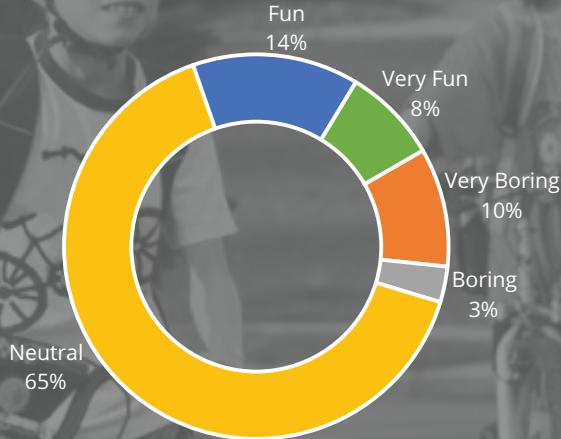


Estimate of Distance from Home to School - Erskine Elementary

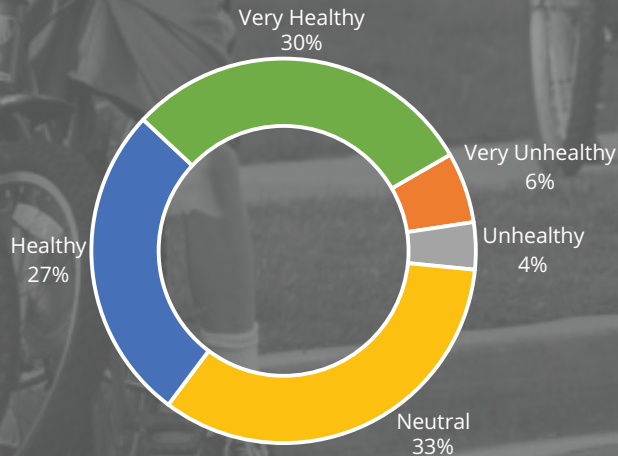


ANDERSON ELEMENTARY

How much fun is walking/biking to school?

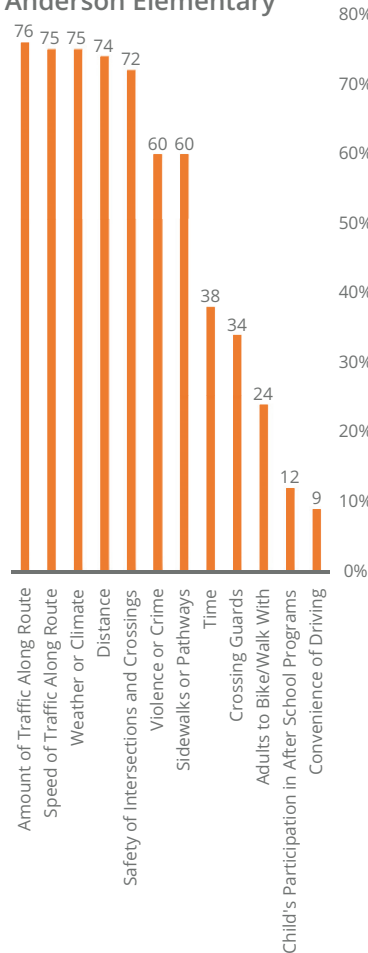


How healthy is walking/biking to school?



from school – students within 0.5 miles were much more likely to have asked for permission in the past with 56.3 percent of the respondents that have asked permission living within 0.5 miles of the school. Those asking for permission also make up

Anderson Elementary

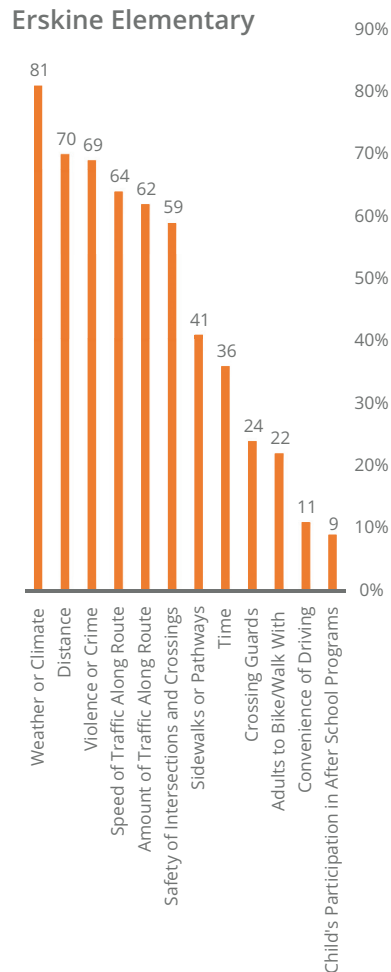


18.4 percent of the respondents within 0.5 miles of the school, as compared with 3.7 percent of respondents more than 0.5 miles from the school.

The final section of the survey polls the parents' opinions about levels of school encouragement, fun, and health value of walking and biking to school. Results for this section were incredibly similar and are likely to be representative across the entire school corporation. A majority, 77 percent, of the respondents believe that the schools neither encourage nor discourage students

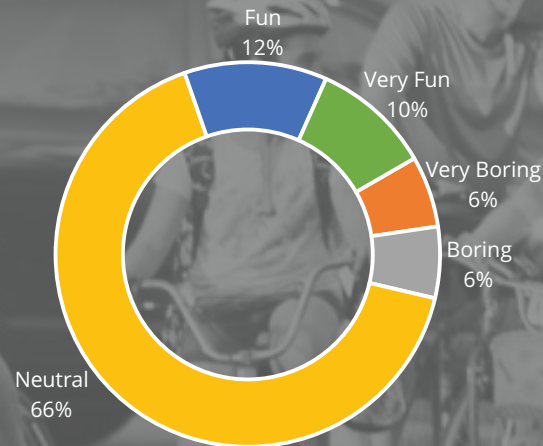
from walking or biking, while discouragement and encouragement were 17 and 6 percent respectively. It is important to note that of the non-neutral options (23 percent), 52 percent of parents believe that the schools strongly discourage walking and biking to or from school. On the contrary, 22 percent of respondents believe that walking and biking to or from school would be either fun (13 percent) or very fun (9 percent) for their child and 57 percent of respondents believe it would be healthy (29 percent) or very healthy (28 percent) for their child. There were still 35 percent that selected neutral for healthy versus unhealthy, but only 8 percent selected either unhealthy (3 percent) or very unhealthy (5 percent).

The next section provides a comparison of the two pilot schools.

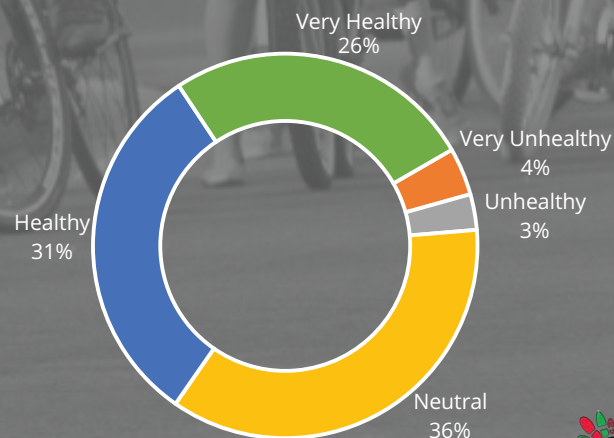


ERSKINE ELEMENTARY

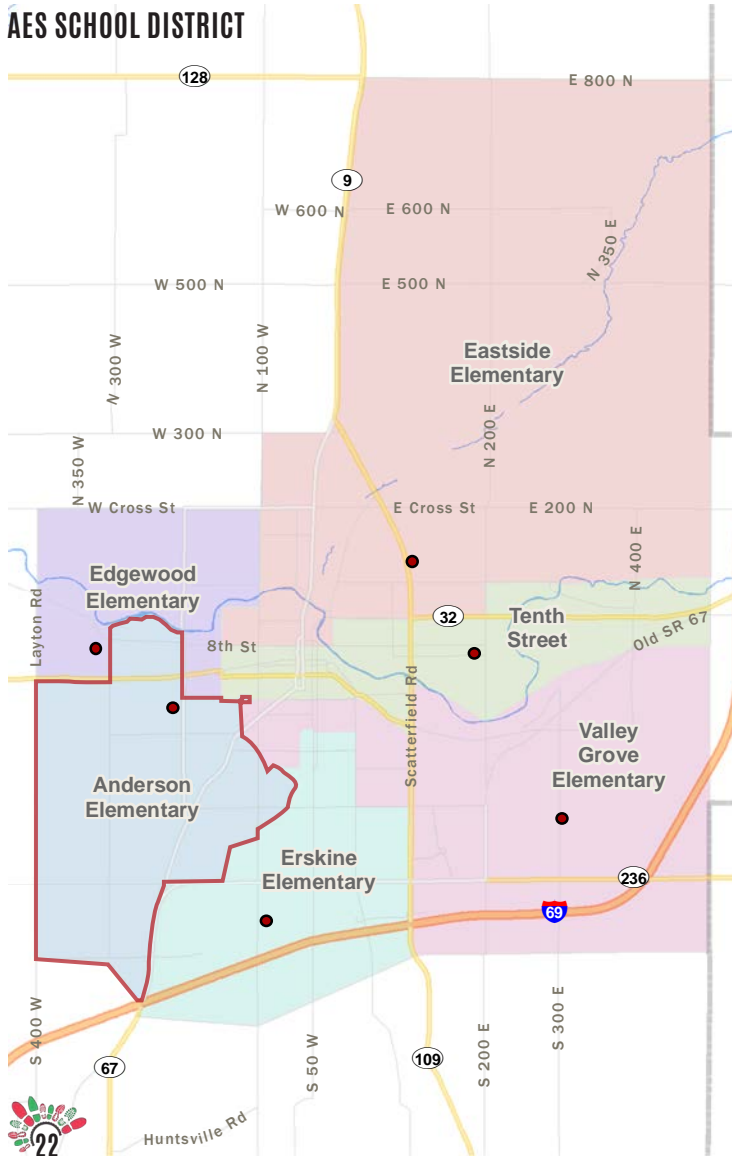
How much fun is walking/biking to school?



How healthy is walking/biking to school?



AES SCHOOL DISTRICT



ANDERSON ELEMENTARY SCHOOL

Anderson Elementary School (AES) serves kindergarten through fifth grade and had 607 students and 46 teachers for the 2014/2015 school year. The 90,900 square foot school building was constructed in 2003 on the west side of the City of Anderson and serves 4,758 addresses within the 11,755 acre elementary school district.

SCHOOL/DISTRICT	ANDERSON
Population	9,267
Acreage	11,755
Density (people/acre)	0.82
Enrollment	607
Teachers	46
Building Size (sq. ft.)	90,900
Free/Reduced Lunch	565 (93.1%)

EXISTING CONDITIONS

There are eight maps on the following pages that illustrate the existing conditions of the area surrounding Anderson Elementary School:

1. Sidewalk Infrastructure
2. Existing Walk Network
3. Build-out Walk Network
4. Speed Limits
5. School Zones
6. Transit Access
7. Bike/Ped Crashes
8. Traffic Circulation

ERSKINE ELEMENTARY SCHOOL

Erskine Elementary School (ERS) serves kindergarten through fifth grade and had 544 students and 44 teachers for the 2014/2015 school year. The 105,634 square foot school building was constructed in 1980 on the south side of the City of Anderson and serves 5,591 addresses within the 9,821 acre elementary school district.

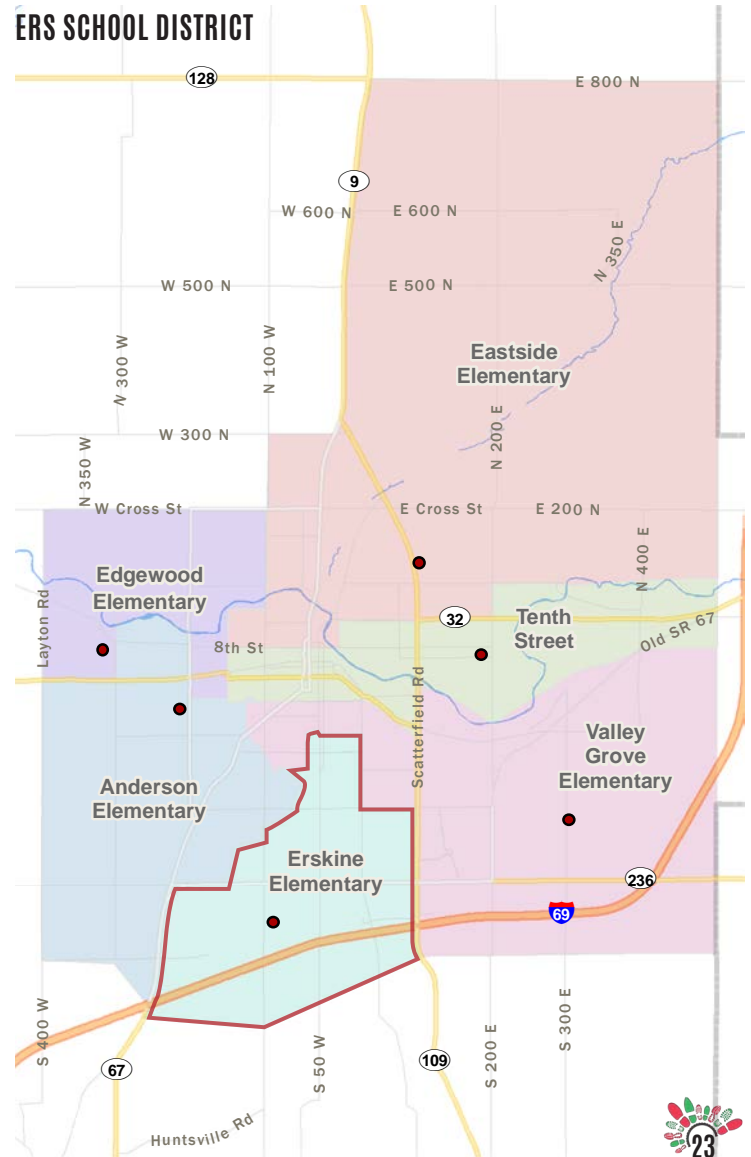
ERSKINE	SCHOOL/DISTRICT
12,583	Population
9,820	Acreage
1.28	Density (people/acre)
544	Enrollment
44	Teachers
105,634	Building Size (sq. ft.)
463 (86.4%)	Free/Reduced Lunch

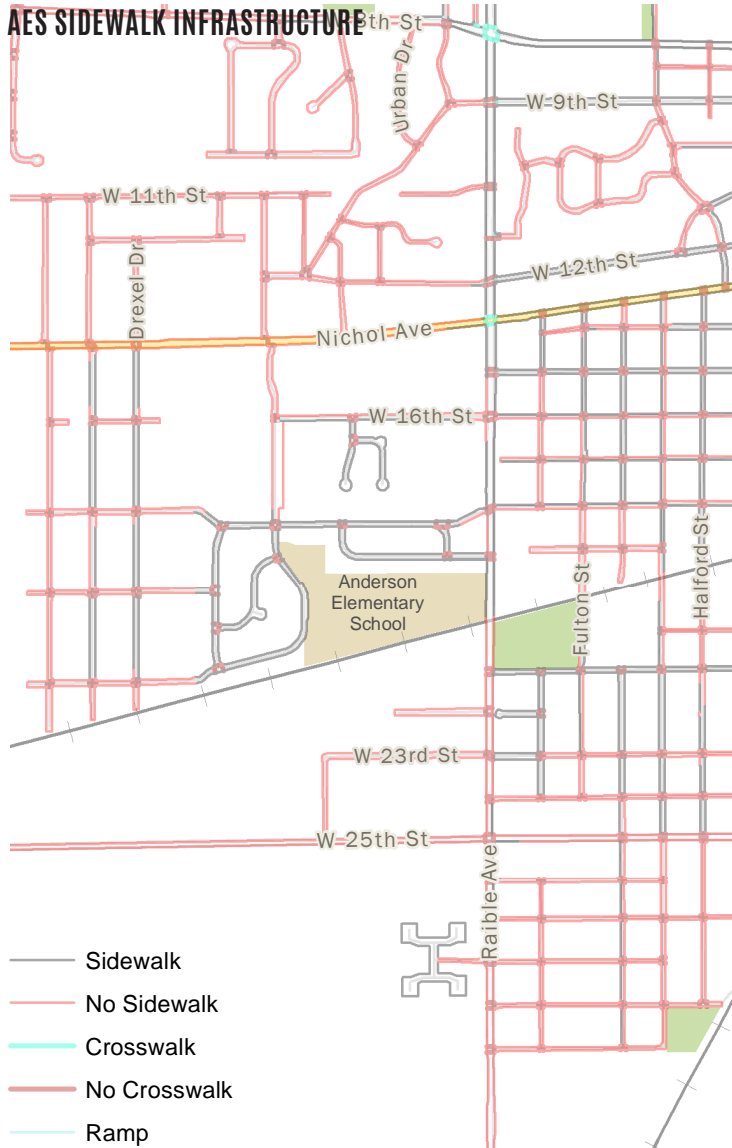
EXISTING CONDITIONS

There are eight maps on the following pages that illustrate the existing conditions of the area surrounding Erskine Elementary School:

1. Sidewalk Infrastructure
2. Existing Walk Network
3. Build-out Walk Network
4. Speed Limits
5. School Zones
6. Transit Access
7. Bike/Ped Crashes
8. Traffic Circulation

ERS SCHOOL DISTRICT





NETWORK CREATION METHODOLOGY

The Walk Network maps require additional explanation. Each represents the initial target areas for student involvement in walking and biking to school. The Existing Walk Network is representative of the area that can be reached within a 15-minute walk at the average speed of approximately 3.5 feet per second (Standard walking speed as maintained by the Federal Highway Administration) based on the existing pedestrian infrastructure, while the Build-out Walk Network is representative of the area that could be reached if sidewalks, crosswalks, and ramps were installed along every street and at every intersection. It is important to note that streets without sidewalks are automatically

(AES Existing Conditions continued)

The sidewalk infrastructure in the neighborhoods directly adjacent to AES is nearly complete, but there are gaps that result in a relatively small walk network coverage area. As represented in the Bike Network map, if sidewalks, crosswalks, and ramps were fully built out, the area that could be impacted would significantly increase. One of the main concerns from administration and parent comment is the speed and amount of traffic specifically along Raible Avenue. There is a school zone along Raible Avenue between 18th Street and 22nd Street, but speeds can reach 45 mph north of the school.

omitted from the pedestrian network, although some residential streets may be safe for walking due to low traffic volumes and speeds.

Utilizing the existing pedestrian infrastructure to determine the walkable network provides a more accurate area for identifying participation potential than a typical radius of a half-mile (they standard acceptable walking distance). Promoting bicycling within the Build-out Walk Network will encourage the installation of adequate pedestrian infrastructure by increasing use, while improving bicycle and pedestrian safety by increasing driver awareness.

(ERS Existing Conditions continued)

ERS has a traditional neighborhood north of West 60th Street, and three subdivisions: Fox Trace, Greystone, and Greystone North nearby. The subdivisions have a nearly complete sidewalk network, but the traditional neighborhood has no sidewalks. ERS has two school zones that are relatively small, one along each of the two major roads students would cross: 60th Street and Madison Avenue. The school zones slow traffic when children are present, but the speed limits on 60th and Madison, even adjacent to the school, are typically 45 mph.

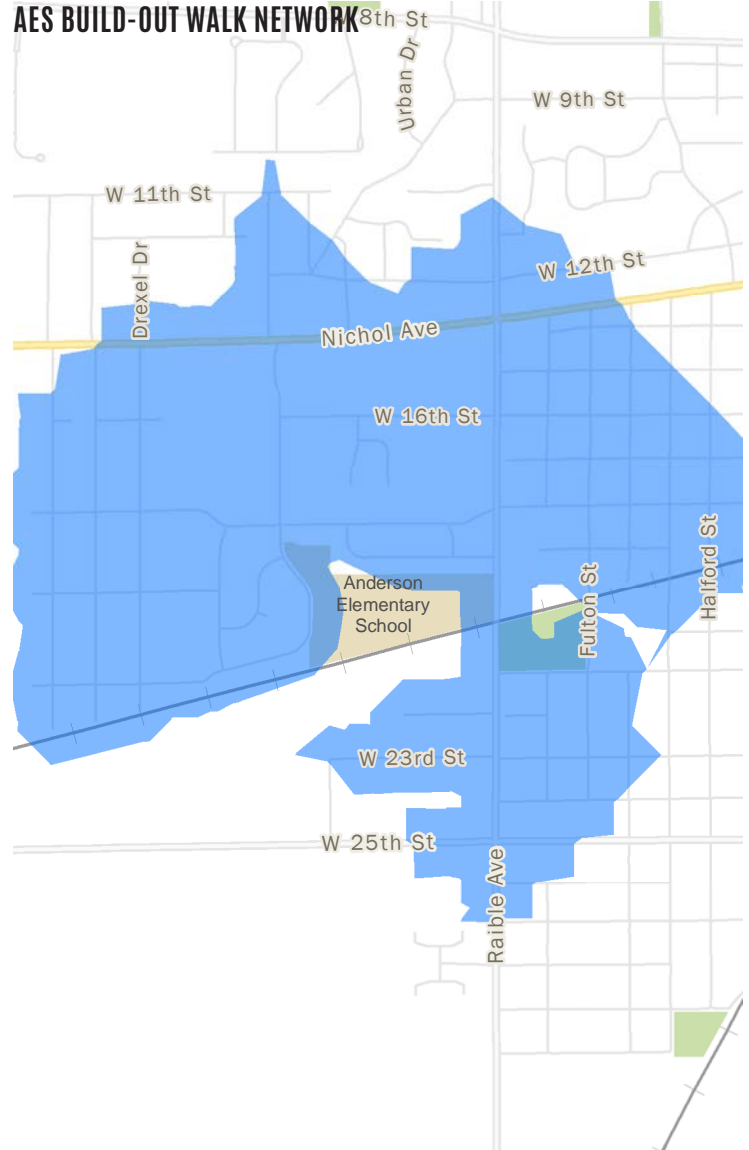
ERS SIDEWALK INFRASTRUCTURE



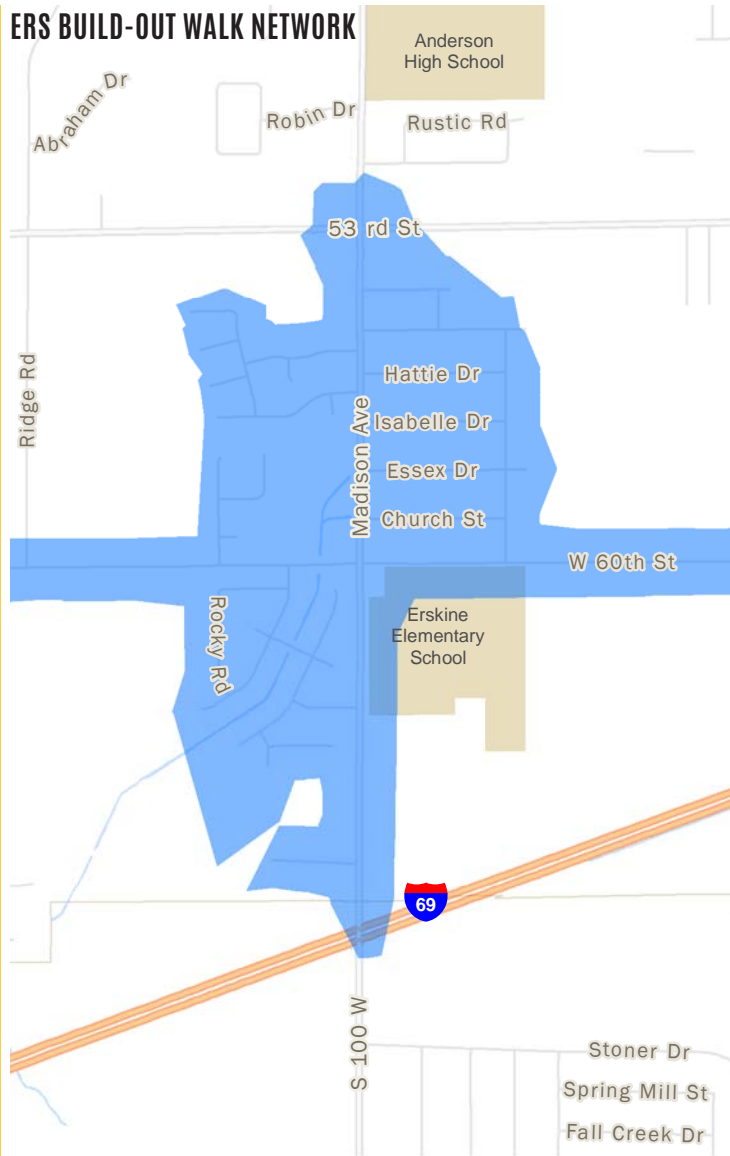
AES EXISTING WALK NETWORK



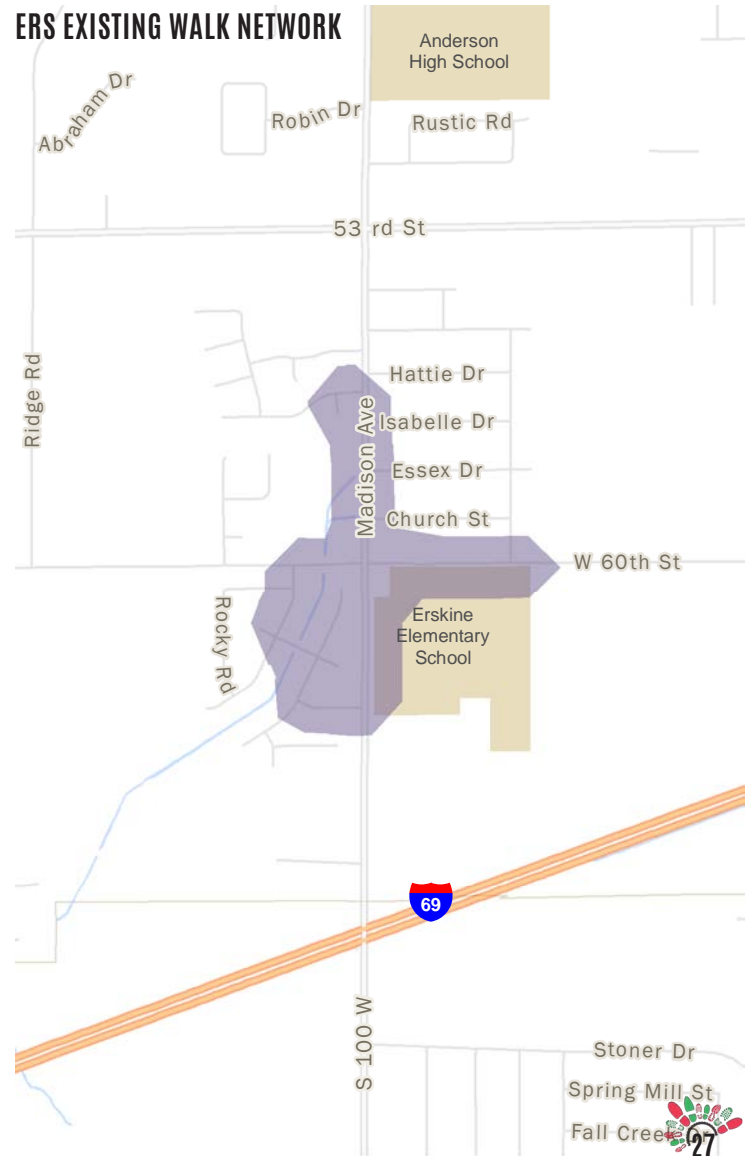
AES BUILD-OUT WALK NETWORK



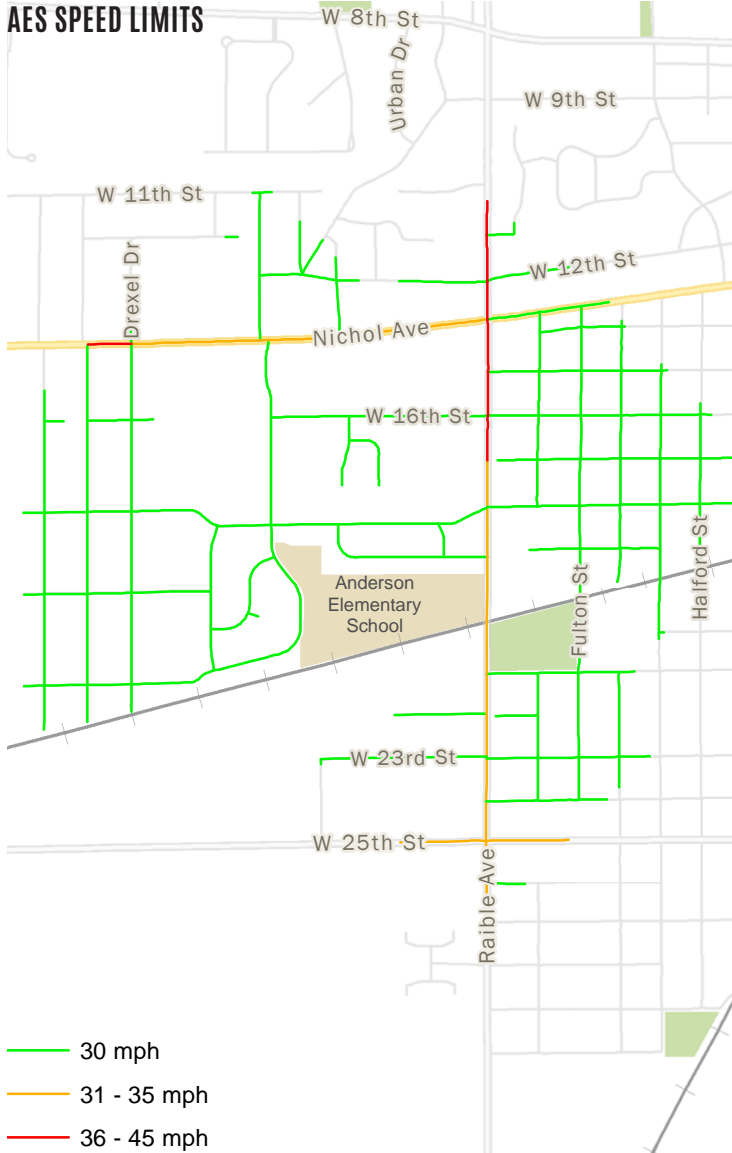
ERS BUILD-OUT WALK NETWORK



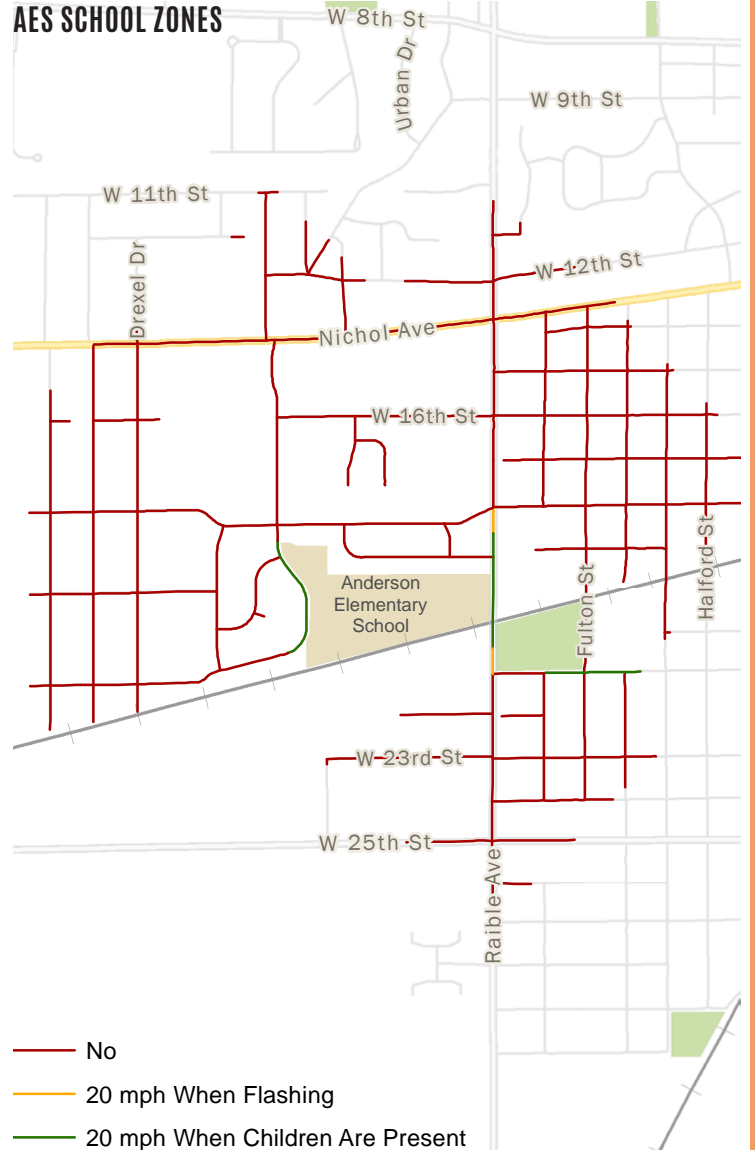
ERS EXISTING WALK NETWORK



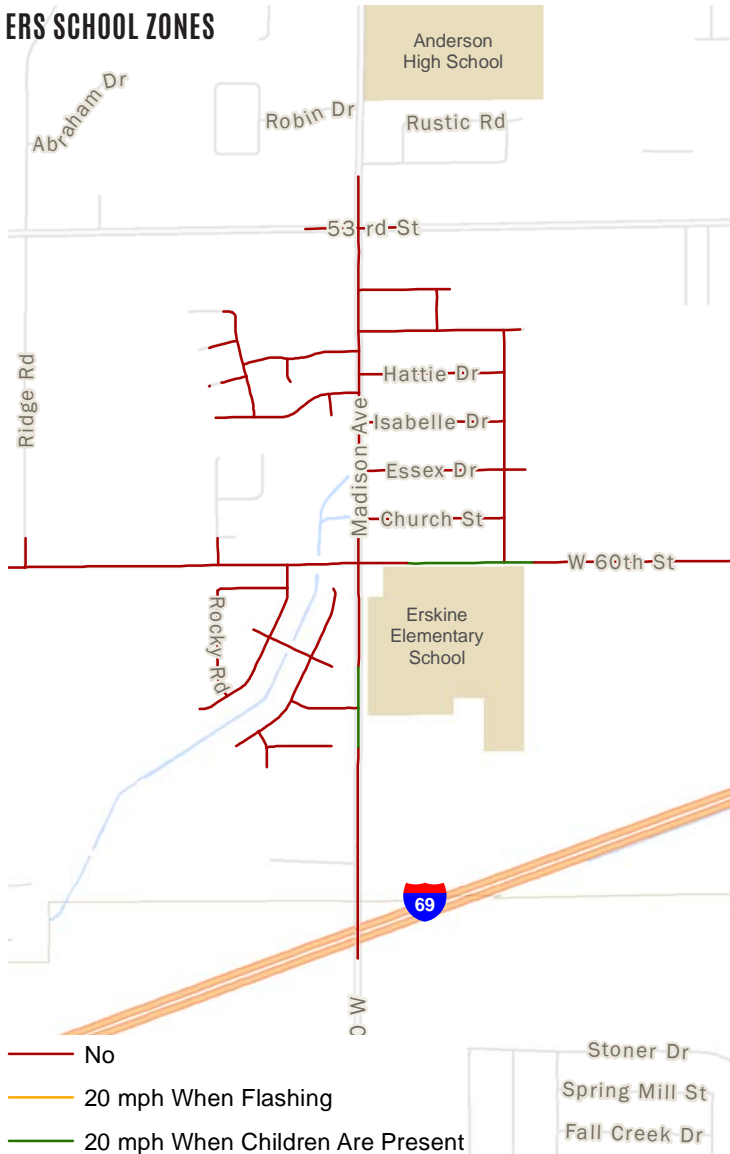
AES SPEED LIMITS



AES SCHOOL ZONES



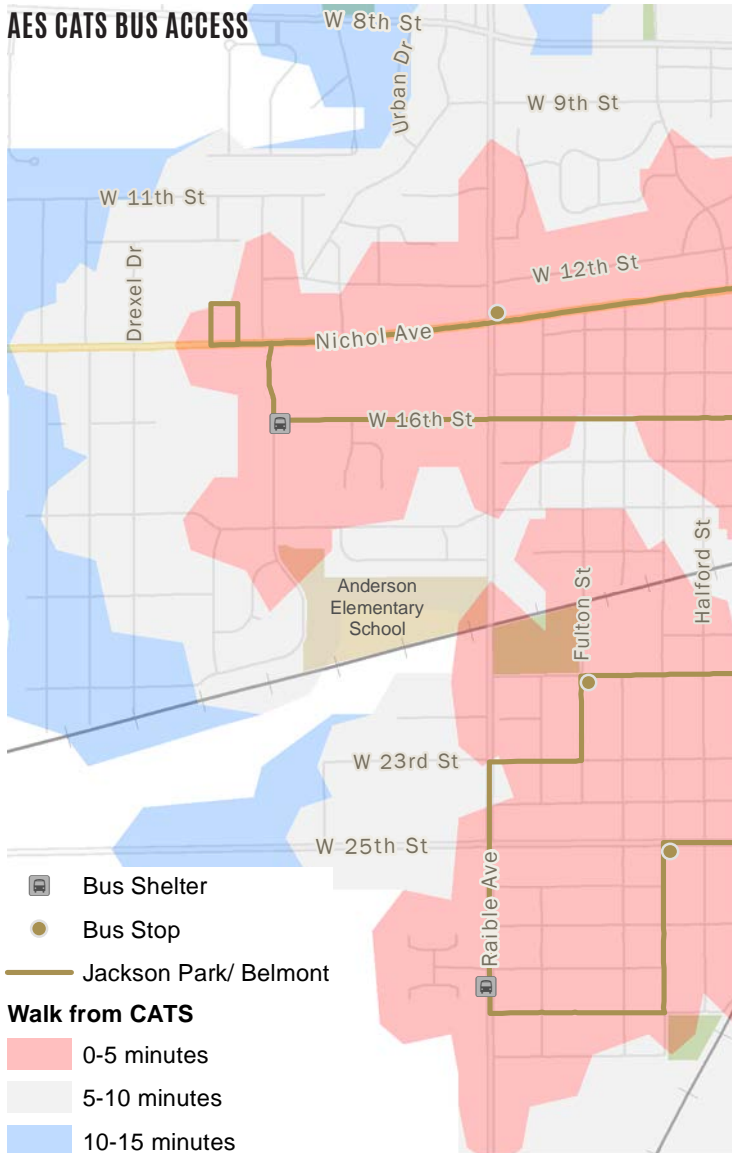
ERS SCHOOL ZONES



ERS SPEED LIMITS



AES CATS BUS ACCESS



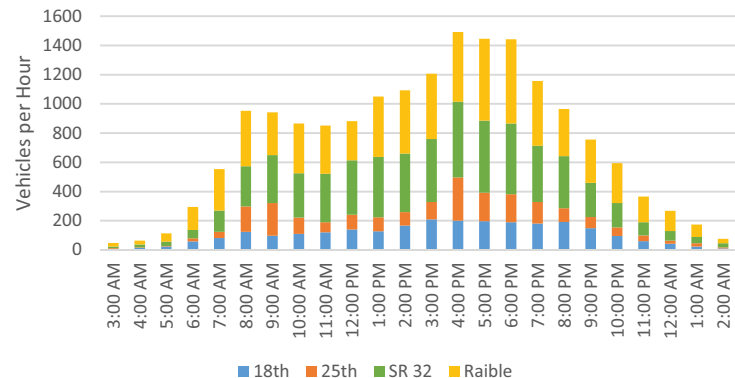
(AES Existing Conditions continued)

Another opportunity for students that are too far from the school to walk or bike, is to utilize public transit. The City of Anderson Transit System (CATS) operates one bus route near AES, the Jackson Park/ Belmont line. There are two stops available within a 5- to 10-minute walk that could be used to encourage students further from the school to walk or bike.

In addition to the maps provided, traffic counts, crash statistics, and crime rates were reviewed for AES.

Traffic Counts - AES is largely surrounded by residential streets with very low traffic volumes and speeds. Traffic counts were taken on four of the busier roads surrounding AES: 18th Street, 25th Street, Nichol Avenue/SR 32, and Raible Avenue. The following charts show the average pattern of traffic by hour. Each of the study roads follows the typical

AES Total Hourly Traffic



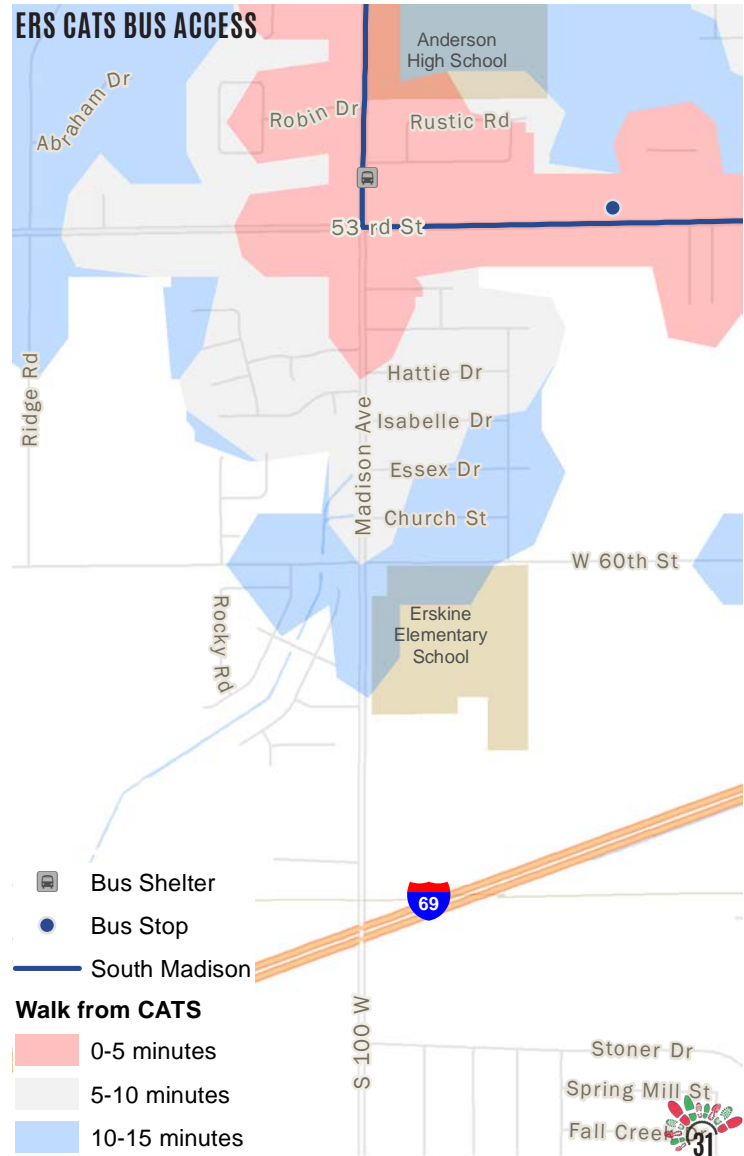
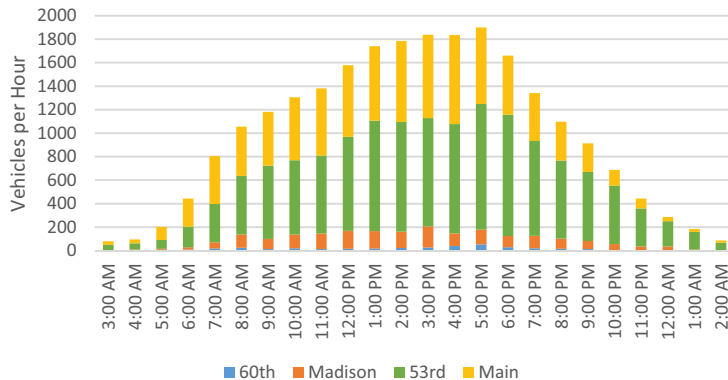
(ERS Existing Conditions continued)

The City of Anderson Transit System (CATS) operates one bus route near ERS, the South Madison line. There is one stop available within a 10- to 15-minute walk of the school along Madison Avenue. The stop could be utilized by students who want to walk or bike to school but live too far away.

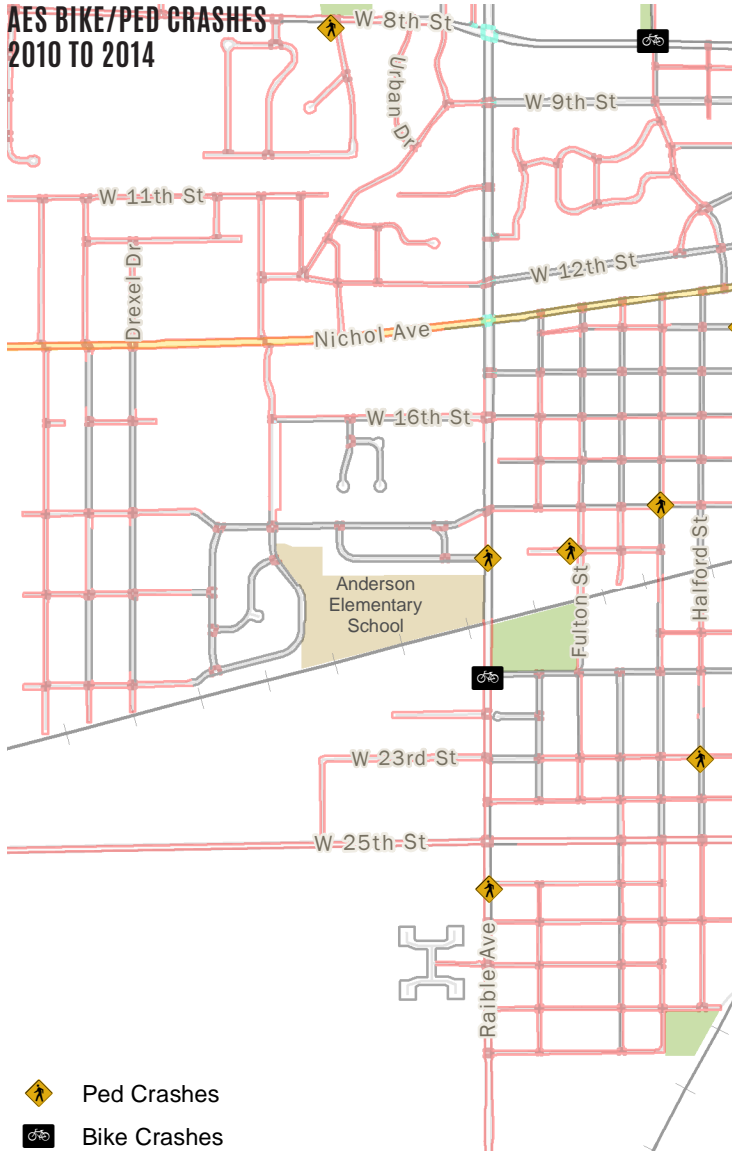
In addition to the maps provided, traffic counts, crash statistics, and crime rates were reviewed for ERS.

Traffic Counts - ERS is largely surrounded by residential streets with very low traffic volumes and speeds. Traffic counts were reviewed on four of the busier roads in the area near ERS: 60th Street, Madison Avenue, 53rd Street, and Main Street. The following charts compare the hourly traffic volumes of each study street and the total hourly traffic volumes for the major roads near Erskine.

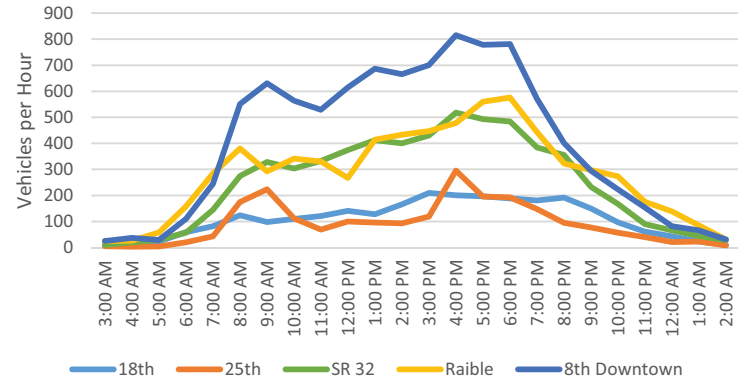
ERS Total Hourly Traffic



AES BIKE/PED CRASHES 2010 TO 2014



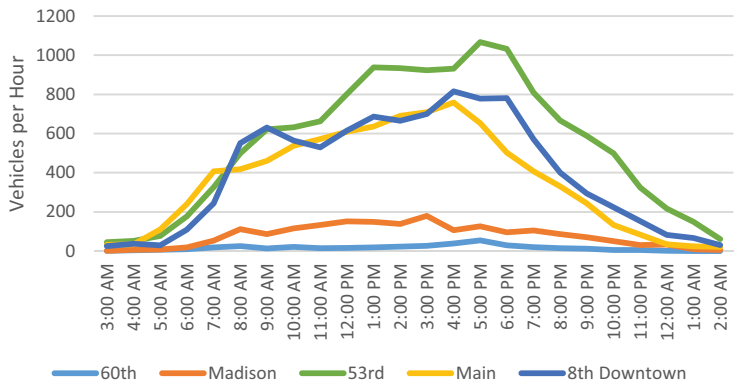
AES Hourly Traffic Comparison



commuting pattern with a small peak in the morning around 8 AM and a larger peak in the evening between 4 and 6 PM. Raible Avenue has the highest amount of traffic on it throughout the day, with the peak traffic at 6 PM. 18th Street has the lowest amount of traffic, barely reaching 200 cars per hour around 3 PM.

Traffic counts for 8th Street in downtown Anderson were included in the Hourly Traffic Comparison graph to provide context and a reference for comparison. Though 8th Street is a major road through downtown Anderson with even higher traffic volumes than and a similar lane configuration to Raible Avenue and SR 32, it is still considered a relatively safe street for pedestrians. It is important to note that the amount of traffic on a road does not determine the overall safety of the street.

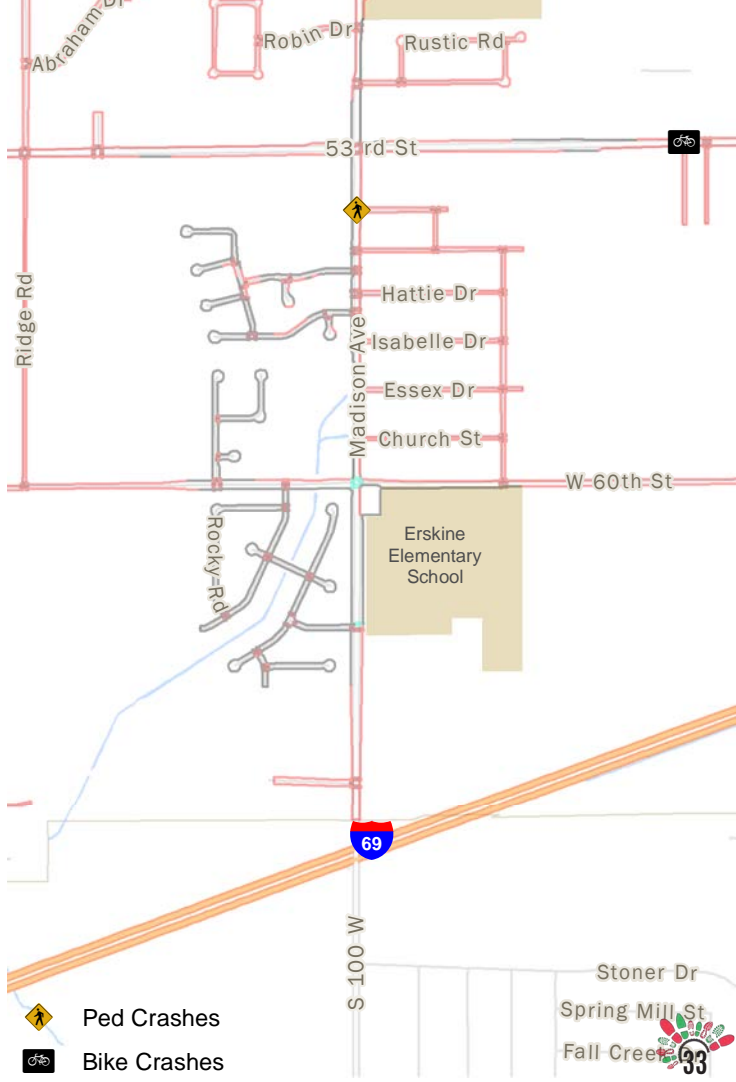
ERS Hourly Traffic Comparison



The most important aspect of these charts to see is the comparatively low volumes on 60th and Madison, the major streets directly impacting where students would be walking or biking to school; they are significantly less trafficked even than 8th Street through downtown, our comparison street.

There are two small peaks around 8 AM and 3 PM along Madison Avenue and 60th Street that are likely caused by parent pick-up and drop-off, but the amount of traffic is insignificant for pedestrian and cycling safety. In this case, re-designing the street to include traffic calming measures is more likely to have an impact on improving pedestrian and cyclist conditions than working to reduce the number of vehicles in the area.

ERS BIKE/PED CRASHES 2010 TO 2014

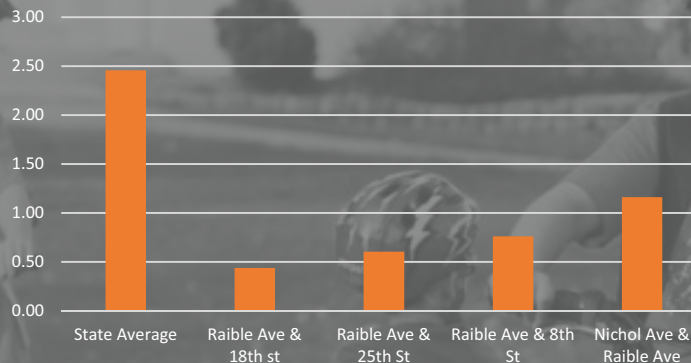


CRASH AND CRIME STATISTICS

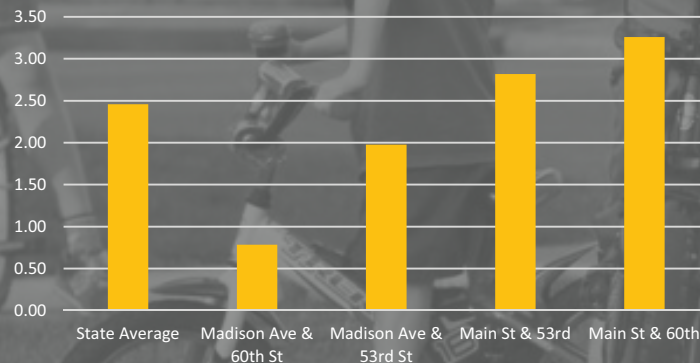
Crashes are random events that can fluctuate significantly over time. This fluctuation can cause misrepresentation of crash frequencies, so at least three years of crash data is typically used for analysis. For the purposes of this guidebook, crashes from 2010 through 2014 were reviewed. There have been no vehicular crashes involving cyclists or pedestrians in the last two years (2013-2014) in either study area. There were ten crashes involving cyclists or pedestrians the previous three years (2010-2012), however only one of the crashes was serious enough to require medical treatment and none were fatal.

In addition to looking at the number of bicycle and pedestrian crashes, the total observed crash rate was calculated for each of the study intersections. The observed crash rate is used to normalize the number of crashes by the amount of traffic; this mitigates the trend of higher crash numbers due to higher amounts of traffic. As the graph indicates, the observed crash rates in the AES study area are significantly lower than the Indiana State Average of 2.46 crashes per million vehicle miles traveled. In comparison, even the worst intersection, Raible Avenue and Nichol Avenue, is still half as likely to have a crash as the State Average.

AES Observed Crash Rate



ERS Observed Crash Rate



The ERS study area tells a slightly different story. The main intersection, Madison Avenue and 60th Street, has an observed crash rate that is less than one-fifth the state average. The intersection at Madison Avenue and 53rd Street is also below the State Average, despite being higher than

Madison and 60th. Although the crash rates for the intersections at Main Street and 53rd Street and Main Street and 60th Street are above the state average, they are declining. Both intersections were identified for safety improvements and have had a significant decrease in the number of crashes since improvements were installed. If the crash trend continues as it has the last two years at both intersections, the crash rate in four years will drop far below the State Average. Overall, this indicates that both AES and ERS are relatively safe for cyclists and pedestrians.

Crime – The amount of crime or criminal activity can be overestimated by media and true crime rates are often lower than perceived. MCCOG analyzed both the Anderson Police Department (APD) crime rates and 911 calls for equivalent crimes during 2013 and 2014 to get a better understanding of crime near Anderson and Erskine Elementary Schools. There were 4,071 crimes for homicide, rape, robbery, aggravated assault, burglary, theft, and vehicle theft in Anderson in 2013 and 2014, or an average of 2,035.5 crimes per year. In the APD Zone surrounding AES there was an average of 44.5 crimes per year and only 11.5 crimes per year in the ERS APD Zones. There was a reduction in crime in each APD Zone and the City as a whole between 2013 and 2014, and as the chart shows, the number of reported crimes has continuously dropped over the

past four years in the APD Zones at each of the pilot schools. Finally, it is important to note that criminal activity typically remains low throughout the day and increases in the late evening hours.



Reviewing the existing conditions of each school provides a clearer picture of issues that each school faces, but student, parent, teacher, and administrator concerns are also important to account for when establishing a broad reaching SRTS program.



(AES continued)
PARENT REPORTED ISSUES

AES received 135 questionnaires out of the 519 that were distributed—a 22.17 percent total response rate from the 609 enrolled students. Parents were asked to estimate the distance from the child’s home to school and approximately 23 percent of the responses were within a half-mile; with an additional 17 percent between a half-mile and one-mile away.

The survey identified twelve common issues that affect the decision to not allow a child to walk or bike to/from school. Six of the issues were selected by parents more than 50 percent of the time and scored significantly higher than the remaining six, indicating these are the main issues that should be focused on to encourage program participation: weather or climate (81 percent), distance (70 percent), violence or crime (69 percent), speed of traffic along route (64 percent), amount of traffic along route (62 percent), and safety of intersections and crossings (59 percent).

CURRENT STUDENT TRAVEL

Anderson Elementary has one main entrance off of Raible Avenue and an access road on the south side of the building that exits west onto Brentwood Drive. Buses queue along the road from the main entrance of the building to Raible Avenue. There are two crossing guards stationed to direct traffic on Raible Avenue and students within the parking lot. Parents use the access road to drop off and pick up their students. The morning drop off is not as congested

(ERS continued)

PARENT REPORTED ISSUES

ERS received 154 out of the 520 questionnaires that were distributed—a 28.31 percent total response rate from the 544 enrolled students. Parents were asked to estimate the distance from the child’s home to school and approximately 19 percent of the responses were within a half-mile; with an additional 14 percent between a half-mile and one-mile away.

The survey identified twelve common issues that affect the decision to not allow a child to walk or bike to/from school. Seven of the issues scored significantly higher than the remaining five, indicating these are the main issues that should be focused on to encourage program participation: amount of traffic along route (76 percent), speed of traffic along route (75 percent), weather or climate (75 percent), distance (74 percent), safety of intersections and crossings (72 percent), violence or crime (60 percent), and sidewalks or pathways (60 percent).

CURRENT STUDENT TRAVEL

Erskine Elementary has three driveway entrances, two on 60th Street and one on Madison Avenue. The western entrance on 60th Street is used for parent pick-up and drop off. Parents line up from the building entry and wrap around the parking lot. Drop-off has fewer issues than pick-up since all students leave at the same time. At the beginning of the school year, the parent pick-up line can back up through the 60th and Madison intersection, causing major traffic issues. Buses use the eastern entrance



(AES Current Student Travel continued)
 since parents have a window of time to drop off, but in the afternoon there is a significant buildup of traffic along the access road as parents wait for their children.

ACSC currently does not have a policy that supports or encourages walking, biking, or utilizing public transit for transportation to and from school. Therefore, the typical transportation modes for arrival at and departure from school are school bus and family vehicle. The school bus and family vehicle modes are used 81 percent and 18 percent of the time for morning drop-off and 83 percent and 15 percent of the time for afternoon pick-up, respectively. The slight shift from family vehicle to school bus between the morning and afternoon is likely due to an added inconvenience for a percentage of parents after work. No students walk, bike, or ride transit at Anderson Elementary, though there are transit stops available near the school as indicated in the existing conditions section. The distribution of school bus, family vehicle, and carpooling varies by distance as shown in the table below.

6 percent of the surveys also indicated that their child has asked for permission to walk or bike to/from school. 12.5 percent of students living within a half-mile have asked for permission to walk or bike to/from school, while 6.4 percent of students living further than a half-mile from the school have asked for permission to walk or bike to school.



The surveys indicate that although students do not currently walk or bike to/from school, there seems to be a significant interest from students.

School Arrival

Distance (mi)	< 0.25	0.25-0.50	0.50-1.00	1.00-2.00	> 2.00
Number	14	9	18	21	42
School Bus	79%	67%	89%	71%	76%
Family Vehicle	14%	33%	11%	24%	26%
Carpool	7%	--	--	5%	--

*No surveys indicated walk, bike, transit, or other.
 Don't know or No response: 31

School Departure

Distance (mi)	< 0.25	0.25-0.50	0.50-1.00	1.00-2.00	> 2.00
Number	14	9	17	19	37
School Bus	86%	67%	88%	79%	76%
Family Vehicle	7%	22%	12%	21%	24%
Carpool	7%	11%	--	--	--

*No surveys indicated walk, bike, transit, or other.
 Don't know or No response: 39

(ERS Current Student Travel continued)

on 60th Street to enter the parking lot, park, and drop students off. In the afternoon, buses pick students up in the same lot and exit onto Madison Avenue, but some exit directly onto 60th Street.

The vast majority of students typically ride the school bus or in a family vehicle. 74 percent of students ride the bus in the morning and 79 percent in the afternoon, while 24 percent of students ride in a family vehicle in the morning and 19 percent in the afternoon. The typical mode chosen changes slightly when distance is accounted for; 9 percent and 8 percent of respondents living within 0.25 miles of the school indicated their child typically walks to and from school, respectively. Additionally, 43 percent of respondents living 0.25 to 0.50 miles from the school indicated their child is dropped off in the morning in a family vehicle and 36 percent are picked up in the afternoon.

5 percent of the surveys also indicated that their child has asked for permission to walk or bike to/from school. 23 percent of respondents living within a half-mile indicated that their child has asked for permission to walk or bike to/from school. Distance is obviously a factor in students requesting permission to walk or bike to/from school; only 4.3 percent of respondents living further between a half-mile and two miles from school indicated that their child has asked for permission and no students further than two miles away have asked. The survey responses illustrate an increasing desire

from students to walk and bike the closer they live to school. Since respondents living between a quarter-mile and half-mile from school have the highest percentage of parent pick-up and drop-off, there is an opportunity to significantly reduce morning and afternoon congestion by encouraging walking and biking programs, especially for students living within a half-mile of the school.

School Arrival

Distance (mi)	< 0.25	0.25-0.50	0.50-1.00	1.00-2.00	> 2.00
Number	11	14	19	27	58
School Bus	73%	57%	68%	74%	76%
Family Vehicle	18%	43%	32%	26%	21%
Carpool	--	--	--	--	3%
Walk	9%	--	--	--	--

*No surveys indicated bike, transit, or other.
Don't know or No response: 25

School Departure

Distance (mi)	< 0.25	0.25-0.50	0.50-1.00	1.00-2.00	> 2.00
Number	12	14	17	27	56
School Bus	92%	64%	71%	81%	79%
Family Vehicle	0%	36%	29%	19%	20%
Carpool	--	--	--	--	2%
Walk	8%	--	--	--	--

*No surveys indicated bike, transit, or other.
Don't know or No response: 28

(AES continued)

KEY ISSUES

The parent surveys indicated that the key issues at Anderson Elementary preventing walking and bicycling are: weather, distance, violence or crime, speed of traffic, amount of traffic, and safety of intersections and crossings. The walk audit confirmed that there are three key intersections that should be addressed to mitigate concerns: 18th Street and Brentwood Drive, Horton Drive and Raible Avenue, and Raible Avenue at the entrance to the Anderson Elementary school parking lot. Raible Avenue and 18th Street are the main streets identified for issues with the amount and speed of traffic. The top three issues: weather, distance, and violence or crime may require programmatic and perception shifts through education and outreach efforts, but cannot be significantly impacted by AES directly.

1. Weather or Climate
2. Distance
3. Violence or Crime
4. Speed of Traffic
5. Amount of Traffic
6. Safety of Intersections
7. Sidewalk Blockage



(ERS continued)

KEY ISSUES

The parent surveys indicated that there were seven main concerns at Erskine Elementary: amount of traffic, speed of traffic, weather or climate, distance, safety of intersections and crossings, violence or crime, and sidewalks or pathways. The walk audits and initial analysis show that there are few gaps in the sidewalk network in the area, with the exception of the neighborhood east of Madison Avenue and crime rates are extremely low and continue to decline. The key issues at Erskine Elementary therefore are:

1. Amount of Traffic
2. Speed of Traffic
3. Weather or Climate
4. Distance
5. Safety of Intersections and Crossings

SRTS ACTIVITIES

Both Anderson and Erskine Elementary hosted four events during the second semester of the 2014/2015 school year: a walk audit, walk to school day, bicycle rodeo, and bike to school day.

WALK AUDIT

A walk audit is a facilitated walk to identify issues, gaps, and conditions of the pedestrian network. An initial walk audit was completed at both schools in December 2014 by the core committee to prepare for a parent and student involved walk audit in April 2015. Students and parents walked surrounding neighborhoods to identify areas of concern and discuss potential routes for walking and biking to school. MCCOG created an online form to collect walk audit data. The form spatially relates a problem description and picture for further review. A location can either be directly chosen by the user or, for anyone using a mobile device to report the issue, a mobile-enabled GPS trace. The intention is to link the online form to the school website to continue collecting data as the program evolves. The following page illustrates the information collected in the form, shows the resulting map from both walk audits at each school, and provides a sample of what was actually collected including the picture.

Fourteen students and three parents attended the walk audit at AES. A majority of the issues focused on sidewalks; although the neighborhoods adjacent to AES have sidewalks, forms

indicated some sidewalks were blocked by cars, trash cans, debris, gravel, and flooding. 18th Street and Raible Avenue were listed as a concern due to traffic speeds. After the walk audit, students were asked how far they believed they had walked, responding three, four, and five miles. The perception is that the neighborhoods are not close to the school, but in reality, the entire loop was only one and a half miles. Students showed a lot of enthusiasm for the idea of walking and biking to school, and parent comments at the walk audit were largely positive as the program was discussed in greater detail.

ERS has a significantly different experience, with only two students showing up for the walk audit. Facilitators decided to just plan out and walk the route to each students' house so they could each get a better idea of how they can and should walk or bike to school properly. Both of the students were incredibly enthusiastic for the opportunity to walk or bike to school and realized how close they were to the school after the short discussion of what route to take. The one-on-one format offered students an opportunity to provide their input for improvements need to be made, but acted more as an educational experience that walking and biking to school is possible.



ACSC Walk Audit

ACSC Walk Audit Basic Form

1. Enter Information

Name

Problem Address

Closest Address of Problem Location

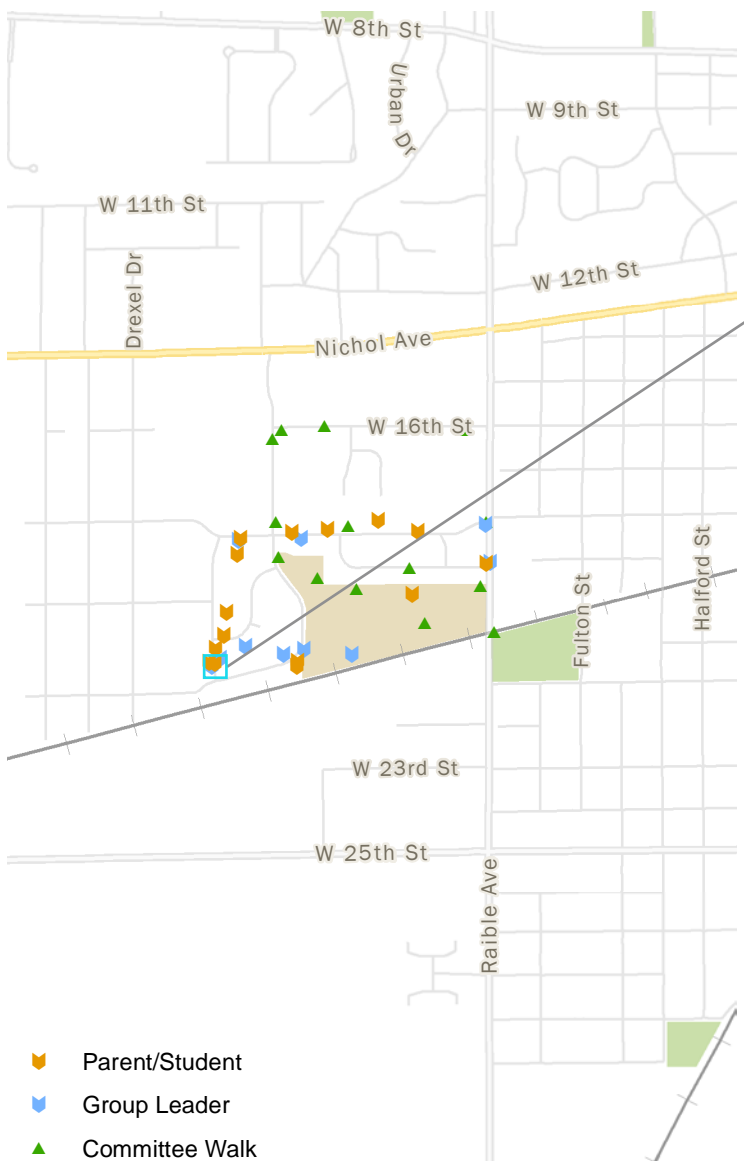
School

Your School

Problem Description

Provide short description of problem or any other comments.

Add Picture



- Parent/Student
- Group Leader
- Committee Walk



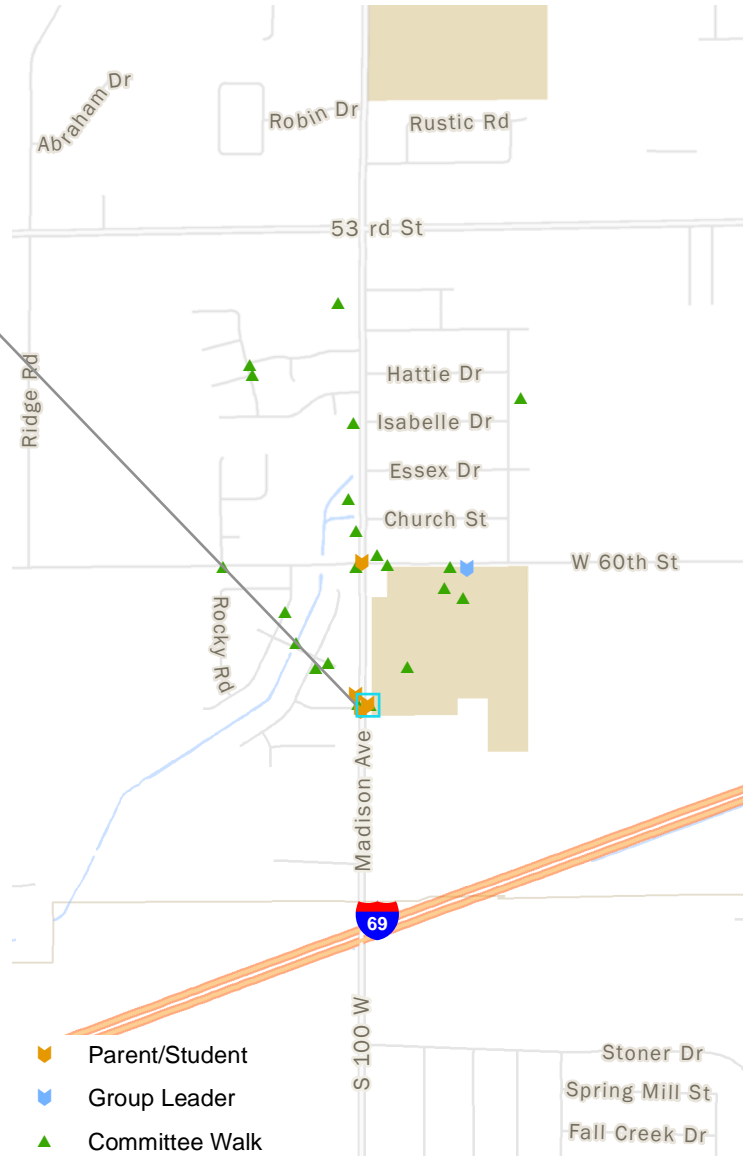
ACSC Walk Audit

ACSC Walk Audit Basic Form



1. Enter Information

Name	Henderson
Problem Address	Madison & Redrock
Closest Address of Problem Location	
School	Erskine Elementary
Your School	
Problem Description	Crosswalks faded
Provide short description of problem or any other comments.	
Add Picture	Select File



WALK TO SCHOOL DAY

A Walk to School Day event was held to promote health and wellness by encouraging students to walk to school. Walk to School Day increases physical activity, improves driver/pedestrian awareness around schools, reduces traffic and air pollution, and is a way to get students excited about walking. AES hosted a modified version of Walk to School Day, by having buses drop students off at a designated location a 0.25-mile from the school and having the students walk the rest of the way. The point was to make sure that students living even further away from the school could still have the same opportunity to participate as students living in the surrounding neighborhood.

ERS also did the modified Walk to School Day like AES, but it was in addition to having a true Walk to School Day event for students in nearby neighborhoods. Principal Merkel sat down with each student that had a chance to walk from their house to show their school route and talk to them about

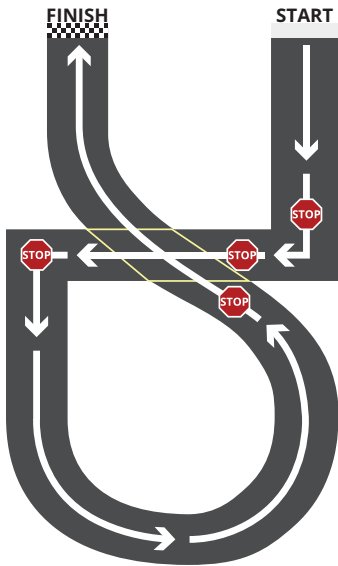


walking to school for the event. Approximately 30 students walked from home, while all of the students that rode the bus were dropped off for a 0.40-mile walk before school. Both events were successful in getting students to be active and worked to educate parents, teachers, and administrators on the process for getting students to walk to school. Students and teachers showed a lot of excitement for the program and the ERS event was even covered in the local newspaper, the Herald Bulletin (see Appendix).

BICYCLE RODEO

ACSC held two bike rodeos in partnership with the Spoke & Wheel Club, Buckskin Bike Shop, White River Bicycle Coalition, and MCCOG on May 23, 2015. One rodeo was hosted at each of the two pilot schools and each school had staff volunteers to assist the partner organizations. Bicycle Rodeos are used to teach kids the basics of bicycling and bicycle safety. AES had 32 kids participate and 7 staff volunteers. ERS had 24 kids participate and 4 staff volunteers. Although a majority of the kids at each event attend either of the two pilot schools, it was open to students throughout ACSC and Anderson in general to expand the influence of the SRTS program.

Kids were presented the rules of the road by an experienced cyclist, given a short quiz to test their understanding of bicycle safety, given a new helmet, and instructed on how to ride through the safety course. The safety course is laid out in a figure eight pattern so it includes multiple stops, a right turn, left turn, and intersection to teach kids



how to properly follow the same rules that a car follows and signal their intention to turn. A majority of kids at both schools stayed to ride the course multiple times and were very excited to hear about the upcoming Bike to School Day event. Having school staff, especially teachers and the Principal, at each of the rodeos was incredibly beneficial; volunteers knowing individual students by name and

understanding how to best work with them helped keep the process smooth and students excited.



BIKE TO SCHOOL DAY

A Bike to School Day was hosted during Bike Month, on May 29, 2015. Students that live in the surrounding neighborhoods had the opportunity to ride their bikes to school by joining a Bike Train. The Principal at each of the schools identified students that lived in the surrounding neighborhoods and sent home a permission form explaining the event to parents. After identifying which students planned to participate, the Principals worked with local cyclists to determine Bike Train routes and each route leader was provided a list of students and addresses so they knew how many riders they would have along their route.

AES had seven students turn in the permission slip to participate and one 1.5-mile route was created for the Bike Train. Unfortunately, two students were unable to join since their bicycles had flat tires, so only five ended up participating. The Bike Train at AES did not run into any issues for pick-up or drop-off other than the two students being unable to participate. The five students that did participate were enthusiastic about the opportunity and several students asked when the school plans to have Bike to School Day again so they could join the Bike Train.

ERS had thirteen students participate in their Bike to School Day. Two Bike Train routes were put together to decrease the coverage area of each ride leader. Of the thirteen, two actually do not live in the neighborhoods adjacent to the school, but their

parent dropped them off along one of the routes so they could join. The thirteen were excited to get outside for the morning and afternoon and enjoy the great weather. In the future, it is recommended that the school have a bicycle trailer available for student backpacks, as well as a bicycle pump and small repair kit to avoid any issues that could arise on the routes.

To encourage cycling for all of the students, each school also held a Bike to School Day convocation. Students were assembled to watch a BMX stunt show by Wonder Wheels BMX. Wonder Wheels presented on bicycle safety and got kids excited about getting out on their bike for the summer months and future Bike to School Day events.



AES BTSD



ERS BTSD



ERS BTSD



ERS WALK TO SCHOOL DAY



ERS BIKE RODEO



48 AES BIKE RODEO



ERS BIKE RODEO







ERS WONDER WHEELS



ERS WONDER WHEELS



ERS WONDER WHEELS






AES WONDER WHEELS



52 AES WONDER WHEELS



THE FUTURE OF THE ACSC PROGRAM



The pilot program at each of the ACSC elementary schools, Anderson and Erskine, allowed the corporation to begin collecting data on parent concerns, student participation, and program success. As the program continues to move forward, each of the pilot schools should begin addressing the identified key issues while the corporation program should work to expand its wellness policy.

Weather and distance were identified as key issues at both schools. The solution for each of these issues can be applied at both schools and across the corporation.

WEATHER OR CLIMATE

Weather cannot be directly controlled by the schools, but the program can include the development of a contingency plan for poor weather. AES can include additional bus routes on an as-needed basis contractually, to be utilized on days when the ACSC Transportation Department notes a weather issue, such as rain or low temperatures.

DISTANCE

Students living too far from the school to walk or bike may not be able to choose walking or biking to school on a daily basis, but the school can identify alternative bus drop-off and pick-up locations that allow students to walk a short distance to and from the bus stop each day. Even moderately increasing the distance that students walk can have a drastic impact on student health over time. Transitioning and distributing the pick-up and drop-off locations further from the school will also decrease the amount of congestion and idling caused by parents waiting to pick-up or drop-off their child.

ANDERSON ELEMENTARY

To continue building the SRTS program at Anderson Elementary, each of the key issues should be addressed. The following Action Matrix contains a list of actions or countermeasures that should be taken to progress toward a successful SRTS program. The matrix identifies each issue that is impacted by the countermeasure, as well as providing a

more descriptive explanation, the partners that may be involved, and an approximate timeline for accomplishing each task. Combining education, encouragement, enforcement, evaluation, and engineering solutions will improve the success of the program and countermeasures for each category are included.

COUNTERMEASURE	ISSUE	EXPLANATION	PARTNER(S)	TIMELINE
Develop an Education Program	Crime, Traffic Speed, Amount of Traffic, Intersection Safety	Perceived crime, traffic speeds, traffic volumes, and safety are different from actual rates. ACSC should develop an outreach program that specifically focuses on educating parents, teachers, and administrators of statistics identified in the 'Existing Conditions' section.	PTO, APD, MCCOG	1-2 years
Conduct Neighborhood Outreach	Sidewalk Blockage	AES should reach out to neighbors in the surrounding area to ensure sidewalks are clear for students walking and biking to school.	Anderson Municipal Dept.	6 months
Increase Police Presence	Crime, Traffic Speed	Increased police presence while students are walking/ biking to and from school should mitigate concerns about crime and traffic speeds.	APD	6 months
Conduct Spot Speed Studies	Traffic Speed	Traffic Speeds are a concern for Raible Avenue and 18th Street. A Spot Speed Study on each will determine true traffic speeds, assess effectiveness of speed signage and enforcement, and recommend solutions if needed.	City Engineer, MCCOG	1-2 years
Amend City School Zone Ordinance	Traffic Speed	School Zones are designated by City Ordinance and can be amended to fit needs. ACSC should work with the City Council to increase school zone length and follow MUTCD signage standards.	City Council	1-2 years

ERSKINE ELEMENTARY

The pilot program assisted in the identification of key issues that should be addressed at Erskine Elementary. As the program continues and expands, it will be important to address each of the key issues. The following Action Matrix contains a list of actions or countermeasures that should be taken to progress toward a successful SRTS program.

The matrix identifies each issue that is impacted by the countermeasure, an explanation, the partners that may be involved, and an approximate timeline for accomplishing each task. Each of the 5 Es are included and combined within the matrix to improve the success of the program.

COUNTERMEASURE	ISSUE	EXPLANATION	PARTNER(S)	TIMELINE
Develop an Education Program	Amount of Traffic, Traffic Speed, Intersection Safety	Perceived crime, traffic speeds, traffic volumes, and safety is different from the actual rates. ACSC should develop an outreach program that specifically focuses on educating parents, teachers, and administrators of statistics identified in the 'Existing Conditions' section.	PTO, APD, MCCOG	1-2 years
Conduct Spot Speed Studies	Traffic Speed	Traffic Speeds are a concern for Madison Avenue and 60th Street. A Spot Speed Study on each will determine true traffic speeds, assess effectiveness of speed signage and enforcement, and recommend solutions if needed.	City Engineer, MCCOG	1-2 years
Amend City School Zone Ordinance	Traffic Speed	School Zones are designated by City Ordinance and can be amended to fit needs. ACSC should work with the City Council to increase school zone length and follow MUTCD signage standards.	City Council	1-2 years
Improve Crossing Safety	Intersection Safety	Install crosswalks, flashing pedestrian signals, and pedestrian signage where appropriate to provide students with safe street crossing options.	City Engineer	

OBJECTIVE	ISSUE	EXPLANATION	PARTNER(S)	TIMELINE
Expand School Zones	Traffic Speed, Intersection Safety	A school zone should be studied for 18th Street as part of a Spot Speed Study. The Brentwood Drive school zone should be expanded north across 18th Street and south along Brentwood Drive. Signage for the Raible Avenue school zone should be upgraded to MUTCD standards.	City Council, APD	2-3 years
Install Lighting	Crime	Street lights are a proven crime deterrent.	APD	3-5 years
Install Traffic Calming Measures	Traffic Speed, Intersection Safety	Installation of traffic calming measures and/or lane width reductions to reduce speed and improve pedestrian safety.	City Engineer	3-5 years
Improve Crossing Safety	Intersection Safety	Install crosswalks, flashing pedestrian signals, and pedestrian signage where appropriate to provide students with safe street crossing options.	City Engineer	3-5 years
Improve Pedestrian Network	Sidewalk Blockage, Distance	Install sidewalks where gaps exist and widen and replace existing sidewalks.	City Council, Board of Public Works	3-5 years

CORPORATION PROGRAM EXPANSION

As ACSC looks to expand the SRTS program as a corporation-wide health and wellness initiative there are changes that should be made to the format of the existing SRTS program, as well as program additions to increase its overall effectiveness.

Program Changes

- Program Manager
- Committee Membership



The entire program will require dedication from ACSC. A dedicated program manager

with time to work with individual schools and each committee/subcommittee should be considered to improve the coordination and success of a wellness initiative. The SRTS program suffered from a change in leadership during the grant process and as committee members became more time constrained for participation. A program manager to prepare, run, and keep meetings on task would benefit the implementation of the final initiative.

The initial committee was developed to include administration and community partners, but lacked representation from teachers and parents. Moving

COUNTERMEASURE	ISSUE	EXPLANATION	PARTNER(S)	TIMELINE
Improve Pedestrian Network	Distance	Install sidewalks where gaps exist.	City Council, Board of Public Works	3-5 years
Expand School Zones	Traffic Speed, Intersection Safety	The school zones along both Madison Avenue and 60th Street are a major concern due to the high speed limits and visibility issues going into them. It is recommended that both are expanded significantly and follow the MUTCD standards for signage. Installing flashing lights should also increase compliance. A Spot Speed Study should help determine a final range, but MCCOG recommends expanding the Madison Avenue school zone to the southern side of the bridge across I-69 and north to approximately 200 feet north of Harold Street. The 60th Street school zone should be expanded to 200 feet west of Granite Drive.	City Council, APD	2-3 years

forward, it is highly recommended that each school within ACSC develop its own subcommittee for running the individual school programs. Each of these subcommittees should have representation on an overarching Corporation Wellness Committee that also includes parents, teachers, community members/neighborhood representatives, and school administrators. The Corporation Wellness Committee should also add representation from the City of Anderson. Although the City had an initial representative, it was not continued and accomplishing the significant changes required for a successful SRTS program (in each of the 5 Es) necessitates extensive City involvement.

The Safe Routes to School program's long-term success is built on parent and community support and involvement. Finding and securing active participation and time commitments from parents can be a struggle for teachers and school leadership. However, the need for parent and guardian involvement in youth education, afterschool programming, and summer programs is recognized. ACSC lacks parent involvement and participation in parent/teacher organizations (PTOs) varies greatly. Studies show that when parents are passionate about their children's health, wellness, and school activities, children have increased success. With this understanding it is imperative



STRATEGIES FOR INCREASING FAMILY INVOLVEMENT

1. Focus efforts on engaging families in trusting and respectful relationships.
2. Recognize that all parents, regardless of income, education level, or cultural background, want to be involved in their children's education and want their children to be successful.
3. Engage families in afterschool and summer family programming.
4. Form partnerships with local community-based organizations such as the YMCA, the Anderson Public Library, and the Geater Center.
5. Increase communication strategies.

that ACSC work to break down the barriers hindering parent engagement. Barriers vary from school to school and school leaders must work to identify what hinders parent involvement, such as language barriers, transportation concerns, outside commitments, disabilities, communication, attitudes about the school system, etc.

Increasing parent involvement is highly dependent on parents receiving the message that students have a school activity or that the school is in need of volunteers. Finding ways to effectively communicate to parents is vital to increased caregiver involvement. This may mean sending the same message out to parents in multiple formats, such as flyers, email, text, phone messages, and multiple languages. ERS has seen an increase in participation due to use of social media sites, such as Facebook, and direct parent notification via text messages. To launch an accommodating initiative that incorporates parents and mitigates concerns, parents and guardians must be included in the process.

Program Additions

- Policy Changes
 - Wellness
 - Transportation
- Curriculum Changes
- Data Tracking

Early committee discussions included changes to two corporation policies that should be made to provide additional support throughout the

corporation: transportation and wellness. The existing transportation policy does not include guidelines for walking and biking to school and the school corporation stance in the past decade has been to discourage students from walking and biking to school. The transportation policy needs to be updated to establish a process for students that request to walk or bike to and from school. As the SRTS program continues to expand, it will be important to show corporation-wide support for policies that promote active transportation options. Additionally, to expand the SRTS program as an inclusive wellness initiative for students, parents, teachers, and administrators, ACSC should revise their existing wellness policy. The wellness policy should include a guide for how the program will be run, including the development of additional committees/sub-committees as mentioned above.

As part of the wellness policy and resulting wellness initiative, the school curriculum should play a major role in assisting the cultural, perception shift. What students read and experience at school on a daily basis forms their world views and future lifestyles. A simple shift in assignment level wording can be utilized to promote a subconscious shift in that world view to encourage active lifestyles. Increasing references to healthy lifestyles and awareness of student health can have a drastic impact on the level of student participation. For example, posting signs around the school identifying the number of steps to various locations (i.e. a sign at the school entrance saying, “x steps to the gymnasium.”) gives

STRATEGIES FOR INCREASING COMMUNICATION

1. Text – paper communication may not deliver results from busy parents. Texting can offer immediate results; it is quick, easy, and can create an instant connection with parents to build a relationship.
2. Be Positive – have teachers focus on the success of individual students. This may be through an email, call, or text. Focusing on successes will help to build a relationship with parents and only takes a few extra minutes out of the day. Teachers can make one call a day to build rapport with families and create positive experiences for parents.
3. Know your Audience – research parent and guardian demographics. Each school may vary in the age range of child caretakers, for example many grandparents are raising children. These families may have very different needs and preferred forms of communication than a parent who is in their early 20s.

students a better understanding of how active they are throughout the day. A program like the previous example can easily be built into math lessons. ACSC began the process of identifying opportunities for curriculum changes during the SRTS program, but has not fully developed the program. It is vital that teachers are included in any conversation changing curriculum they are expected to teach and this may end up being a function of the school-wide subcommittees.

The point of the initial SRTS program for ACSC was to begin including walking and bicycling as options for students to use, but the next step includes identifying the number of participants and how to grow the program. There are two options for tracking the number of students that are walking and biking to school: in-class travel tallies and radio frequency identification (RFID). As the program continues to grow throughout ACSC, in-class travel tallies can be taken by teachers on a regular basis to get an estimate of how many students are utilizing active transportation to get to and from school.

The alternative is installing an automated counting device at a designated entrance for students that do not ride the bus or in a family vehicle to get to school. Devices such as the Boltage 'Zap,' reads an RFID tag on each student's backpack as they pass it. The counts are automatically uploaded to the internet where students can track their trips and the corporation can follow the growth of the program. As the program transitions to the

Health and Wellness Initiative, it would be beneficial to establish a Body Mass Index (BMI) tracking program that can be tied to student transportation choice. Although many factors can impact BMI, such a program can be used to show the general trend of student health.

CONCLUSION

ACSC has an opportunity to build from the success of the initial SRTS program developed over the past ten months to launch a corporation-changing Health and Wellness Initiative. Anderson and Erskine Elementary Schools were able to begin the process of identifying parent concerns and student participation. Parent surveys reveal a lot about the level of concern parents have for a walking and biking program, while initial Walk and Bike to School Day events show that students are enthusiastic about being more active. By implementing a program with a balance of education, encouragement, enforcement, engineering, and evaluation strategies, ACSC can directly impact the lives and wellbeing of students as they interact with them on a daily basis. Especially in a community such as Anderson and Madison County, it is vital that active lifestyles are promoted at a young age to combat the negative health behaviors that have become the local norm. Expanding the program to include schools throughout the corporation will show the impact that ACSC can have, but not without modifying the existing program and working closely with community partners.

APPENDIX

64 ADDITIONAL RESOURCES

68 EVENTS

72 NEWS COVERAGE



ADDITIONAL RESOURCES - GRANT OPPORTUNITIES

CENTER FOR DISEASE CONTROL AND PREVENTION - COMMUNITY TRANSFORMATION GRANTS

The Community Transformation Grant Program improves the health and wellness of all Americans. The program helps communities design and carry out local programs that prevent chronic diseases such as cancer, diabetes, and heart disease. CTG awardees are working with partners including: schools and school districts, transportation experts, businesses, and faith-based organizations.

<http://www.cdc.gov/nccdphp/dch/programs/communitytransformation/index.htm>

AETNA FOUNDATION - HEALTHY EATING AND ACTIVE LIVING

The Aetna Foundation wants to understand the contributors to obesity, particularly among minority populations, and what supports and sustains better choices that can stave off overeating and reduce inactivity. Examples of supported grants include projects and/or studies that identify causes of obesity and potential best practices for addressing obesity, such as the impact of domestic food policies, how school lunch and food policies impact children, and how children use recreation time.

<http://www.aetna-foundation.org/foundation/aetna-foundation-programs/obesity/index.html>

ROBERT WOODS JOHNSON FOUNDATION

The Robert Wood Johnson Foundation is the nation's largest philanthropy dedicated solely to health. RWJF believes that good health and health care are essential to the well-being and stability of society and the vitality of families and communities. RWJF strives to bring about meaningful, lasting change—with the goal of building a Culture of Health that enables all to lead healthier lives, now and for generations to come.

<http://www.rwjf.org/en/how-we-work/grants/funding-opportunities/archive.html>

PEOPLE FOR BIKES

Funds non-profit organizations focusing on bicycling, active transportation, or community development, from city or county agencies, and from state or federal agencies working locally. People for Bikes focuses mostly on bicycle infrastructure including, but not limited to: bike paths, lanes, trails, and bridges; end-of-trip facilities (bike racks, bike parking, and bike storage); and mountain bike facilities. People for Bikes concentrates funding on bicycle infrastructure, not studies, signs, information kiosks, or general operating costs. Accepts requests for funding of up to \$10,000.

<http://www.peopleforbikes.org/pages/grant-guidelines>

ADDITIONAL RESOURCES - TRAINING OPPORTUNITIES

National Association of School Nurses - annual conference
www.nasn.org/ContinuingEducation/AnnualConference

Central Ohio Association of School Nurses (COASN) has shown support and provided educational opportunities for Farm to school programs.
www.coasn.org

Indiana State Teacher's Association (ISTA) – does not appear to offer an information of F2S or SRTS at this time. Their website: <https://ista-in.org/>

Indiana Farm to School network, is a part of the National Farm to School Network for more information go to <http://www.farmtoschool.org/our-network/Indiana> or the Indiana F2S Facebook page <https://www.facebook.com/pages/Indiana-Farm-to-School-Network/587300827955010>

ADDITIONAL RESOURCES - SRTS LESSON PLAN

Date of Lesson:

8 Step Cycle:	Grade Level:	Subject Area:
Indiana Academic Standard(s) Included:		
Materials:	Suggested Time:	
Objective:		
Plan:		

ADDITIONAL RESOURCES - SRTS INITIAL ORGANIZATIONAL CHART

ACSC SRTS: organizational ideas

goal} improve over-all health & wellness of the ACSC Community; staff, students, parents

how} infrastructure improvements

data tracking

non-infrastructure improvements

what}

sidewalks
bicycle facilities (bike racks, etc.)
intersections
lighting
trails

baseline survey

educate staff

policy updates

tracking over time

curriculum & programs (specials)

transportation
shared use
food
health & wellness
social/community

action}

identify where & which
improvements

in-school

out of school

activity}

walk audit

walking school
buses
bicycle trains

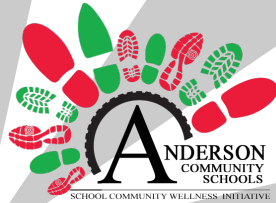
bicycle & walking education
healthy food
events/programs
pr campaign
law enforcement
crossing guards

neighborhood programs
new parents/transfer students
events/programs
crossing guards

school gardens
farm to school

EVENTS - FLYERS

Walk to School Day is held once each semester to promote health and wellness by encouraging students to walk to school. Walk to School Day increases physical activity, improves driver/pedestrian awareness around schools, reduces traffic and air pollution, and it's fun! Walking to school provides additional outlet for activity that can improve our student's health; join us for this year's Walk to School Day!



Other Important Dates:
- Bicycle Rodeos, May 23
- Bike to School Day, May 29



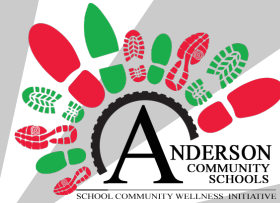
WALK TO SCHOOL DAY

April 22, 2015 Join us in celebrating the benefits of walking to school by participating in the Walking School Bus in designated areas or being part of a short, morning school walk through surrounding neighborhoods!

For more information, contact:
your child's school administration



Come learn the basics of bicycling and bicycle safety at either of our Bicycle Rodeos! These two FREE events will include a helmet fitting and giveaway, general bicycle inspection, skills training, and skills practice on the bicycle safety obstacle course. Bring your friends, family, and all your bikes! Elementary and Middle School age children are welcome and a few bikes of various sizes will be available for general use.



BICYCLE RODEOS

May 23, 2015 Elementary/Middle School Age Children
10 am to 12 pm 1 pm to 3 pm
Anderson Elementary Erskine Elementary
2035 South Raible Ave 811 West 60th St

For more information, contact:
your child's school administration



EVENTS - FLYERS



Anderson
COMMUNITY
SCHOOLS
SCHOOL COMMUNITY WELLNESS INITIATIVE

Bike to School Day has been part of Bike Month every May since 2012, building on the popularity of Walk to School Day. Biking is a fun and healthy alternative to riding the bus or being dropped off at school; benefiting kids by encouraging physical activity, improving driver awareness and student safety near schools, and reducing traffic and air pollution. Join us for this year's Bike to School Day!

BIKE TO SCHOOL DAY

May 29, 2015 Bring your child's bike to school before Bike to School Day so they can participate in a short school ride through surrounding neighborhoods or join the Bike Train in designated areas to ride to school!

For more information, contact:
your child's school administration



EVENTS - WALK AUDIT AGENDA



**Anderson Community
School Corporation
Safe Routes to School
Walk Audit
April 11, 2015, 9:00am**

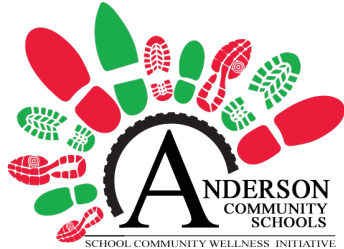


AGENDA

1. Welcome and Introductions
2. SRTS Overview
3. What is a Walk Audit?
4. Conduct Walk Audit (45 minutes)
5. 5-10 minute break
6. Next Steps
7. Closing



EVENTS - WALK AUDIT LINK & SIGN-IN SHEET



tiny.cc/walkaudit

*Recommended browser is Google Chrome



Anderson Community
School Corporation
Safe Routes to School
Walk Audit
April 11, 2015, 9:00am
Anderson Elementary School



Name	E-mail/Phone Number	Would you like to receive additional information?	Would you like to volunteer?
Makayla	393-1295		
Makya	393-1295		
Taylor Keppeler	317-618- 6088 6088		
Lisalakin	765-274-6171	yes	yes
Brianna	"		
Kanna	"		
Dylan			
Angela	278-3515		
Anthony	6216067		
Kathryn	631-2185		
Baptist H	lapricio57@yahoo.com-282315	yes	maybe
Jessie L	765-218-3515		
Denise Chamberlain	(765) 810-1866	yes	maybe
Shantel Haralson	765-278-7160	yes	maybe

SAFE ROUTES GETS KIDS MOVING

ACS promotes student wellness, pilots walk-to-school program

By Stuart Hirsch
The Herald Bulletin

ANDERSON — There was a time when just about every Anderson kid could walk or bicycle to a neighborhood school.

But as the Anderson Community Schools student population declined and officials began closing those smaller schools to save money, the option of walking or biking to class evaporated.

Now, every ACS student arrives at school by bus or is dropped off by their parents.

That may change on a limited basis this spring through a wellness initiative called "Safe Routes to School," a program designed to improve the health of Hoosier kids

What's next

April 22, 2015 — Walk to school day
May 16, 2015 — Bicycle safety rodeo

"We used to play outside until the street lights came on," But kids these days don't play outside as much.

Scott Merkel

Erskine Elementary School principal

principal, is a fan of the walking concept, but said the most important factor is making sure that all kids are safe.

He said only about 40 students live close enough



Photos by Stu Hirsch | The Herald Bulletin

NEWS COVERAGE - ACSC SRTS PROGRAM (CONTINUED)

through healthy eating and physical activity.

With a \$37,300 grant from the Indiana State Department of Health, Erskine and Anderson elementary schools are moving forward with a pilot program to create "walk zones."

The goal is to build partnerships that will help make walking and biking to school a safe and desirable option for students, said Allan Henderson, planning manager at the Madison County Council of Governments.

"Walk audits" have already been conducted to identify both possible routes and barriers that might exist such as no sidewalks or busy streets.

The results of that review suggest the creation of permanent walk zones would be difficult to accomplish, assistant school superintendent Beth Clark told the Anderson board of trustees last week.

"While there are barriers to overcome, we can work on some of those with police and crossing guards," Henderson said.

Scott Merkel, Erskine's

to school to walk or bike every day.

Still, getting some physical exercise before school provides benefits throughout the day.

He also believes that learning opportunities exist with the program, especially in math, where students can count the number of steps they take each day and calculate how many feet, yards or miles they walk in a day or a week.

"We used to play outside until the street lights came on," Merkel said, recalling his own youth. But kids these days don't play outside as much.

Parents lined up in Erskine's parking lot on Thursday to pick up their kids offered mixed reactions to the plan. Some worried about the potential dangers of crime and traffic, while others — mostly parents with older children — generally favored the concept.

Debbie Harrod, who was with her daughter picking up her grandson, said she wouldn't want him to walk to school even if he lived across the street.

Erskine Elementary School students in line to board buses home. Erskine and Anderson elementary schools are participating in a pilot program called Safe Routes to Schools that encourages walking and biking.

"I'm a grandparent, and I wouldn't due to the crime and violence that's going on here in Anderson," she said. "Every time you turn around you're hearing of kidnapping, you're hearing of ... all kinds of stuff on TV and I wouldn't do it."

Jamie MacBrien, the mother of two boys, a third- and fifth-grader, said she would support allowing them to walk or bike to school if they lived closer.

MacBrien just moved to Anderson from New Hampshire in December. Both her sons regularly walked about a mile to and from school and never had any problems. Sometimes she'd accompany them, other times they'd walk on their own, she said.

"I think it's a great idea, it definitely is," she said.

And what better way to start the day and increase energy than a brisk walk or ride to school?

Like Stu Hirsch on Facebook and follow him @stuhirsch on Twitter, or call 640-4861.



Erskine Elementary School students board buses for the ride home. They may have the option to walk to school in the spring as part of an ACS pilot program called Safe Routes to School.

Erskine students test their walking shoes

By Stuart Hirsch | The Herald Bulletin | Posted: Wednesday, April 22, 2015 7:20 pm

ANDERSON — Erskine Elementary School students experienced the joy of a brisk, invigorating walk to campus for the first time Wednesday as part of a new wellness initiative.

"Safe Routes to School" is a partnership between Anderson Community Schools, the Indiana Department of Health and the Madison County Council of Governments.

The program is designed to improve the health of Hoosier kids through healthy eating and physical activity. A \$37,300 grant from the health department helped the district move forward with a pilot program to create "walk zones" at Erskine and Anderson elementary schools.

For Wednesday's test walk, Erskine students who live



Erskine students

Safe Routes to School holds first walk-to-school day at Erskine Elementary School in Anderson on Wednesday.

NEWS COVERAGE - ERSKINE WTSO (CONTINUED)

within 15 minutes walking distance simply walked from home. Bused students, however, dropped at the edge of school grounds at Madison Avenue and walked from there.

Aaron and Erica Hahn, who live in the residential neighborhood immediately west of Erskine, chaperoned their daughter and five other neighborhood kids to school.

"We've been here since the school was built and this is the first time we've been able to walk any of our children (they have two older kids) to school," Erica Hahn said.

Unfortunately, their daughter is a fifth-grader who will transition to Highland Middle School in the fall, and won't have many more opportunities to walk.

Still, Aaron Hahn was pleased she had the opportunity. "Better late than never," he said.

Ben Orcutt, the owner of Buckskin Bikes, helped launch the initiative and said he was "thrilled" with the success of Wednesday's event.

"It's great to see parents out, and all the kids seemed to be enjoying it," he said.

A walking-to-school event will be held at Anderson Elementary after the second round of ISTEP tests are completed.

