



Safe Routes to Schools Travel Plan

CAMPBELL COUNTY SCHOOL DISTRICT WYOMING

*Prepared for the City of Gillette, Town of Wright,
Campbell County and Campbell County School District*

May 2013

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Prepared for the City of Gillette, Town of Wright, Campbell County and Campbell County School District.

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The Wyoming Safe Routes to Schools Program (SRTS) is a federally funded program administered by the Wyoming Department of Transportation. The Wyoming SRTS Program supports projects and programs that enable and encourage walking and bicycling to school. The Wyoming SRTS Program funds two types of activities: infrastructure projects that improve the physical or “built” walking or bicycling environment around schools, and the non-infrastructure programs that are activities to educate and encourage safe walking and bicycling for students.

In February 2012, the City of Gillette applied for a non-infrastructure grant through the Wyoming Department of Transportation for a Safe Routes to Schools Travel Plan. The travel plan encompasses elementary and junior high schools within Campbell County School District. There are 15 elementary schools and 3 junior high schools included in the study.

The City of Gillette, Town of Wright, Campbell County and the Campbell County School District are committed to ensuring safe, physically-active transportation, such as walking and bicycling, is available for students. They are motivated to pursue Safe Routes to Schools for the following reasons:

- » Student activity and health are highly valued
- » Unsafe or insufficient walkways, bikeways and crossings need improvement
- » Excess speed and reckless driving near the schools need to be reduced
- » Consistency of the built environment throughout the district
- » As a means to help meet the Campbell County School District Wellness Policy

The plan follows the outline provided in “Writing Your Wyoming School Travel Plan: A Reference Guide for Communities” provided by the US Department of Transportation, Federal Highway Administration and the Wyoming Department of Transportation.



THE SAFE ROUTES TO SCHOOL TEAM

The Campbell County Safe Routes to School Committee is comprised of a variety of stakeholders, each lending their unique perspective and expertise in order to make walking and bicycling to school more safe, accessible and fun for students. The Campbell County SRTS Committee members are as follows:

- » Josh Richardson – Senior Civil Engineer, City of Gillette
- » Mike Miller – Healthy Schools Coordinator, Campbell County School District
- » Keith Chrans – Transportation Department, Campbell County School District
- » Andrew Mravlja – Coordinator of Facilities, Campbell County School District
- » Annie Mayfield – Senior GIS Specialist, City of Gillette
- » Brandi Beecher – Economic Development Coordinator, Town of Wright
- » Christy Schomer – Grants Administrator, City of Gillette
- » Chuck Deaton – Police Lieutenant, City of Gillette
- » Doug Ninas – GIS Manager, City of Gillette
- » Jeff McClaren – Risk Management, Campbell County School District
- » Josh Jundt – Resident Engineer, Wyoming Department of Transportation
- » Kurt Siebenaler – City Engineer, City of Gillette
- » Mayor Tim Albin – Town of Wright
- » Megan Nelms – County Planner & Zoning Administrator, Campbell County

The primary contact person for the School Travel Plan is Josh Richardson. His contact information is below:

Josh Richardson, PE

City of Gillette
Senior Civil Engineer
201 East 5th Street
Gillette, WY 82717
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PUBLIC INPUT AND DATA COLLECTION PROCESS



A public input process was designed to gather both baseline data and information regarding obstacles to walking and bicycling to school. Methods used to generate public input and baseline data include parent surveys, a public open house, key stakeholder interviews and observations of existing travel conditions.

PARENT SURVEYS

KLJ developed and administered a parent survey to identify the number of students walking and bicycling to school, along with the attitudes and concerns of parents/caregivers regarding students walking and bicycling to school. Parents/caregivers of all 15 Campbell County elementary schools, John Paul II Catholic School and three junior high schools' Seventh and Eighth Grade students were asked to complete the survey questions during Back to School Night at their school and return the survey to the teacher. Each family was asked to complete one survey per family attending each school. A copy of the form and results of the parent survey are provided in Appendix A.

PUBLIC OPEN HOUSE

A public open house was held in the Commons area of Twin Spruce Junior High School on January 10, 2013 from 6:00 to 7:30 p.m. The open house was publicized through the City of Gillette public notification system and distributed by the Campbell County School District Leadership Team. The open house format included a short presentation describing the character and scope of the project at 6:15 p.m. The open house format also allowed individuals to attend at their convenience, discuss the project with representatives and submit comments. A copy of the publications, sign-in sheet and a summary of comments received are provided in Appendix B.

KEY STAKEHOLDER INTERVIEWS

KLJ interviewed key stakeholders directly involved with student travel. Interviewed stakeholders include:

- » Georgia Rice – Secretary, 4J Elementary School
- » Kevin Sinclair – Principal, Buffalo Ridge Elementary School
- » Steve Anderson – Principal, Conestoga Elementary School
- » Brad Winter – Principal, Hillcrest Elementary School
- » Melanie Sylte – Principal, John Paul II Catholic School
- » Doug Van Alfen – Principal, Lakeview Elementary School
- » Tomi Reno – Secretary, Little Powder Elementary School
- » Barry Jankord – Principal, Meadowlark Elementary School
- » Brian Knox – Principal, Paintbrush Elementary School
- » Pam Carman – Data Clerk, Prairie Wind Elementary School
- » Clay Cates – Principal, Pronghorn Elementary School
- » Stephanie Zickefoose – Principal, Rawhide Elementary School
- » Cindy Newton – Secretary, Recluse Elementary School
- » Nate Cassidy – Principal, Rozet Elementary School
- » Clay Comb – Principal, Sunflower Elementary School
- » Eric Stremcha – Principal, Wagonwheel Elementary School
- » David Foreman – Principal, Twin Spruce Junior High school
- » Hal Johnson – Principal, Wright Junior/Senior High School



- » Tim Albin – Physical Education Teacher, Wright Junior/Senior High School and Mayor of the Town of Wright
- » Mike Miller – Healthy Schools Coordinator, Campbell County School District
- » Rick Hale – Public Works Operations Manager, Town of Wright

Comments made by the interviewees are summarized and provided in Appendix C. Input from the interviewees was incorporated in the barrier and solutions portions of the plan process.

OBSERVATIONS OF EXISTING TRAVEL ENVIRONMENT

KLJ observed existing conditions of the travel environment with Josh Richardson, a Senior Civil Engineer with the City of Gillette. KLJ also utilized GIS data provided by the City of Gillette which included an inventory of signs, sidewalks, crosswalks, accident history, etc. For the Town of Wright, KLJ completed an inventory of signs, sidewalks and crosswalks.

WELLNESS POLICY OBJECTIVES

Campbell County School District has a Wellness Policy in place to promote student well-being and academic achievement by supporting quality nutrition and physical activity as part of the learning environment. The Wellness Policy identifies goals related to each of the following categories:

- » Nutrition Education
- » Physical Education
- » Nutrition Standards for all Foods Available on Each School Campus During the School Day
- » Other School-Based Activities Designed to Promote Student Wellness

Campbell County School District has employed a Healthy Schools Coordinator to promote the Wellness Policy throughout the district. Each elementary school has a wellness teacher in addition to a physical education teacher to help promote and educate students about lifetime wellness and healthy living. The Wellness Policy is provided in Appendix D.

DESCRIPTION OF SCHOOLS



Currently, Campbell County School District has approximately 8,300 students attending its 15 elementary schools, two junior high schools, two high schools and one combined junior/senior high school. The district encompasses Campbell County in its entirety. This plan includes the elementary and junior high schools within the Campbell County School District. The district-wide student to teacher ratio is 19.6 students per teacher. Due to its proximity to Hillcrest Elementary School, John Paul II Catholic School is also included in this plan.

4J Elementary School

4J Elementary School is located at 2830A Highway 50. 4J Elementary School houses grades Kindergarten through Sixth. Approximately 38 students began the 2012-2013 school year at 4J Elementary School.

Buffalo Ridge Elementary School

Buffalo Ridge Elementary School is located at 4501 Tanner Drive in Gillette, WY. Access to the school is off either Southern Drive or Shoshone Avenue. Buffalo Ridge Elementary School houses grades Kindergarten through Sixth. Approximately 366 students began the 2012-2013 school year at Buffalo Ridge Elementary School.

Conestoga Elementary School

Conestoga Elementary School is located at 4901 Sleepy Hollow Boulevard in a county subdivision. Access to the school is off Union Chapel Road. Conestoga Elementary School houses grades Kindergarten through Sixth. Approximately 418 students began the 2012-2013 school year at Conestoga Elementary School.

Cottonwood Elementary School

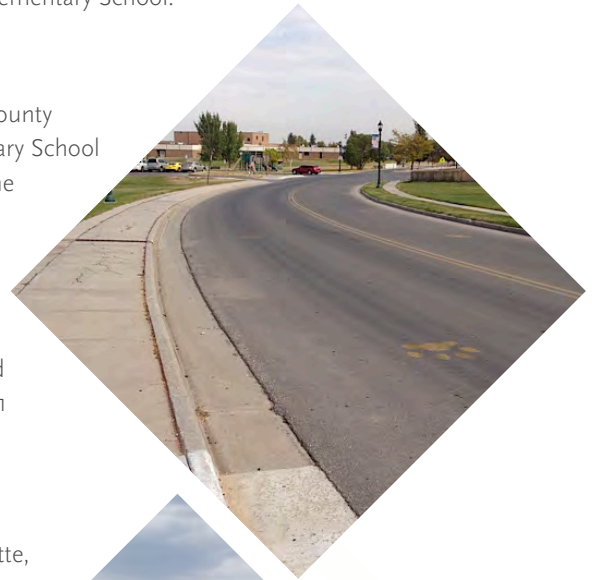
Cottonwood Elementary School is located at 220 Wright Boulevard in Wright, WY. Access to the school is off Wright Boulevard or Ranchero Drive. Cottonwood Elementary School houses grades Kindergarten through Sixth. Approximately 281 students began the 2012-2013 school year at Cottonwood Elementary School.

Hillcrest Elementary School

Hillcrest Elementary School is located at 1500 South Butler Spaeth Road in Gillette, WY. Access to the school is off 12th Street or Butler Spaeth Road. Hillcrest Elementary School houses grades Kindergarten through Sixth, English as a Second Language and Severe Disabilities (MAR). Approximately 412 students began the 2012-2013 school year at Hillcrest Elementary School.

John Paul II Catholic School

John Paul II Catholic School is located at 1000 South Butler Spaeth Road in Gillette, WY. Access to the school is off 9th Street or Butler Spaeth Road. John Paul II Catholic School houses grades Kindergarten through Sixth and preschool. Approximately 123 students began the 2012-2013 school year at John Paul II Catholic School. There are approximately 72 students participating in the preschool program.





Lakeview Elementary School

Lakeview Elementary School is located at 410 Lakeside Drive in Gillette, WY. Access to the school is off Warlow Drive and Osborne Avenue. Lakeview Elementary School houses grades Kindergarten through Sixth. Approximately 365 students began the 2012-2013 school year at Lakeview Elementary School.

Little Powder Elementary School

Little Powder Elementary School is located at 15902 Highway 59 in Weston, WY. Access to the school is off Highway 59. Little Powder Elementary School houses grades Kindergarten through Eighth. Approximately 25 students began the 2012-2013 school year at Little Powder Elementary School.

Meadowlark Elementary School

Meadowlark Elementary School is located at 816 East 7th Street in Gillette, WY. Access to the school is off Highway 59, 7th Street, 9th Street and Green Avenue. Meadowlark Elementary School houses grades Junior Kindergarten through Sixth and English as a Second Language. Approximately 308 students began the 2012-2013 school year at Meadowlark Elementary School.

Paintbrush Elementary School

Paintbrush Elementary School is located at 1001 West Lakeway Road in Gillette, WY. Access to the school is off Harder Drive. Paintbrush Elementary School houses grades Junior Kindergarten through Sixth. Approximately 453 students began the 2012-2013 school year at Paintbrush Elementary School.

Prairie Wind Elementary School

Prairie Wind Elementary School is located at 200 Overdale Drive in Gillette, WY. Access to the school is off Westover Road and Overdale Drive. Prairie Wind Elementary School houses grades Kindergarten through Sixth. Approximately 435 students began the 2012-2013 school year at Prairie Wind Elementary School.

Pronghorn Elementary School

Pronghorn Elementary School is located at 3005 Oakcrest Drive in Gillette, WY. Access to the school is off Lakeway Road and West 4J Road. Pronghorn Elementary School houses grades Junior Kindergarten through Sixth. Approximately 440 students began the 2012-2013 school year at Pronghorn Elementary School.

Rawhide Elementary School

Rawhide Elementary School is located at 200 Prospector Parkway in a county subdivision. Access to the school is off US Highway 14-16. Rawhide Elementary School houses grades Junior Kindergarten through Sixth. Approximately 263 students began the 2012-2013 school year at Rawhide Elementary School.

Recluse Elementary School

Recluse Elementary School is located at 31 Greenough Road in Recluse, WY. Access to the school is off US Highway 14-16 and Recluse Road. Recluse Elementary School houses grades Kindergarten through Eighth. Approximately 26 students began the 2012-2013 school year at Recluse Elementary School.

Rozet Elementary School

Rozet Elementary School is located at 14051 Highway 51 in Rozet, WY. Access to the school is off Highway 51 and Adon Road. Rozet Elementary School houses grades Kindergarten through Sixth and Ready 4 Learning. Approximately 343 students began the 2012-2013 school year at Rozet Elementary School.



Sunflower Elementary School

Sunflower Elementary School is located at 2500 South Dogwood Avenue in Gillette, WY. Access to the school is off West Walnut Street and Lakeway Road. Sunflower Elementary School houses grades Junior Kindergarten through Sixth and Special Education Programs. Approximately 381 students began the 2012-2013 school year at Sunflower Elementary School.



Wagonwheel Elementary School

Wagonwheel Elementary School is located at 800 Hemlock Avenue in Gillette, WY. Access to the school is off 4th Avenue and US Highway 14-16. Wagonwheel Elementary School houses grades Kindergarten through Sixth. Approximately 400 students began the 2012-2013 school year at Wagonwheel Elementary School.

Twin Spruce Junior High School

Twin Spruce Junior High School is located at 100 East 7th Street in Gillette, WY. Access to the school is off Gillette Avenue. Twin Spruce Junior High School houses grades Seventh through Ninth. Approximately 878 students began the 2012-2013 school year at Twin Spruce Junior High School.



Sage Valley Junior High School

Sage Valley Junior High School is located at 1000 West Lakeway Road in Gillette, WY. Access to the school is off Lakeway Road and Boxelder Road. Sage Valley Junior High School houses grades Seventh through Ninth. Approximately 982 students began the 2012-2013 school year at Sage Valley Junior High School.

Wright Junior/Senior High School

Wright Junior/Senior High School is located at 220 Wright Boulevard in Wright, WY. Access to the school is off Wright Boulevard. Wright Junior/Senior High School houses grades Seventh through Twelfth. Approximately 221 students began the 2012-2013 school year at Wright Junior/Senior High School. Approximately 67 students are in the Seventh and Eighth grades.

Future School Configuration

Lakeview Elementary School is scheduled to move into a new building located in the northeast corner of the Warlow Drive and Gurley Avenue intersection. Construction is expected to begin in the spring or summer of 2013. The existing Lakeview School will no longer be used as an elementary school once students are moved to the new building.



SCHOOL DEMOGRAPHICS

The school ethnicity demographics data is from the 2010 Common Core Data provided by the National Center for Education Statistics, unless otherwise noted. The economic level of students was obtained from the School Nutrition Program claim for October 2012 for each school.

4J Elementary School

For the 2010-2011 school year, 97.4 percent of students were White, 2.6 percent were Hispanic, zero percent were Asian, zero percent were Black and zero percent were American Indian/Alaska Native American. Approximately 11 percent of students attending 4J Elementary School received free or reduced meals in October 2012.

Buffalo Ridge Elementary School

Ethnicity demographics data were provided by Campbell County School District for the 2012-2013 school year. At Buffalo Ridge Elementary, 94.4 percent of students are White, 4 percent are Hispanic, zero percent are Asian, 0.8 percent are Black and 0.8 percent are American Indian/Alaska Native American. Buffalo Ridge Elementary School opened in fall 2012. Approximately 26 percent of students attending Buffalo Ridge Elementary School received free or reduced meals in October 2012.

Conestoga Elementary School

For the 2010-2011 school year, 88.8 percent of students were White, 6 percent were Hispanic, 1.6 percent were Asian, 0.7 percent were Black and 2.9 percent were American Indian/Alaska Native American. Approximately 27 percent of students attending Conestoga Elementary School received free or reduced meals in October 2012.

Cottonwood Elementary School

For the 2010-2011 school year, 90.3 percent of students were White, 7.5 percent were Hispanic, 0.7 percent were Asian, zero percent were Black and 1.5 percent were American Indian/Alaska Native American. Approximately 23 percent of students attending Cottonwood Elementary School received free or reduced meals in October 2012.

Hillcrest Elementary School

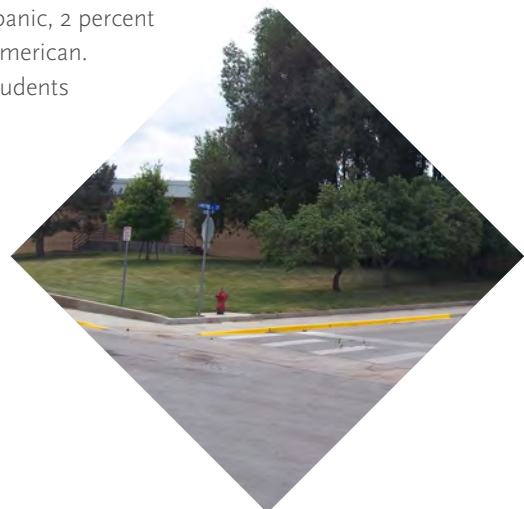
For the 2010-2011 school year, 72.4 percent of students were White, 25.1 percent were Hispanic, 0.5 percent were Asian, 0.2 percent were Black and 1.7 percent were American Indian/Alaska Native American. Approximately 59 percent of students attending Hillcrest Elementary School received free or reduced meals in October 2012.

John Paul II Catholic School

For the 2012-2013 school year, 89 percent of the students were White, 7 percent were Hispanic, 2 percent were Asian, zero percent were Black and 2 percent were American Indian/Alaska Native American. Ethnicity data was provided by John Paul II Catholic School. Approximately 8 percent of students attending John Paul II Catholic School receive free or reduced meals.

Lakeview Elementary School

For the 2010-2011 school year, 86.2 percent of students were White, 7.7 percent were Hispanic, 1.1 percent were Asian, 2.9 percent were Black and 2.1 percent were American Indian/Alaska Native American. Approximately 43 percent of students attending Lakeview Elementary School received free or reduced meals in October 2012.





Little Powder Elementary School

For the 2010-2011 school year, 100 percent of students were White, zero percent were Hispanic, zero percent were Asian, zero percent were Black and zero percent were American Indian/Alaska Native American. Approximately 12 percent of students attending Little Powder Elementary School received free or reduced meals in October 2012.

Meadowlark Elementary School

For the 2010-2011 school year, 83.4 percent of students were White, 13.6 percent were Hispanic, 1.2 percent were Asian, 0.6 percent were Black and 1.2 percent were American Indian/Alaska Native American. Approximately 53 percent of students attending Meadowlark Elementary School received free or reduced meals in October 2012.

Paintbrush Elementary School

For the 2010-2011 school year, 92.7 percent of students were White, 5.5 percent were Hispanic, 1 percent were Asian, zero percent were Black and 0.8 percent were American Indian/Alaska Native American. Approximately 18 percent of students attending Paintbrush Elementary School received free or reduced meals in October 2012.

Prairie Wind Elementary School

For the 2010-2011 school year, 90 percent of students were White, 7.3 percent were Hispanic, 1 percent were Asian, 1 percent were Black and 0.7 percent were American Indian/Alaska Native American. Approximately 32 percent of students attending Prairie Wind Elementary School received free or reduced meals in October 2012.

Pronghorn Elementary School

For the 2010-2011 school year, 94 percent of students were White, 3.7 percent were Hispanic, 0.5 percent were Asian, 0.2 percent were Black and 1.6 percent were American Indian/Alaska Native American. Approximately 17 percent of students attending Pronghorn Elementary School received free or reduced meals in October 2012.

Rawhide Elementary School

For the 2010-2011 school year, 75.5 percent of students were White, 20.5 percent were Hispanic, 0.7 percent were Asian, 1.3 percent were Black and 2 percent were American Indian/Alaska Native American. Approximately 57 percent of students attending Rawhide Elementary School received free or reduced meals in October 2012.

Recluse Elementary School

For the 2010-2011 school year, 90.3 percent of the students were White, zero percent were Hispanic, zero percent were Asian, zero percent were Black and 9.7 percent were American Indian/Alaska Native American. Approximately 19 percent of students attending Recluse Elementary School received free or reduced meals in October 2012.

Rozet Elementary School

For the 2010-2011 school year, 94.5 percent of students were White, 3.5 percent were Hispanic, 0.3 percent were Asian, zero percent were Black and 1.7 percent were American Indian/Alaska Native American. Approximately 34 percent of students attending Rozet Elementary School received free or reduced meals in October 2012.

Sunflower Elementary School

For the 2010-2011 school year, 86.9 percent of students were White, 10.6 percent were Hispanic, 0.2 percent were Asian, 0.7 percent were Black and 1.6 percent were American Indian/Alaska Native American. Approximately 44 percent of students attending Sunflower Elementary School received free or reduced meals in October 2012.



Wagonwheel Elementary School

For the 2010-2011 school year, 91 percent of the students were White, 6.3 percent were Hispanic, 1.1 percent were Asian, 0.2 percent were Black and 1.4 percent were American Indian/Alaska Native American. Approximately 47 percent of students attending Wagonwheel Elementary School received free or reduced meals in October 2012.

Twin Spruce Junior High School

For the 2010-2011 school year, 84.1 percent of students were White, 11.6 percent were Hispanic, 0.8 percent were Asian, 1.8 percent were Black and 1.7 percent were American Indian/Alaska Native American. Approximately 45 percent of students attending Twin Spruce Junior High School received free or reduced meals in October 2012.

Sage Valley Junior High School

For the 2010-2011 school year, 92.7 percent of students were White, 4.7 percent were Hispanic, 1 percent were Asian, 0.3 percent were Black and 1.3 percent were American Indian/Alaska Native American. Approximately 22 percent of students attending Sage Valley Junior High School received free or reduced meals in October 2012.

Wright Junior/Senior High School

For the 2010-2011 school year, 84.5 percent of students were White, 11.1 percent were Hispanic, 1.5 percent were Asian, 0.8 percent were Black and 1.2 percent were American Indian/Alaska Native American. Approximately 19 percent of students attending Wright Junior/Senior High School received free or reduced meals in October 2012.



CURRENT SCHOOL TRAVEL ENVIRONMENT



Campbell County, WY, receives approximately 15 inches of rain per year; the US average is 37 inches. Campbell County's annual snowfall is 47 inches; the average US city receives 25 inches of snow per year. The number of days with any measurable precipitation is 73.

On average, there are 212 sunny days per year in Campbell County, WY. The July high is approximately 87 degrees; the January low is 9 degrees. The comfort index, based on humidity during hot months, is 65 out of 100, where a higher number is more comfortable. The US average on the comfort index is 44.

WHAT OUR SCHOOLS ARE ALREADY DOING

The Campbell County School District has many programs or activities already in place to help promote a healthy lifestyle. The following activities were mentioned during interviews with each school:

- » Gym 60
- » PE
- » Bike Safety
- » Field Day
- » Wellness
- » Open Gym
- » Weightlifting
- » Pamphlets
- » Recess
- » Ready Bodies Learning Minds
- » Walking Club

This is not a comprehensive list, but indicates the value the School District is placing on wellness.

FUTURE CONFIGURATION OF SCHOOL DISTRICT

The Campbell County School District went through a re-districting of the elementary school prior to the 2012-2013 school year. Campbell County School District is completing a Capacity Study to identify the best configuration for the district in coming years. Possible configurations could include moving the 6th grade from the elementary schools into the junior high schools, building a new junior high school and/or placing 9th grade students at South Campus and 7th and 8th grade students at the junior high schools. Re-districting of the elementary school attendance areas is not anticipated in the short term.



TRAVEL MODES AND PROCEDURES

4J Elementary School

The Campbell County School District Transportation Department provided data regarding the students receiving services because parent surveys were not returned by a representative number of families. Approximately 30 of the 38 students attending 4J Elementary School ride the bus each day. Four buses deliver students to 4J Elementary School each day. No students walk to school, due to the location of the school in rural Campbell County. Approximately 27 students live 15 or more miles from 4J Elementary School.

4J Elementary School is located approximately 30 miles southwest of Gillette, WY. The school services southwest Campbell County. Both buses and parent vehicles enter the school property from Highway 50 and proceed to the front entrance of the school to drop off and pick up students. See Figure 1 for a layout of the school property.

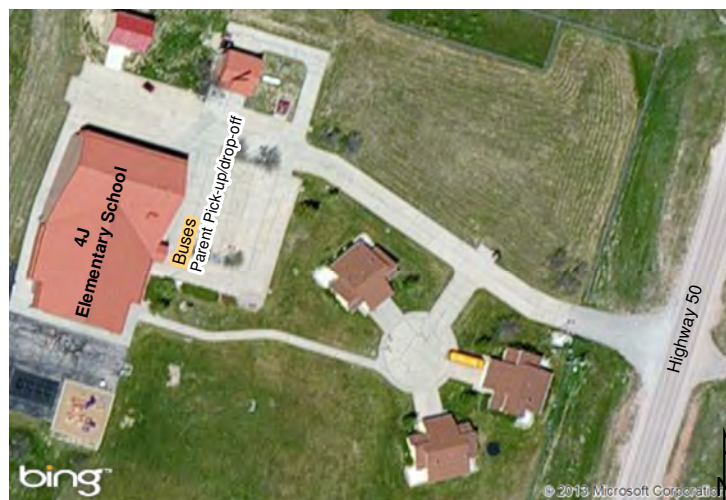


Figure 1

Buffalo Ridge Elementary School

A parent survey distributed to all parents at Buffalo Ridge Elementary School was used to determine modes of travel used by students traveling to school and home from school each day. Surveys were returned by 229 families representing students who attend Buffalo Ridge Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, the students will ride the bus or be driven to school. See Figure 2 for the Travel Modes of students at Buffalo Ridge Elementary School, based on the percentage of parent survey responses received.

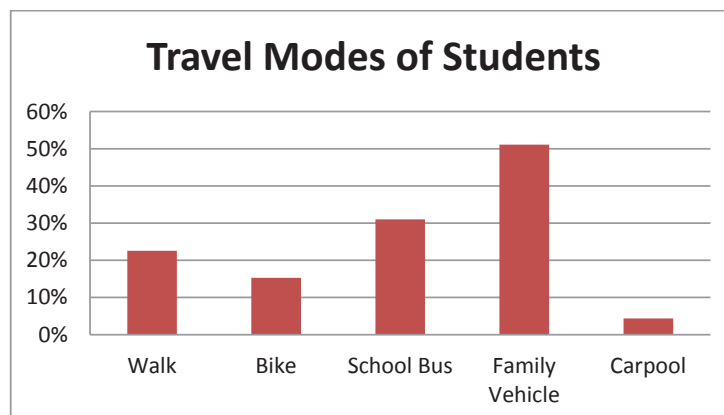


Figure 2



Approximately 171 students ride five buses to Buffalo Ridge Elementary School each morning. Hazard safety busing is provided for 58 students on one route. Table 1 indicates the distances students live from Buffalo Ridge Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	34%	17%	18%	24%	6%

Table 1

Buffalo Ridge Elementary School has separate loading and unloading zones for personal vehicles and buses. The buses unload and load north of the main entrance. Students who arrive or leave school in a personal vehicle are dropped off and picked up in the parking lot area south of the main entrance. Before school, students enter the building and proceed to their classrooms or to the cafeteria for breakfast, as recess is not provided in the morning. The two entrances located on the west side of the building are supervised by a Buffalo Ridge staff member before and after school. After school, the personal vehicle pick-up area experiences triple parking, cars parking three abreast, causing congestion in the south parking lot area. Buffalo Ridge staff members also supervise areas near the bus loading and student pickup zones after school. See Figure 3 for a layout of the school property.

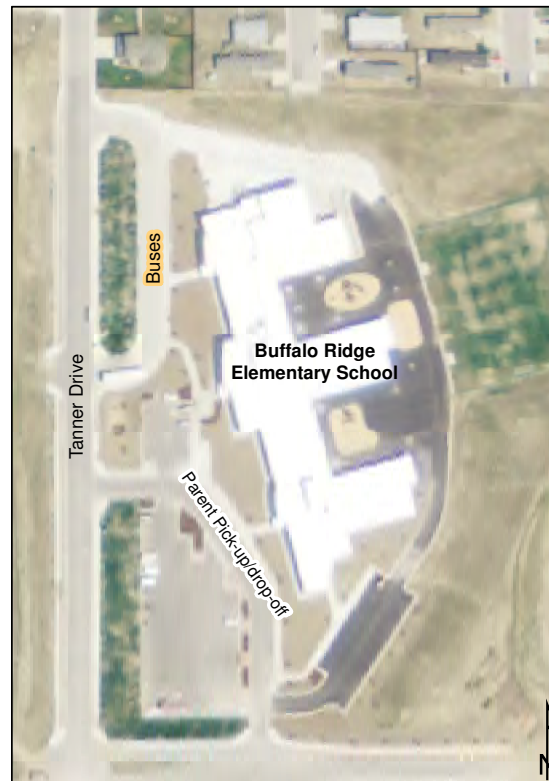


Figure 3

Support for students who walk or bike to school is provided before and after school through the use of crossing guards. Two crossing guards, provided by the School District, are located at the intersection of Tanner Drive and Shoshone Avenue, and the intersection of Enzi Drive and Shoshone Avenue. Students riding bicycles to and from school are required to walk their bicycles when utilizing the crosswalk and while on school property.



Conestoga Elementary School

A parent survey distributed to all parents at Conestoga Elementary School was used to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 179 families representing students who attend Conestoga Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. See Figure 4 for the travel modes of students at Conestoga Elementary School, based on the percentage of parent survey responses received.

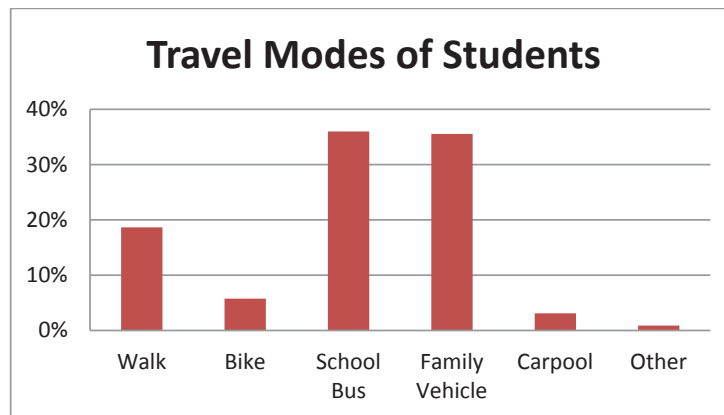


Figure 4

Approximately 216 students ride nine buses to Conestoga Elementary School each morning. Table 2 indicates the distances students live from Conestoga Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	29%	4%	4%	11%	52%

Table 2

Conestoga Elementary School has separate loading and unloading zones for personal vehicles and buses. The buses unload and load west of the main entrance along Sleepy Hollow Boulevard near Mather Avenue. Students brought to school by personal vehicles are dropped off in front of the school at the main entrance through the parking lot area. Some students are dropped off along Sleepy Hollow Boulevard, although it is not the preferred location. The parking lot area becomes very congested both before and after school, causing some personal vehicles to drop off and pick up students in locations not desired by the School District. Before school, students play on the playground or enter the school to proceed to the cafeteria for breakfast. The playground is supervised by Conestoga staff members before and after school.

Support for students who walk or bike to school is provided before and after school through the use of crossing guards. There is a crossing guard present at the intersection of Sleepy Hollow Boulevard and Mather Avenue; the crossing guard is provided by the School District. A student crossing guard is in place at the intersection of Sleepy Hollow Boulevard and Greensburg Avenue. Students riding bicycles to and from school are required to walk their bicycles while on school property. See Figure 5 for a layout of the school property.

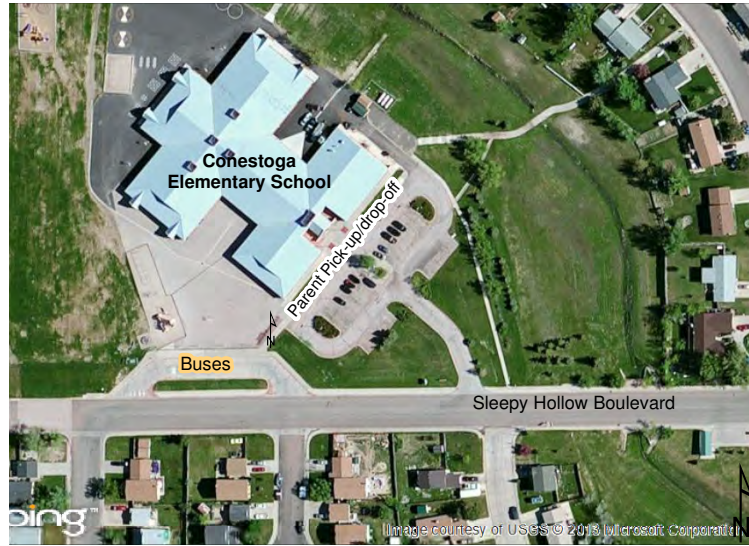


Figure 5

Cottonwood Elementary School

A parent survey distributed to all parents at Cottonwood Elementary School was utilized to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 119 families representing students who attend Cottonwood Elementary School. Several respondents identified their children walk or ride bicycles to school, but as the weather becomes more inclement, students will ride the bus or be driven to school. See Figure 6 for the Travel Modes of students at Cottonwood Elementary School, based on the percentage of parent survey responses received.

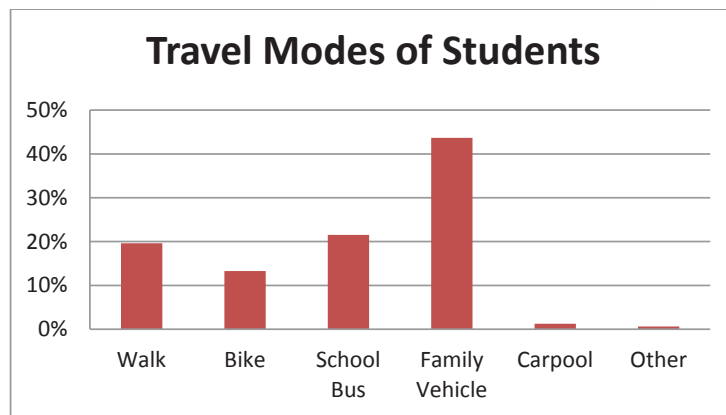


Figure 6

Approximately 84 students ride eight buses to Cottonwood Elementary School. Table 3 indicates the distances students live from Cottonwood Elementary School, based on the number of parent survey responses received

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	43%	12%	15%	9%	21%

Table 3



Two parking lots located on the north side of the Cottonwood Elementary School building are used for both bus and parent loading and unloading of students. Buses enter the parking lot from Ranchero Drive and drop students off along the sidewalk in the eastern parking lot. Parents drop off students either in the east or west parking lot. At the end of the school day, buses enter the parking lot from Ranchero Drive and line up two abreast, parallel to the sidewalk in the east parking lot. Students riding the bus are generally dismissed from school five minutes earlier than other students in order to prevent students from walking in front of the buses. Parents pick up their students in the west parking lot after school. Some parents choose to pick up and drop off students in the church parking lot, located across Ranchero Drive.

Students who walk or bicycle to school generally leave the building through doors on the east side of the building. Students must walk their bikes to the edge of school property before beginning to ride them. Crossing guards are on duty both before and after school at the intersection of Wright Boulevard and Ranchero Drive as well as at the crosswalk located on Wright Boulevard adjacent to the southeast entrance to the school.

Teachers and staff park in the western parking lot on the north side of the school away from the bus loading and unloading zone. See Figure 7 for a layout of the school property.



Figure 7

Hillcrest Elementary School

A parent survey distributed to all parents at Hillcrest Elementary School was used to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 214 families representing students who attend Hillcrest Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. See Figure 8 for the Travel Modes of students at Hillcrest Elementary School, based on the percentage of parent survey responses received.

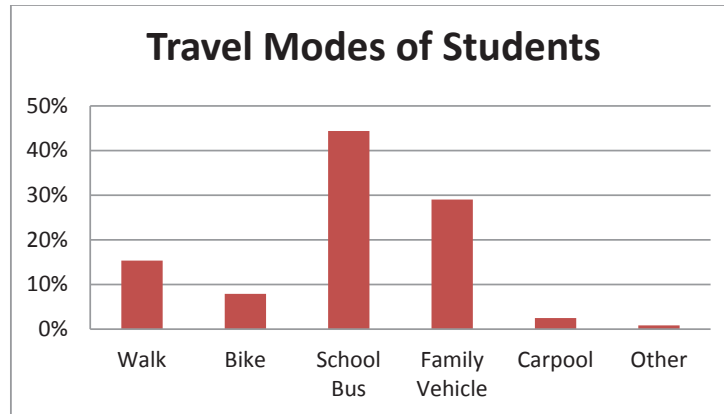


Figure 8

Approximately 222 students ride 10 buses to Hillcrest Elementary School each morning. Hazard or safety busing is provided for nine students on one route. Table 4 indicates the distances students live from Hillcrest Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	29%	15%	14%	13%	29%

Table 4

Hillcrest Elementary School has separate loading and unloading zones for personal vehicles and buses. Buses unload and load to the west of the main entrance. Students who arrive or leave school in a personal vehicle are dropped off and picked up along the perimeter of the parking lot area to the east of the main entrance. Before school, students enter the building and proceed to their classroom or to breakfast, as recess is not provided in the morning. The two entrances located on the north side of the building are supervised by a Hillcrest staff member before and after school. Hillcrest staff members also supervise areas near the bus loading and student pickup zones after school. See Figure 9 for a layout of the school property.



Figure 9

Support for students who walk or bike to school is provided before and after school through the use of a crossing guard. The crossing guard, provided by the School District, is located at the north entrance to the school parking lot along Butler Spaeth Road. Students riding bicycles to and from school are required to walk their bicycles when utilizing the crosswalk and while on school property.



John Paul II Catholic School

A parent survey distributed to all parents at John Paul II Catholic School was utilized to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 71 families representing students who attend John Paul II Catholic School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. See Figure 10 for the Travel Modes of students at John Paul II Catholic School, based on the percentage of parent survey responses received.

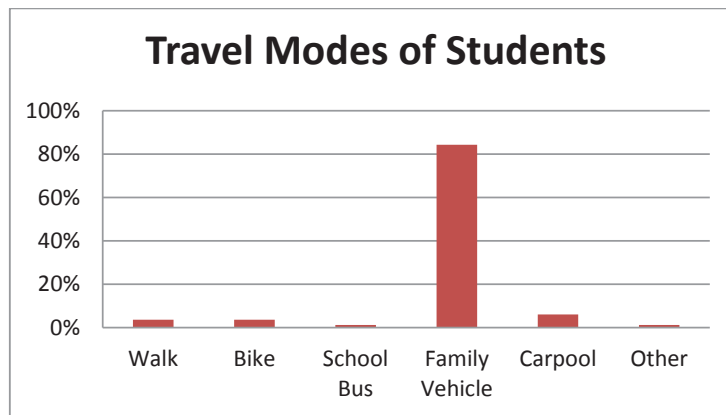


Figure 10

Busing is not provided for John Paul II Catholic School. Table 5 indicates the distances students live from John Paul II Catholic School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	11%	4%	3%	9%	73%

Table 5

Parents drop off and pick up students along the north side of the gymnasium and in front of the main entrance. Parents are encouraged to park their vehicles in the parking lot during drop-off and pick-up periods. Students are to be supervised by a parent or guardian while walking through the parking lot. The main entrance of the school is monitored by John Paul II Catholic School staff both before and after school. Students riding bicycles to and from school are required to walk their bicycles when utilizing the crosswalk and while on school property. See Figure 11 for a layout of the school property.



Figure 11

Lakeview Elementary School

A parent survey distributed to all parents at Lakeview Elementary School was utilized to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 255 families representing students who attend Lakeview Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. See Figure 12 for the Travel Modes of students at Lakeview Elementary School, based on the percentage of parent survey responses received.

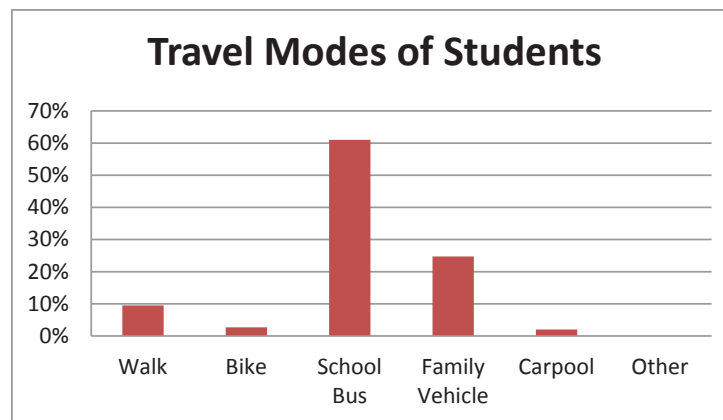


Figure 12



Approximately 252 students ride eight buses to Lakeview Elementary School each morning. Table 6 indicates the distances students live from Lakeview Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	16%	10%	16%	31%	27%

Table 6

In the morning, buses arrive at Lakeview School by traveling south on Osborne Avenue. Buses let students unload along the sidewalk between the sidewalk to the main entrance of the school and the modular buildings. Before school, parents drop off their students in the same area. Lakeview staff members are on duty both before and after school. Students can play on the playground or proceed to the cafeteria for breakfast before school begins. After school, the buses line up along Osborne Avenue for students to load. The designated parent pick-up zone is located on Longmont Street on the south side of the playground. Both before and after school, parents drop off and pick up students in the parking lot on the west side of the school and along the alley; this is not a designated pick-up and drop-off zone. The area becomes congested and dangerous with students wandering through the parking lot.

Students who walk or bicycle to school generally leave the building through doors on the east side of the building. Students must walk their bikes to the edge of school property before beginning to ride them. Student crossing guards with a supervising adult are on duty after school at the intersection of Osborne Avenue and Lakeside Drive, Osborne Avenue and Longmont Street, and Longmont Street and the alley on the west side of the school.

Teachers and staff park in the parking lot on the west side of the school and along Lakeside Drive, away from the bus loading and unloading zone. See Figure 13 for a layout of the school property.



Figure 13

Little Powder Elementary School

The Campbell County School District Transportation Department provided data regarding students receiving transportation services because parent surveys were not returned by a representative number of families. Approximately 25 of the 59 students attending Little Powder Elementary School ride the bus each day; four buses deliver students to Little Powder Elementary School each day. No students walk to school due to the school's location in rural Campbell County. Approximately 20 of students who are bused live 15 miles or more from Little Powder Elementary School.



Little Powder Elementary School is located approximately 40 miles northeast of Gillette. The school services northeast Campbell County. Both buses and parent vehicles enter the school property from Highway 59 and proceed to the front entrance of the school to drop off and pick up students. See Figure 14 for a layout of the school property.

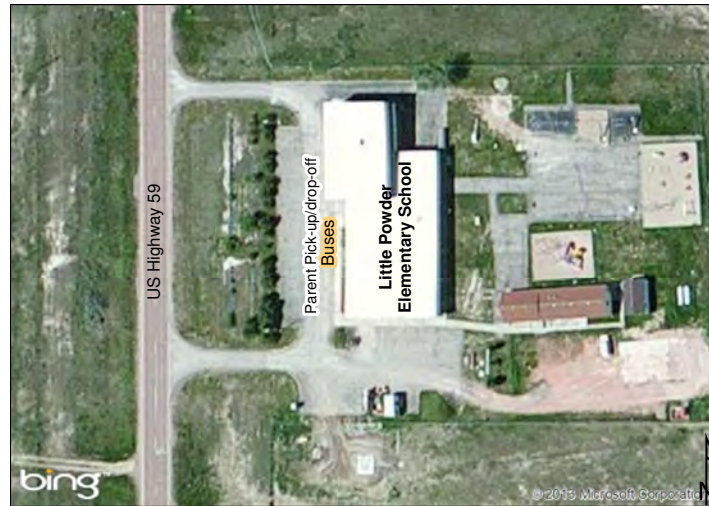


Figure 14

Meadowlark Elementary School

A parent survey distributed to all parents at Meadowlark Elementary School was used to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 227 families representing students who attend Meadowlark Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. Students from Fox Park Subdivision are included in the Meadowlark attendance area; this area is not contiguous to the school and its adjoining attendance area. See Figure 15 for the Travel Modes of students at Meadowlark Elementary School, based on the percentage of parent survey responses received.

Approximately 205 students ride six buses to Meadowlark Elementary School each day. Hazard or safety busing is provided for 23

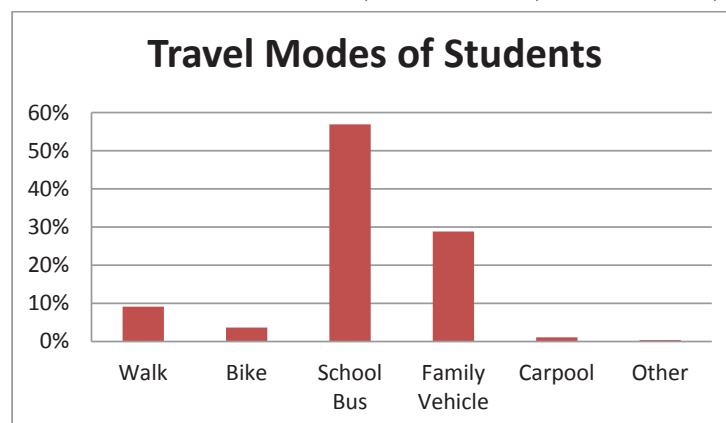


Figure 15

students on one route. Table 7 indicates the distances students live from Meadowlark Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	23%	12%	12%	14%	39%

Table 7

Meadowlark Elementary School has separate loading and unloading zones for personal vehicles and buses. The buses unload and load on the east side of the school on Green Avenue. Students brought to school by personal vehicles are dropped off along 7th Street, 8th Street or in the alley on the west side of the school's property. Some students are dropped off in the parking lot, although the school would prefer the designated loading and unloading zones be used. Before school, students line up at the main entrance until the doors open and they enter the school to proceed to the cafeteria for breakfast. Meadowlark staff members are on duty at various locations in the loading and unloading areas both before and after school.

Support for students who walk or bike to school is provided before and after school through the use of crossing guards. A crossing guard is present at the intersection of Green Avenue and 9th Street; the crossing guard is provided by the School District. Students riding bicycles to and from school are required to walk their bicycles while on school property. See Figure 16 for a layout of the school property.



Figure 16

Paintbrush Elementary School

A parent survey distributed to all parents at Paintbrush Elementary School was utilized to determine the modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 291 families representing students who attend Paintbrush Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. See Figure 17 for the Travel Modes of students at Paintbrush Elementary School, based on the percentage of parent survey responses received.

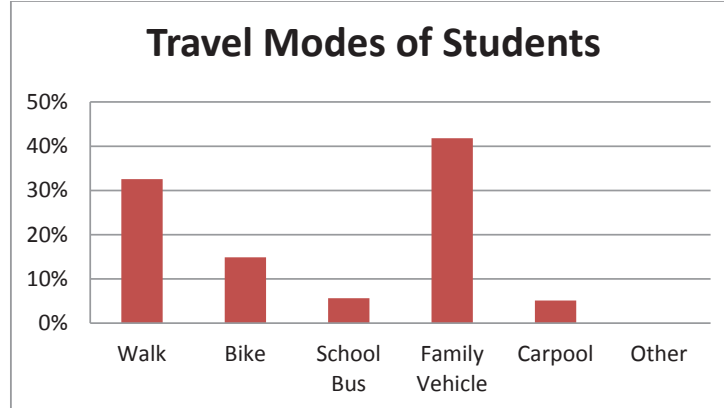


Figure 17

Approximately 48 students ride six buses to Paintbrush Elementary School each morning. Table 8 indicates the distances students live from Paintbrush Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	51%	21%	14%	7%	6%

Table 8

Paintbrush Elementary School has separate loading zones for personal vehicles and buses. The buses and personal vehicles unload in the parking lot. Buses load along Harder Drive while parent vehicles load in the parking lot or in the Sage Valley Junior High parking lot. Before school, students play on the playground, participate in the CAT (before and after school child care program) or enter the school to proceed to the cafeteria for breakfast. Paintbrush staff members are on duty at various locations in the loading and unloading areas as well as on the playground both before and after school.

Support for students who walk or bike to school is provided before and after school through the use of crossing guards. A crossing guard is present at the intersection of Lakeway Road and Harder Drive; the crossing guard is provided by the School District. Students riding bicycles to and from school are required to walk their bicycles while on school property. See Figure 18 for a layout of the school property.



Figure 18



Prairie Wind Elementary School

A parent survey distributed to all parents at Prairie Wind Elementary School was used to determine the modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 249 families representing students who attend Prairie Wind Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. See Figure 19 for the Travel Modes of students at Prairie Wind Elementary School, based on the percentage of parent survey responses received.

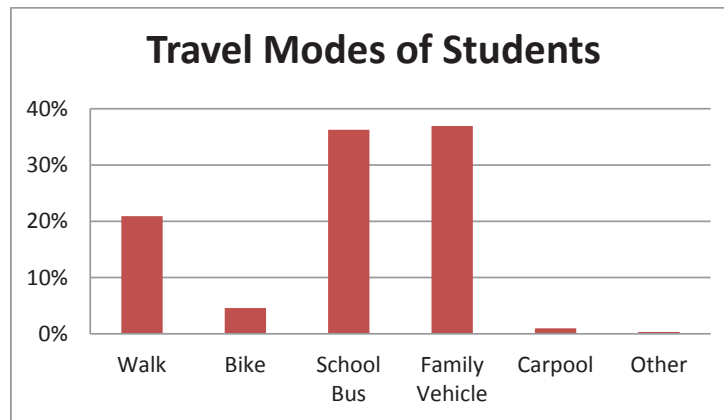


Figure 19

Approximately 198 students ride 12 buses to Prairie Wind Elementary School each morning. Hazard or safety busing is provided by two routes. Table 9 indicates the distances students live from Prairie Wind Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	22%	13%	12%	13%	40%

Table 9

Prairie Wind Elementary School has separate loading and unloading zones for personal vehicles and buses. The buses unload and load to the north and west side of the property. The entrance near the bus zone is supervised by a Prairie Wind staff member before and after school. Students who arrive or leave school in a personal vehicle are dropped off and picked up in the parking lot area to the east side of the main entrance to the school. The two entrances located on the east side of the building are also supervised by a Prairie Wind staff member. Before school, students enter the building and proceed to their classroom, as recess is not provided in the morning.

Support for students who walk or bike to school is provided before and after school through the use of a crossing guard. The crossing guard, provided by the School District, is located mid-block on Overdale Drive near the southeast corner of the school property. Students traveling from the east are urged to utilize the crossing guard instead of crossing at the intersection of Overdale Drive and Westover Drive. Students riding bicycles to and from school are required to walk their bicycles when utilizing the crosswalk and while on school property. See Figure 20 for a layout of the school property.



Figure 20

Pronghorn Elementary School

A parent survey distributed to all parents at Pronghorn Elementary School was utilized to determine the modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 283 families representing students who attend Pronghorn Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. See Figure 21 for the Travel Modes of students at Pronghorn Elementary School, based on the percentage of parent survey responses received.

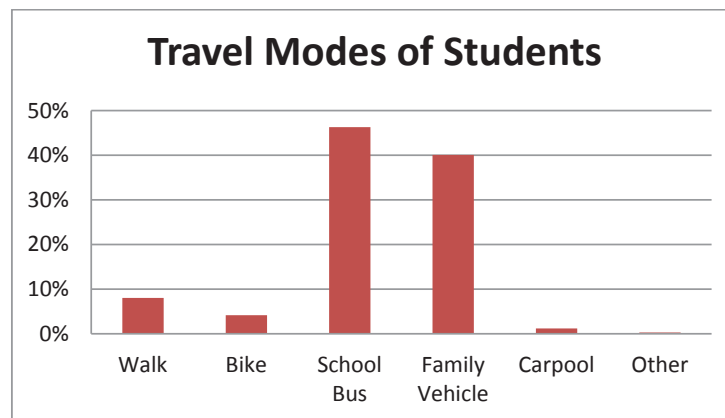


Figure 21

Approximately 256 students ride 13 buses to Pronghorn Elementary School each morning. Table 10 indicates the distances students live from Pronghorn Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	17%	11%	17%	40%	15%

Table 10

The loading and unloading zones for personal vehicles and buses are adjacent at Pronghorn Elementary School. The staff parking lot and the guest parking lot are separated by a sidewalk west of the main entrance. Students who arrive or leave school on a bus



are dropped off and picked up utilizing the south parking lot area which includes a bus loop. Students who arrive or leave school in a personal vehicle are dropped off and picked up utilizing the north parking lot area. Students are also dropped off or picked up along Oakcrest Drive. Younger students are walked to the door or to the playground by parents. Before school, students play on the playground which is supervised by Pronghorn staff members before and after school.

Support for students who walk or bike to school is provided in the afternoon only through a crossing guard, provided by the School District, located mid-block along Oakcrest Drive to the west of the school's main entrance. Pronghorn staff members are located on school property before and after school to provide support for students arriving by bus, personal vehicle, walking or biking. Students riding bicycles to and from school are required to walk their bicycles while on school property. See Figure 22 for a layout of the school property.



Figure 22

Rawhide Elementary School

A parent survey distributed to all parents at Rawhide Elementary School was utilized to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 118 families representing students who attend Rawhide Elementary School. See Figure 23 for the Travel Modes of students at Rawhide Elementary School, based on the percentage of parent survey responses received.

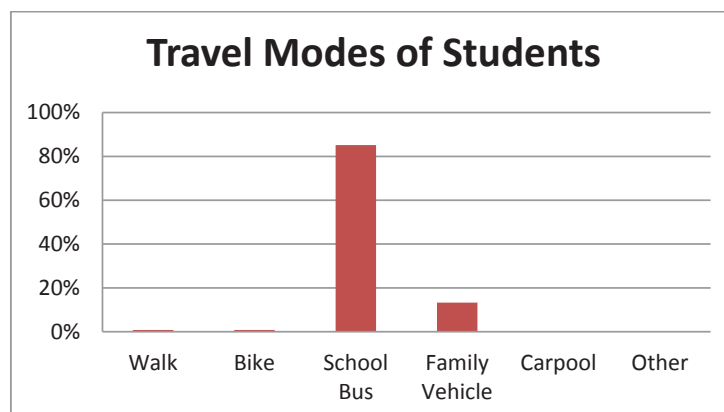


Figure 23



Approximately 224 students ride 13 buses to Rawhide Elementary School each morning. Table 11 indicates the distances students live from Rawhide Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	1%	0%	0%	5%	94%

Table 11

Rawhide Elementary School has separate loading and unloading zones for personal vehicles and buses. The buses unload and load on the south side of the property along Prospector Parkway. Students who arrive or leave school in a personal vehicle are dropped off and picked up in the parking lot area to the east side of the main entrance to the school. Before school, students enter the building and proceed to their classrooms for instruction help, proceed into the building to the cafeteria for breakfast, or play on the playground. Rawhide staff members are on duty outside the building both before and after school. See Figure 24 for a layout of the school property.



Figure 24

Recluse Elementary School

The Campbell County School District Transportation Department provided data regarding the students receiving transportation services because parent surveys were not returned by a representative number of the families. Approximately 26 of the 26 students attending Recluse Elementary School ride the bus each day. Five buses deliver students to Recluse Elementary School each day; no students walk to school due to the school's location in rural Campbell County. Table 12 indicates the number of students who live a particular distance from Recluse Elementary School.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Number of Students	9	4	2	5	6

Table 12



Figure 25

Rozet Elementary School

A parent survey distributed to all parents at Rozet Elementary School was utilized to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 217 families representing students who attend Rozet Elementary School. See Figure 26 for the Travel Modes of students at Rozet Elementary School, based on the percentage of parent survey responses received.

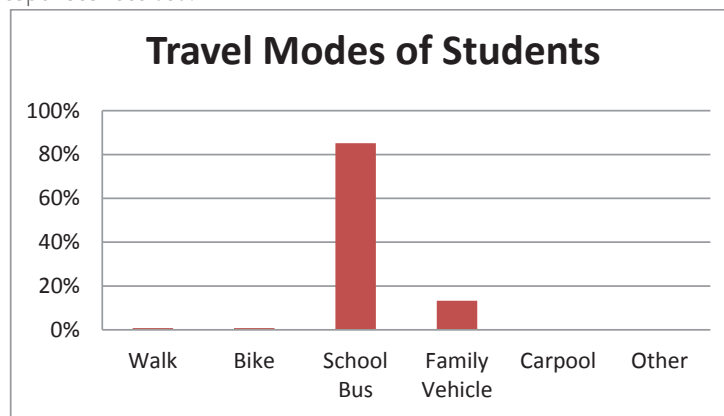


Figure 26

Approximately 314 students ride 12 buses to Rozet Elementary School each morning. Table 13 indicates the distances students live from Rozet Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Percent of Students	1%	0%	0%	7%	92%

Table 13

Rozet Elementary School has separate loading and unloading zones for personal vehicles and buses. Buses unload and load on the east side of the property. Students who arrive or leave school in a personal vehicle are dropped off and picked up in the parking lot area on the east side of the school near the school's main entrance. Before school, students can attend Homework Club at 8:00



a.m., proceed into the building to the cafeteria for breakfast at 8:20 a.m. or play on the playground. See Figure 27 for a layout of the school property.

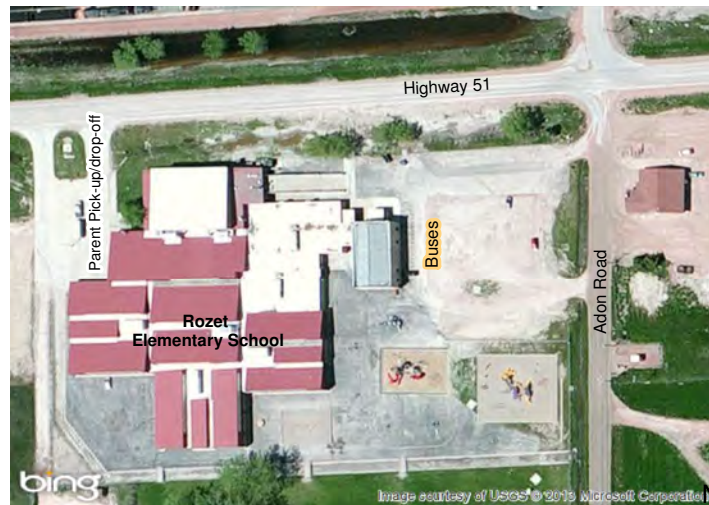


Figure 27

Sunflower Elementary School

A parent survey distributed to all parents at Sunflower Elementary School was utilized to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 198 families representing students who attend Sunflower Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. See Figure 28 for the Travel Modes of students at Sunflower Elementary School, based on the percentage of parent survey responses received.

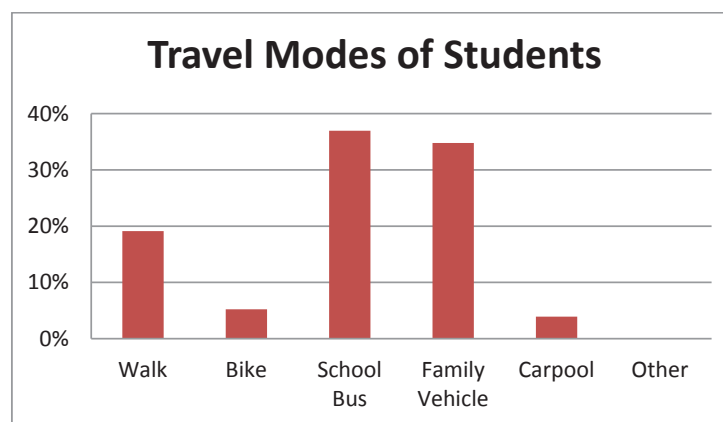


Figure 28

Approximately 187 students ride eight buses to Sunflower Elementary School each morning. Hazard or safety busing is provided for 18 students on one bus route. Table 14 indicates the distances students live from Sunflower Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Number of Students	31%	6%	10%	20%	33%

Table 14

Sunflower Elementary School has separate loading and unloading zones for personal vehicles and buses. Buses unload and load west of the main entrance along West Walnut Street. The loading and unloading zone for buses is near the access to the playground. Students who arrive or leave school in a personal vehicle are dropped off and picked up in the parking lot area south of the main entrance to the school and along Dogwood Avenue and West Walnut Street located east and south of the main entrance. Before school, students proceed to the playground or enter the school at the appropriate entrance and proceed to the cafeteria for breakfast. The bus unloading and loading zone along with the playground is supervised by Sunflower staff members before and after school. Sunflower staff members are available after school to supervise bus lines. After a bus line is complete and all students are accounted for, the staff member walks all the students to the correct bus. Once students are loaded, the bus leaves. This process is completed for all four buses. A Sunflower staff member is also available after school to supervise the gate leaving the playground on the east side of the school.

Support for students who walk or bike to school is provided before and after school through the use of crossing guards. A crossing guard, provided by the School District, is located at the four-way intersection of West Walnut Street and Dogwood Avenue located at the southeast portion of the school property. A teacher and a Fifth Grade student partner to provide crossing guard support at a mid-block crossing along Dogwood Avenue near a gate accessing the playground area located on the east side of the school property. Students riding bicycles to and from school are required to walk their bicycles when utilizing the crosswalk and while on school property. See Figure 29 for a layout of the school property.



Figure 29

Wagonwheel Elementary School

A parent survey distributed to all parents at Wagonwheel Elementary School was utilized to determine modes of travel being used by students traveling to school and home from school each day. Surveys were returned by 208 families representing students who attend Wagonwheel Elementary School. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. See Figure 30 for the travel modes of students at Wagonwheel Elementary School, based on the percentage of parent survey responses received.

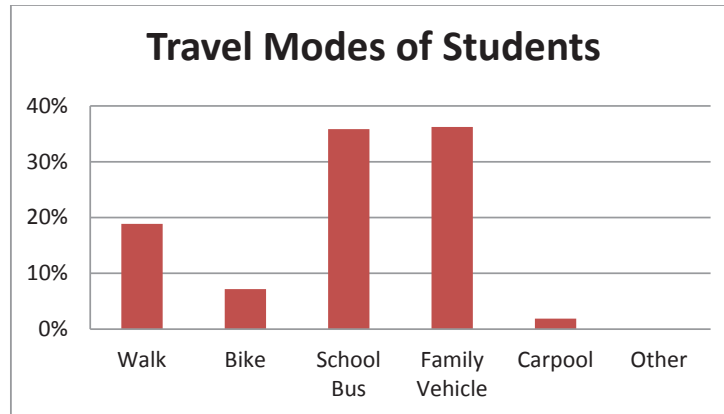


Figure 30

Approximately 224 students ride seven buses to Wagonwheel Elementary School each morning. Hazard or safety busing is provided for 59 students on two bus routes. Table 15 indicates the distances students live from Wagonwheel Elementary School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Number of Students	25%	17%	19%	8%	32%

Table 15

Wagonwheel Elementary School has separate loading and unloading zones for personal vehicles and buses. The buses unload and load to the north of the school property along 4th Avenue. Students who arrive or leave school in a personal vehicle are dropped off and picked up in the parking lot area near the main entrance along the south side of the property, or in the driveway area at the west side of the property. The church parking lot west of the school is also utilized, although this is not a preferred drop-off or pick-up location. Before school, students play on the playground. The playground and property around the main entrance of the school are supervised by Wagonwheel staff members before and after school.

Support for students who walk or bike to school is provided before and after school through use of a crossing guard. A crossing guard, provided by the School District, is in place at the intersection of Highway 14-16 and 4th Avenue. Students riding bicycles to and from school are required to walk their bicycles while on school property. See Figure 31 for a layout of the school property.

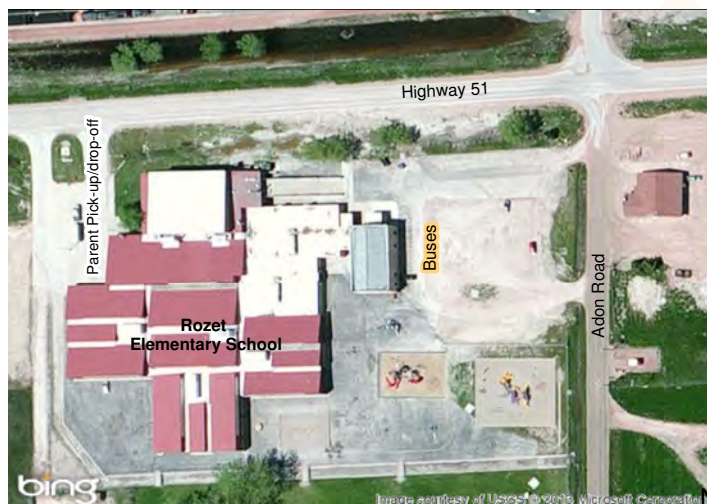


Figure 31



Twin Spruce Junior High School

The Campbell County School District Transportation Department provided data regarding students receiving services because parent surveys were not returned by a representative number of the families. Approximately 587 of the 878 students attending Twin Spruce Junior High School ride the bus each day. There are 55 buses that pick up students from Twin Spruce Junior High School each day. More than 455 students who are bused live more than two miles from Twin Spruce Junior High School.

Twin Spruce Junior High School has adjacent loading and unloading zones for personal vehicles and buses. Buses load and unload to the east of the zone while personal vehicles utilize the west portion of the zone located along 7th Street near the main entrance. Personal vehicles also utilize Gillette Avenue and the parking lot area north of the main entrance. Three Twin Spruce staff members supervise the main entrance before and after school. Additional support, such as a crossing guard, is not provided for students who walk or bike to school. See Figure 32 for a layout of the school property.



Figure 32

Sage Valley Junior High School

The Campbell County School District Transportation Department provided data regarding students receiving services because parent surveys were not returned by a representative number of the families. Approximately 537 of the 982 students attending Sage Valley Junior High School ride the bus each day. There are 48 buses that deliver students to Sage Valley Junior High School each day. Figure 33 indicates the distances students live from Sage Valley Junior High School. More than 455 students who are bused to Sage Valley Junior High School each morning live more than 2 miles from the school.



Figure 33

Wright Junior/Senior High School

A parent survey distributed to all parents of Seventh and Eighth Grade students at Wright Junior/Senior High School was utilized to determine modes of travel being used by students traveling to school and home from school each day. Several respondents identified their children walk or ride bicycles to school, but as weather becomes more inclement, students will ride the bus or be driven to school. Surveys were returned by 29 families representing students who attend Seventh and Eighth Grade at Wright Junior/Senior High School. See Figure 34 for the Travel Modes of students at Wright Junior/Senior High School, based on the percentage of parent survey responses received. Approximately 39 junior high students ride six buses to Wright Junior/Senior High

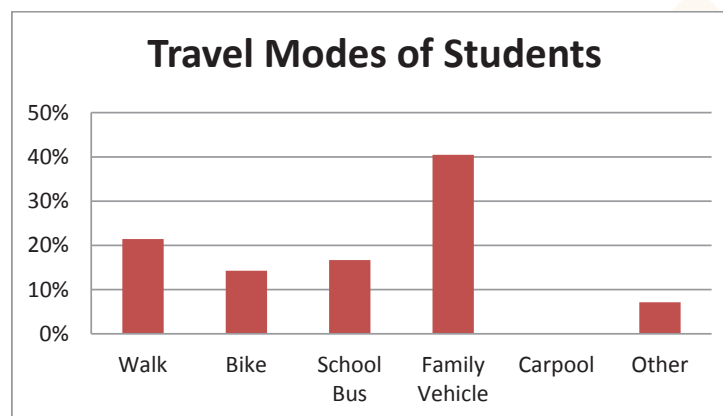


Figure 34



School each morning. Table 16 indicates the distances students live from Wright Junior/Senior High School, based on the number of parent survey responses received.

Distance Lived From School	0 to 1/2 mile	1/2 to 1 mile	1 mile to 1 1/2 mile	1 1/5 mile to 2 miles	More than 2 miles
Number of Students	24%	24%	24%	10%	17%

Table 16

Wright Junior/Senior High School has separate loading and unloading zones for personal vehicles and buses. Buses unload and load at the turn-around at the north entrance to the school adjacent to Wright Boulevard. Students dropped off or picked up at school in a personal vehicle are dropped off and picked up in the parking lot area near the school's main entrance.

Support for students who walk or bike to school is provided before and after school through use of a crossing guard. The crossing guard, provided by the School District, is located at the intersection of Wright Boulevard and Ranchero Drive, as well as at the crosswalk located on Wright Boulevard adjacent to the southeast entrance to the elementary school. See Figure 35 for a layout of the school property.



Figure 35

BARRIERS TO ACTIVE TRANSPORTATION



MODES OF TRANSPORTATION

The Campbell County School District provides transportation for all students. Reasons included distance from school, requirements of Individual Education Plans or other school-related reasons per their Transportation Policy. Data and comments received during the public involvement phase indicated a public perception that busing is available for most students and all activities. The School District provides busing services that pick up and drop off at the front door versus known bus stops throughout the neighborhood, minimizing the need to walk. When weather permits, walking or biking is still not a popular choice for students based on a perception that it is not socially acceptable. When busing is not provided, parents choose to provide transportation for their students. Walking or biking to school is not one of the initial modes of transportation being used.

ACCIDENT DATA

City of Gillette

The Highway Safety Program at the Wyoming Department of Transportation provided crash data for 2002 to 2012 for the city of Gillette. A two-mile buffer around each school within the city limits covers most of the city of Gillette. Due to the large number of crashes that were produced, the following types of crashes were not included in our evaluation: crashes occurring prior to 2010, crashes due to antelope or deer, crashes occurring on Interstate 90 and crashes occurring on Highways 50 and 59. Highways 50 and 59 were not included in the evaluation as they are considered barriers for walking and biking to school by the School District. Students who must cross either Highway 50 or 59 are provided busing to school. Students have been observed crossing Highway 59 to Meadowlark Elementary School. Each intersection listed in Table 17 showed a pattern of traffic crashes. As improvements occur through the district, the intersections should be studied further.

Intersection	Number of Accidents in 2010-2012	Type of Accident
2nd Street & 4J Road	13	Motor Vehicle in Transport on Roadway
2nd Street & Brooks Avenue	16	Motor Vehicle in Transport on Roadway, Guardrail Face, Traffic Signal Support and a Non-Fixed Object
2nd Street & Burma Avenue	12	Motor Vehicle in Transport on Roadway and Traffic Signal Support
2nd Street & Gillette Avenue	16	Motor Vehicle in Transport on Roadway
2nd Street & Skyline Drive	14	Motor Vehicle in Transport on Roadway and Overturn/Rollover
4J Road & Boxelder Road	33	Motor Vehicle in Transport, Fence, Traffic Signal Support and Pedestrian
4J Road & Lakeway Road	21	Motor Vehicle in Transport on Roadway, Pedacycle and Raised Median or Curb
4J Road & Westover Road	38	Motor Vehicle in Transport and Raised Median or Curb
Boxelder Road & Butler Spaeth Road	11	Motor Vehicle in Transport on Roadway, Pedacycle and Fixed Object
Enzi Drive & Shoshone Avenue	12	Motor Vehicle in Transport and Traffic Signal Support
Gurley Avenue & Warlow Drive	11	Motor Vehicle in Transport on Roadway, Sign Support Signal Post and Non Collision (Loss of Control)
Lakeway Road & Powder Basin Avenue	12	Motor Vehicle in Transport on Roadway
Skyline Drive & Westover Road	10	Motor Vehicle in Transport on Roadway

Table 17

A number of pedestrian and bicycle accidents have occurred over the past three years according to the crash data for the city of Gillette. Data was analyzed for the period of 2010 to 2012 for pedestrian and bicycle accidents. During this time frame, 17 accidents



involved pedestrians and 17 accidents involved bicycles. Out of the 34 accidents, only four occurred over the weekend. Eight of these accidents happened in 2012 and 10 occurred in 2011, with the remaining 16 occurring in 2010. A majority of the accidents happened between the months of May and September. Fourteen of these accidents occurred along Highway 59, 6 occurred along Boxelder Road and 5 occurred along Lakeway Avenue.

Town of Wright

The Highway Safety Program at the Wyoming Department of Transportation provided crash data for 2002 to 2012 for a two-mile radius around Cottonwood Elementary School and Wright Junior/Senior High School. In the past three years, no locations were identified with a pattern of traffic crashes. Many of the crashes occurred on State Highway 387 and Wright Boulevard. See Appendix E for the crash data summary for the town of Wright.

Rural Schools

The Highway Safety Program at the Wyoming Department of Transportation provided crash data for 2002 to 2012 for a two-mile radius around 4J Elementary School, Little Powder Elementary School, Rawhide Elementary School, Recluse Elementary School and Rozet Elementary School. In the past three years, no locations were identified with a pattern of traffic crashes. See Appendix E for crash data summaries for each school.

BARRIER DATA

Parents/caregivers of all 15 Campbell County Elementary Schools, John Paul II Catholic School and three junior high school Seventh and Eighth Grade students were asked to complete a parent survey to help identify barriers to students walking and bicycling to and from school.

4J Elementary School

Parent surveys for 4J Elementary School were not returned by a representative number of families. 4J Elementary School is a rural school; distance is the primary reason for students not walking or biking to school.

Physical barriers identified in the 4J Elementary School attendance area include Highway 50 and the distance to student residences.

Buffalo Ridge Elementary School

Amount of traffic along the route, safety of intersections or crossings, and speed of traffic along the route were the top three reasons why parents are not allowing their students to walk or bicycle to Buffalo Ridge Elementary School. The reasons were followed by distance and weather or climate. Figure 36 illustrates the results of the parent survey for Buffalo Ridge Elementary School.

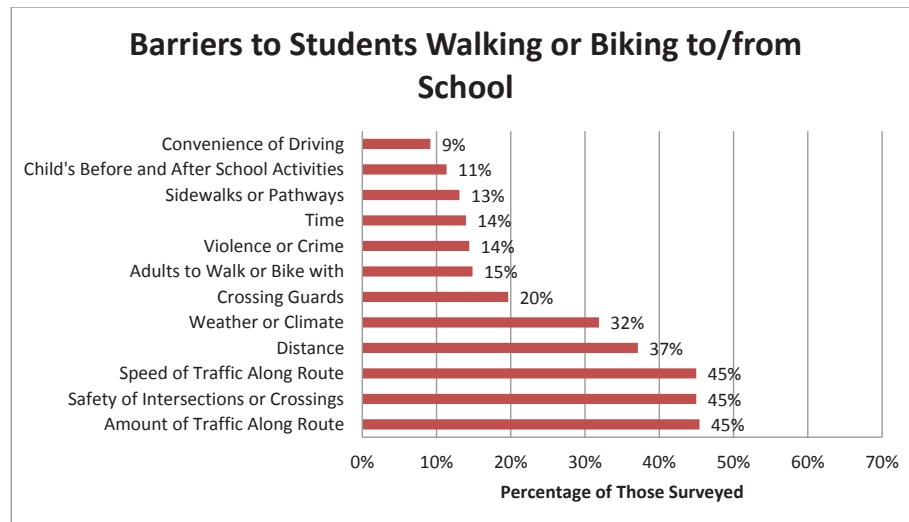


Figure 36

Written comments received by parents regarding Buffalo Ridge Elementary School include the following barriers:

- » Age of child
- » Crossing Shoshone Avenue and Southern Drive
- » Intersections of Shoshone Avenue and Tanner Drive, and Shoshone Avenue and Enzi Drive
- » Fear of others while children are walking
- » Parents need to be to work long before school begins

Physical barriers identified in the Buffalo Ridge Elementary School attendance area include: vehicle compliance at intersections, school zones and signing.

Conestoga Elementary School

Barriers, distance and speed along route were the top three reasons why parents are not allowing their students to walk or bicycle to Conestoga Elementary School. The reasons were followed by amount of traffic along route and weather or climate. Figure 37 illustrates the results of the parent survey for Conestoga Elementary School.

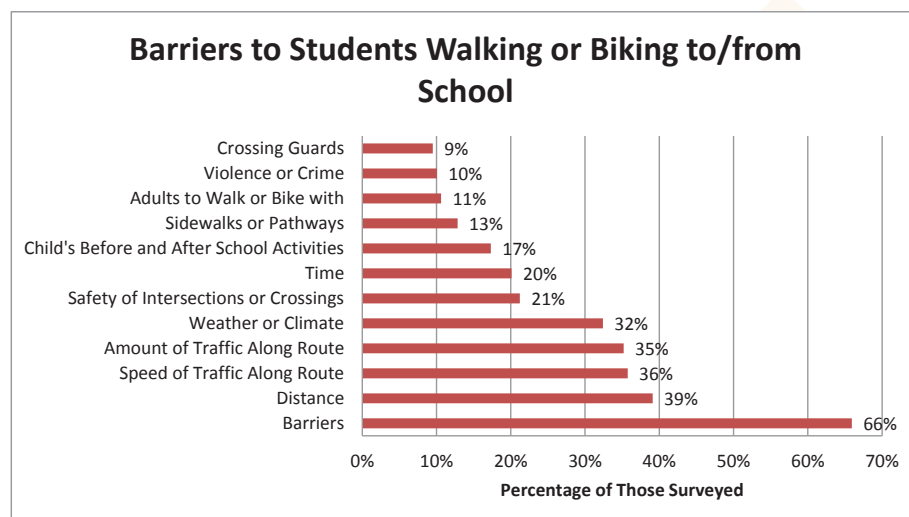


Figure 37



Written comments received by parents regarding Conestoga Elementary School include the following barriers:

- » Age of child
- » Number of vehicles and campers parked along the road make it difficult to see the children
- » Fear of others while children are walking
- » Parents need to be to work long before school begins

Physical barriers identified in the Conestoga Elementary School attendance area include: intersections, vehicle compliance (including within the bus loading zone), school zones, signing, crosswalks and congestion (including school parking lot).

Cottonwood Elementary School

Weather or climate, distance and time were the top three reasons why parents are not allowing their students to walk or bicycle to Cottonwood Elementary School. The reasons were followed by speed of traffic along route and amount of traffic along the route. Figure 38 illustrates the results of the parent survey for Cottonwood Elementary School.

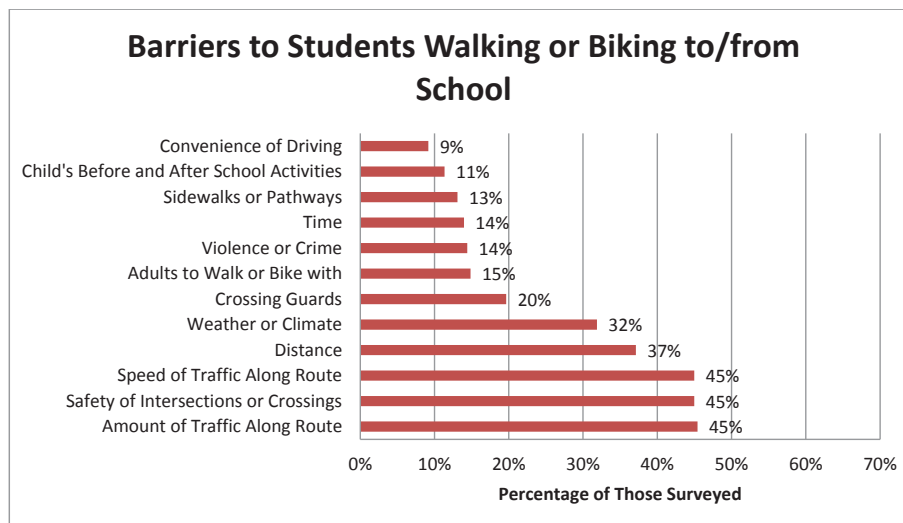


Figure 38

Written comments received by parents regarding Cottonwood Elementary School include the following barriers:

- » Age of child
- » Number of vehicles and campers parked along the road make it difficult to see the children
- » Fear of others while children are walking
- » Parents need to be to work long before school begins

Physical barriers identified in the Cottonwood Elementary School attendance area include: school zones, crosswalks, connectivity of sidewalks/walking paths and congestion in the school parking lot or generated by traffic through the school parking lot.

Hillcrest Elementary School

Distance, speed of traffic along the route, and amount of traffic along route were the top three reasons why parents are not allowing their students to walk or bicycle to Hillcrest Elementary School. The reasons were followed by weather or climate and safety of intersections or crossings. Figure 39 illustrates the results of the parent survey for Hillcrest Elementary School.

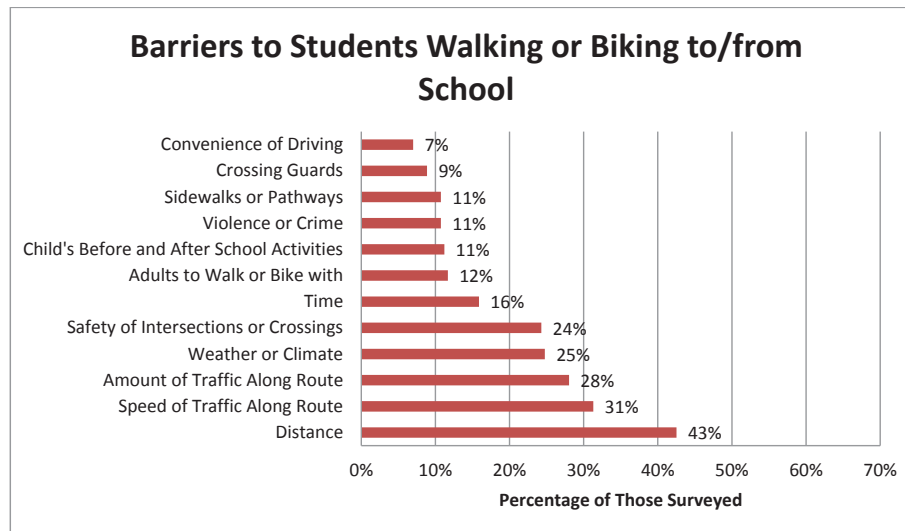


Figure 39

Written comments received by parents regarding Hillcrest Elementary School include the following barriers:

- » Age of child, child's disability
- » Fear of others while children are walking
- » No one at home after school
- » Stray dogs

Physical barriers identified in the Hillcrest Elementary School attendance area include: connectivity of sidewalks/walking paths, crosswalks, school zones, signing, intersections and impacts due to future development (both roadway corridors and private development).

John Paul II Catholic School

Distance, speed of traffic along the route and safety of intersections or crossings were the top three reasons why parents are not allowing their students to walk or bicycle to John Paul II Catholic School. The reasons were followed by amount of traffic along the route and time. Figure 40 illustrates the results of the parent survey for John Paul II Catholic School.

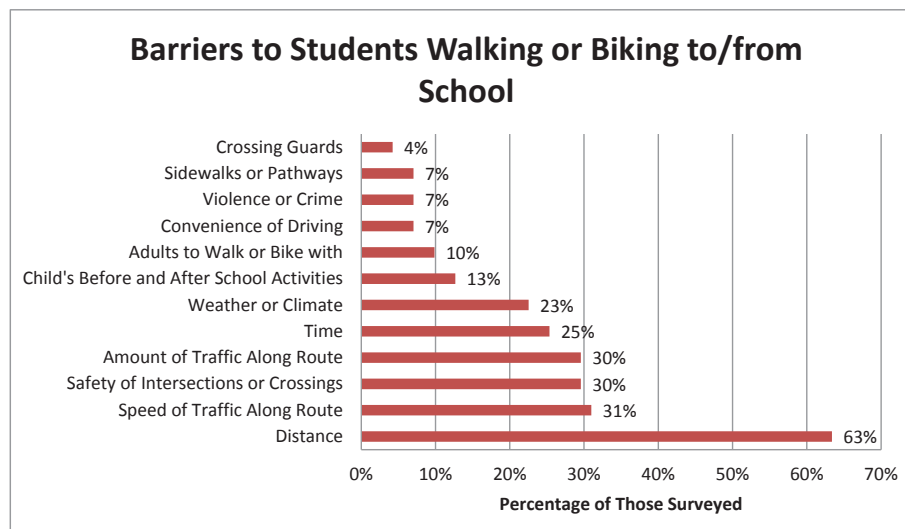


Figure 40



Written comments received by parents regarding John Paul II Catholic School include the following barriers:

- » Would like to see busing be available

Physical barriers identified in the John Paul II Catholic School attendance area include: connectivity of sidewalks/walking paths, crosswalks, school zones, signing, intersections and impacts due to future development (both roadway corridors and private development).

Lakeview Elementary School

Speed of traffic along route, distance and amount of traffic along route were the top three reasons why parents are not allowing their students to walk or bicycle to Lakeview Elementary School. The reasons were followed by safety of intersections or crossings and weather or climate. Figure 41 illustrates the results of the parent survey for Lakeview Elementary School.

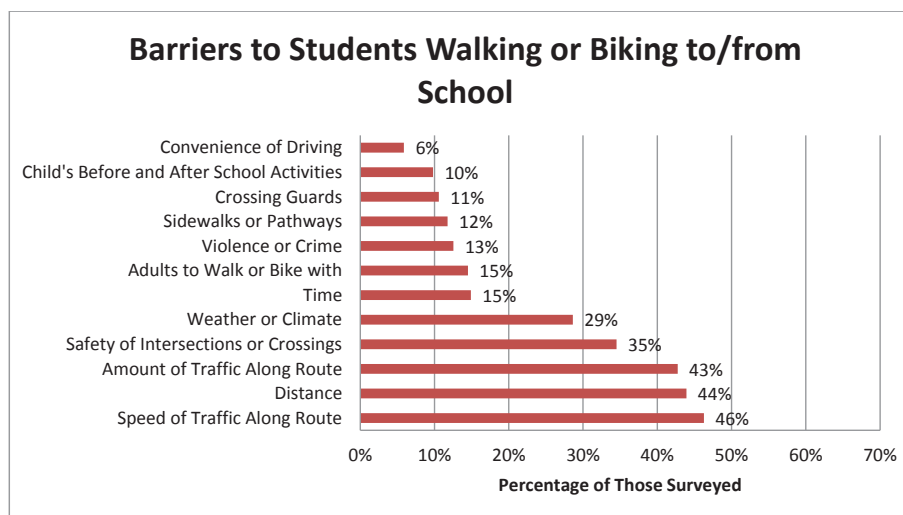


Figure 41

Written comments received by parents regarding Lakeview Elementary School include the following barriers:

- » Age of child
- » Fear of others while children are walking
- » Parents need to be to work long before school begins
- » If there were more kids walking, more crossing guards and adult supervision, more parents would let their children walk

Physical barriers identified in the existing Lakeview Elementary School area include: congestion, school zones, vehicle enforcement and crossing across arterials. Physical barriers identified in the future Lakeview Elementary School area include: connectivity, signing, school zones and crossing across arterials.

Little Powder Elementary School

Parent surveys for Little Powder Elementary School were not returned by a representative number of families. Little Powder Elementary School is a rural school; distance is the primary reason for students not walking or biking to school.

Physical barriers identified in the Little Powder Elementary School attendance area include: distance to student residences.



Meadowlark Elementary School

Distance, speed of traffic along route and amount of traffic along route were the top three reasons why parents are not allowing their students to walk or bicycle to Meadowlark Elementary School. The reasons were followed by safety of intersections or crossings and weather or climate. Figure 42 illustrates the results of the parent survey for Meadowlark Elementary School.

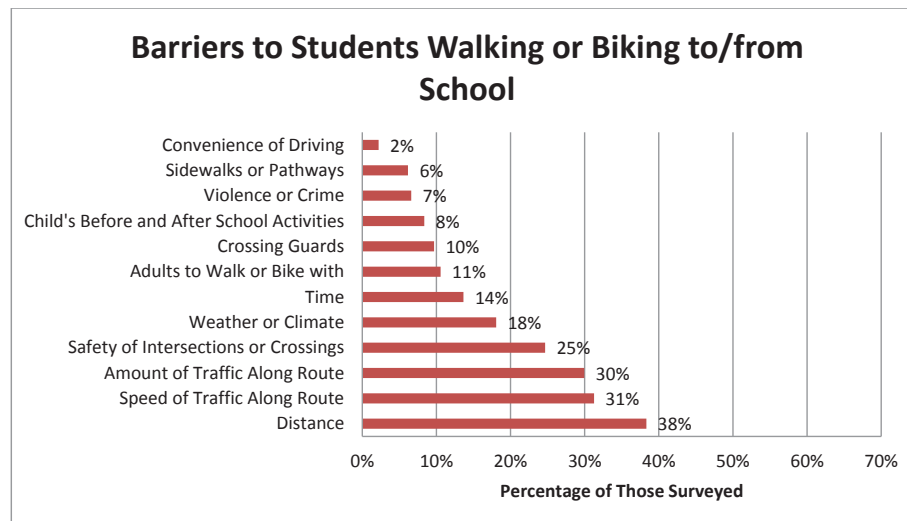


Figure 42

Written comments received by parents regarding Meadowlark Elementary School include the following barriers:

- » Age of child
- » Drivers are distracted by cell phones, eating, smoking, etc.
- » Fear of others while children are walking
- » Sidewalks and pathways should have median between them and the street

Physical barriers identified in the Meadowlark Elementary School attendance area include: congestion in the school parking lot as well as the surrounding streets, connectivity of sidewalks, intersections, school zones, signing and condition/width of sidewalks.

Paintbrush Elementary School

Distance, weather or climate, and safety of intersections or crossings were the top three reasons why parents are not allowing their students to walk or bicycle to Paintbrush Elementary School. The reasons were followed by amount of traffic along route and speed of traffic along route. Figure 43 illustrates the results of the parent survey for Paintbrush Elementary School.

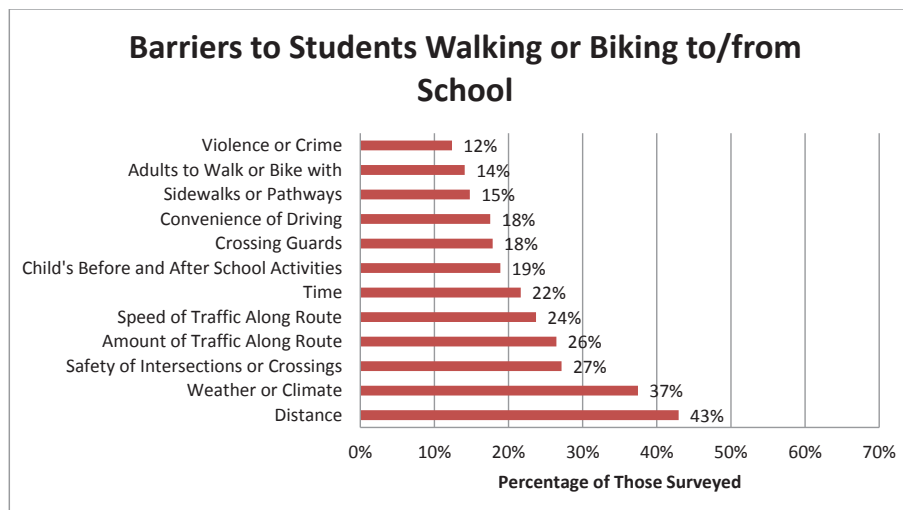


Figure 43

Written comments received by parents regarding Paintbrush Elementary School include the following barriers:

- » Age of child
- » Number of vehicles parked along the road make it difficult to see the children
- » Fear of others while children are walking
- » Parents need to be to work long before school begins and no one is home after school
- » Crossing the school parking lot entrance and the parking lot are dangerous

Physical barriers identified in the Paintbrush Elementary School attendance area include: sight distance, crosswalks, connectivity, congestion (school parking lot and adjoining streets), intersections, school zones and signing.

Prairie Wind Elementary School

Distance, weather or climate, and amount of traffic along route were the top three reasons why parents are not allowing their students to walk or bicycle to Prairie Wind Elementary School. These reasons were followed by speed of traffic and safety of intersections or crossings. Figure 44 illustrates the results of the parent survey for Prairie Wind Elementary School.

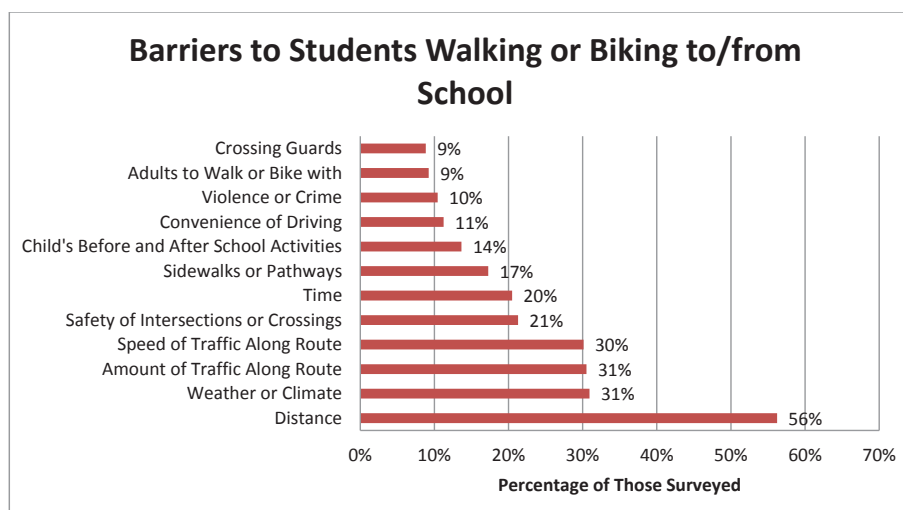


Figure 44



Written comments received by parents regarding Prairie Wind Elementary School include the following barriers:

- » Age of child
- » Fear of others while children are walking
- » Parents' work schedules
- » Sidewalks are not continuous, on both sides of the street or regularly plowed

Physical barriers identified in the Prairie Wind Elementary School attendance area include: maintenance of sidewalks, school zones, intersections and connectivity.

Pronghorn Elementary School

Distance, speed of traffic along route and safety of intersections or crossings were the top three reasons why parents are not allowing their students to walk or bicycle to Pronghorn Elementary School. The reasons were followed by amount of traffic along route and weather or climate. Figure 45 illustrates the results of the parent survey for Paintbrush Elementary School.

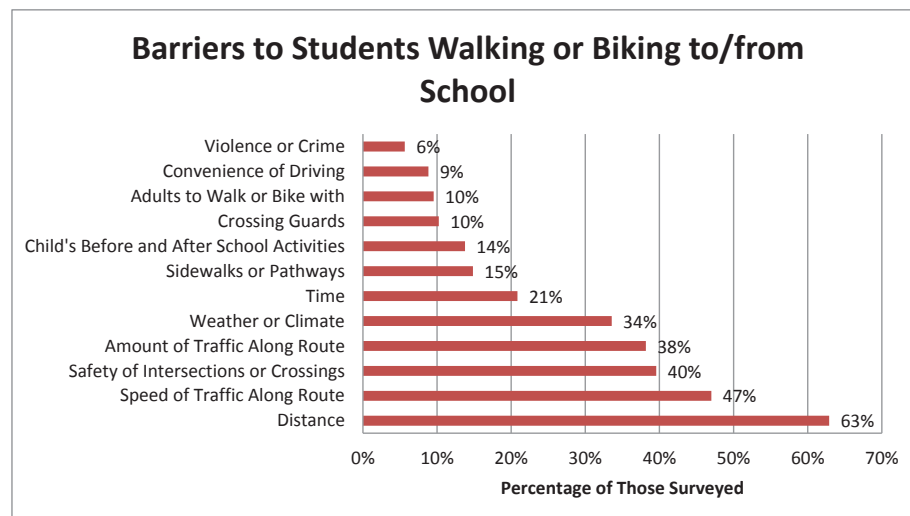


Figure 45

Written comments received by parents regarding Pronghorn Elementary School include the following barriers:

- » Age of child
- » Fear of others while children are walking
- » No traffic light at the intersection of Highway 50 and Force Road, no way to safely cross
- » Sidewalks are not continuous
- » There are no crossing guards

Physical barriers identified in the Pronghorn Elementary School attendance area include: school zones, signing, congestion, crosswalks and connectivity.



Rawhide Elementary School

Distance, speed of traffic along route and amount of traffic along route were the top three reasons why parents are not allowing their students to walk or bicycle to Rawhide Elementary School. The reasons were followed by time and weather or climate. Figure 46 illustrates the results of the parent survey for Rawhide Elementary School.

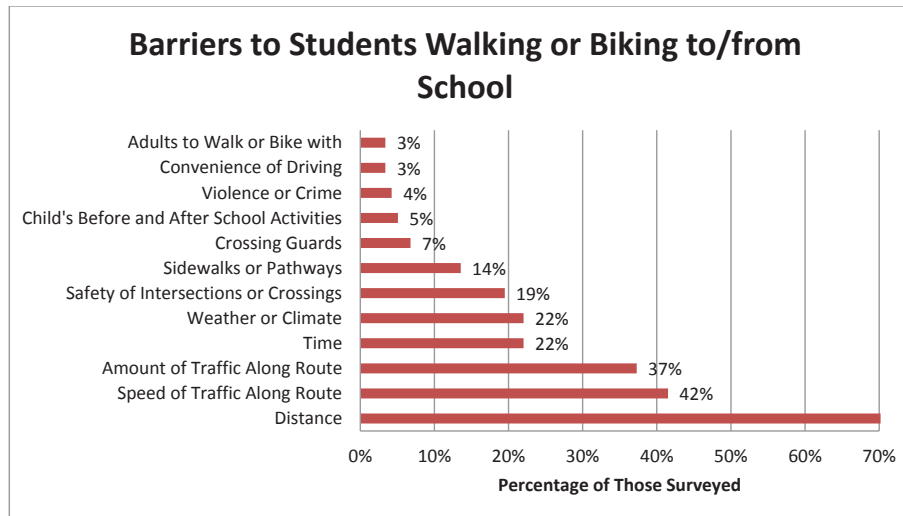


Figure 46

Written comments received by parents regarding Rawhide Elementary School include the following barriers:

- » School is too far from where the students live to walk

Physical barriers identified in the Rawhide Elementary School attendance area include: distance of student residences from the school.

Recluse Elementary School

Parent surveys for Recluse Elementary School were not returned by a representative number of families. Recluse Elementary School is a rural school; distance is the primary reason for students not walking or biking to school.

Physical barriers identified in the Recluse Elementary School attendance area include: connectivity and distance to student residences.

Rozet Elementary School

Distance, speed of traffic along route and amount of traffic along route were the top three reasons why parents are not allowing their students to walk or bicycle to Rozet Elementary School. The reasons were followed by weather or climate and sidewalks or pathways. Figure 47 illustrates the results of the parent survey for Rozet Elementary School.

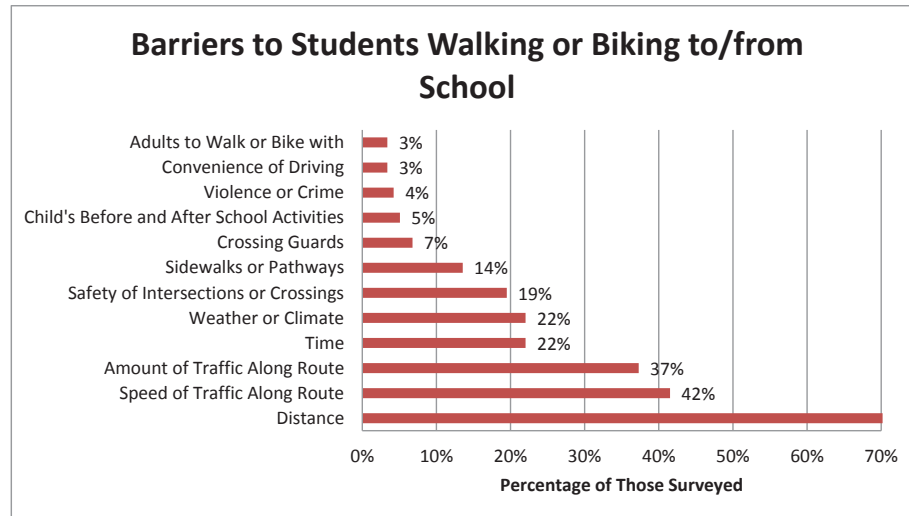


Figure 47

Written comments received by parents regarding Rozet Elementary School include the following barriers:

- » School is too far from where the students live to walk
- » Students would have to cross the railroad tracks
- » Fear of others while children are walking

Physical barriers identified in the Rozet Elementary School attendance area include: Highway 51, railroad tracks, connectivity and distance to student residences.

Sunflower Elementary School

Distance, amount of traffic along route and speed of traffic along route were the top three reasons why parents are not allowing their students to walk or bicycle to Sunflower Elementary School. The reasons were followed by safety of intersections or crossings and weather or climate. Figure 48 illustrates the results of the parent survey for Sunflower Elementary School.

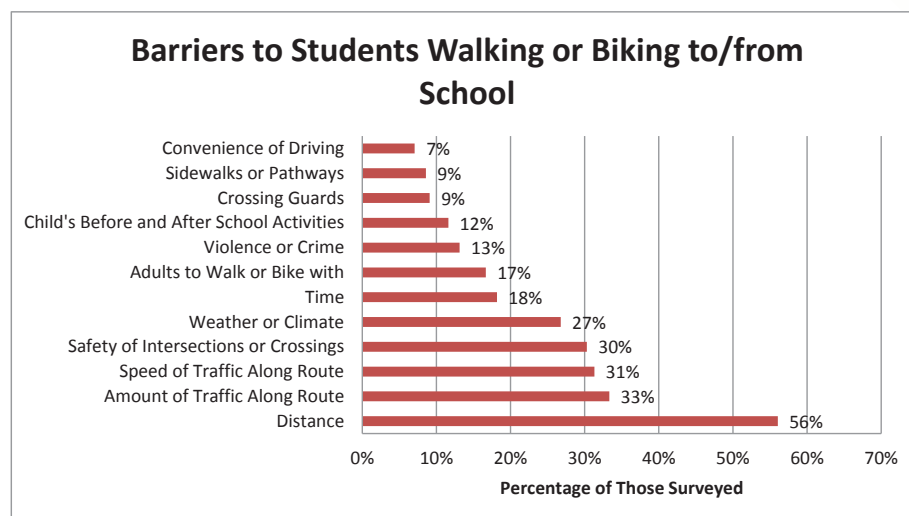


Figure 48



Written comments received by parents regarding Sunflower Elementary School include the following barriers:

- » Age of child, children getting distracted while walking to school
- » Fear of others while children are walking
- » Children have to cross or travel along Highway 59, Lakeway Road and Butler Spaeth Road
- » Walking paths are not cleared regularly in the winter
- » Student crossing guards are not dependable or attentive

Physical barriers identified in the Sunflower Elementary School attendance area include: congestion, school zones, signing, intersections, crosswalks, vehicle compliance and connectivity.

Wagonwheel Elementary School

Distance, weather or climate, and speed of traffic along route were the top three reasons why parents are not allowing their students to walk or bicycle to Wagonwheel Elementary School. The reasons were followed by amount of traffic along route and weather or climate. Figure 49 illustrates the results of the parent survey for Wagonwheel Elementary School.

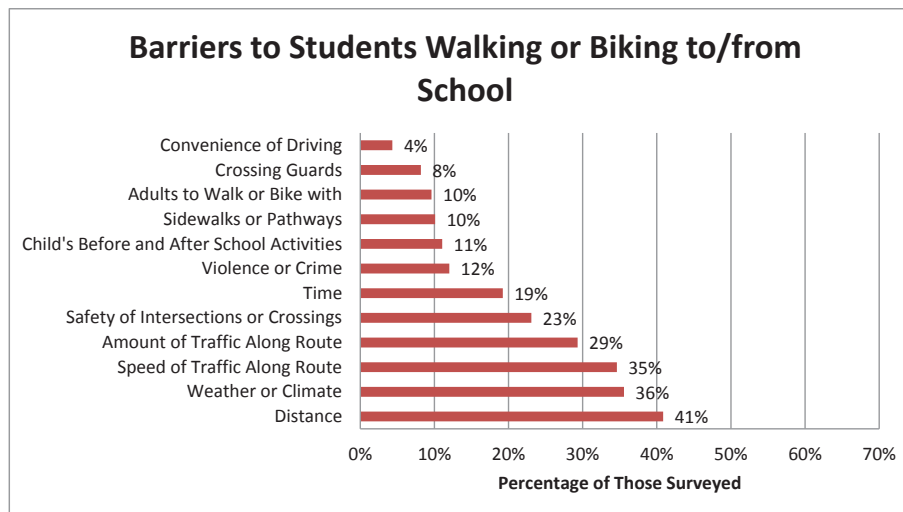


Figure 49

Written comments received by parents regarding Wagonwheel Elementary School include the following barriers:

- » Age of child
- » Foothills Boulevard traffic travels too fast and the hill is a deterrent
- » Parents' work schedules

Physical barriers identified in the Wagonwheel Elementary School attendance area include: intersections, vehicle compliance, school zones, signing, crosswalks and congestion.

Sage Valley Junior High School

Parent surveys for Sage Valley Junior High School were not returned by a representative number of families.

Physical barriers identified in the Sage Valley Junior High School attendance area include: sight distance, crosswalks, connectivity, congestion, intersections, school zones and signing.



Twin Spruce Junior High School

Parent surveys for Twin Spruce Junior High were not returned by a representative number of families.

Physical barriers identified in the Twin Spruce Junior High School attendance area include: connectivity, school zones, parking, signing and congestion.

Wright Junior/Senior High School

Weather or climate, distance, and student's before and after school activities were the top three reasons why parents are not allowing their students to walk or bicycle to Wright Junior/Senior High School. The reasons were followed by time and speed of traffic along route. Figure 50 illustrates the results of the parent survey for Wright Junior/Senior High School.

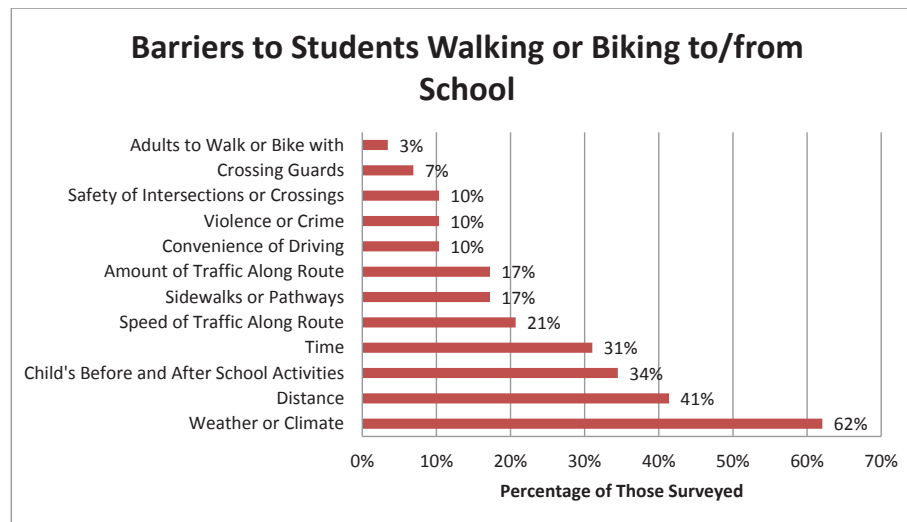


Figure 50

Written comments received by parents regarding Wright Junior/Senior High School include the following barriers:

- » Make it fun
- » Parents' work schedules

Physical barriers to be addressed that have been identified in the Wright Junior/Senior High School attendance area include: school zones, signing, crosswalks and connectivity.



CREATING SOLUTIONS

Our primary goal for active school transportation is to improve the safety of walking and bicycling students. Strategies involving the five E's of Safe Routes to School are identified to address barriers to walking and biking safely in our school communities. Strategies from each of the categories of Engineering, Education, Enforcement, Encouragement and Evaluation are included and are defined as follows:

Education: Education activities include teaching pedestrian, bicyclist and traffic safety and creating awareness of the benefits and goals of SRTS.

Encouragement: Encouragement strategies are about having fun – they generate excitement and interest in walking and bicycling.

Enforcement: Enforcement strategies act to deter unsafe behaviors of drivers, pedestrians and bicyclists, and to encourage all road users to obey traffic laws and share the road safely.

Engineering: a broad term describing physical changes to walking and bicycling infrastructure.

Evaluation: Evaluation will help measure the impact of efforts. The two main categories for measurement are changes in travel mode (increases in walking/bicycling) and safety (decreased crashes, improved safety behaviors and knowledge).

EDUCATION

Educational programs are necessary for both parents and students. The programs shall be geared toward educating parents and students on school policies, the designated SRTS Travel Routes, travel safety and overall wellness. Education can be continued through the following:

- » School policies such as student pick-up and drop-off procedures should be described in the parent handbook and reviewed with parents regularly. During the first few weeks of school, extra supervision should be in place during student pick-up and drop-off to enforce the procedures and prevent complacency by parents and students.
- » The parent handbook or Back to School Night could be the means to distribute a map of the SRTS Travel Routes. On the reverse side of the travel map, tips for walking and biking safely to school or student pick-up and drop-off procedures could be included. Within the city of Gillette, the GIS department at the City of Gillette will provide and update the map annually. An example of the map layout is shown in Appendix F.
- » Campbell County School District has a wellness teacher at each elementary school (except Little Powder Elementary School and Recluse Elementary School), in addition to a physical education teacher. A comprehensive unit on child pedestrian safety which covers walking safely near traffic, crossing streets safely, crossing intersections safely, parking lot safety and school bus safety could be implemented. The SRTS travel map for the school could be reviewed and routes traveled as a class to reinforce the lessons learned as part of the curriculum.
- » Mike Miller is the Healthy Schools Coordinator for the Campbell County School District. It is his responsibility to promote the Wellness Policy throughout the district. Programs such as Jumping Jill have been brought into the district in the past to both educate and encourage students of all ages about healthy lifestyles and nutrition. Guest speakers/special programs will continue to be scheduled.
- » Pamphlets covering tips for bicyclists and pedestrian safety can be made available throughout the district.

An example of tips for walking and biking safety, curriculum example for walking and biking to school, and example pamphlets are included in Appendix F.



ENCOURAGEMENT

To encourage students to walk or bicycle safely to or from school, the following programs are recommended for the Campbell County School District: Mileage Club, Random Act, Walking School Bus, Buddy System, Designated Walk or Bike to School Days and on-site school activities.

- » Time and distance are two barriers identified by the parent survey prohibiting students from walking or biking to school. A Mileage Club or Competition would allow students to participate without necessarily walking or biking to school. Students can track mileage or laps made during recess, physical education, walking to school, or at home on their own time. Individual, school or class incentives can be put in place. Campbell County School District has GYM60, an internet-based method of tracking and logging progress as an individual or a team. The site can be found at <http://www.gym60program.com>.
- » A Random Act program provides incentives to students who are observed during arrival and dismissal times obeying rules of the road.
- » Many children and adults feel that walking as a group is more fun than walking alone. A Walking School Bus increases the safety of walking or biking to school by providing adult supervision. The Walking School Bus concept is flexible, making it appealing to communities of all sizes. A Walking School Bus can be as simple as neighbors taking turns walking their children to school or a more structured plan with meeting points and volunteers.
- » A buddy system could be developed that identifies parents or students interested in walking to school and putting them in contact with each other. Younger students could be assigned a buddy who is older or an adult, which could be set up as a portal on the School District's or school's web page.
- » Designated Walk or Bike to School Days are another opportunity to include students who ride the bus or are driven to school. A designated drop-off point could be identified a short distance from the school where students could be dropped off as a group to walk to school.
- » On-site school activities to encourage walking would include a structured recess where students walk a route around the school for a certain period of time. The School District has a trailer of bicycles (enough for a standard class) that could be used by classes during the school day.

The strategies can be used alone or in combination to develop a specific plan for each school. Appendix G includes examples and tools for putting these forms of encouragement into place.

ENFORCEMENT

Presently, the City of Gillette Police Department and the Campbell County Sheriff's Department in the Town of Wright and in rural Campbell County are regularly in the school areas during student pick-up and drop-off. They will continue their presence and enforce changes made to the built environment.

Vehicle compliance at intersections was mentioned by both parents and principals as being a deterrent for allowing children to walk to school. Better compliance at intersections can be attained by both warning drivers of an intersection ahead with advanced signal flashers (or other specialized treatments based on the intersection), as well as additional regular presence and enforcement by the police department or sheriff's department. Several intersections identified for further study include 4th Avenue and Highway 14-16, Shoshone Avenue and Enzi Drive, 4th Street through 9th Street and Highway 59.

Both the city of Gillette and the town of Wright have codes/ordinances instructing property owners to remove snow from their sidewalks within 24 hours. The code is either not known by property owners or ignored. Increased publication and enforcement of the code by the jurisdictions would increase the safety of the walking environment.

Enforcement of procedures for picking up and dropping off students is paramount to the safety of students walking and biking to school. Each school's administration should create a written plan of pick-up and drop-off procedures for distribution to parents.



Each school will train its staff on duty how to enforce the plan during these times. The more adamant the staff is in the beginning, the more likely it is that parents and students will follow the plan appropriately.

ENGINEERING

The Campbell County School District has 16 public elementary schools serving county residents. Many of the schools are located in Gillette, and most schools are in a suburban environment near residential subdivisions where many students live. Most elementary schools have students who walk to and from school, and each individual school faces specific issues related to having safe routes for pedestrians traveling to and from school. This document is not intended to specify exact engineering improvements around every elementary school in the district, but rather to discuss issues faced by many schools and offer possible engineering solutions to address those issues.

Issues

KLJ worked with City and School District staff in identifying issues around schools. Not every issue listed is a problem at every school, but all are a concern for the district. After this section, improvements dealing with the issues are discussed and on page 55 policies concerning the issues have been developed.

- » **Inconsistent signage** – All schools have clearly marked school zone and crosswalk signs, but are inconsistent with the types and locations of signs. Some crosswalk signs near schools are not Manual of Uniform Traffic Control Devices (MUTCD) compliant. Some crosswalk signs include a “stop when occupied” sign, while others do not. Some crosswalks include advanced warning sign, but their application is inconsistent as well.
 - **Uses of flashers** – Many school zone signs around the schools have flashing lights to warn drivers. Several of the signs flash all day, and others flash only when students are entering or exiting schools. Some signs have two flashers horizontally while other signs have flashers vertically. The size of the flasher in the sign varies between an 8-inch and 12-inch diameter. Use of flasher signs is inconsistent.



- **Different sides of the street** – Several streets adjacent to schools have inconsistent school zone signs on opposite directions of the street. For example, the northbound lane doesn't have a school zone sign in front of a school while the southbound lane does. An example includes Overdale Drive near Prairie Wind Elementary and Harder Drive near Paintbrush Elementary.
- » **Curb markings** – Many curbs around schools are painted, especially at crosswalks, fire hydrants and intersections, to indicate parking restrictions. In some cases the curb painting is accompanied by signs indicating no parking, but in many cases there are no additional signs. Gillette uses yellow curb paint to indicate no parking, which can be confusing as many cities in the United States use red curb paint to indicate no parking and yellow curb paint to indicate limited parking, loading/unloading or pick-up/drop-off zones. The 2009 MUTCD states:



Section 3B.23 Curb Markings

Support: Curb markings are most often used to indicate parking regulations or to delineate the curb.

Standard: Where curbs are marked to convey parking regulations in areas where curb markings are frequently obscured by snow and ice accumulation, signs shall be used with the curb markings except as provided in Paragraph 4.

Guidance: Except as provided in Paragraph 4, when curb markings are used without signs to convey parking regulations, a legible word marking regarding the regulation (such as “No Parking” or “No Standing”) should be placed on the curb.

Option: Curb markings without word markings or signs may be used to convey a general prohibition by statute of parking within a specified distance of a stop sign, YIELD sign, driveway, fire hydrant, or crosswalk. Local highway agencies may prescribe special colors for curb markings to supplement standard signs for parking regulation.

Support: Since yellow and white curb markings are frequently used for curb delineation and visibility, it is advisable to establish parking regulations through the installation of standard signs (see Sections 2B.46 through 2B.48).

Standard: Where curbs are marked for delineation or visibility purposes, the colors shall comply with the general principles of markings (see Section 3A.05).

While the yellow curb markings indicating parking restrictions are MUTCD compliant, the standard states that signs accompany the curb markings where frequently obscured by snow and ice, such as Campbell County. Additional signage will also help new residents understand parking restrictions indicated by yellow curb markings.

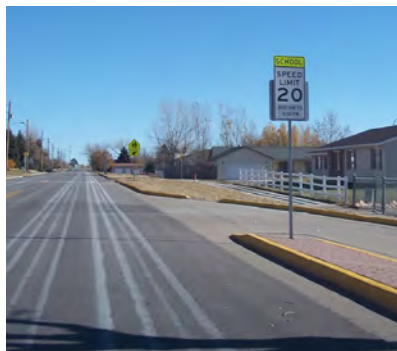
- » **Length of 20 MPH school zones** – Several schools have extended school zones well beyond where students cross the street. These school zones require drivers slow to 20 miles per hour (MPH) even though no students are crossing the street. In some cases school zones can run more than half a mile long, including Bulter Spaeth Road. Schools zones are designed to slow drivers where there may be conflicts with students and pedestrians. Several of the school zones may be shortened to cover less roadway. The overuse of zones has made motorists noncompliant in the 20 MPH zones where needed. An important issue with the 20 MPH school zone in Campbell County is that at many schools the entire property along the school is signed as a school zone. While allowable, increased compliance may be obtained by limiting 20 MPH school zone to the areas around crosswalks. The 2009 MUTCD states:

Section 7B.09 School Zone Sign (S1-1) and Plaques (S4-3P, S4-7P) and END SCHOOL ZONE Sign (S5-2)

Standard: If a school zone has been designated under State or local statute, a School (S1-1) sign (see Figure 7B-1) shall be installed to identify the beginning point(s) of the designated school zone (see Figure 7B-2).

Section 7B.15.01 School Speed Limit Assembly (S4-1P, S4-2P, S4-3P, S4-4P, S4-6P, S5-1) and END OF SCHOOL SPEED LIMIT Sign (S5-3)

Standard: A School Speed Limit assembly (see Figure 7B-1) or a School Speed Limit (S5-1) sign (see Figure 7B-1) shall be used to indicate the speed limit where a reduced school speed limit zone has been established based upon an engineering study or where a reduced school speed limit is specified for such areas by statute. The School Speed Limit assembly or School Speed Limit sign shall be placed at or as near as practical to the point where the reduced school speed limit zone begins (see Figures 7B-3 and 7B-5).



Wyoming State Statute 31-5-301.b.i states:

31-5-301. Maximum speed limits.

(i.) Twenty (20) miles per hour when passing a school building, the grounds thereof, within any other area or space in the vicinity of a school designated by an official traffic control device as a school zone with a reduce speed limit or a school crossing if appropriate signs giving notice of a reduced speed limit are erected;

- » **Time of school zones (hours of operation)** – A reduction in vehicle speed on roads adjacent to schools is only needed during the hours students are entering and exiting the school. Again, the school zones are designed to protect students from vehicles. While students are in the classroom it is not necessary to slow vehicles on adjacent streets to 20 MPH, as is the case in Campbell County today. The school zone being in effect from 8:00 a.m. to 4:30 p.m. or 7:00 a.m. to 4:30 p.m. is excessive.

Flashers can also indicate times when a school zone is in effect. Flashing signs in Campbell County are inconsistent with flashing times, and many flash most of the day. Identifying only certain times when drivers need to slow down will help keep traffic moving at an appropriate pace through the area.

- » **Sidewalk connectivity** – Students and pedestrians need sidewalks to safely navigate to and from schools. Most areas around schools include sidewalks. Only a few locations have incomplete or missing sidewalks, such as Oakcrest Drive near Pronghorn Elementary. There is also a need in some places to create connections across neighborhoods or other barriers to allow students to walk to and from school more easily and without being forced onto a road with higher traffic. An example of a barrier where a connection would improve pedestrian movements to and from school is the golf course to the south behind Prairie Wind Elementary School property.
- » **ADA compliance** – Most sidewalks, crosswalks and intersections are Americans with Disabilities Act (ADA) compliant. Only a few areas do not have appropriate ramps or plates, and these locations should be addressed going forward.
- » **Parent parking** – Parent parking for student pick-up and drop-off is a problem at many schools. Parent vehicles create conflicts with buses and student pedestrians, and increase traffic around schools. Because many students are dropped off or picked up, schools need to accommodate parent parking as best they can. Many newer schools, such as Hillcrest Elementary, designed separate pick-up/drop-off areas for parents and buses to reduce potential conflicts. Still, many parents continue to park on the street in front of schools, many times on both sides of the street and often where parking may be restricted. No parking or stopping signs may be needed in order to provide better safety to walking students.
- » **Pedestrian visibility (sight distance)** – Pedestrian visibility can be a problem at several crosswalks where it is difficult for drivers to see students entering a crosswalk because of trees, fences, vehicles or other obstructions. The problem is greatly improved when crossing guards are present. Adult crossing guards wearing a vest and holding a stop sign are much easier for vehicles to see, but are still not often spotted until completely in the roadway crosswalk. Vehicles, particularly parents, parking near crosswalks exacerbate the problem making it nearly impossible to see student pedestrians entering crosswalks until they are in the roadway. The placement of stop bars could also be improved so vehicles do not stop right at the crosswalk, especially at mid-block crossings. The stop bars should be set back from the crosswalks.

Improvement to Address Issues

Signage

- » **School zones** – School zones are designed to slow drivers while children are entering or exiting school, when they will need to cross the street where vehicles are driving. It is not necessary for drivers to slow down if no children are outside. Therefore, it is recommended the City work with schools to limit zones to crossing areas and set appropriate school zone times. Schools across Wyoming post signs with times when the school zone is in effect and drivers need to slow down, like the sign below from Kemmerer. Campbell County could effectively use these types of signs as well.

Length of school zones is a major issue. It is recommended that the minimum length of a school speed limit (20 mph) zone before a crossing be 200 feet, although this distance may be increased or reduced based on normal speeds of roadways, amount of crossing usage, property lines and utility locations, intersections and other items determined by engineering





review and recommendations. By State Law a speed limit zone can be designated at schools, grounds there of or in the area if appropriate reduced speed limit signs are erected.

Zones need to be reviewed to ensure that traffic approaching a high-volume crossing slows for expected students. This may mean areas where zones are allowed may not be reduced to provide better compliance where crossings take place.

- » **Flashers** – The use of flashers is inconsistent across Campbell County. Many schools throughout the United States use flashers to indicate when students are entering or exiting school and drivers need to slow down. If the sign is not flashing, drivers do not need to slow down. Due to sign cost and continued maintenance of flashers, care should be taken when installing flashers. Clearly a crossing on a higher speed roadway (greater than 25 mph), mainly arterials and collectors, should have flashers with lower speed zones unless other traffic control devices have been installed. All flasher locations should have engineering review and recommendations.

In some areas, flashers are turned on by crossing guards when they arrive and are turned off when they leave, giving drivers a clear indication of when they need to drive slowly and when they can proceed at the normal speed limit. It is recommended flashers only be illuminated during the hours when children will be entering crosswalks. It is also recommended that because flashers can be overused, they be installed only at crossings where children can be expected. It can be noted that state law allows for speed reductions adjacent to an entire area next to a school, although it contributes to lengthy zones where drivers tend to not obey the reductions. As in any urban area, many distractions affect motorist behavior and the use of RRFB (Rectangular Rapid Flash Beacon) may be beneficial.

- » **Parking restrictions** – While it is illegal to park within 20 feet of a crosswalk (Wyoming Statute 31-5-504) except for picking up and dropping off passengers, the law is not always followed. To help ensure vehicles do not park near crosswalks it is recommended to restrict parking in areas with explicit signs and/or curb painting. This will also outlaw temporary parking for loading and unloading of passengers, which is currently legal. Restricting parking around crosswalks will improve the sight distance for vehicles traveling in the roadway and improve pedestrian safety around crosswalks. This action may upset parents, who drop off and pick up their children from the street, but many schools provide off-street drop-off/pick-up sites for parents to use and the action will improve the safety of children walking to and from school. Review should take place as the length of this no-parking area may want to be increased to improve visibility, at least to the areas covered by stop bars. Neckdowns, as presented later, may be required based on engineering recommendations.

Signalization

Traffic signals with appropriate lighting, crosswalks, ADA ramps and signage should be installed as needed depending on when traffic signal warrants are met. A traffic study may be necessary to determine if signal warrants are met. Signal warrant analysis requires traffic counts and taking pedestrian conflicts into consideration. Traffic signals help protect pedestrian movements as vehicles are required to stop at a red light for pedestrians to cross the street. Intersections like Boxelder/Harder Road and Lakeway Road may be approaching signal warrants and the City may want to identify potential intersections to analyze in the future. In locations that do not warrant signals or installation is impractical, future grade separations may be evaluated.


Pavement Markings

- » **Crosswalks** – All crosswalks near the schools are painted with white longitudinal lines 12 to 24 inches wide. They do not include transverse lines. The Manual for Uniform Traffic Control Devices MUTCD Section 3B.18 Crosswalk Markings states:

***Standard:** When crosswalk lines are used, they shall consist of solid white lines that mark the crosswalk. They shall not be less than 6 inches or greater than 24 inches in width.*

***Guidance:** If transverse lines are used to mark a crosswalk, the gap between the lines should not be less than 6 feet. If diagonal or longitudinal lines are used without transverse lines to mark a crosswalk, the crosswalk should be not less than 6 feet wide.*

School crosswalks in Campbell County do meet MUTCD standards, but could be improved. To improve crosswalk visibility it is recommended the solid white longitudinal lines marking the sidewalk be widened to 24 inches and transverse lines be added to help delineate the crosswalks. Higher-quality epoxy paint is also recommended. This type of paint typically has a four-year life, although Campbell County experiences harsher than average winters, which may shorten the life of the paint. In areas of heavy student travel, wider crosswalks may be considered.



» **Stop lines** – Many crosswalk signs in Campbell County include a “stop when occupied” sign indicating vehicles need to stop when pedestrians are in the crosswalk. It is appropriate for these signs to be accompanied by painted stop lines on the roadway, and all seem to be. The Manual for Uniform Traffic Control Devices MUTCD Section 3B.16 Stop and Yield Lines:

Guidance: Stop lines should be used to indicate the point behind which vehicles are required to stop in compliance with a traffic control signal.

Option: Stop lines may be used to indicate the point behind which vehicles are required to stop in compliance with a STOP (R1-1) sign, a Stop Here for Pedestrians (R1-5b or R1-5c) sign, or some other traffic control device that requires vehicles to stop.

Stop lines should be 12 to 24 inches wide.

If used, stop and yield lines should be placed a minimum of 4 feet in advance of the nearest crosswalk line at controlled intersections, except for yield lines at roundabouts as provided for in Section 3C.04 and at midblock crosswalks. In the absence of a marked crosswalk, the stop line or yield line should be placed at the desired stopping or yielding point, but should not be placed more than 30 feet or less than 4 feet from the nearest edge of the intersecting traveled way.

Stop lines at midblock signalized locations should be placed at least 40 feet in advance of the nearest signal indication (see Section 4D.14).

If yield or stop lines are used at a crosswalk that crosses an uncontrolled multi-lane approach, the yield lines or stop lines should be placed 20 to 50 feet in advance of the nearest crosswalk line, and parking should be prohibited in the area between the yield or stop line and the crosswalk (see Figure 3B-17).

Standard: If yield (stop) lines are used at a crosswalk that crosses an uncontrolled multi-lane approach, Yield Here To (Stop Here For) Pedestrians (R1-5 series) signs (see Section 2B.11) shall be used.

While the stop lines at these crosswalks are optional according to the MUTCD, they are beneficial to include as they help drivers know where to stop to stay out of the crosswalk. The City should ensure the stop lines are painted at an appropriate width. Painting the stop lines 24 inches wide would help increase visibility. The issue with the existing stop lines is their proximity to the crosswalk. Many are less than the four-foot minimum detailed in the MUTCD and the lines at uncontrolled mid-block crosswalks need to be 20 to 50 feet from the crosswalk, which is not the case at these locations. Most stop lines at crosswalks are too close to the crosswalks, and it is recommended they be moved back.

» **Curb markings** – While the yellow curb markings to indicate parking restrictions are MUTCD compliant, the standard states that signs accompany the curb markings where frequently obscured by snow and ice, like in Campbell County. It is recommended curb markings be clear and consistent; some need to be repainted. It is also recommended that “No Parking” signs accompany areas where parking is restricted and indicated using curb markings. Additional signage will be needed at several locations and will help residents clearly understand the parking restriction indicated by yellow curb markings.

Sidewalks

Completing missing sidewalk sections used by students and pedestrians should be a priority for the City and School District. There are not many areas where sidewalks are missing. Several areas in Gillette have older sidewalks that may be in disrepair or do not meet the four-foot City of Gillette sidewalk standards. The City has a good GIS inventory of the sidewalks in the city and where some deficiencies exist. Improvements to the sections should be addressed as needed based on highest pedestrian traffic or worst condition. It has also been noted that children have found areas to access the schools that are through private property. These paths should be reviewed for safety and the City or Town may consider acquiring the rights to provide a sidewalk through these areas. Sidewalks built using federal funding will be five feet wide. Because some travel to school takes place during time periods of darkness, street lighting of sidewalk should be reviewed.

Crosswalks

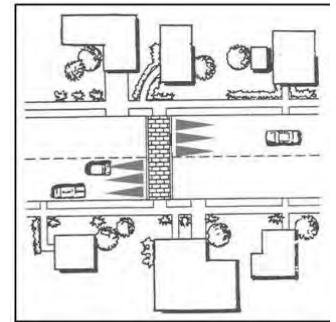
It is preferable to have crosswalks located at intersections where vehicles are often expected to stop, as opposed to mid-block where vehicles don't stop when pedestrians are not present. Mid-block crosswalks can be appropriate where pedestrians often cross a road without a crosswalk. Adding mid-block crosswalks helps increase pedestrian compliance and reduces jaywalking. These locations often exist in front of schools where students run across the street, and thus mid-block crosswalks are appropriate. However, the crosswalks can be more dangerous than intersection crosswalks. Traffic calming devices like neckdowns and raised



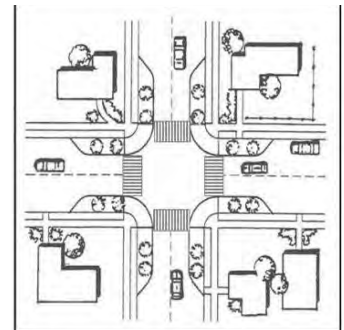
crosswalks can be used to help reduce vehicle speeds and improve pedestrian safety. The need for reduced speeds should be reviewed at mid-block crossings.

There does not seem to be missing or incomplete crosswalks around the schools, but some crosswalks could be consolidated and several mid-block crosswalks could benefit from improvements.

- » **Raised crosswalks** – Raised crosswalks come in a variety of forms, from raised asphalt with prominent paint markings to alternate materials such as stamped concrete, cobblestone or brick pavers. Essentially, raised crosswalks are speed tables, or extended speed humps, used in conjunction with pavement markings to indicate a crosswalk. The surface of the raised crosswalk is generally three to four inches higher than the road surface, with a 10-foot flat section and ramps of approximately six feet in length on each side from the road surface to the table surface. Raised crosswalks are especially applicable on higher-speed streets where cross traffic doesn't normally stop, like the mid-block crosswalk on 9th Street or Oakcrest Drive.



- » **Neckdowns (curb bulbouts)** – Neckdowns or curb bulbouts are intended to extend curbs, and therefore pedestrians, into the road right-of-way. This places pedestrians into the narrow visual field of the driver at the intersection so more care is taken when proceeding through the crosswalk or intersection. In effect, the pavement width is reduced at the intersection or crosswalk, encouraging drivers to slow down which improves pedestrian safety at the crossing.



- » **Grade separated pedestrian crossings** – Grade separated pedestrian crossings are designed to remove all pedestrians from the roadway, which can be an overpass or underpass (example pictured below). The crossings are best installed in areas with both high traffic volume, such as an arterial, and high pedestrian crossing, such as near schools and parks. Grade separated pedestrian crossings are very effective but can cost several million dollars. The only area where it may be useful to consider a grade separated pedestrian crossing in Campbell County is on West Lakeway Drive between Sage Valley Junior High School and Paintbrush Elementary School. In this location, pedestrian and vehicle volumes lead to many potential conflicts and the grades are conducive to an underpass.



Connections Across Barriers

There are several places in Gillette with barriers to pedestrian travel to and from schools. An example of a barrier where a connection would improve pedestrian movements to and from school is the golf course south of Prairie Wind Elementary. The canal between Sierra Circle and Cimarron Drive is a barrier between these neighborhoods. Where these barriers can be identified, the City should consider improvements to increase the ease of pedestrian travel, whether that is a small bridge across the canal, an agreement with the golf course to allow children to cross, or another solution. School Officials should work with the City in identifying and proposing solutions to travel barriers.

Removing Signs

Several schools in Campbell County, including the closed Stocktrail Elementary School, have excess signs that can be removed. There are school zone signs in the old Hillcrest Elementary School and on some non-adjacent roads around various schools where the signs are not necessary and can safely be removed.



Matrix of Improvement Types

The following matrix lists the improvement types discussed throughout this section with the specific issues they address. The three improvement types were ranked as follows: Signing & Crosswalks, Intersections and Sidewalks. It also includes a range of estimated costs by improvements type. Individual application of each improvement type will vary based on location conditions, so the estimated costs are designed to give a range where the actual costs should fall.

Improvement Type	Improvement	Issues Addressed	Implementation	Estimated Cost
Signing & Crosswalks	School Zone Signs	Time of school zones, Length of school zones	Identify locations and install signs	\$250 - \$400
	Flasher Signs	Inconsistent signage, Time of school zones, Safety	Identify locations and install signs	\$3,000 - \$6,000
	School Crossings Signs	Inconsistent signage, Safety	Identify locations and install signs	\$250 - \$400
	Parking Restriction Signs	Inconsistent signage, Curb markings, Parent parking	Identify locations and install signs	\$250 - \$400
	Curb Markings	Curb markings, Parent parking	Paint consistent curb markings	\$150 - \$600
	Removing Signs	Inconsistent signage	Identify locations and remove signs	NA
	Crosswalks	Pedestrian visibility, Safety	New epoxy paint	\$150 - \$300
	Grade Separated Crossing	Safety	Review use at possible locations	\$1,000,000 - \$5,000,000
Intersections	Stop Lines	Parent parking, Pedestrian visibility, Safety	Paint, remove and repaint	\$50 - \$100
	Neckdowns	Pedestrian visibility, Safety	Review use at possible locations	\$5,000 - \$20,000
	Signalization	Pedestrian visibility, Safety	Signal warrant analysis and install	\$200,000 - \$300,000
Sidewalks	Sidewalks	Sidewalk connectivity, Pedestrian visibility, Safety	Identify locations and install sidewalks as needed	\$25 - \$35 per linear foot
	Raised Crosswalks	Pedestrian visibility, Safety	Review use at possible locations	\$5,000 - \$10,000
	Connections Across Barriers	Sidewalk connectivity, Pedestrian visibility, Safety	Identify locations and possible solutions	Varies

This plan does not identify individual solutions at specific locations due to the high number of schools in the Campbell County School District and the number of intersections and crossings surrounding them. The plan does, however, identify possible solutions to the pedestrian issues. Improvement mapping for each school is provided in Appendix H.

School-wide improvements are preferred to district-wide improvements. For example, instead of making improvements to signs at all the schools then returning several years later to improve the crosswalks, it is preferred a combination of improvements be made at a specific school to improve the overall travel environment for that individual school. Thus, five elementary schools were identified with the greatest potential to increase the number of students walking or biking by reducing the number of students being bussed each day. The five elementary schools identified are: Meadowlark, Wagon Wheel, Buffalo Ridge, Hillcrest and Lakeview.



Policies

Several policies were generated and are being adopted as part of the plan. The policies are meant to provide district-wide consistency with improvements as they are made. The policies are:

- » Stop lines will be placed at least 20 feet from mid-block crosswalks, forcing vehicles to stop 20 feet prior to the crosswalk and allowing students to be seen.
- » Stop bars will be a minimum of 12 inches wide and will be the length of the approaching driving lane.
- » At mid-block crosswalks, vehicles will be prohibited, by a painted yellow curb, from parking between the stop lines and the crosswalk.
- » Crosswalks will be painted with a minimum 6-foot width, and each bar will be a minimum of 24 inches by 6 feet.
- » The timing for flashers indicating school zones speed limits will be limited to times when students are present. During school arrival times, flashers will be limited to 30 minutes before school begins and 10 minutes after school begins. After school, flashers will be limited to 5 minutes before students are released and 30 minutes after they are released.
- » ADA compliance will be addressed when existing sidewalks are being replaced.
- » Signs indicating crosswalks will be placed at each crosswalk.
- » School zone flasher and (20 mph) speed limits should be used at mid-block crossings adjacent to schools where speed changes are greater than 5 mph or on collector or arterial streets (subject to traffic study).
- » No mid-block crossing shall be installed within 200 feet of a street intersection.
- » School zone flashers and (20 mph) speed limits shall not be used at traffic signals or at fully traffic controlled intersections without an approved traffic study.
- » In order to accent school crossings, school speed zones shall only be used where students cross streets unless an approved traffic study shows otherwise and speed limit signs are erected.

EVALUATION

Both education and enforcement opportunities that are enacted can be evaluated and improved upon by the Healthy Schools Coordinator and the staff of Wellness teachers. The group should come together to compare and evaluate performance of activities at their individual schools in order to improve participation and to attain the Wellness Policy Objectives for the district.

Improvements to the physical environment can be inventoried and SRTS maps updated as improvements are made. The impact of improvements to pedestrian safety and number of students walking and biking can be tracked by a change in the number of accidents, a change in the number of citations issued in the area or a change in the number of students riding a particular bus.



ACTION PLAN

Following is a list of strategies to be implemented as part of the Travel Plan.

Strategy	Strategy Type	Strategy Detail	Time Frame	Responsible Party	Status	Funding Source
City of Gillette Bike Master Plan Update	Engineering	Improve overall connectivity.	Complete in 2013	City of Gillette	In Progress	City of Gillette
Town of Wright Trail Report	Engineering	Improve overall connectivity.	2013-2014	Town of Wright	Future Project	Town of Wright, Grant Funding
Include Walking to School Curriculum	Education	Teach student how to walk to school safely.	2013-2014	Campbell County School District, Wellness Teacher	In Progress	Campbell County School District
Safe Routes to Schools Travel Routes Maps	Education	GIS department with the City of Gillette will develop map for each school to be distributed at each school or included in their handbook. The maps will be reviewed and updated annually.	2013-2014	City of Gillette, Campbell County School District	In Progress	City of Gillette, Campbell County School District
Mileage Club or Competition, Random Act, Walking School Bus, Buddy System (School Specific)	Encouragement	The Healthy Schools Coordinator will work with the Wellness Teachers to develop both district-wide and school specific activities to incorporate into each school.	2013-2014 School Year	Campbell County School District, Healthy Schools Coordinator, Wellness Teacher	Future Project	Campbell County School District, Safe Routes to Schools Funding
Enforce Changes Made to the Built Environment	Enforcement	Both the city police department and sheriff's department will actively enforce vehicle compliance to changes made.	Ongoing as changes are made	City of Gillette Police Department, Campbell County Sheriff's Department	In Progress	City of Gillette, Campbell County, Town of Wright
Enforce Parent Pick-up and Drop-off at Schools	Enforcement	Educate parents regarding procedures, then actively enforce the procedures throughout the school year.	2013-2014 School Year	Campbell County School District, Principals	In Progress	Campbell County School District
General Maintenance	Engineering	Painting crosswalks, adjusting timing on signals, etc.	Annual	City of Gillette, Town of Wright, Campbell County School District, Improvement and Service Districts, WYDOT	In Progress	City of Gillette, Town of Wright, Campbell County, Improvement and Service Districts, WYDOT
Programmed Maintenance	Engineering	Moving signs, etc.	Annual	City of Gillette, Town of Wright, Campbell County School District, Improvement and Service Districts	In Progress	City of Gillette, Town of Wright, Campbell County, Improvement and Service Districts, Safe Routes to Schools Funding
Improvement Projects	Engineering	Adding sidewalks and trails, crosswalks or crossings, signs or other items mentioned in this report as part of improvement projects each entity is interested in pursuing.	Annual	City of Gillette, Town of Wright, Campbell County School District, Improvement and Service Districts	In Progress	City of Gillette, Town of Wright, Campbell County, Improvement and Service Districts, Safe Routes to Schools Funding
GIS Collection and Feature Evaluation Process	Engineering	Establish criteria for collection and evaluation of feature data.	2013-2014	City of Gillette	Future Project	City of Gillette



Letters of endorsement and proclamations are included as Appendix I.

Our school travel plan has been endorsed by the following representatives:

Campbell County School District

Superintendent of Schools
Richard Strahorn, Ed.D

City of Gillette

Mayor and City Council
Tom Murphy, Mayor
Kevin McGrath, Council Member
Forrest Rothleutner, Council Member
Robin Kuntz, Council Member
Louise Carter-King, Council Member
John Opseth, Council Member
Ted Jerred, Council Member

Town of Wright

Mayor and City Council
Tim Albin, Mayor
Glenn Holt, Council Member
Nelson Litaba, Council Member
Danny Preston, Council Member
Lori Gilbertson, Council Member

Campbell County

Commissioners
Dan Coolidge, Chairman
Mark A. Christensen, Commissioner
Garry G. Becker, Commissioner
Micky Shober, Commissioner
Matt Avery, Commissioner

John Paul II Catholic School

Principal
Melanie Sylte



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