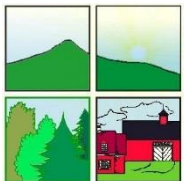

Wells Memorial School

Safe Routes to School Action Plan

June 2017



Southwest
Region
Planning
Commission

SafeRoutes




Healthy
MONADNOCK

Acknowledgements

During the 2016-2017 school year, Wells Memorial School partnered with Southwest Region Planning Commission (SWRPC) to develop a Safe Routes to School Action Plan for Wells Memorial School (WMS). WMS and SWRPC are grateful for the contribution provided by members of this committee who are listed below.

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2017 SAFE ROUTES TO SCHOOL PLANNING COMMITTEE

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- Roshan Swope, Teacher
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Introduction

Project Overview

Safe Routes to School is a movement to create safe, convenient, and fun opportunities for students to bike and walk to and from school.

Safe Routes to School (SRTS) is a national program established in 2005 by the Federal Highway Administration (FHWA) that is focused on improving the health and wellbeing of children by creating safe opportunities to walk and bike to school. SRTS programs aim to increase the number of opportunities for students to walk and bicycle to school and improve safety for children who already walk or bike. National research has recognized a correlation between decreasing physical activity among America's youth and rising rates of obesity and associated chronic diseases such as diabetes. SRTS programs examine the conditions around schools and conduct activities to improve safety, accessibility, traffic and air pollution near schools. Communities conducting these programs typically employ a combination of evaluation, education, encouragement, enforcement, equity, and engineering strategies to address the specific needs of their school.

This comprehensive approach, called the six (6) E's, is centered on an understanding that the barriers to safe walking and bicycling are both behavioral and physical. Each of the 6 E's (described below) is addressed in the Action Plan.



EDUCATION

Outreach, programs, and lessons that teach students and parents traffic safety skills and the benefits of active travel modes.



ENCOURAGEMENT

Events, clubs, and activities that encourage more walking and bicycling through fun activities and incentives.



ENGINEERING

Design, implementation, and maintenance of infrastructure that improves safety along school commute routes.



ENFORCEMENT

Strategies that enforce traffic safety laws and discourage unsafe behaviors of drivers, bicyclists, and pedestrians.



EVALUATION

Evaluation methods that track progress of program goals and identify successes and possible program improvements.



EQUITY

Activities that increase access and opportunity for all students to walk and/or bicycle to school, including disadvantaged, low-income, or minority populations.

Benefits of Safe Routes to School

Safe Routes to School (SRTS) programs are multi-faceted, providing diverse benefits to students, families, and the wider community.

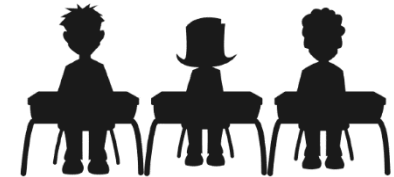
- Walking and bicycling to school teaches students **healthy habits** and reduces the risk of other health problems such as obesity and diabetes.
- Safe Routes to School gives students an opportunity to **exercise** and **socialize** before school begins, which can help children **focus** in class.
- Students develop a sense of **responsibility** and **independence** that comes from being in charge of the way they travel.
- SRTS programs create a **safer travel environment** near schools by focusing on infrastructure improvements, student traffic education, and driver enforcement that improves safety for children.
- Identifying and improving routes for students to safely walk and bicycle to school can also help **reduce traffic speeds** in neighborhoods and **decrease auto-related pollution** around school environments.



Kids are more active.



Students arrive ready to learn.



Communities become safer and better connected.



Less cars are better for the environment.

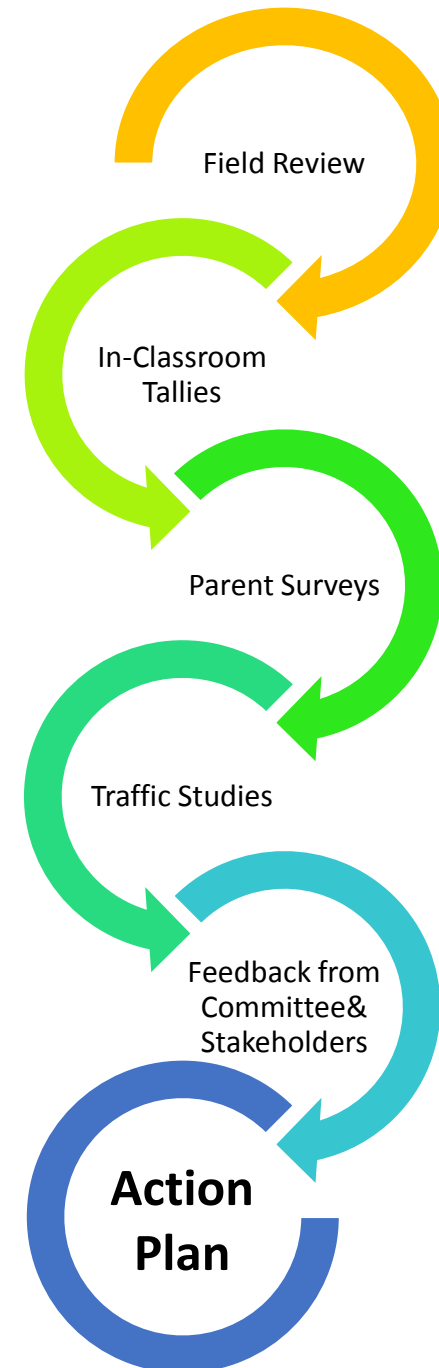


Planning Process

In 2016-2017, staff from Southwest Region Planning Commission (SWRPC) met with the Wells Memorial School Safe Routes to School Committee on a monthly basis to discuss the development of a Safe Routes to School Action Plan. During this time, SWRPC staff assessed walking and bicycling conditions around the school and collected baseline data about current bicycling and walking trends among students. SWRPC staff also collected feedback on safety concerns and potential SRTS strategies from both the SRTS Committee and the WMS Parent Teacher Association. SWRPC used the data and feedback to inform strategies WMS could undertake to increase the number of opportunities students have to walk and bicycle to school.

In order to better understand the walking, bicycling, and overall travel conditions of the study area, SWRPC staff:

- Conducted field observations to review the behaviors and travel patterns at WMS during morning arrivals and afternoon departures;
- Distributed and analyzed student in-classroom travel tallies related to student arrival and departure travel modes;
- Distributed and analyzed parent surveys related to walking and bicycling behaviors; and
- Conducted traffic volume and speed studies at locations near WMS.



Study Area

Wells Memorial School is located on Chesham Road, a primary travel route moving in and out of town. The school is about 1.5 miles from Chesham Village and 3 miles west of the Harrisville Village Center. As indicated on the WMS Student Location map on the next page, most students who currently attend WMS live in the southwestern part of town or near the Harrisville Village Center.

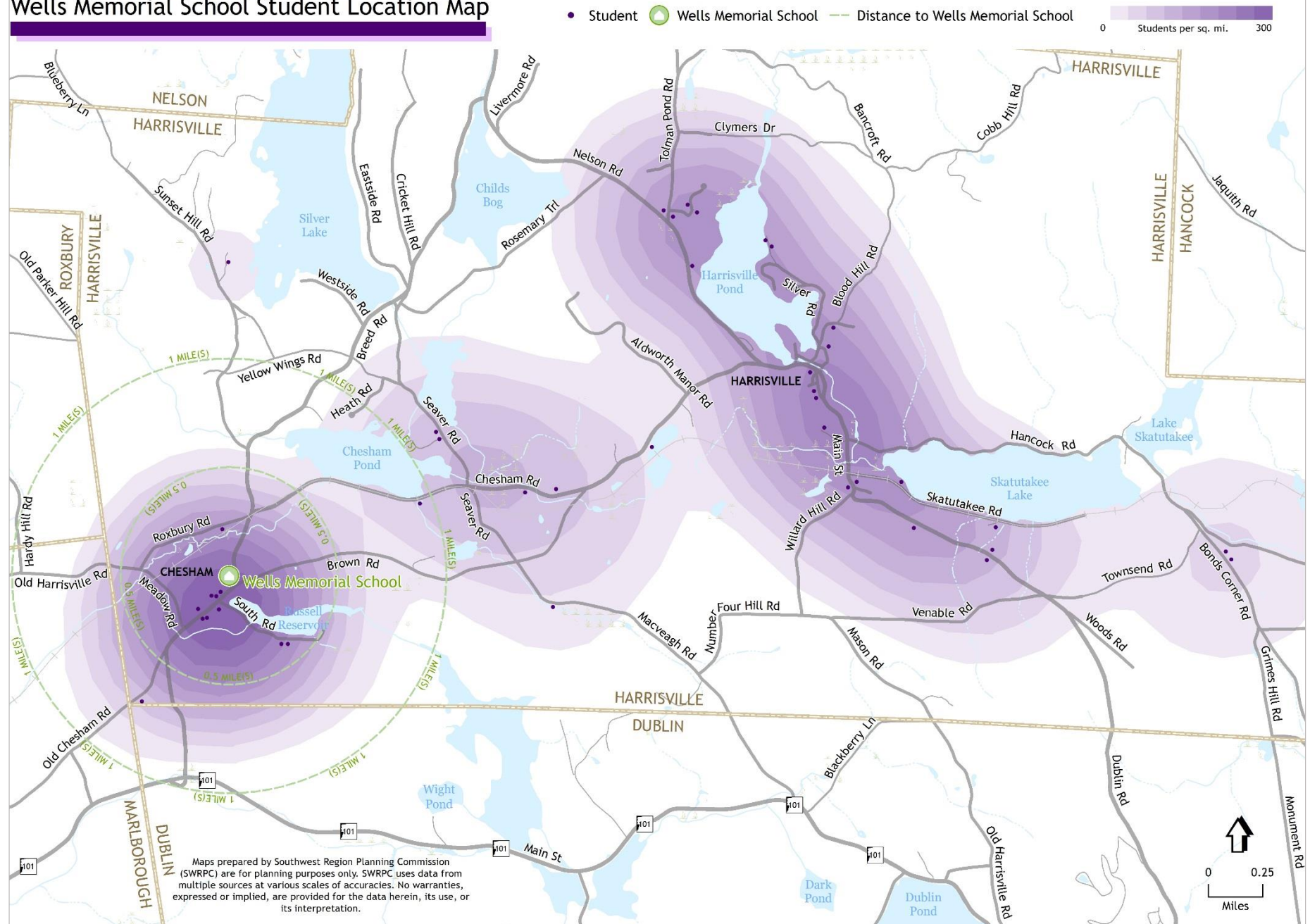
In 2016-2017, the school had a total of 56 students enrolled in grades K-6. Of these students, about 7% (4 students) live within a $\frac{1}{4}$ mile of school, about 15% (8 students) live within a $\frac{1}{2}$ mile of school, and about 20% (11 students) live within 1 mile of school (see Walking Distance Map on page 9). Because Harrisville is a rural community, the majority of students live further than 1 mile from school.



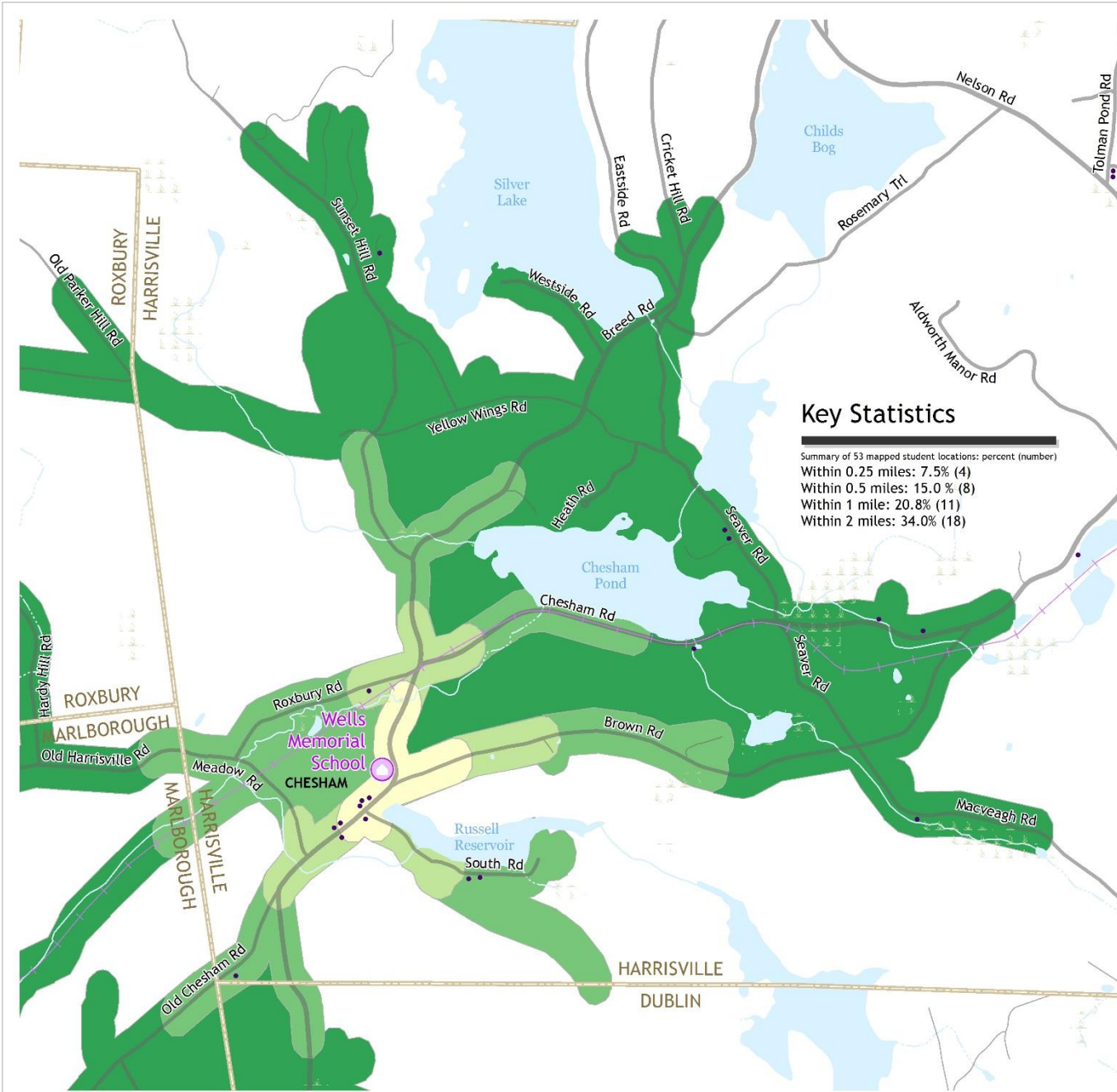
Above and Below: Pedestrian infrastructure on WMS property.



Wells Memorial School Student Location Map

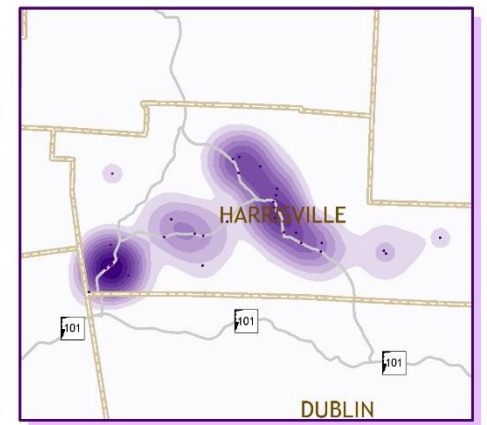


Wells Memorial School Walking Distance Map

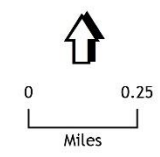


Key Statistics

Summary of 53 mapped student locations: percent (number)
 Within 0.25 miles: 7.5% (4)
 Within 0.5 miles: 15.0% (8)
 Within 1 mile: 20.8% (11)
 Within 2 miles: 34.0% (18)



- 0 300 Students per sq. mi.
- Wells Memorial School Student Location
- Wells Memorial School
- Distance to Wells Memorial School
 - 0.25 miles
 - 0.5 miles
 - 1 mile
 - 2 miles
- Highway
 - State
 - Local
 - Not Maintained
 - Private
 - Rail
- Water Body
 - Swamp or Marsh
 - Lake or Pond
 - Reservoir
- River or Stream
 - Perennial
 - Intermittent



Maps prepared by Southwest Region Planning Commission (SWRPC) are for planning purposes only. SWRPC uses data from multiple sources at various scales of accuracies. No warranties, expressed or implied, are provided for the data herein, its use, or its interpretation.

Existing Travel Conditions

To better understand existing travel conditions within the study area, SWRPC staff worked with WMS to conduct a field review to observe the behaviors and travel patterns of walkers, bicyclists, buses, and motorists at WMS during drop off and pick-up hours. In addition, SWRPC staff worked with the School to conduct the National Safe Routes to School In-Classroom Travel Tally and Parent Survey about Walking and Bicycling to School, and collected traffic speed and volume data at three locations near the School. A review of these observations and analyses is summarized in the sections below.

School Policies

The start of the school day begins at 8:50 a.m. and students are dismissed from school at 3:15 p.m. Students should not arrive before 8:40 a.m. unless enrolled in the school's "before school" program. In its handbook, WMS states that it has jurisdiction from the time a student arrives at a bus stop, or begins his/her journey by foot or bike to school until they arrive home at the end of the day. The school requires that bicyclists wear a helmet and that both bicyclists and walkers dress appropriately. There are a number of bus stops in town where students will meet and ride the bus to school together and stops where the bus drops off students. The school asks parents to avoid idling while picking up and dropping off their students at school to protect air quality.



Figure 1. An anti-idling sign located at the parent drop off and pick up area of WMS.

Field Review Observations

Date of Field Review: Thurs. November 3rd 2016

Weather: Rainy/Overcast, low 40s in the morning, low 50s in the afternoon

WALKING & BICYCLING

A total of 4 students walked to and from school during the field review. They arrived at and departed from school by three different walking routes (shown in green in Figure 2). One student walked north along Chesham Road to the school's front entrance. Two students arrived from the back of the school by way of an unmarked woods trail. Another student walked along Chesham Road and arrived at the back entrance of the school, walking near the church property. Although, the school does have bicycle racks, no students were observed bicycling to or from school during the field review.

While the school property itself has a sidewalk and crosswalk, Chesham Road does not have any pedestrian infrastructure that students can use to walk or bicycle to school. Chesham Road is approximately 20 feet wide. Though there are fog lines present, there are no shoulders or other walking/bicycling paths. There are also dangerous blind curves in both directions of the school. Additionally, walking routes are only accessible to the 11 students that currently live within walking distance of the school.

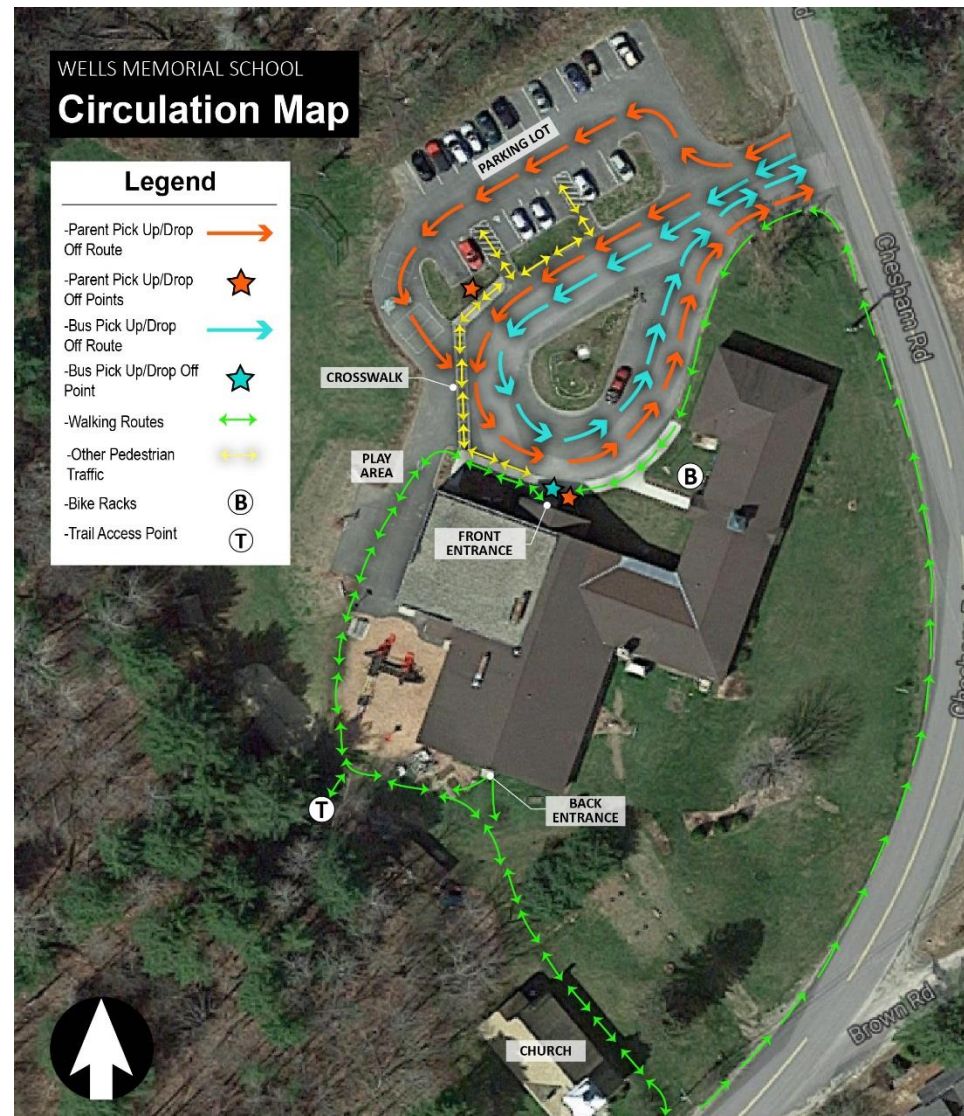


Figure 2. The WMS Circulation Map shows parent and bus drop off/pick up routes, walking routes, and other pedestrian traffic patterns.

PARENT DROP OFF & PICK UP

In the morning, a total of 14 parents started arriving at WMS to drop off their children at 8:35 a.m. and would either park in the school's parking lot or line up in front of the school to drop off their children. Some parents who parked in the parking lot and walked their children into school did not use the marked crosswalk, opting to take a more direct route across the traffic circle. There were some potential safety concerns with parent pick up and drop off traffic being so close to the school's play area, where students who are enrolled in the before-school program play.

In the afternoon, a total of 10 parents picked up students between 3:01 and 3:15 p.m. parking in front of the school or in the parking lot to wait for their children. Because arrivals were staggered, there was little traffic congestion.

BUS DROP OFF & PICK UP

There are two buses that pick up students at designated bus stops in town. They arrived to the school to drop off students between 8:39 and 8:42 a.m. and parked at the front entrance of the school to let students out, while a staff person assisted students exiting the bus. It was noted that buses did not use stop signs or flashing lights to alert oncoming traffic when students were unloading. This presents a potential safety concern, considering parents and buses use the same drop off and pick up route.

In the afternoon, buses arrived at the school to pick up students between 2:47 and 3:15 p.m. All students were loaded by 3:19 p.m. Overall, bus pick up and drop off proceeded smoothly.



Figure 3. A student walks along Chesham Road to the front entrance of WMS.



Figure 4. Buses and parents line up in front of the school to drop off students.



Figure 5. A view of one of the blind corners of Chesham Road.

Parent Survey & In-Classroom Tally Results

IN-CLASSROOM TALLY SURVEYS

The National Safe Routes to School In-Classroom Student Travel Tally was administered by 4 classrooms at WMS in late October 2016. Teachers surveyed students each morning and afternoon for two consecutive days (Tuesday-Wednesday) on their mode of travel to and from school. An average of 56 students shared their arrival and departure modes each day. The results of the travel tally are shown in Figure 7 and Table 1.

An average of 28 students, or 49% of the student body, arrive and depart to school by bus. An average of 25 students, or 44% of the student body, arrive and depart to school by family vehicle. An average of four students were recorded walking to and from school.



Figure 6. Students can arrive to and from school on their bicycles, by foot, on the bus, in their parent's vehicle, or by carpooling. Pictured above are the school's bike racks and a bus dropping students off at the front entrance.

Figure 7. Arrival and departure modes as indicated during the in classroom tally activity

AVERAGE ARRIVAL AND DEPARTURE MODES

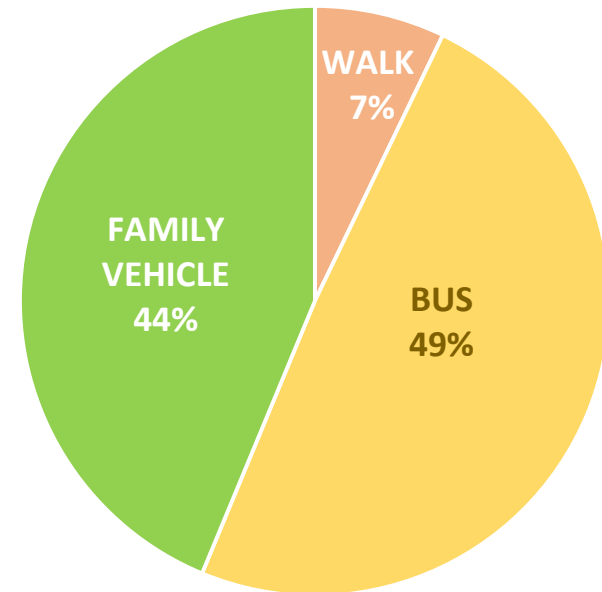


Table 1. Average # of students who arrived and departed from school by mode

Arrival/Departure Travel Mode	Average # Students	
	Morning	Afternoon
Walk	4	4
Bus	28	28
Family Vehicle	24	24

PARENT SURVEYS

SWRPC staff worked with WMS to conduct the National SRTS Parent Survey during the 2016-2017 school year. The parent survey collects information from parents about how their children arrive and depart from school and what concerns, issues, and barriers parents have about their child walking or biking to school. Survey results can help determine how to better safety conditions and improve the feasibility and convenience of walking and biking for children and parents.

*Among the Wells Memorial School population, a total of **27 households** responded to the Parent Survey which represents a significant portion of the 56 student population at WMS.*

Figure 8 shows the grades of the children represented in the Parent Survey. Sixty-three percent of respondents (17 households) live more than 2 miles from school. Eleven percent (3 households) live within 1-2 miles from school, 11% (3 households) live within ½-1 mile from school, and 15% (4 households) live less than ¼ mile from school.

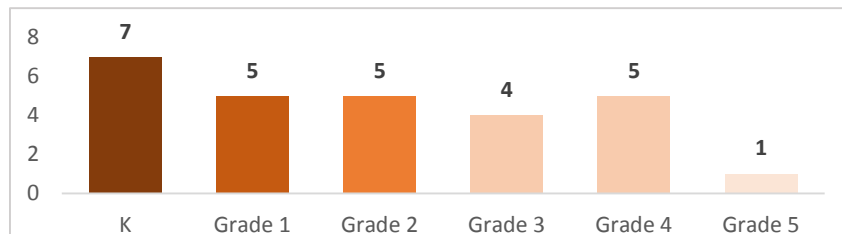


Figure 8. Grades of Children Represented in Survey

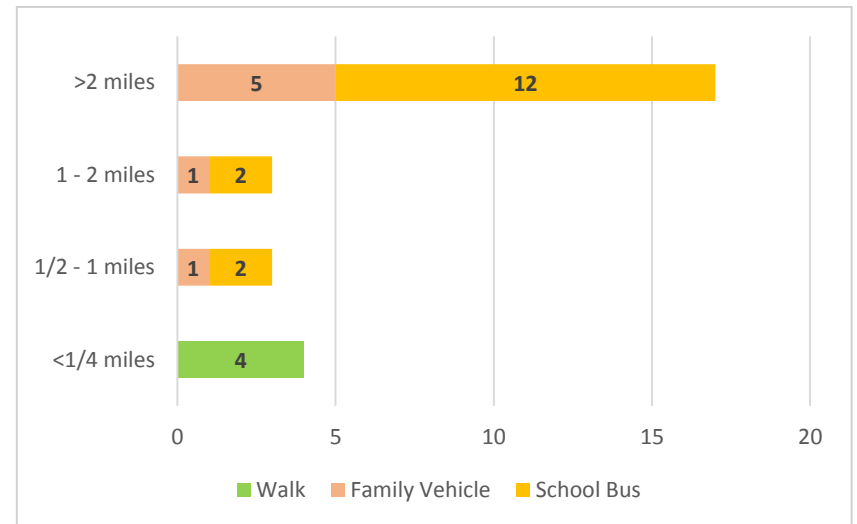


Figure 9. How WMS students arrive to school (by household)

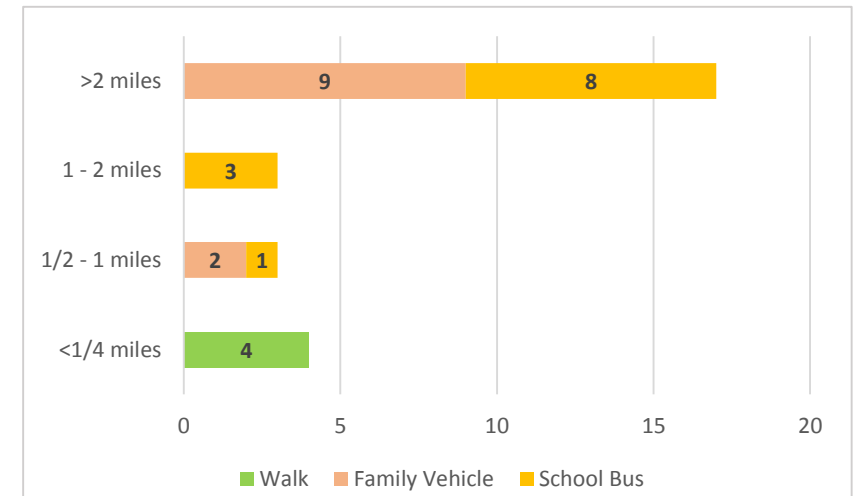


Figure 10. How WMS students depart from school (by household)

ARRIVALS & DEPARTURES

Figures X and X show how many students arrive or depart from school via school bus, carpool, family vehicle, biking, or walking as indicated on the Parent Survey. They also show the distance the students live from home by mode of travel.

The primary arrival mode, as indicated by parents, is school bus (16 households) followed by family vehicle (7 households). Of the 23 households whose children arrive to school by family vehicle or school bus, about 74% live more than 2 miles from school, 13% live between 1-2 miles, and 13% live between ½-1 miles.

The primary departure mode in the afternoon is also school bus (12 households) followed by family vehicle (11 households). Respondents indicated that all four students that arrive to school and depart from school by walking live less than ¼ mile from WMS. There were no respondents that indicated their children carpooled or bicycled to school.

WALKING & BICYCLING BARRIERS

Parents cited a number of issues that influenced their decision to allow or not allow their child to walk or bike to/from school (see Figure 4). The top factors that influenced parents is the speed along route between home and school and the presence (or lack of presence) and condition of sidewalks/pathways along route (both influenced 55% of respondents). Six out of ten households that live within one mile of WMS identified speed along route and lack of sidewalks as major factors in allowing their child to walk to school.

Response	% Respondents
Speed Along Route	55%
Sidewalks/Pathways	55%
Distance	44%
Safety of Intersections/Crossings	37%
Time	30%
Weather/Climate	26%
Adults to Walk/Bike With	19%
Traffic Along Route	15%
Crossing Guards	15%
Convenience of Driving	11%
Before/After School Activities	7%
Violence/Crime	4%

Table 2. Factors influencing parent's decision to allow children to walk/bike to school

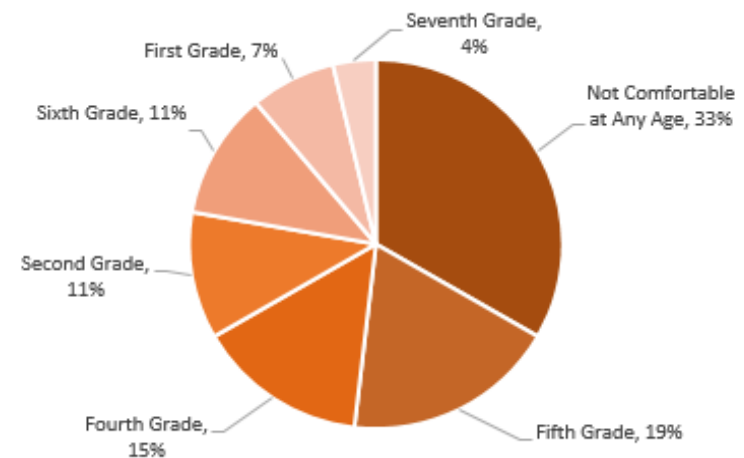


Figure 11: Grade at which parent feel comfortable allowing their child to walk/bike to school

WALKING & BICYCLING BARRIERS CONT.

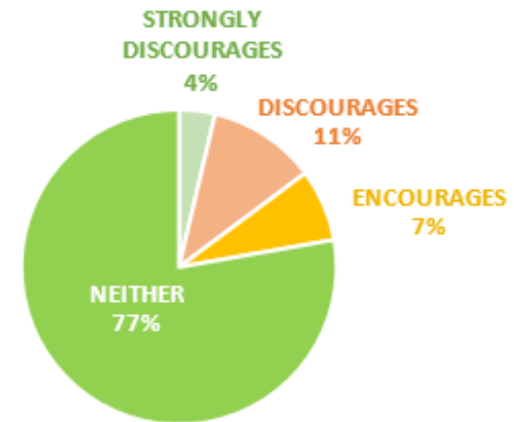
Other significant factors included distance between home and school (44% of respondents), the safety of intersections/crossings (37% of respondents), and the amount of time it would take for their child to walk/bike to school (30% of respondents).

Nine out of 27 respondents (or 30%) indicated that they were not comfortable with their child walking and biking to/from school at any age (see Figure 5). Five respondents (19%) were comfortable with their child walking or biking to school starting in fifth grade. Four respondents (15%) would be comfortable with their fourth grader walking or biking to school.

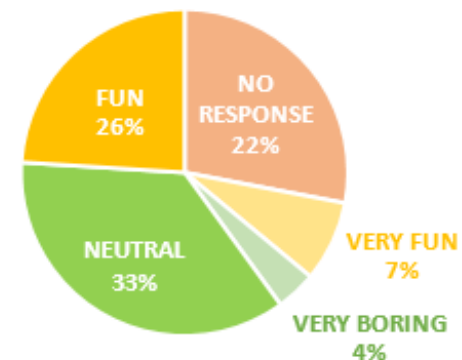
PERCEPTIONS OF WALKING & BICYCLING

Most respondents stated that WMS neither encouraged or discouraged walking and bicycling to school (about 77%). 33% of respondents identified walking and bicycling as a “fun” or “very fun” activity and 33% of respondents stated that they felt “neutral”. 77% of respondents identified walking and bicycling as “healthy” or “very healthy” activities. 22% said they felt “neutral” about how healthy biking and walking is or provided no response.

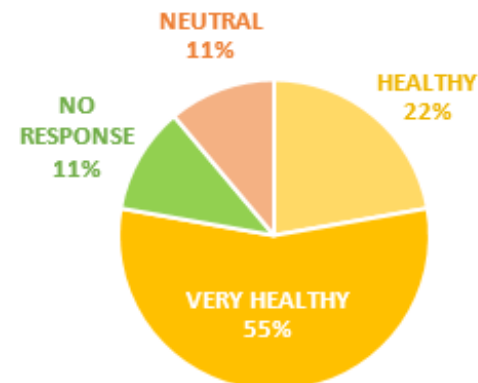
SCHOOL’S LEVEL OF ENCOURAGEMENT?



HOW FUN IS WALKING & BIKING?



HOW HEALTHY IS WALKING & BIKING?



WMS PARENT SURVEY COMMENTS

“Encourage towns and state to include wide shoulders (paved lanes and unpaved walking area)...keep shoulders plowed...add dedicated walking paths near schools (e.g. bike trail, trail trail)...”

“We are fortunate to have a trail through the woods to school. Chesham Rd. is not walking friendly especially for kids.”

“We are very fortunate to have a trail through the woods to schools so our children don't have to walk on the road at all. The road has no sidewalk and cars often drive above speed limit.”

“I'm not convinced installing features to create designated crossings would yield a significant return on investment and/or increase the number of kids walking/riding to school. My child needs to demonstrate more understanding of traffic rules- the only things that can improve that is time and practice.”

“Would be amazing to have bus option to Harrisville from Keene for elementary.”

“Our oldest in 2nd grader loves to bike. I think it's a little far for our kindergartener. It would be nice if there was a bike path.”

“The school is very dangerous location and with the low volume of students, it will be difficult to make physical changes. Also, the late start makes leaving difficult.”

Traffic Conditions Analysis

To better understand traffic conditions near the school, SWRPC staff conducted traffic volume and speed counts at three locations, including on Chesham Road north of the school (Site 1), Chesham Road south of the school (Site 3), and on Brown Rd near the Chesham and Brown Road intersection (Site 2). Figure 1 shows the location of each of the traffic study sites.

TRAFFIC VOLUMES

Table 3 shows the average traffic volume at each of the three sites in vehicles per hour during school arrival and departure times. Sites 1 and 3 on Chesham Road had the highest average traffic volumes during AM and PM times, since Chesham Road is a major artery commuters use to move in and out of town. Site 2 has the lowest average traffic volume and is significantly lower than the other two sites.

TRAFFIC SPEEDS

Table 4 shows traffic speed data for the three study sites including the posted, maximum, average, and the 85th percentile speed (the speed which no more than 15% of traffic is exceeding) detected at each traffic study site in miles per hour (mph) during school arrival and departure times.



Figure 11. Traffic study sites near WMS shown by yellow

Traffic Counter Locations	AM Traffic Volume	PM Traffic Volume
	7:00-8:00 a.m.	3:00-4:00 p.m.
Site 1	112.5	102.5
Site 2	15.5	9
Site 3	130	124.5

Table 3. Traffic volume counts in vehicles per hour during AM and PM times.

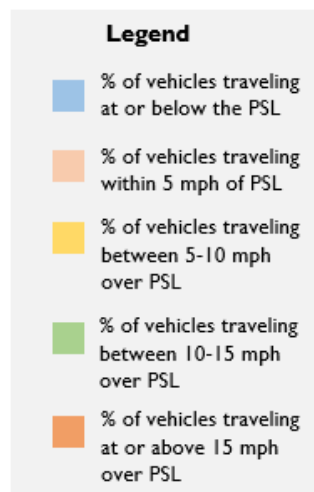
Traffic Counter Locations	Posted Speed Limit	Morning (8:00-9:00 a.m.)			Afternoon (3:00-4:00 p.m.)		
		Maximum	Average	85%	Maximum	Average	85%
Site 1	30 mph	52.1 mph	38.1 mph	43.1 mph	51.4 mph	37.2	43 mph
Site 2	25 mph	37.5 mph	24.5 mph	31.5 mph	36.5 mph	25.7 mph	32.8 mph
Site 3	30 mph	51.2 mph	38.2 mph	43.8 mph	50.9 mph	37.5 mph	43.6 mph

Table 4. Traffic speed data for traffic study sites near WMS.

TRAFFIC SPEEDS CONT.

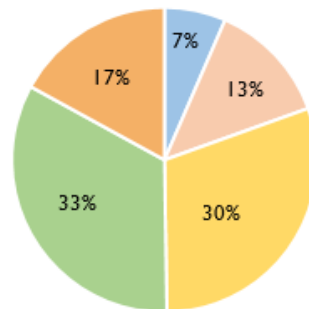
Some speeding was detected at all three traffic study sites during school arrival and departure times. The highest speeds were detected at Sites 1 and 3 on Chesham Road. Maximum speeds were between 52.1 and 51.2 mph in the morning and between 51.4 and 50.9 mph in the afternoon. The average speeds at this site were between 37 and 38 mph which is 12-13 mph above the posted speed limits. Designating school zone boundaries may curb speeding on Chesham Road and alert drivers to slow down as they approach the school.

Some speeding was also detected at Site 2, but the average recorded speed was between 24.5 and 25.7 mph, which falls within the posted speed limit. At Site 1, 15% of vehicles were driving at 43 mph (see 85% column). At Site 2, 15% of vehicles were driving at 32.8 mph.



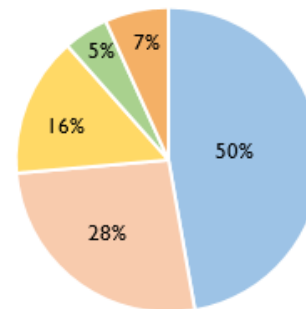
**Site 1:
Chesham Road (N of School)**

Posted Speed Limit (PSL): 30 mph



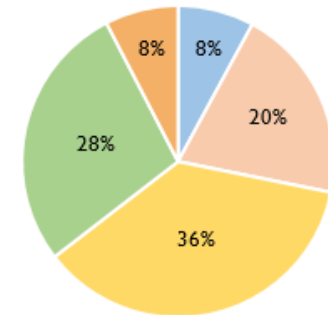
**Site 2:
Brown Road**

Posted Speed Limit (PSL): 25 mph



**Site 3:
Chesham Road (S of School)**

Posted Speed Limit (PSL): 30 mph



Safe Routes to School Strategies

The WMS SRTS program should create safe, active, and healthy opportunities for all children and seek to engage families from all incomes, abilities, and walks of life. To achieve this, all of the strategies developed under the 5 E's should incorporate the sixth "E" - equity. Resources to help implement these strategies is listed in Appendix X.

Education Strategies

Education strategies include teaching pedestrian, bicycle, and traffic safety skills and creating awareness about the benefits of Safe Routes to School. Education programs often incorporate health and environmental considerations with walking and bicycling.

➤ Incorporate walking and bicycling safety into the school's curriculum.

Work with teachers to identify ways to incorporate walking and bicycling safety into the school's curriculum. The [Colorado Department of Transportation](#) provides a list of Safe Routes to School lesson plans that can be used by school teachers.

➤ Schedule school-wide assemblies focused on pedestrian and/or bicycle safety.

Assemblies grab student's attention through fun, interactive activities, such as games, skits, or demonstrations and provide a format to communicate key messages about walking and bicycling safety, bicycling skills, healthy habits, and the environment. A game show covering safety questions makes a good format for a smaller group, such as a single classroom.

➤ Give presentations about Safe Routes to School at School Board meetings, Parent Group meetings, and other meetings as appropriate.

Work with wellness/safety committee, parent volunteers, teachers, and/or students to share information about the school's efforts to promote walking and bicycling to school and improve safety.



Figure 12. The Humboldt County Department of Public Health in CA organized a "bike smoothie" demonstration to get kids excited about healthy activities & snacks.

- **Share information about bicycling and walking safety on the school website and in its newsletter.**

Work with the school district to add information about safe walking and bicycling practices, bus routes, carpooling options, etc.

- **Engage students and their families in walkability assessments of routes near school and to bus stops.**

Work with students and their families to assess the walkability of routes near school using the Safe Routes to School walkability checklist or other assessment tool.

- **Work with local law enforcement or other community groups to organize a ‘bicycle rodeo’ for students on an annual basis.**

Bicycle rodeos are relatively low-cost ways to provide vital safety information and practice opportunities for young riders and their families. They generally include an obstacle course, bicycle safety check, helmet fitting, and instruction about the “rules of the road”. Often, local police/fire departments, bike shops, or volunteer groups can help organize bicycle rodeos.

- **Start a WMS after-school Bike Club to teach students bicycling skills in a safe and supervised environment.**

After school Bike Clubs teach students bicycle safety and skills that are necessary to become a responsible cyclist. An after school club allows students to practice these skills in a structured setting and can take on many “themes” including bike safety, bike repair, sport cycling, environmental issues (green teams), community engagement, etc. Bike Clubs require a staff person or trained coach with help from parent volunteers.



Figure 13. Students participate in a walkability audit.



Figure 14. The Palo Alto Safe Routes to School program put on a bicycle rodeo for elementary school students.

Encouragement Strategies

Encouragement strategies generate excitement and interest in walking and bicycling. Special events, contests, and activities provide ways for parents, caregivers, and children to discover or re-discover that walking and bicycling are doable and fun.

➤ **Organize Walk and/or Bike to School Day events to promote walking and bicycling.**

Walk and bike to school day events create opportunities for children to socialize with their peers and encourage children to try walking or bicycling to school in a safe and supervised way. Walk or Bike to School Days can be as simple or extravagant as a school has resource for. To increase participation, organize remote-drop off locations. The SRTS Committee should identify possible walking or bicycling routes as part of the planning process. International Walk to School month is in October and International Bike to School month is in May.

➤ **Establish a remote-drop off location to encourage students who live further away to participate in Walk or Bike to School Day events.**

Remote drop-off locations are pre-determined sites (such as parking lots) that are .5 – 1 mile from the school that serve as a meeting space for students who typically have to ride in a parent's vehicle or bus.

➤ **Organize Family Bike Ride events.**

A family bike ride will generally take place in the evening or on a weekend and is designed to give students and their family members an opportunity for safely giving bicycling a try and socializing with other families. Rides often have themes (e: a costume bike ride for Halloween), a pre-planned route, a designated route leader, and safety checks. Staff can plan rides on slower side streets to increase safety.

➤ **Organize poster or t-shirt competitions to build energy around walking & bicycling to school.**

These types of activities can showcase student talent and allow students to get “creative for a cause” by designing and making posters or t-shirts that communicate about active transportation (ex: traffic safety poster contest).

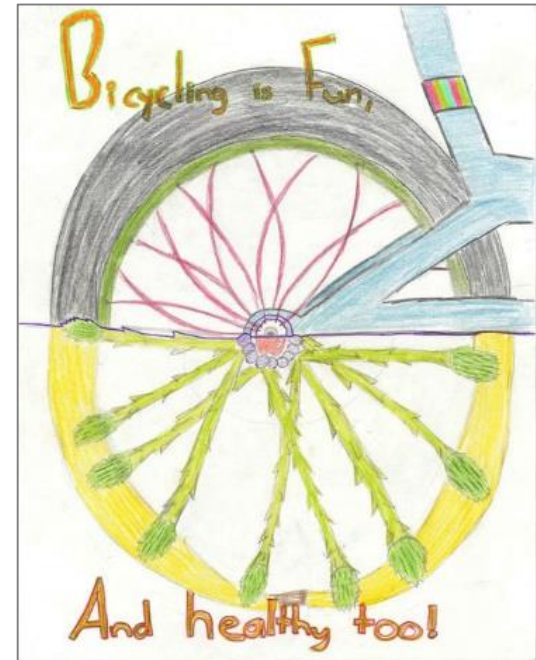


Figure 15. The 2011 Eugene & Springfield SRTS Program' 4th and 5th grade poster contest winner.

➤ **Coordinate walk or bicycle field trips.**

A field trip made by foot or bicycle gives students a supportive environment to practice pedestrian or bicycle skills and showcases the many benefits of walking and bicycling (example: scenic areas along rail trail as part of a biology field trip).

➤ **Create a school-wide mileage club or contest to offer incentives to students who bike or walk to school.**

Mileage clubs can provide ongoing reinforcement to students for walking and bicycling to school and in general. Students track the number of times they walk or bike to school or at school and are rewarded with recognition, prizes, or rewards. This strategy works particularly well once a SRTS program has been developed for a few years, so that there are a number of walking and bicycling opportunities offered to students in a given year.

Enforcement Strategies

Enforcement strategies are focused on deterring unsafe behaviors of pedestrians, bicyclists, and motorists, and encouraging all road users to obey traffic laws and share the road safely.

➤ **Work with law enforcement to appoint a crossing guard on Chesham Road and Main Street when appropriate.**

Chesham Road has significant speeding and children regularly cross Main Street to get to their bus stop at the library or the general store. Crossings guards help children cross the road safely, enforce proper driver behavior, and help make parents feel more comfortable letting their child walk/bike to school.

➤ **Work with school bus drivers to ensure buses use flashing lights when unloading children during pick up/drop off times.**

During the WMS Field Review, SWRPC noted that buses did not always use their flashing lights when students were getting off the bus, which presents potential safety concerns.

➤ **Work with town to install safety signs in the Village Center to alert motorists of children crossing.**

“Slow for Children” or “Slow: Children Crossing” signs in the village center would greatly improve the safety of walking routes to both the library and the General Store, which are bus pick up and drop off locations.

➤ **Increase police presence during drop off and pick up times on Chesham Road to deter speeding.**

Police presence schools have proven to greatly discourage and reduce speeding.

- **Install school bus zone signs and Radar Speed Monitors to enforce speed limits on Chesham Road.**

School bus zone signs and radar speed trailers reduce speeds and increase awareness of local speed limits. Radar speed monitors visually display driver's real time speeds and compare them with the actual speed limit.

Engineering Strategies

Engineering is a broad concept to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures, including low-cost as well as high-cost capital measures.

- **Work with the town to add pedestrian and bicycle infrastructure on Chesham Road and in the Harrisville Village Center to improve safety of walking routes to bus stops.**

Examples could include high visibility crosswalk markings, sidewalks, shoulders, bicycle lanes, shared bicycle lane markings (i.e. "sharrows"), shared use paths, and "Share the Road" or "Slow" signs.

- **Add pavement markings (i.e. directional arrows) to help direct traffic in the drop off and pick up area.**

Pavement markings that direct parent and bus traffic help make traffic flow on school grounds move smoothly, efficiently, and safely.



Figure 16. The Deer Valley School District in AZ used a blue line to designate parent drop-off circulation for school parking lots. The sign corresponded to the blue pavement marking.

Evaluation Strategies

Engineering is a broad concept to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures, including low-cost as well as high-cost capital measures.

- **Administer the "Safe Routes to School Arrival and Departure Tally Sheet" on an annual basis to track trends over time.**

Work with school staff to administer the 3-day tally each year to track travel trends over time.

- **Administer the "Parent Survey about Walking and Biking to School" on a bi-annual basis (every two years).**

Work with school staff to administer the 3-day tally each year to track travel trends over time.

Implementation

The following pages list out short and long term priority strategies for Wells Memorial School to focus on as they launch their Safe Routes to School program. These strategies were prioritized based on staff responses to a SRTS Strategy Prioritization handout and discussions with the SRTS Planning Committee and the WMS Parent Teacher Association (PTA). The WMS SRTS Planning Committee should develop a detailed work plan for the academic year for accomplishing the short and long term SRTS strategies and implement the short term priority program to promote walking and bicycling and increase safety around the school.

*“At the heart of every successful SRTS program is a coordinated effort by **parent volunteers, school staff, teachers, school district officials, town officials, law enforcement, and other partners** to support safe travel on foot or by bike.”*

-Northwoods SRTS Action Plan

KEY PLAYERS IN IMPLEMENTING THE WMS SRTS PROGRAM

The **WMS SRTS Committee** can use the action plan as a framework for coordinating the implementation of Safe Routes to School strategies and the overall development of the WMS SRTS program. The evaluation of existing conditions and traffic study results can also be used to advocate for improvements around WMS.

WMS Staff should use the action plan to establish programs and policies that education and encourage school staff and families to prioritize infrastructure improvements on school and town property. Programmatic concepts can be utilized for classroom learning and after school activities.

Parents can use the action plan to understand and confirm the travel conditions at their children’s school and to become familiar with the SRTS program and its goals. In many cases, education and encouragement programs require parent volunteers and are key for plan implementation.

Town Officials can use the action plan to refer to safety issues relevant to transportation planning and in conjunction with the school in implementing some of the long-term strategies. Coordination with NHDOT will be key to implementing some of these strategies.

SHORT TERM PRIORITY STRATEGIES (1-3 YEARS)

Strategy	Potential Lead	Potential Partners	Resources Needed
Coordinate an annual or biannual “Bike Rodeo” event to teach students bicycling safety and engage families in the SRTS program	SRTS Committee, PTA or local law enforcement	WMS staff/teachers, PTA/parents, school district, law enforcement, local government, local civic groups	Station content/materials, bicycles, safety gear, cones, street signs, chalk, volunteers, planning time, giveaways (optional)
Engage parents in conducting walkability assessments of walking routes near the school.	SRTS Committee, PTA	WMS staff, PTA/Parents, law enforcement	Coordination time, walkability assessments, traffic safety vests, recording materials, maps
Establish a remote drop off location and walking route to be used for a “Walk to School Day” event.	SRTS Committee, PTA	PTA/Parents, Teachers, public health groups, school district, trails committee	Coordination time, walkability assessments, communication materials
Coordinate an annual “Walk to School Day” event.	SRTS Committee, PTA	Teachers/staff, PTA/parents, school district, public health groups, local businesses	Coordination time, promotional materials, program materials, rewards/prizes
Enforce speed limit on Chesham Road by increasing police presence during pick up and drop off times and installing a radar speed monitor/speed reduction signs near the school	WMS administration, law enforcement	School district, parents	Equipment, Availability of police
Add pavement markings to clarify parent pick up/drop off route in WMS parking lot	WMS facilities/administration	School district, parents	Design for markings, Paint

LONG TERM PRIORITY STRATEGIES (3-5 YEARS)

Strategy	Potential Lead	Potential Partners	Resources Needed
Incorporate walking and bicycling safety into the school's curriculum and as part of the WMS after school program activities	Teachers, Administrators	School District, PTA/Parents	Curriculum, preparation/class time, instruction materials, visuals, handouts
Create a school-wide mileage contest once the school develops a robust Walk to School program (2-4 per year).	Teachers/Staff, SRTS Committee, PTA	Teachers/staff, PTA/parents, school district, local civic groups, businesses	Coordination time, promotional materials, prizes, program materials such as punch cards, classroom poster for tracking rewards/prizes,
Work with town to install safety signs in the Village Center near WMS bus stops	SRTS Committee, WMS Staff	PTA/parents, local government, law enforcement, NHDOT	Permission from NHDOT and the town, funding for signs
Work with the town to add pedestrian/bicycle infrastructure to Chesham Road.	WMS administration	School District, Local government, NHDOT, Contractors	Design/engineering study, planning time with the town, funding for project
Administer the SRTS Travel Tally form and the Parent Survey on an annual or biannual basis	SRTS Committee, Teachers, Administrators	SWRPC (can enter data for school); National Center for Safe Routes to School Data Center	In-Classroom Travel Tally forms, classroom time, Parent Surveys

Resources

National Safe Routes to School Guide:

http://guide.saferoutesinfo.org/pdf/SRTS-Guide_full.pdf

This guide is a comprehensive online reference manual designed to support the development of Safe Routes to School (SRTS) programs. Available online or in a downloadable PDF version, the guide covers engineering, education, enforcement, encouragement, evaluation and more.

Safe Routes to School's Bicycle and Pedestrian Curricula Guide: Making the Case for Bicycle and Pedestrian Youth Education

<http://www.in.gov/indot/files/BicyclePedestrianCurriculaGuide2011.pdf>

The Safe Routes to School National Partnership created this guide to provide background and tips for systematic implementation of bicycle and pedestrian safety education and a variety of curriculum programs and materials are provided.

How to Plan a Walk to School Day Event Guide:

http://www.walkbiketoschool.org/sites/default/files/WBTS_HowToPlan_ForWeb.pdf

This guide provides steps, tips, and ideas for planning a fun and safe walk to school day event.

Get Out and Get Moving: Opportunities to Walk to School through Remote Drop off Programs:

http://www.changelabsolutions.org/sites/default/files/SRTS-Remote-Drop-Off-Rural_School_Districts-FINAL_20140611.pdf

This resource provides information on organizing a remote drop off location and offers examples of how different schools have structured their own remote drop off programs to ensure safety.

Safe Routes to School Encouragement Guide (Mileage Club Resource)

http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Encouragement.pdf

The Safe Routes to School Encouragement Guide provides tips for organizing a variety of encouragement activities including walk to school day events and mileage clubs and contests.

An Organizer's Guide to Bicycle Rodeos

http://www.saferoutespartnership.org/sites/default/files/pdf/Bike_Rodeo_CT.pdf

This guide outlines a step-by-step approach to designing a successful bicycle rodeo event.

Fire Up Your Feet New Hampshire

<http://nh.fireupyourfeet.org/>

Fire Up Your Feet is an SRTS program that offers free resources, an online activity tracker, a school fundraising organizer, and more to help schools implement their SRTS programs.

Walkability Checklist

<http://www.saferoutesinfo.org/sites/default/files/walkabilitychecklist.pdf>

The walkability checklist allows users to evaluate a neighborhood's walkability to plan safe walking routes to and from school.

Bikability Checklist

http://www.saferoutesinfo.org/sites/default/files/resources/Bikeability_Checklist.pdf

The bikability checklist allows users to evaluate a neighborhood's bikability