CUTLER ELEMENTARY SCHOOL

SAFE ROUTES TO SCHOOL ACTION PLAN

SafeRoutes

Cardinals
CUTLER ELEMENTARY SCHOOL
Citizenship, Safety, Respect, Responsibility

SEPTEMBER 2016

CUTLER ELEMENTARY SCHOOL

SAFE ROUTES TO SCHOOL ACTION PLAN

Acknowledgements

During the 2015/2016 school year, the Cutler Elementary School (CES) worked with Southwest Region Planning Commission (SWRPC) to develop their Safe Routes to School (SRTS) Action Plan. The Cutler SRTS task force provided locally relevant input throughout this process and took on the implementation of this plan. SWRPC and CES are grateful for the contributions of the members of Cutler SRTS task force, who are listed below.

Funding for this document was made possible, in part, by the Centers for Disease Control and Prevention through the Partnerships to Improve Community Health initiative. This is done in conjunction with Healthy Monadnock 2020, a community engagement initiative designed to foster and sustain a positive culture of health throughout Cheshire County and the Monadnock region. The action plans of Healthy Monadnock 2020 are focused on improving quality of life and preventing the leading causes of illness and death. The *goal* of Healthy Monadnock 2020 is to make the Monadnock region the healthiest community in the nation where all individuals reach their highest potential for health.

Cutler Safe Routes to School Task Force

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Table of Contents

INTRODUCTION 1
Project Overview 1
Benefits of Safe Routes to School 3
Planning Process 3
Study Area 4
EVALUATION OF EXISTING TRAVEL CONDITIONS 7
School Arrivals and Departures 7
Parent and In-Classroom Surveys 9
Traffic Conditions 13
SAFE ROUTES TO SCHOOL STRATEGIES 15
Education 15
Encouragement 17
Enforcement 18
Engineering 19
IMPLEMENTATION 23
APPENDICES 28

INTRODUCTION

The Cutler Elementary School Safe Routes to School Action Plan was created to identify measures that will improve conditions for walking and biking to school for Cutler Elementary School (CES). It includes an evaluation of existing travel conditions, strategies to improve education, encouragement, and enforcement activities, and recommendations for physical improvements, educational programs and community efforts that will encourage walking and biking within a one-mile radius of CES.

There are far-reaching implications of an SRTS program. SRTS programs can improve safety for students and a community of pedestrians and bicyclists. They provide opportunities for students to incorporate the regular physical activity that they need each day while also forming healthy habits that can last a lifetime. SRTS programs also benefit the environment and a community's quality of life by reducing motor vehicle emissions and traffic congestion. The goal of the Action Plan is to identify recommended physical improvements and operational measures for the CES neighborhood routes to the school. The Action Plan will be available for use by the SRTS Task Force as a framework to guide actionable next steps, both in the short-term and long-term. With the conclusions drawn from the collected information, the committee will be able to recommend priority projects and activities that the school, municipality and community can advance to promote safe walking and bicycling to school.

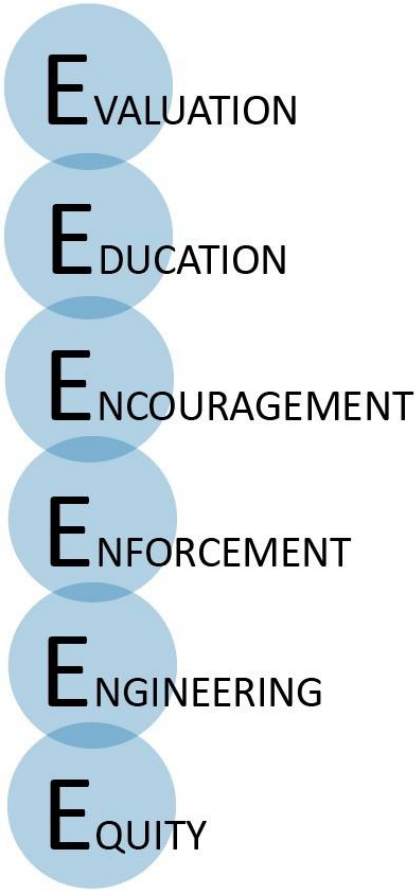
Figure 1 - The Six E's of Safe Routes to Schools.

Project Overview

Safe Routes to School (SRTS) is a national program established in 2005[1] 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 examine the conditions around schools and conduct activities to improve safety, accessibility, traffic, and air pollution near schools. Communities conducting these programs are encouraged to employ a combination of evaluation, education, encouragement, enforcement and engineering strategies to address the specific needs of their school(s).

[1] "Safe Routes to School." Federal Highway Administration. Accessed April 21, 2016. http://www.fhwa.dot.gov/environment/safe_routes_to_school/.

This comprehensive approach, called the five (5) E's, is centered on an understanding that the barriers to safe walking and bicycling are both behavioral and physical. In 2015, the Safe Routes to School National Partnership introduced a sixth (6) E, Equity. Although the focus of this Action Plan is evaluation, each of the six (6) E's (described below) is addressed in the Action Plan.



Evaluation involves monitoring and documenting outcomes, attitudes, and trends through the collection of data before and after program activities or projects. These activities help track which strategies would be most or least successful and which should be modified for better results.

Education programs include teaching pedestrian/bicyclist/traffic safety and creating awareness about the benefits and goals of SRTS. Education programs often incorporate health and environmental considerations associated with walking and bicycling.

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

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

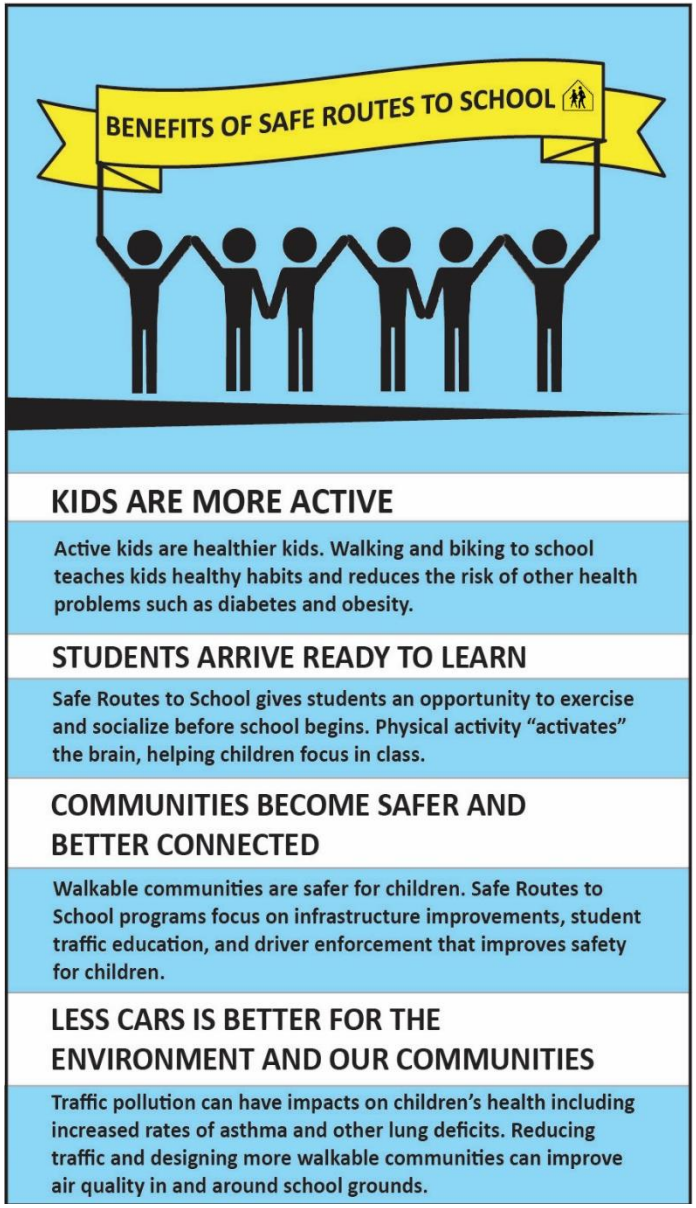
Engineering is a broad concept used to describe the design, construction, and maintenance of traffic control devices or physical measures. These strategies create safer environments for walking and bicycling through improvements to the infrastructure surrounding the schools.

Equity means working to support safe, active, and healthy opportunities for children and adults in low-income communities, communities of color, children with disabilities, and beyond. This involves incorporating equity concerns throughout the other E's to understand and address obstacles, create access, and ensure safe and equitable outcomes.

Benefits of Safe Routes to School

Safe Routes to School (SRTS) programs create a safer travel environment near schools and serve to reduce motor vehicle congestion at school drop-off and pick-up areas. One of the main goals of the SRTS program—along with increasing safety—is to increase the numbers of children who walk and bicycle to school. Students that choose to walk or bike to school are rewarded with the benefits of a more active lifestyle, as well as the responsibility and independence that comes from being in charge of the way they travel. SRTS can improve communities by making walking- and bicycling-safe ways to get to school and by encouraging more children to do so. SRTS programs offer additional benefits to neighborhoods by helping to reduce school-related traffic and providing infrastructure improvements that facilitate walking and bicycling for everyone. Identifying and improving routes for students to safely walk and bicycle to school can also help reduce traffic speeds in neighborhoods, reduce school-related traffic congestion on weekday mornings and afternoons, and decrease auto-related pollution around school environments.

Figure 2 - Benefits of SRTS.



Planning Process

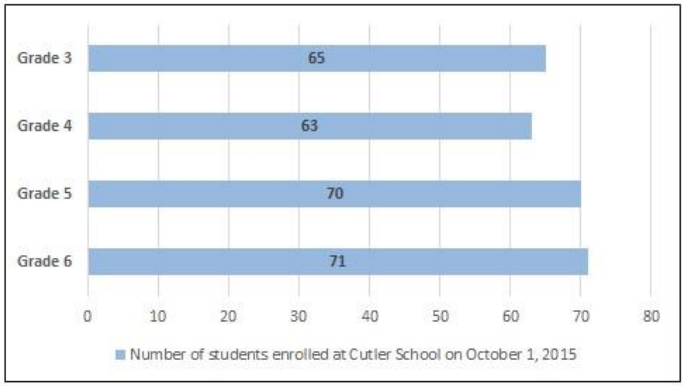
In the fall of 2015, staff from Southwest Region Planning Commission (SWRPC) met with the CES SRTS Task Force to discuss the development of a SRTS Action Plan. Following these meetings, SWRPC staff began to assess walking and bicycling conditions around the schools and collect baseline data about current walking and bicycling trends among students.

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

- Conducted field studies to review the behaviors and travel patterns of students, buses, and motorists at the CES during student arrival and departure times;

- Distributed and analyzed parent surveys related to walking and biking behaviors;
- Distributed and analyzed student in-classroom travel tallies related to student arrival and departure travel modes; and,
- Conducted traffic volume and speed studies at three locations: West Swanzey Road (NH Route 10), South Winchester Street, and California Street.

Figure 3 - October 1, 2015 Enrollment at CES.



Study Area

CES is located on South Winchester Street in the Town of Swanzey. It is directly to the east of New Hampshire Route 10 and can be accessed from either South Winchester Street or West Street. Figure 4 shows the relationship of the school with the surrounding area. The school includes grades third through sixth and had 269 students enrolled as of October 1, 2015. About 29% of the student population, or 78 students, lived within one mile of the school in 2015. Figure 5 on the next page shows the approximate locations of students that live within a 1-mile, ½-mile, and ¼-mile walking distance of the school. Figure 6 on the following page shows the location of CES students within Swanzey.

Figure 4 - Aerial view of Cutler Elementary School.

Figure 5 – Walking distances from CES.

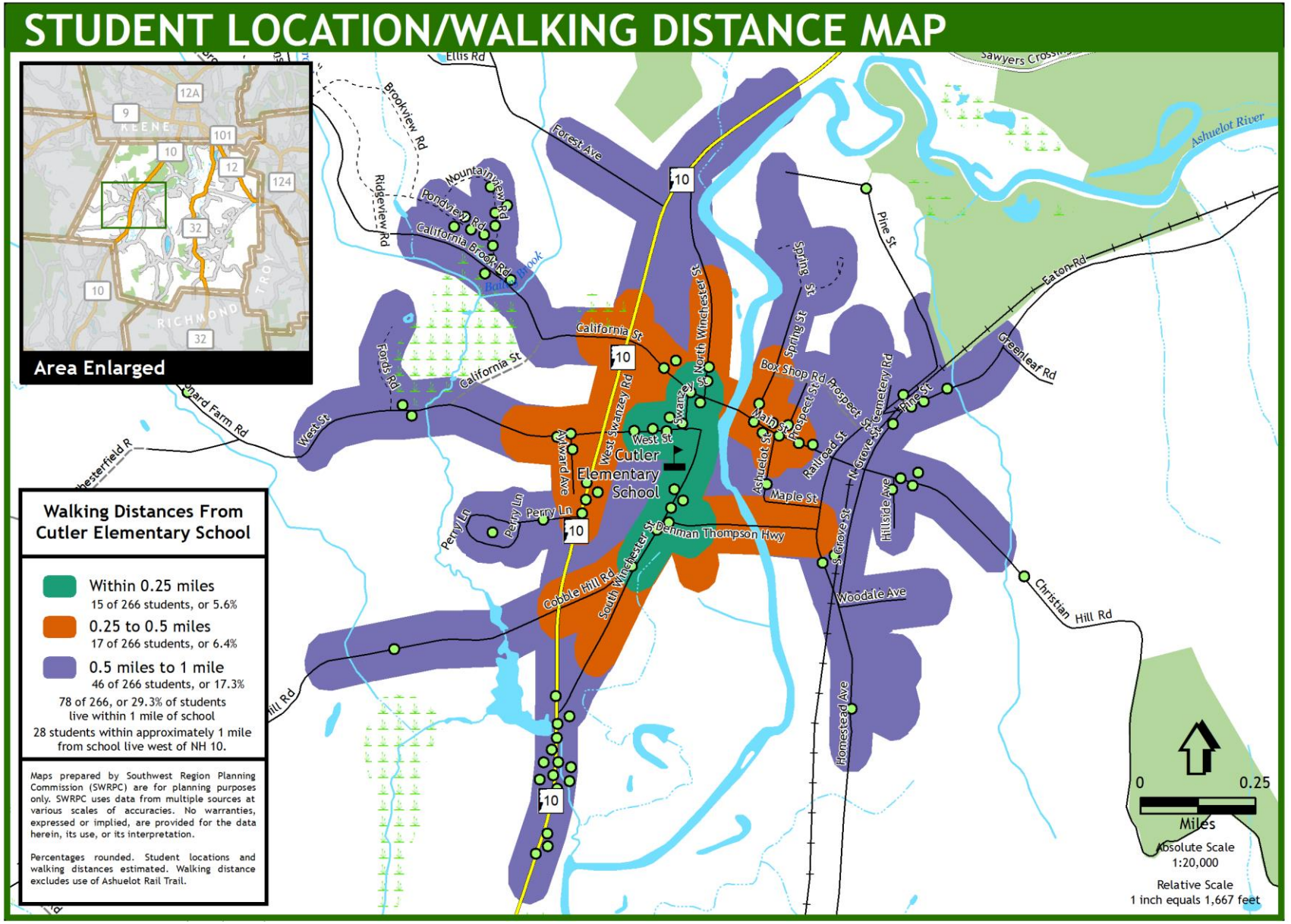
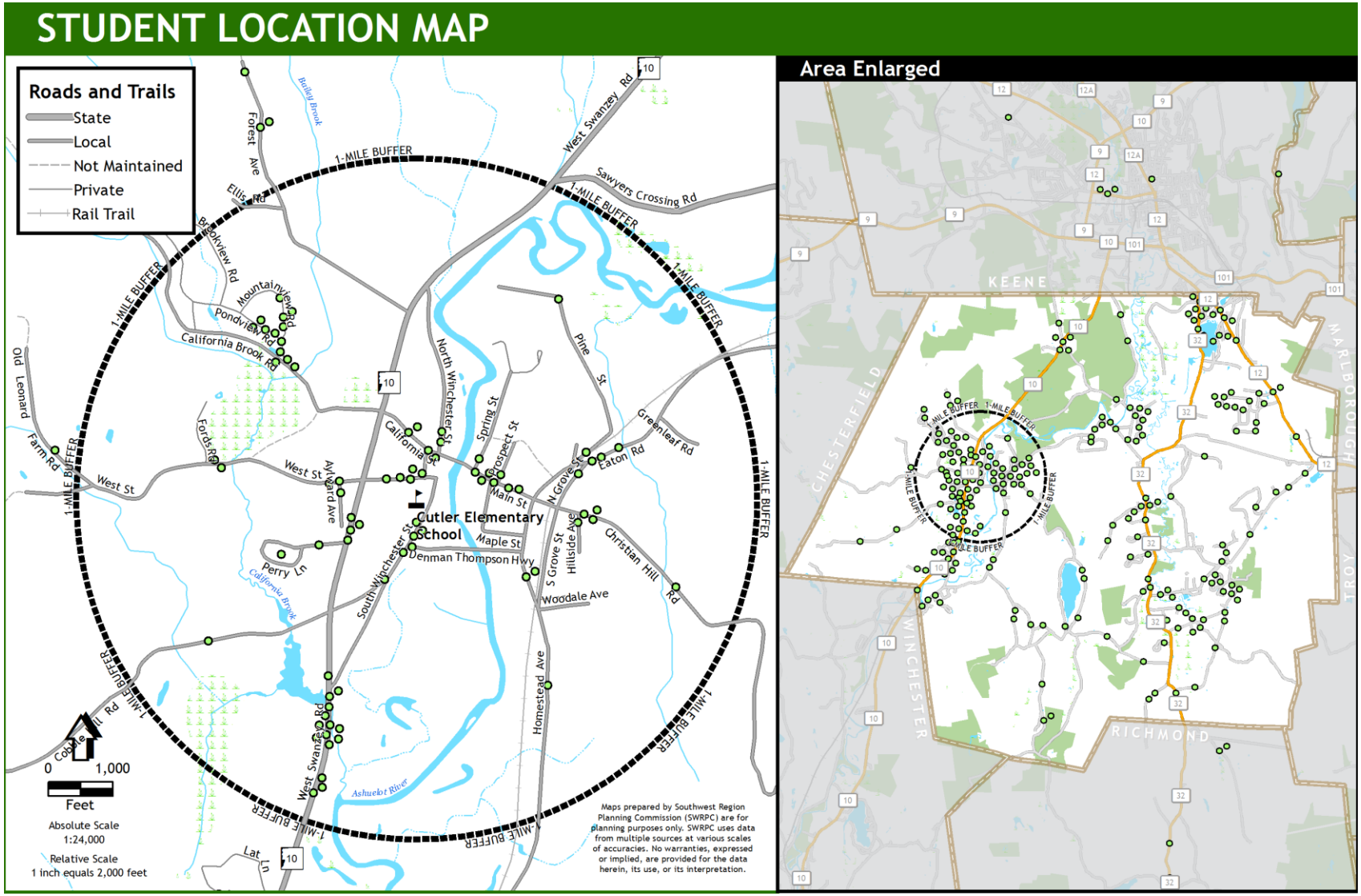


Figure 6 – Location of CES students within the Town of Swanzey.



EVALUATION OF EXISTING TRAVEL CONDITIONS

To better understand existing travel conditions within the CES study area, SWRPC staff conducted morning and afternoon field observations to review the behaviors and travel patterns of students, buses, and motorists at CES during drop-off and pick-up hours, collected and analyzed traffic speed and volume data on California Street, South Winchester Street, and NH Rt. 10, and distributed and analyzed data from a take-home parent survey and an in-class student tally related to student travel modes. A review of these observations and analysis is included in the sections below.

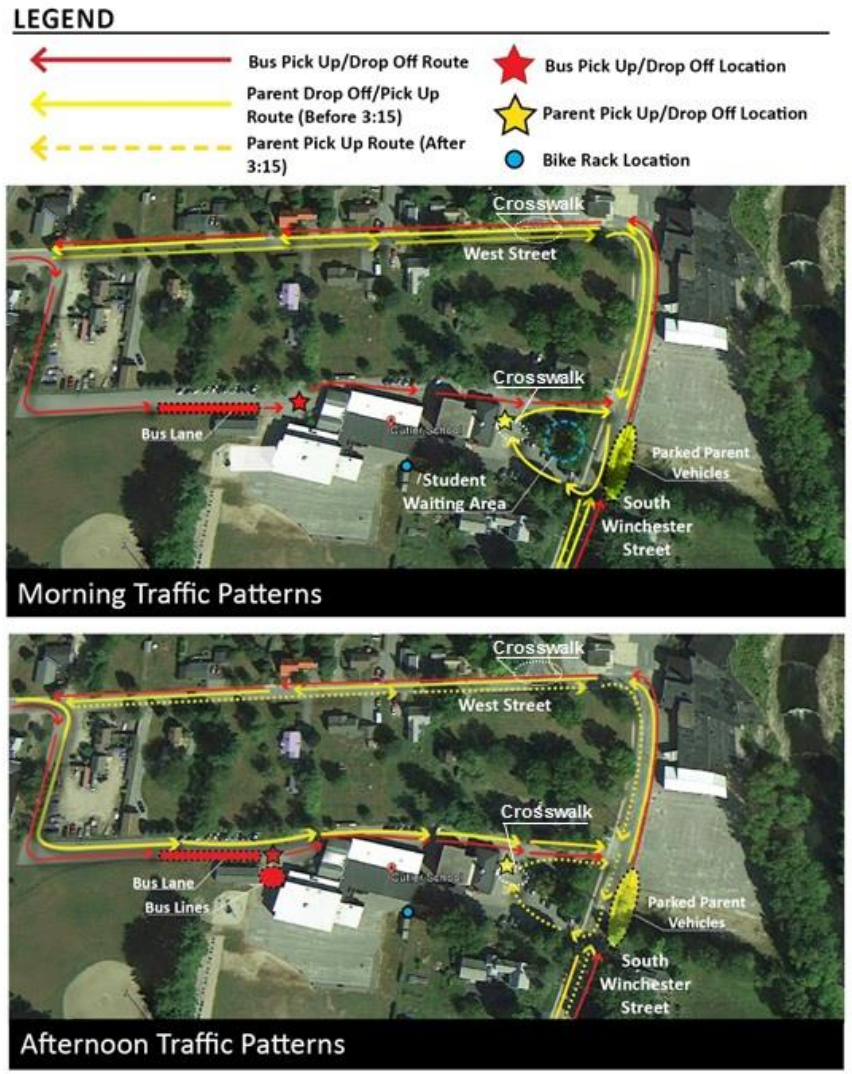
School Arrivals and Departures

Cutler School starts at 8:30 a.m. and lets out at 3:15 p.m. There are two entrances to the school, one off West Street and one off South Winchester Street. The entrance off West Street accesses the back of the school and is used primarily by buses, staff, and parents in the afternoon. The entrance off South Winchester Street is used by parents to drop off their children in the morning and parents who pick their children up late in the afternoon. The parking lot in front of the school is used by visitors and staff. Some staff also park in a small parking lot adjacent to the bus lane in the back of the school.

Morning Traffic Patterns

In the morning, buses enter the school property from a driveway off West Street and drop students off in the back of the school. Buses exit the school property onto South Winchester Street. The parent drop-off route is shown by a yellow solid line in Figure 7. In the morning, parents enter the school from South Winchester Street and

Figure 7 - CES morning/afternoon traffic patterns.



line up behind the crosswalk in front of the school starting at about 8:00 a.m. The line starts moving at 8:10 a.m., and most of the traffic is cleared out by about 8:25 a.m.

Afternoon Traffic Patterns

In the afternoon, buses picked up students between 3:15 and 3:30 p.m. using the same route as the morning. Parents enter the school via the West Street entrance and exit via the South Winchester Street exit if they pick up their children before 3:15 p.m. This route is shown by a yellow solid line in Figure 7. After 3:15 p.m., parents may use the morning drop-off route to pick up their children, shown by the yellow dashed line.

Areas of Safety Concern

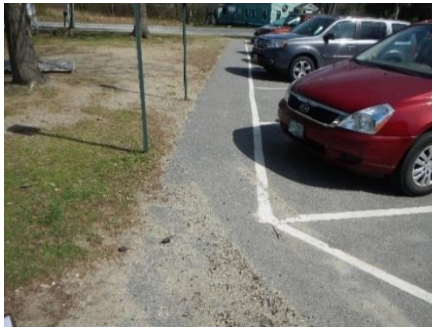
The major areas of safety concern noted during the field observations are listed below. For a full summary of the field review, please see Appendix A.

Figure 8 - A speed limit sign on South Winchester Street showing desired speed and indicating school zone boundary.

Figure 9 - Sidewalks on Winchester Street in front of CES have many cracks and are in need of improvements.

Figure 10 - A sidewalk gap on West Street.

Figure 11 - Walkways could be more clearly defined for pedestrians.



- Speeding on South Winchester Street:
  Despite existing signage (see Figure 8), noticeable speeding was observed during the afternoon on South Winchester Street.

- Walkways In Front of the School:
  Students who walk to school are supposed to use painted walkways, which are located in front of the parking spaces on both sides of the parking lot. These walkways are narrow, and some cars were observed parking on top of the walkway, forcing students to deviate from the walking route to get to school.

- Sidewalk Conditions of West Street:
  While the existing sidewalks on West Street are in good condition, there are gaps in the network, disrupting connectivity and decreasing pedestrian safety. Sidewalks on South Winchester Street had noticeable signs of cracking.

- Crossing at NH Rte. 10 and West Street:
  The lack of a marked crosswalk and crossing guard, combined with the high traffic volumes and speeds on this road, presents a major safety concern for students crossing in this location. The Student Location/Walking Distance map on page 5 notes that 28 students, or about 10.5% of the student body, live within a mile of CES reside west of New Hampshire Route 10/West Swanzey Road.

- Traffic Safety Vests:
  School staff currently wear everyday attire when monitoring student pick up and drop off. The school may want to consider providing traffic safety vests to these staff members, which would help make them more visible.

- Traffic Congestion on South Winchester Street
  In the morning, the parent drop off line extends onto South Winchester Street, where parents wait in line to turn into the school entrance. This causes traffic congestion and disrupts vehicle flow on South Winchester Street. Several parents park on South Winchester Street in the afternoon to pick up their children in front of school instead of going through the pick-up line. These cars, which were parked on both sides of the street, made it very difficult for traffic to get through.

- Parking Lot Flow
  Though there is one-way traffic signage in the parking lot, one parent was observed backing out of a parking spot during the morning of the field review and exiting the wrong way, which is a safety concern for pedestrians entering the school from the south.

Figure 12 - Vehicles line up to drop off their children at the front entrance of CES.

Figure 13 - Buses line up to drop students off in the back entrance of the school.

Parent and In-Classroom Surveys

CES and SWRPC staff worked with CES faculty and administration to conduct the National SRTS Parent and In-Classroom Surveys during the 2015-2016 school year. These surveys helped generate a baseline of the number of students currently biking and walking to school and identified some of the barriers that prevent parents from allowing their children to walk or bike to school.

Parent Survey

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 improve safety conditions and make walking and biking easier and more convenient for children and parents.

Among the Cutler School population, a total of 60 households responded to the Parent Survey, representing 102 children. Of the respondents, 6% had a child in 3rd grade, 23% had a child in 4th grade, 38% had a child in 5th grade, and 33% had a child in 6th grade. Exactly 50% of the respondents had a female child and 50% had a male child.

The primary arrival mode, as indicated by parents, is school bus (58% of households) followed by family vehicle (25% of households). More than half (approximately 56%) of the respondents indicated that they lived more than two miles from school. Of the students who arrive to school by family vehicle or school bus, about 22% live within a half hour's walk or less from school (under 1 mile). Thirteen percent of respondents indicated that their child walked to school. The primary departure mode in the afternoon is school bus (62% of households) followed by family vehicle (23% of households). One parent recorded that their child biked to and from school.

Figures 14 and 15 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.

Parents cited a number of issues that influenced their decision to allow or not allow their child to walk or bike to/from school. The top factor that

Figure 14 – How CES students arrive to school (by household).

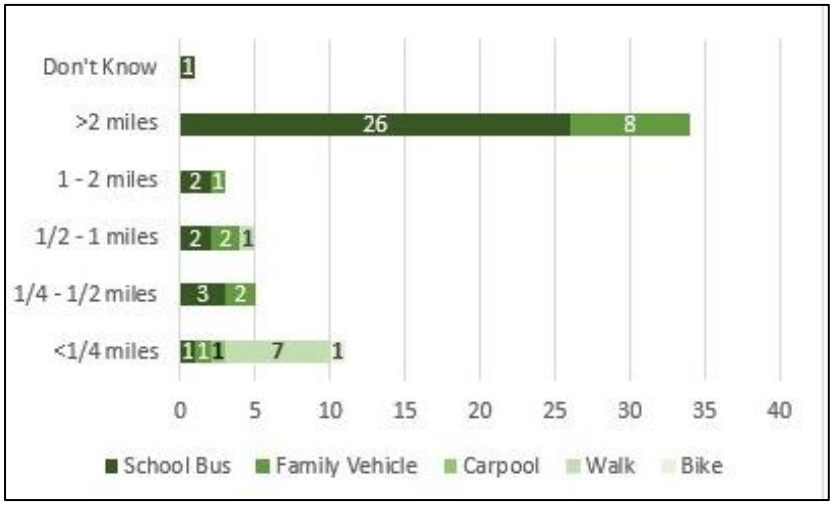
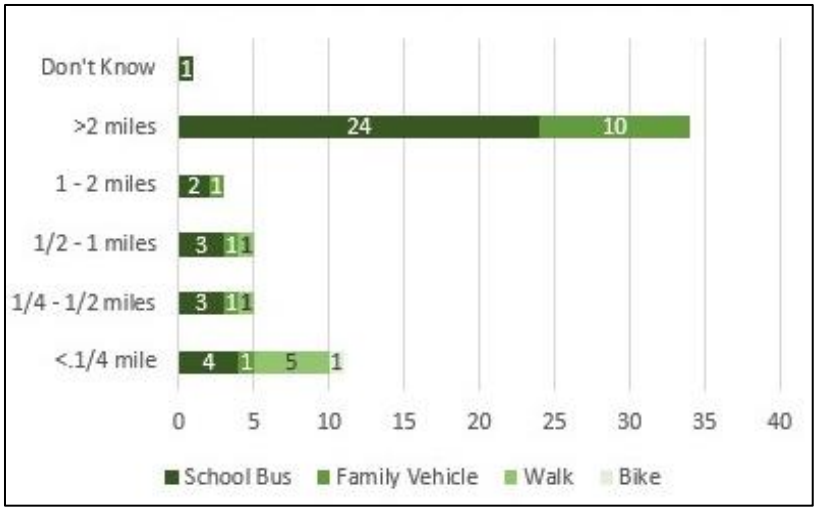


Figure 15 – How CES students depart from school (by household).



influenced parents is the distance between home and school (influenced 68% of respondents) followed by the speed of traffic along their walking or biking route (influenced 57% of respondents). Other significant factors included the traffic along the walking route (55% of respondents), the safety of intersections/crossings (55% of respondents), and the condition of sidewalk infrastructure (50% of respondents).

Six out of the 20 parents (or 30%) that live within one mile of CES indicated that they were not comfortable with their child walking and biking to/from school at any age. Two respondents (10%) were comfortable with their child walking or biking to school starting in sixth grade. Likewise, five parents (25%) would be comfortable with their fourth or fifth grader walking or biking to school. Seven respondents (35%) were comfortable with their child walking or biking to CES at third grade.

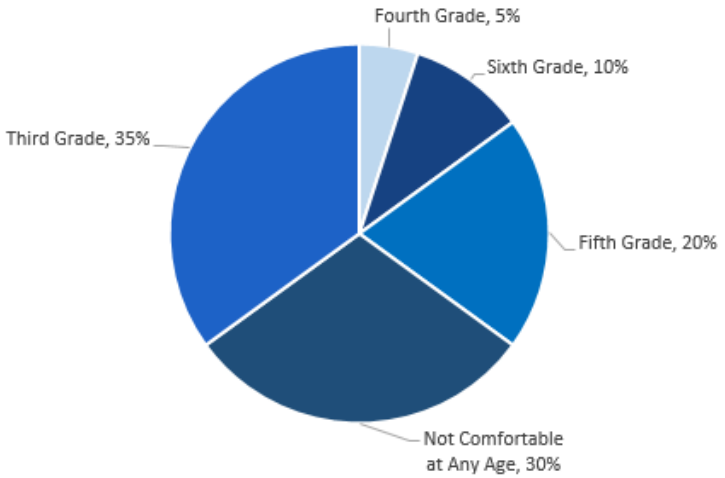
About one-fifth (23%) of the respondents indicated that Cutler School encouraged or strongly encouraged their child to walk or bike to school, while more than half (53%) of respondents indicated that Cutler School neither encouraged or discouraged their child to walk or bike to/from school.

A sample of comments shared by parents on this survey are included on the next page. Many of these comments emphasized distance as a barrier to walking or biking to/from school, the need for adult supervision for students walking or bicycling to school, and traffic/infrastructure conditions as a safety issue.

Table 1 - Factors influencing parents' decision to allow child to walk/bike to school.

Response	% Respondents
Distance	68%
Speed Along Route	57%
Traffic Along Route	55%
Safety of Intersections/Crossings	55%
Sidewalks/Pathways	50%
Violence/Crime	42%
Weather/Climate	40%
Time	35%
Crossing Guards	30%
Adults to Walk/Bike With	27%
Convenience of Driving	22%
Before/After School Activities	20%

Figure 16 - Grade at which parents who live within 1 mile of CES are comfortable allowing their child to walk or bike to/from school.



Selected Comments from the Parent Survey

DISTANCE

- "We live too far away for student [sic] to bike."
- "I have not heard any information from the school about kids walking/biking to school. We live far enough away that my child can't bike/walk to school."

ADULT SUPERVISION

- "The fact that my son would have to walk by himself is the reason I don't let him walk/bike."
- "Not enough adult supervision along the way."

TRAFFIC CONDITIONS

- "My child does NOT cross Rt 32, people pass right near highland circle driving 50+ mph."
- "Our children would have to cross at least three major intersections and traffic circles. Lots of highways."

OTHER COMMENTS

- "The school I work at encourages walking/biking w/ punch cards and feet/shoe key chains each card filled out."
- "Let's not perpetuate a fear based culture on our kids. Teach them, guide them and allow them to experience the responsibility and freedom of getting themselves to school."

In-Classroom Survey

The In-Classroom survey was administered by thirteen classrooms at CES in late March/early April 2016. Teachers surveyed students each morning and afternoon for three consecutive days (Wednesday – Friday) on their mode of travel to and from school. On average, 242 students shared their arrival modes and 235 shared their departure modes. According to the survey, an average of 14 students walked to school and 21 students walked

home from school, representing 6% and 9% of the total student body, respectively. No students biked to school during the week of the survey. The number of students who arrive to school in a parent vehicle was 64 (27%), however in the afternoon this number dropped to 47 (20%). The average number of children who rode the bus in the morning was 150 (63%), which increased slightly in the afternoon to 154 (67%). Eleven students reported arriving to school in a carpool, and six students reported leaving school in a carpool. Two respondents indicated "other" for their departure travel mode.

Table 2 - Mode of travel to and from school based on in-classroom survey.

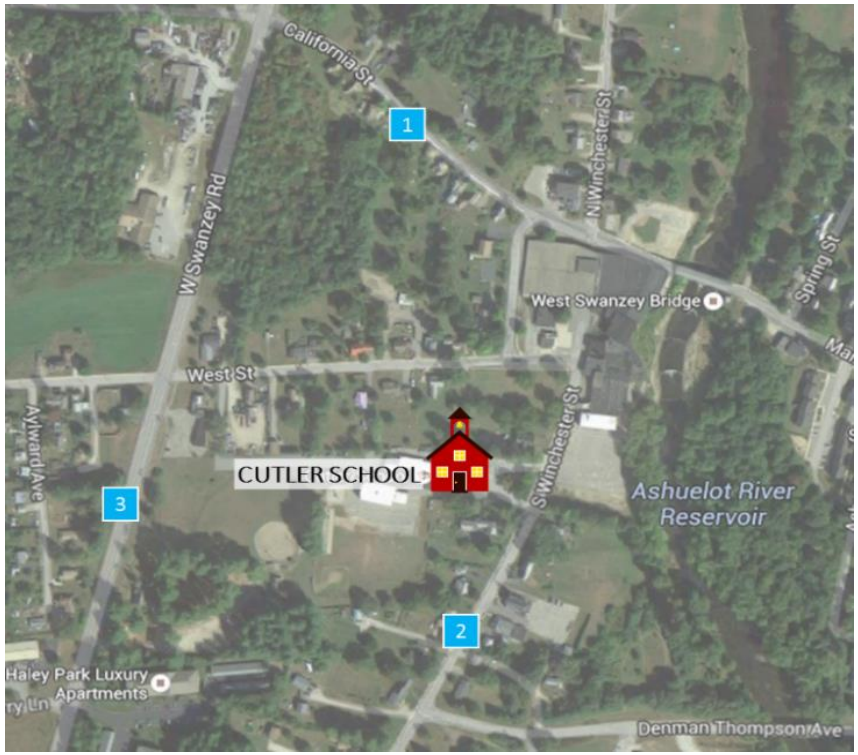
Mode of Travel	Morning/Arrival		Afternoon/Departure	
	Average # of Students	% of Total Respondents	Average # of Students	% of Total Respondents
Walking	14	6%	21	9%
Biking	0	0%	0	0%
Family Vehicle	64	27%	47	20%
Bus	150	63%	154	67%
Carpool	11	4%	6	3%
Transit	0	0%	0	0%
Other	0	0%	2	1%

Traffic Conditions

To better understand traffic conditions on routes near the school, SWRPC staff conducted traffic volume and speed counts at three locations in West Swanzey, including California Street between NH Route 10 and the covered bridge (Site 1), South Winchester Street between West Street and Denman Thompson Avenue (Site 2), and NH Route 10 just south of West Street (Site 3). Figure 17 shows the locations of the traffic counters. Figure 18 on the next page shows the 85th percentile speed (the speed in which no more than 15% of traffic is exceeding) for the morning and afternoon at each traffic counter site. Table 3 on the next page shows the minimum, maximum, average, and 85th percentile speed detected at each location in miles per hour (mph) during school arrival and departure times.

The maximum speed detected at Site 1 on California Street during school arrival and departure hours was 48.3 mph, which is 23.3 mph above the posted speed limit of 25 mph. About 60% of vehicles exceeded the speed limit by at least 5 mph in this location (i.e. went at least 30 mph), and about 23% exceeded the speed limit by at least 10 mph (i.e. went at least 35 mph).

Figure 17 - Traffic counter locations in Swanzey near CES.



The posted speed limit at Site 2 on South Winchester Street is 20 mph during school hours and 30 mph during non-school hours. The maximum speed detected at this site was 44.5 mph, or about 25 mph over the posted speed limit. About 43% of vehicles exceeded the school zone speed limit in the morning, and about 54% of vehicles exceeded the school zone speed limit in the afternoon. Fifteen percent of vehicles were going 27.9 mph or over during school arrivals, and 15% of vehicles were going 27.7 mph or over during school departures.

On N.H. Route 10, the posted speed limit is 40 mph. The maximum speed detected at this site during school hours was 64.9 mph, which is about 25 mph over the speed limit. In general, about 50% of vehicles at this location exceeded the speed limit by at least 5 mph (i.e. went at least 45 mph) and about 14% exceeded the speed limit by at least 10 mph (i.e. went at least 50 mph).

Figure 18 - The 85th percentile speed at each traffic counter site during school arrival and departure times (8:00-9:00 a.m. and 3:00-4:00 p.m.).

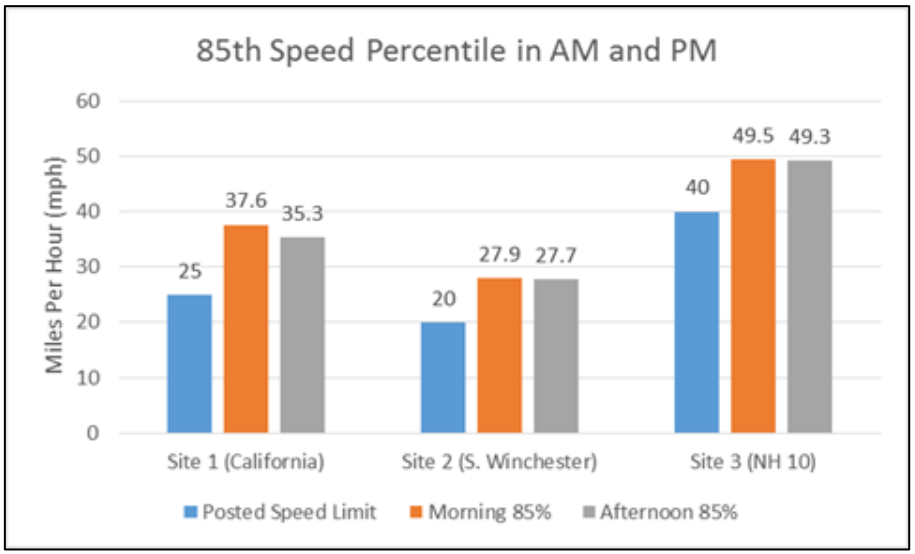


Table 3 - Speed data at three traffic counter locations in Swanzey, NH.

Traffic Counter Location	Posted Speed Limit	Morning (8:00-9:00 a.m.)				Afternoon (3:00-4:00 p.m.)			
		Minimum	Maximum	Average	85%	Minimum	Maximum	Average	85%
Site 1 (California St.)	25 mph	11.3	48.3	31.6	37.6	14.6	48	30.6	35.3
Site 2 (S. Winchester St.)	20 mph	6.5	41.9	20.6	27.9	8.5	44.5	21.2	27.7
Site 3 (NH Rte. 10)	40 mph	21.3	64.2	44.7	49.5	6.2	64.9	44.5	49.3

SAFE ROUTES TO SCHOOL STRATEGIES

The Safe Routes to School program works to create safe, active, and healthy opportunities for all children and seeks to engage families from all incomes and abilities. To achieve this, all of the strategies developed under the 5 "E's" incorporate the sixth E- equity. The following strategies help CES work towards their goal of increasing the number of students who walk and bike to school and improve safety conditions.

Education

Education is essential for improving safe walking and biking conditions. Cutler School should consider using this Action Plan as an opportunity to educate the school community about the benefits of walking and biking to school and on safe travel behavior for students and parents. Recommendations for enhancing education and awareness of the importance of and need for safe walking and bicycling routes to school are described below.

Figure 19 - Community members conduct a walkability audit in Highland Park, Randolph, WV.

Figure 20 - In 2012, the Bicycle Coalition of Maine organized a bike rodeo for local schools.

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

   All school assemblies provide a great opportunity to communicate key messages about walking and bicycling safety to the student body. Often, local law enforcement or local clubs such as Kiwanis, Lions, and Rotary clubs can provide this service at low or no cost to schools. Another organization called the Bike-Walk Alliance of New Hampshire offers bicycle education classes taught by certified instructors from the League of American Bicyclists. To learn more, visit http://www.bwanh.org/education-2/learn-kids/.

2. **Lead small group "Walkability Audits" for children and parents.**

   A "Walkability Audit" is an assessment/evaluation of the walking and bicycling environment for a particular route. The general purpose of an audit is to identify concerns for pedestrians and bicyclists related to the safety, access, comfort, and convenience of the environment, and also to identify potential alternatives or solutions (such as engineering treatments, policy changes, or education and enforcement measures). The National Safe Routes to School Partnership has created a walkability checklist that parents and students can use to evaluate their walk to school and identify areas that need improvement.

3. Provide developmentally appropriate on-the-bicycle education via 'bicycle rodeos.'

   Bicycle rodeos are a relatively low-cost way to provide vital safety information and practice opportunities for young riders as well as family members who may be supporting their children's bicycling skill development and ongoing safety. Often, local police departments, fire departments, bicycle shops, bike advocacy groups, or volunteer/service organizations can help organize Bike rodeos.

4. Start a "Cutler School Bike Club" to teach students bicycling skills in a safe and supervised environment.

   After School Bike Clubs teach students the skills necessary to become responsible cyclists and allow students to practice these skills in a safe and structured setting. Generally, bike clubs are led by at least one staff member or trained coach with help from parent volunteers. Cutler School may want to require students to complete a bicycle safety training course (for example, a "bike rodeo") before they are allowed to go out on rides. Family members can benefit from learning proper helmet fitting techniques, easy bicycle checks, tips for riding safely with children to school, and specific local laws about where and/or how to ride (e.g. Sidewalk riding is allowed for children under age 10 in residential areas, etc.).

5. Share information on student bicycle and pedestrian safety via the school website, newsletter, and/or other information outlets.

   Cutler School should periodically remind parents and students about school rules for walking and bicycling and provide safety tips. For example, when the weather starts to get cold, the school could post information about the proper clothing to wear while walking or bicycling in cool weather.

6. Include information about how families can walk, bike, take the bus, or carpool to school on the CES website.

   By posting information such as who is eligible to ride the bus, where parents can find information about bus routes and schedules, recommended walking/bicycling routes to school, etc., Cutler School can help make it easier for parents to decide the best way for their child to get to and from school. Also, the school may want to consider providing resources to help parents arrange carpools (see Strategy 2 under "Encouragement" for more information).

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

   The Cutler SRTS task force should consider giving at least one presentation to the Parent Teacher Association each year about the Cutler Safe Routes to School program. This presentation could include information such as an overview of the SRTS Action Plan, an overview of the benefits of Safe Routes to School, and/or an update on the Safe Routes to School activities that CES has undertaken or will undertake during the year.

The SRTS task force may also want to consider giving presentations to other groups that may have an interest in Safe Routes to Schools, such as the school board and the district wellness committee.

Encouragement

Encouragement activities help generate excitement and interest in walking and bicycling to school. Coordinating special events, contests, mileage clubs, and ongoing activities all provide ways for students to discover, or re-discover, the benefits of walking and bicycling to school. Encouragement activities can also reward students for walking and bicycling to school and help the school community celebrate accomplishments made towards its SRTS goals. Encouragement activities can be done with little funding and can remind students that walking or bicycling can be fun. Several recommended encouragement activities are listed below:

Figure 21 - Tips for organizing a walk/bike to school day event.

- Designate an **event organizer**. This could be a parent, PE teacher, school principal, or local non-profit organization.
- Try to include all students, including those who live too far to walk, by designating a **remote drop-off location**. To ensure students of all abilities can be involved, seek input from your Special Education staff and confirm that Walk to School Day routes are accessible.
- Recruit **partners and volunteers**, such as the police department, parent volunteers, teachers, and school administrators.
- Promote the event ahead of time with **flyers, newsletters, PA announcements**, and **letters to parents.**
- Contact **local media** and invite **community leaders/local celebrities**, such as the mayor or a team mascot, to your event. Take pictures of the event, and celebrate!

1. **Organize Walk/Bike to School Day Events to Promote Walking and Bicycling to School.**

   Walk and Bike to School Day events create opportunities for children to interact and socialize with their peers and encourage families and children to try walking or bicycling to school. National Walk to School Day occurs the first week of October, and National Bike to School day occurs the first week of May, but many schools choose to hold walk/bike to school day events throughout the year. For example, some schools designate the first Wednesday of every month as "Walking Wednesday". For more information, guidance, and resources on how to plan a Walk to School Day event, see the Walk to School Day Guide, available at www.walkbiketoschool.org

2. **Organize a Walking School Bus or Bicycle Train with Parents and Community Members.**

   A walking school bus is a group of children walking to school with one or more adults. It can be informal (usually organized by parents or neighborhoods) or a formal school program. A variation on the walking school bus is a bicycle train where a group of children and adult leaders ride bicycles together to school. Since many parents are hesitant to allow their child to walk or bike to school alone, a walking school bus or bicycle train can alleviate that concern by ensuring there is adult supervision. Because Swanzey is a rural town, the walking school bus should begin at a central location, which may increase the amount of families who participate. For more resources about Walking School Buses, see Appendix D.

3. **Create a School-Wide Mileage Club or Contest to Offer Incentives to Students who Bike or Walk to School.**

   Mileage Clubs can provide quick reinforcement to students for walking and bicycling to school. Students track the number of times they walk or bike to school and are rewarded with recognition, prizes, or awards. Prizes can include stickers, wristbands, healthy treats, etc. Contests can be between individuals, classrooms, or between schools. Mileage Clubs are generally year-round programs, but schools can also choose to coordinate a "Mileage Contest" as an event. For additional resources for mileage clubs, please see Appendix D.

Enforcement

Enforcement strategies help reduce unsafe behaviors by drivers, pedestrians, and bicyclists and encourage all road users to obey traffic laws and share the road safely. Law enforcement, school personnel, and community members can work together to create and sustain a safe environment for walking and biking to school. Enforcement strategies should be implemented in combination with education, encouragement, and engineering strategies to have a maximum impact. Used on its own, enforcement does not usually result in long-term, lasting changes in driver behavior. Recommended enforcement strategies are listed below.

1. **Work with Local Law Enforcement to Appoint Crossing Guards at Key Intersections.**

   The volume and speed of traffic on Route 10 is a safety concern and barrier to parents allowing their children to walk or bike to school. There are currently no traffic control devices or crossing infrastructure present at the intersection of Route 10 and West Street. Cutler School could work with the local police department to bring on a crossing guard to monitor the intersection and assist students in crossing the street safely. Ideally, an adult crossing guard program develops out of a partnership between law enforcement agents, planning departments, and school systems. An adult school crossing guard can be a paid

Figure 22 - Salt Brook Elementary students and parents organized a walking school bus for Walk to School Day in in

Figure 23 - Symonds Elementary School students get their cards punched for the Symonds "Walk, Roll, and Ride" program.

employee or a volunteer member of the community that is trained and passes a background check. For further information on crossing guard safety, please see the National Safe Routes to School's Adult Crossing Guidelines.

2. **Install Active Speed Monitors or Radar Speed Trailers to Enforce Speed Limit on South Winchester Street.**

   Cutler School is located on South Winchester Street, where speeding is a concern. Portable speed trailers visually display driver's real-time speeds and compare them to the actual speed limit. They have the potential to reduce speeds and increase awareness of local speed limits. Occasionally, speed trailers are supplemented with a local police officer to further enforce the speed limit. Speed trailers should be placed in locations that do not block pedestrians, bicyclists, motor vehicle traffic, or significant traffic control signs.

3. **Enforce "No Parking" on South Winchester Street.**

   Regulating on street parking during the parent drop off and pick up process can reduce traffic congestion and improve safety conditions. Curb paint and signs can be used to help relay the "no parking" message to parents during pick-up and drop-off times. Occasional presence of law enforcement and a newsletter that reminds parents to avoid parking on South Winchester Street are other strategies that can be used to restrict on-street parking in front of Cutler School.

Figure 24 - A speed limit trailer communicates driver's speeds as they drive by.

4. **Provide Traffic Safety Vests to School Staff.**

   School staff currently wear everyday attire when monitoring student pick up and drop off. The school may want to consider providing traffic safety vests to these staff members, which would help make them more visible.

Engineering

Engineering is a broad concept used 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. Infrastructure such as sidewalks, wide paved shoulders or bike lanes, visible crosswalks, trails/paths, and connectivity between sidewalks and trails/paths creates conditions that improve safety for walking and bicycling in the area surrounding the school. Recommended engineering strategies for Cutler School are listed below.

1. **Work with Town of Swanzey to improve pedestrian network on West Street near Cutler School.**

   Cutler School may want to consider working with the Town of Swanzey to discuss possible solutions for completing/improving the pedestrian network on West Street. Currently, there is a gap in the sidewalk network from the corner of South Winchester Street to Swanzey Street, and there is no crosswalk at the West Street/Swanzey Street intersection to help students safely cross West Street.

2. **Work with the Town of Swanzey and NHDOT to address crossing safety on NH Route 10.**

   Currently, there are 78 students that live within one mile of CES, 28 of which live across NH Route 10 from the school. The largest barrier to these children walking and bicycling to school is Route 10, which has heavy traffic and relatively high speeds. Several students were observed crossing NH Route 10 without the assistance of an adult, a crossing guard, or a marked crosswalk at the intersection of West Street and NH Route 10. Cutler School may want to consider working with the Town of Swanzey and/or the NHDOT to discuss potential safety solutions, such as installing a marked crosswalk, hiring a crossing guard to help students cross the road before and after school, and traffic calming measure to slow traffic on NH Route 10.

3. **Work with Town of Swanzey to address speeding on streets near the school.**

   Speeding was detected on South Winchester Street and on California Street near the school. While a speed study was not done on West Street, speeds may also be a concern on this street. The school should consider working with the Town of Swanzey to implement traffic calming strategies. Examples include painting white fog lines and/or yellow center lines to visually narrow the roadway, introducing curbs to more clearly define the edge of the roadway, and creating defined on-street parking spaces where parking is allowed.

Figure 25 - Aerial image showing location of the sidewalk gap on West Street (circled in red).

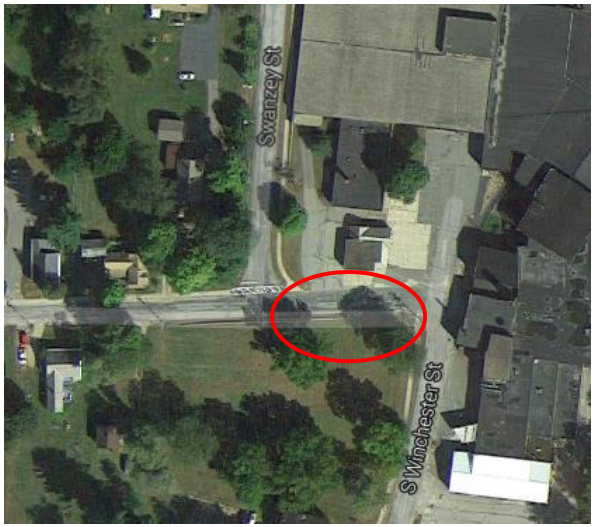


Figure 26 - Location of traffic counter on South Winchester Street near Cutler School.

4. Improve pedestrian walkways on school property.

Students who walk to school use one of two pedestrian walkways to get from the sidewalk on South Winchester to the entrance of the school, as shown in Figure 27. These walkways are currently marked with a solid white line. Due to the fact that the walkways are very narrow and are located directly in front of parking spaces, cars will often pull up too far and block the pathways without realizing that they are walkways. Cutler School may want to consider making these walkways more visible (e.g. paint the word "Walk" in the walkway space), installing parking blocks or bumpers, widening the walkways so they are a minimum of four feet wide, and/or potentially moving the walkways away from the parked cars to improve safety. In addition, the school should consider extending the walkways so they connect to South Winchester Street with no gaps.

Figure 25 - Pedestrian walkways in front of Cutler School, shown in light green.

Town of Swanzey Complete Streets

In 2015, the Town of Swanzey adopted a Complete Streets policy along with a set of Complete Streets Planning & Design Guidelines. Complete Streets is a national program that encourages local municipalities across the country to build road networks that are safer, more livable and welcoming to everyone, including bicyclists and pedestrians. Many of the streets surrounding Cutler School are categorized as "Compact Neighborhood Streets". Design considerations for this street type include sidewalks that are at least 5' wide with a curb and/or buffer strip, shared bicycle lane markings, and native tree and shrub plantings. A copy of the Swanzey Complete Streets policy may be found on the HEAL NH website at http://healnh.org/index.php/complete-streets-policies. The Planning & Design Guidelines can be found in Appendix E.

Evaluation

Evaluation involves monitoring and documenting outcomes, attitudes and trends through the collection of data before and after program activities or projects. These activities help track which strategies would be most or least successful and which should be modified for better results. Cutler School has already collected baseline data on student travel modes to and from school and parent concerns about walking and bicycling to school. Moving forward, the school should consider the evaluation recommendations listed below.

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

   The Student arrival and departure tally sheet is simple to administer, and it provides useful data on student travel modes to and from school. By collecting this data on an annual basis, the school will be able to track trends in travel modes over time and adjust education, encouragement, enforcement, and engineering strategies accordingly. The data from the tally sheets can also be used to enhance applications for grant funds to help support Safe Routes to School programs and/or infrastructure projects. A copy of this survey can be found in Appendix D.

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

   The parent take-home survey provides useful information about parents' safety concerns related to their children walking and biking to school, and it helps to uncover the reasons behind travel behaviors. In order to stay current with the school population, this survey should be administered once every two years. A copy of this survey can be found in Appendix B.

3. Update the Safe Routes to School Action Plan every five years.

   The data and recommendations outlined in this Action Plan are intended to be used as a starting point for launching a comprehensive Safe Routes to School program. As the program progresses, the Action Plan will need to be updated to include current data and recommendations that fit the needs of the school and community at that time. The Cutler SRTS task force or the Cutler Wellness Committee should consider taking this task on.

IMPLEMENTATION

Following the adoption of this Action Plan, the Cutler Safe Routes to School Task Force should work on implementing priority strategies within this Plan. The task force may want to consider going through a strategy prioritization process to determine which strategies would be most effective in the short term. Factors to consider in this prioritization process could include the expected level of impact for each strategy, the funding and/or resources available to help implement each strategy, and the ease of implementation for each strategy. Figure 28 gives an example chart that can be used to help with the prioritization process. Table 4 provides information about each strategy, including partners to help with the strategy, timeframe for implementation, implementer, and resources for implementation.

IMPLEMENTATION STEPS:

1) Designate an existing committee or form a SRTS Task Force to implement this Action Plan that includes the following:
    a. Parents
    b. School administrators and teachers
    c. Community members
    d. City staff and/or officials
    e. Students
2) Prioritize Strategies for implementation. Factors to consider may include:
    a. Expected impact of strategy
    b. Ease of implementation
    c. Availability of resources such as funding, volunteers, etc.
3) Begin putting high priority strategies into action
4) Evaluate success and share results!

Figure 26 - Prioritization chart for SRTS strategies.

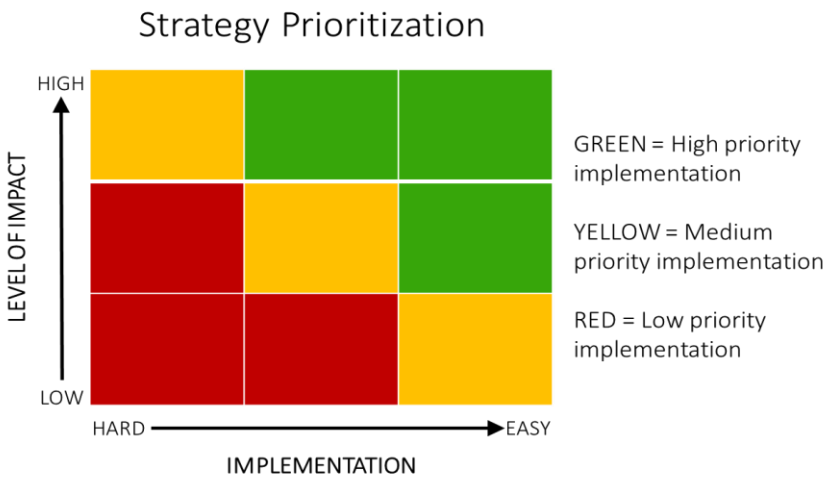


Table 4 - Cutler Safe Routes to School strategies matrix.

	Strategy	Partners	Timeframe	Implementer	Potential Funding Source
EDUCATION	1. Schedule school-wide assemblies focused on pedestrian and/or bicycle safety	Local police dept., Bike-Walk Alliance of New Hampshire, local civic group (i.e. Kiwanis, Lions, Rotary, etc.),	Ongoing/yearly	Cutler School	Bike-Walk Alliance of New Hampshire; Cutler School/Monadnock Region School District (MRSD)
	2. Lead small group "Walkability Audits" for children and parents	Parent volunteers, Cutler SRTS task force	3 months - 1 year	Cutler School	N/A
	3. Provide developmentally appropriate on-the-bicycle education via 'bicycle rodeos.'	Local bicycle shop, local civic group (i.e. Kiwanis, Lions, Rotary, etc.), Monadnock Region School District (MRSD)	Ongoing/yearly	Cutler School or MRSD	Advocates for Healthy Youth (AFHY) Mini Grant Program
	4. Start a "Cutler School Bike Club" to teach students bicycling skills in a safe and supervised environment	Parents, School Staff interested in leading the club	3 months - 1 year, then ongoing	Cutler School	Cutler School/MRSD; AFHY Mini Grant Program
	5. Share information on student bicycle and pedestrian safety via the school website, newsletter, and/or other information outlets	Staff in charge of maintaining the school website, SRTS task force	Ongoing	Cutler School	N/A

	Strategy	Partners	Timeframe	Implementer	Potential Funding Source
EDUCATION	6. Include information about how families can walk, bike, take the bus, or carpool to school on the CES website	Staff in charge of maintaining the school website, SRTS task force, SWRPC (to help make walking route maps, etc.)	Ongoing	Cutler School	N/A
	7. Give presentations about Safe Routes to School at School Board meetings, PTA meetings, and other meetings as appropriate	Cutler PTA, MRSD School Board, SWRPC	Ongoing/yearly	Cutler SRTS Task Force	N/A
ENCOURAGEMENT	1. Organize Walk/Bike to School Day Events to Promote Walking and Bicycling to School.	Cutler PTA, Local Businesses, Community Service Groups	Start September 2016, then ongoing	Cutler SRTS Task Force	Cutler School/MRSD; AFHY Mini Grant Program
	2. Organize a Walking School Bus or Bicycle Train with Parents and Community Members	Cutler PTA, Community Service Groups	3-6 months to implement, then ongoing	Cutler SRTS Task Force	Cutler School/MRSD; AFHY Mini Grant Program
	3. Create a School-Wide Mileage Club or Contest to Offer Incentives to Students who Bike or Walk to School	Cutler PTA, Local Businesses, Community Service Groups	3-6 months to implement, then ongoing	Cutler School	Cutler School/MRSD; AFHY Mini Grant Program

	Strategy	Partners	Timeframe	Implementer	Potential Funding Source
ENFORCEMENT	1. Work with Local Law Enforcement to Appoint Crossing Guards at Key Intersections	Swanzey Police Department	Start September 2016, then ongoing	Cutler School	Local Police Department;
	2. Install Active Speed Monitors or Radar Speed Trailers to Enforce Speed Limit on South Winchester Street	Town of Swanzey, Swanzey Police Department	1-3 months to implement, then ongoing	Town of Swanzey	Local Police Department;
	3. Enforce "No Parking" on South Winchester Street	Swanzey Police Department	Start September 2016, then ongoing	Cutler School	Local Police Department;
ENGINEERING	1. Work with Town of Swanzey to improve pedestrian network on West Street near Cutler School	Town of Swanzey, SWRPC	6 months - 5 years	Town of Swanzey	Transportation Alternatives Program (TAP)*; West Swanzey sidewalk fund
	2. Work with the Town of Swanzey and NHDOT to address crossing safety on NH Route 10	Town of Swanzey, NHDOT, SWRPC	6 months - 5 years	NHDOT	TAP*; Highway Safety Improvement Program (HSIP)*

	Strategy	Partners	Timeframe	Implementer	Potential Funding Source
ENGINEERING	3. Work with Town of Swanzey to address speeding on streets near the school.	Town of Swanzey, NH DOT (for NH Route 10), SWRPC	6 months - 2 years	Town of Swanzey/NH DOT	TAP*; Town of Swanzey Capital Improvement Plan (CIP)
	4. Improve pedestrian walkways on school property	MRSD	6 months - 2 years	Cutler School/MRSD	Cutler School/MRSD
EVALUATION	1. Administer the "Safe Routes to School Arrival and Departure Tally Sheet" on an annual basis to track trends over time	National Center for Safe Routes to Schools (use online portal to enter data and generate reports)	Ongoing/yearly	Cutler School	N/A (free)
	2. Administer the "Parent Survey about Walking and Biking to School" on a bi-annual basis (every two years)	National Center for Safe Routes to Schools (use online portal to enter data and generate reports)	Ongoing/every two years	Cutler School	N/A (free)
	3. Update the Cutler School Safe Routes to School Action Plan every five years	SWRPC (to help update plan)	Every 5 years	Cutler SRTS Task Force	Cutler School/MRSD; SWRPC; AFHY Mini Grant Program

** Note: Projects may or may not be eligible for funds through TAP and HSIP. SWRPC can help Cutler School determine the eligibility for these programs on a project-by-project basis.*

APPENDICES

Appendix A: Cutler Elementary School Field Review Summary

Appendix B: National Safe Routes to Schools Parent Survey

Appendix C: National Safe Routes to Schools In-Classroom Student Tally

Appendix D: Safe Routes to Schools Resource List

Appendix E: Swanzey Complete Streets Planning & Design Guidelines

Cutler School Field Review Summary

Date: Thursday, April 28, 2016
Weather: Sunny/clear, 30 degrees in the morning and 60 degrees in the afternoon

Above: Vehicles line up to drop off their children at the front entrance of Cutler School.

SCHOOL SITE

Vehicles, pedestrians, and bicyclists can enter Cutler School from driveways off West Street and South Winchester Street. West Street is adjacent to Route 10, an arterial road with heavy traffic throughout the day. The entrance off West Street accesses the back of the school and is used primarily by buses, staff, and parents in the afternoon. The entrance off South Winchester Street is used by parents to drop off their children in the morning and parents who pick their children up late in the afternoon. The parking lot in front of the school is used by visitors and staff. Surrounding the school are low-density residential neighborhoods.

MORNING TRAFFIC PATTERNS

Cutler School has 14 vehicles (including yellow buses and vans) transporting children to and from school daily. In the morning, buses enter the school property from a driveway off West Street and drop students off in the back of the school. Buses line up and wait for unloading or loading to begin in a designated bus lane, as shown in in Figure __. Buses exit the school property onto South Winchester Street.

The parent drop-off route is shown by a yellow solid line in Figure __. In the morning, parents start lining up to drop off children at about 8:00 am. Parents are allowed to let their children out of the car starting at 8:10 a.m., at which time the line of parents waiting to drop off their kids extends into the road causing traffic congestion and general confusion among drivers passing the school in either direction. Once the drop-off line began moving at 8:10 a.m., the average wait time for parents to drop off their child was roughly 1 minute and 20 seconds.

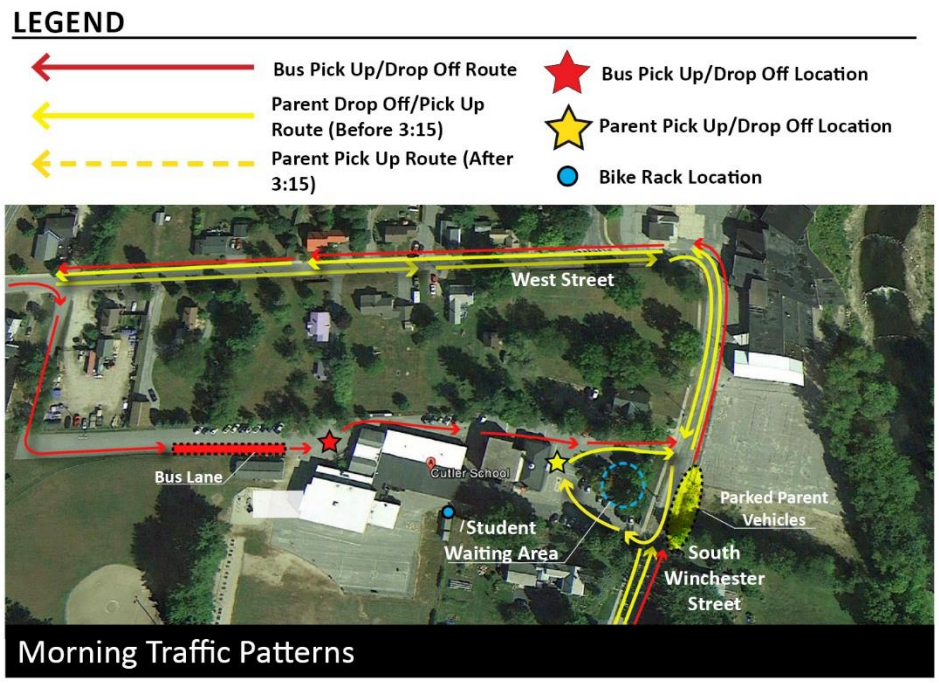
Above: Buses line up to drop students off in the back entrance of the school.

Parents are expected to drop their kids off at the crosswalk located at the parent pick-up/drop off location, as shown in Figure __. Normally, two staff members are assigned to assist students in crossing the crosswalk and provide general supervision in the parent pick up/drop off location. It was observed that some parents let their children out of the car while still parked on the street. This presents potential safety concerns if children are crossing a road where there is no pedestrian crossing infrastructure in place and there is oncoming traffic. Children let out by their parents early gather in the grassy area in the center of the parking lot. Parents were observed dropping off their children until 8:38 am.

AFTERNOON TRAFFIC PATTERNS

In the afternoon, students are brought outside by three staff members at 3:10 PM using a ramp that extends from a small deck in the back of the school and line up by bus number south of the school building. Staff prefer students using the ramp because it keeps them away from parking lot traffic. Buses picked up kids from 3:15-3:30. Staff members supervised children until all buses picked up students. It was noted that a few buses parked in the adjacent auto lane instead of the designated bus lane, presenting a potential traffic conflict when parents are picking up their children in the back of the school in the afternoon. Cutler School use the small parking lot adjacent to the bus pick up and drop off route. Teachers and staff left after the school buses left.

The primary parent pick-up route (used by parents before 3:15 p.m.) is shown by a yellow solid line in Figure _. The route used by parents to pick up their children after 3:15 p.m. is shown by a yellow dashed line. The route used by parents after the 3:15 p.m. is shown by the yellow dashed line. In the afternoon, students who are picked up by their parents are brought outside at 3:09 p.m. Three staff members are on duty during the afternoon; 2 monitor the parent pick-up location and 1 assists walkers crossing the crosswalk and exiting the school property safely. Students



wait for parents to arrive behind a painted yellow line. One staff member sets up cones to block off the front entrance of school, in order to prevent parents from entering the front parking lot during parent pick-up. These cones are present for exactly 15 minutes, between 3:00 p.m. and 3:15 p.m. During this time, parents use the entrance in the back of the school and pick up their children in front of the school at the designated pick-up/drop-off location. Six parents were observed parking illegally on S. Winchester St. to pick up their children rather than using the sanctioned pick-up route. The parked cars made it difficult for two-way traffic to pass through this section of the road. This was further exacerbated as five loud eighteen-wheeler trucks were seen passing the school on South Winchester Street, emitting a significant amount of exhaust during the parent pick-up time frame. Parents generally turned off their vehicles when parked on the street. After 3:15 p.m., parents were permitted to use the parent drop-off route to pick up their children, shown in solid yellow in figure __.

Above: Once school ends, students line up by bus within painted lines to wait for school buses to arrive.

SPEED

There was no observed speeding on school property. Signage around the school premises indicated that the speed limit on Cutler School grounds is 5 mph. There are two speed limit signs facing both directions of traffic on South Winchester Street that list 20 mph as the speed limit and designate the location as a school zone. Despite the existing signage, noticeable speeding was observed during the afternoon on South Winchester Street, indicating a need for additional ways to communicate and emphasize the 20mph speed limit to vehicles (such as flashing lights, additional signage, and other traffic calming measures).

Above: cones block front entrance to school on South Winchester Street during afternoon pick-up.

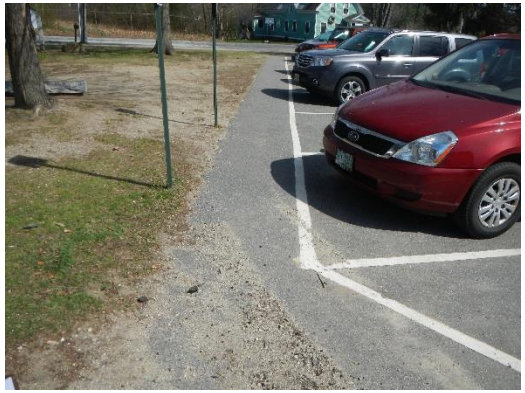
WAYFARING

There is directional signage present around the school property that direct vehicles throughout the school grounds, such as the “Do Not Enter, Exit Only” sign at the front entrance exit. Despite this sign, one parent backed out of a parking spot during the morning of the field review and exited the wrong way. Additional signage or monitoring of traffic in the morning could reduce confusion in the parking lot. There are also posted signs on South Winchester Street that effectively communicate school zone parameters and notify drivers of pedestrians walking.

Above: A speed limit sign on South Winchester Street showing desired speed and indicating school zone boundary.

The school property could improve its pedestrian network- once students enter the school property, the walkway infrastructure is unclear and could benefit from being more defined. Though there are painted

walkways in the parking lot for walkers, there are no other symbols that indicate pedestrians are moving through that area. There are no wayfaring signs that direct people on bike.



Above: Walkways could be more clearly defined for pedestrians.

LIGHTING

No lighting issues were observed during the field review, which took place during daylight hours. Street lamps are posted at regular intervals along School Street and several lights are mounted on the outside walls of the school building.

BICYCLE USE & FACILITIES

There is one bicycle rack on the south side of the school that can hold approximately 20 bicycles. The bicycle racks appears to be old and in poor condition. Two students were observed bicycling to school in the morning, using sidewalks on South Winchester Street.

Above: Bike rack on the south side of the school provides space for students to lock up bikes.

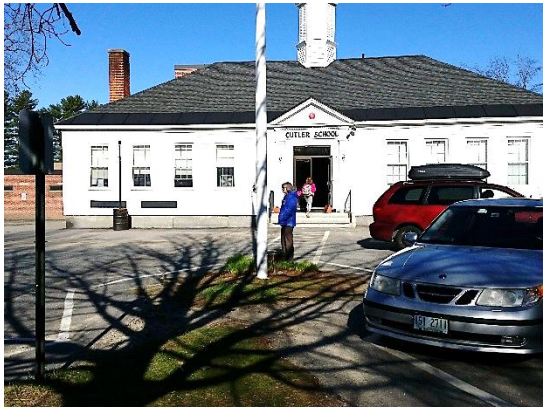
There are no "Share the Road" signs or other signs/road markings on streets around the school indicating that drivers should share the road with bicyclists. Shoulders are not present on South Winchester Street, and high traffic volumes make NH Rte. 10 unsafe for children bicycling. The sidewalks on South Winchester Street or West Street, which range from 4 feet to 5 feet wide, are not sufficiently wide for bicyclists and pedestrians to safely share the sidewalk.

SIDEWALKS

Sidewalk condition varies considerably on the roads surrounding the school. Overall, the concrete sidewalks on South Winchester Street are in good condition and well-maintained. However, their condition deteriorates for a stretch in front of Cutler School; there are many cracks, potholes adjacent to sidewalks, and other tripping hazards that could be dangerous for walkers/bicyclists. While the existing sidewalks on West Street are in good condition, there are gaps in the network, disrupting connectivity and potentially decreasing pedestrian safety. In front of the school, walkways are painted next to parking spaces that guide students from the street to the crosswalk at the entrance of the building. Marking the walkways so that they are clearer to pedestrians and vehicles would make them safer to use and more visible. For example, the school could paint the word "WALKING" on the asphalt pathway or consider installing a physical barrier between the parking spaces and the walkway. This may also deter vehicles from pulling forward too much in their parking

Above: Sidewalks in front of Cutler School have many cracks and are in need of improvements.

space and blocking the walkway. There are no sidewalks present in the back of the school property, but this may not have a large impact on walkers since no children were observed using the back entrance to arrive or leave school.



Above: A staff person in blue helps students cross the crosswalk in the morning.

CROSSINGS

There is only one marked crosswalk on the school property, located at the front entrance to the school building. Parents drop their children off at the crosswalk in the morning. There is no other signage present indicating that pedestrians are crossing. In general, drivers yield to pedestrians at this crosswalk, particularly because staff members are there during pick up and drop off times to help enforce safe driver behavior. The school may want to consider providing safety vests for these staff members in order to increase visibility and help differentiate staff from parents.

There is one newly painted crosswalk at the intersection of South Winchester Street and Denman Thompson Road, about a 1/4 of a mile from the school that was used infrequently. There are no crosswalks or signalized crossing signs in front of the school, where pedestrians were seen crossing during the morning and afternoon. During the afternoon of the field review, two students were observed crossing N.H. Rt. 10 at the intersection of West Street. There is currently no crosswalk or other safety infrastructure in place at this crossing. Because of the high volume and speed of traffic on this road, it is highly recommended that a crosswalk and additional enforcement (such as a flashing sign, crossing guard, etc.) be considered.

Above: A sign on South Winchester Street alerts vehicles of pedestrians walking.

DRIVER BEHAVIOR

There were a few instances of driver behavior that were problematic, particularly during the afternoon. Because the walkways in the school parking lot are unclear to drivers, a few cars were seen parked over the walkway, obstructing the path. As noted previously, several parents were observed parking on S. Winchester Street in the afternoon despite the “No Parking” signs. These parents have their children dismissed as walkers, presumably so they can skip the parent drop-off line and leave earlier.


Above: A driver has pulled too far forward and is obstructing one of the painted pathways next to the parking spaces.

During morning drop-off, some parents were observed letting their children out of the car before they got to the crosswalk at the front of the school building, which is not allowed and held up the line.

ENVIRONMENTAL CONDITIONS

There is a "No Idling" sign hanging up on the school building wall by the parent pick-up/drop-off zone. The sign is small and could be hard to read from farther away. It was observed that some parents idled their cars while waiting to drop off and pick up their children, which could have negative impacts on the surrounding air quality. Walking and bicycling routes around the school and on School Street are clear of litter and pleasant to walk. The amount of truck traffic on South Winchester Street and associated exhaust could be a deterrent for students considering walking or biking to school.

Above: A "No Idling" sign reminds parents to turn off their cars while they're waiting to drop or pick up their child.

Parent Survey About Walking and Biking to School

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.

Thank you for participating in this survey!

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name:

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

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

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

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

and

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

5. How far does your child live from school?

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

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

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

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

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

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

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

+ +

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16. Please provide any additional comments below.

Safe Routes to School Students Arrival and Departure Tally Sheet

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

School Name:

Teacher's First Name:

Teacher's Last Name:

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

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

Number of Students Enrolled in Class: 1 5

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

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

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

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

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

Appendix D: Safe Routes to School 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 provides 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.

Student Drop off and Pick up Guide:
http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Dropoff-Pickup.pdf
The Student Drop off and Pick up Guide provides information on how to improve drop off and pick up procedures using engineering, enforcement, and education, and encouragement solutions.

School Walk and Bike Routes: A Guide for Planning and Improving Walk and Bike to School Options for Students
http://www.wsdot.wa.gov/NR/rdonlyres/5463FD69-F7B9-477D-B9AA-D21CEEFCF722/0/SchoolAdminGuide.pdf
This guide provides resources for school administrators and educators to help develop, maintain, and improve school walk routes and address bicycle and pedestrian safety.

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

How to Organize a Walking School Bus
http://www.ezride.org/documents/How-to-Organize-a-WSB.pdf
This guide outlines the benefits of starting a walking school bus as well as points to consider launching it. Two general ways to organize a walking school bus program are described: (1) starting simple with a small group of friends or neighbors or (2) creating a more structured program to reach more children

SWANZEY COMPLETE STREETS

PLANNING & DESIGN GUIDELINES ▪ 2015

SWANZEY COMPLETE STREETS
PLANNING & DESIGN GUIDELINES

ACKNOWLEDGEMENTS

In 2015, the Town of Swanzey worked with the Southwest Region Planning Commission (SWRPC) to develop these design guidelines as part of the development of a local Complete Streets Policy. To provide guidance, direction and locally relevant input to SWRPC staff throughout the process of developing this document, a committee composed of Town staff and residents was formed. The Town and SWRPC are grateful for the contributions provided by members of this committee, who are listed below.

Funding for this document was made possible, in part, by the Centers for Disease Control and Prevention through the Partners to Improve Community Health initiative. The views expressed in this document do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the United States Government.

Town of Swanzey Complete Streets Committee:

- Sara Carbonneau, *Director of Planning & Community Development*
- Nancy Carlson, *Whitcomb Hall Committee*
- Lee Dunham, *Public Works Director*
- Glenn Page, *Planning Board Chair*
- Don Skiba, *Planning Board Alternate*

PREFACE

In the summer of 2015, the Town of Swanzey worked with Southwest Region Planning Commission (SWRPC) to develop a Complete Streets policy. This policy has the Town consider all modes of transportation and the safety needs of all users including, motorists, transit, pedestrians, bicyclists, seniors, youth, and persons with disabilities, when making improvements to existing infrastructure or building new projects. In addition, it encourages street design that will be constructed in a manner that supports the surrounding land use and transportation context.

The policy establishes that the Town will utilize planning and design guidelines for Complete Streets. This document represents these guidelines, and serves as a resource for Town staff and officials when planning, designing, rehabilitating, constructing, reconstructing, or maintaining the public right of way.

This document also serves as guidance for residents, businesses, and others to better understand Complete Streets concepts and design elements and how safety measures can be incorporated into the Town's different roadway types and land use contexts.

"It is our goal to provide a safe, efficient and diversified transportation network that is sensitive to the Town's rural character…

A diversified transportation system has the power to influence the community's social, economic and natural characteristics - where a diversified system supports a variety of travel modes and provides links between modes. The more alternatives to the personal motor vehicle there are the more efficient and effective the existing transportation system becomes - reducing the need for infrastructure expansion and empowering residents without personal vehicles to access employment, and cultural and social opportunities…"

- Swanzey Master Plan Update 2003

WHAT ARE COMPLETE STREETS?

Complete Streets are streets that are designed and operated for everyone, regardless of age, ability, or how people get around.

- **Complete Streets make it safe and easy to walk to the store, cross the street, ride a bike to school, and drive to work.** Complete Streets incorporate design elements that emphasize safety, mobility and accessibility for those using a variety of travel modes. They can include features such as wide and safe sidewalks or shoulders, clearly marked crosswalks, space for bicyclists to travel, places to sit, street trees, and more.
- **What a Complete Street looks like will largely depend on where it is and who is using it.** For example, a Complete Street in a village center will look differently from one in a more rural area of Swanzey. In areas where many people walk, vehicle speeds should be slower and there should be highly visible and frequent places to cross the street. These areas should also have wider sidewalks, places for people to sit and rest, and landscaping to make it a desirable place to walk. If many large trucks are using the street, travel lanes will need to be wide enough so that these vehicles can pass each other and make safe turns. If mostly cars and bicyclists are using the street, the lanes can be narrower, which will help slow down vehicle speeds and make it safer for all users.

DOWNTOWN

NEIGHBORHOOD

RURAL AREA

COMPLETE STREETS BENEFITS

- **Increase Safety** - By designing the road for all users, Complete Streets improve safety for everyone.
- **Reduce Barriers for Seniors and Persons with Disabilities** - Complete Streets can include curb ramps at crosswalks, audible or tactile signals that can be used by blind pedestrians, longer crosswalk times, smooth and unobstructed sidewalks, and places to sit and rest.
- **Increase Economic Vitality** - People can save money when they switch to biking, walking, and taking public transportation, which allows them to spend this money in other ways. In addition the presence of sidewalks, bike paths, and other elements that make neighborhoods more walkable has been shown to increase property values, stimulate the local economy, and attract new businesses and investment, especially in retail and downtown areas.
- **Improve Community Health** - Complete Streets make active living an easy option by providing safe and convenient opportunities for people to walk and ride bikes. Studies have shown that people who live in walkable areas are substantially less likely to be overweight or obese than people who lived in neighborhoods where walking was unsafe.
- **Reduce Air Emissions** - Walking and bicycling are zero-emission transportation modes, and public transportation has much lower emissions than driving in a single occupancy vehicle. This helps to reduce heat-trapping pollution and makes the air we breathe cleaner.

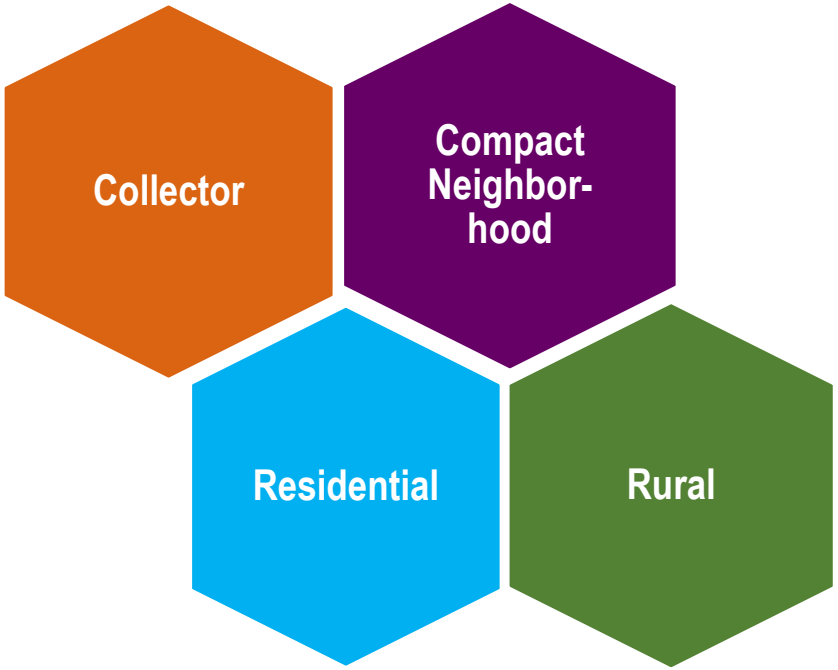
DESIGN GUIDELINES

STREET DESIGN CONSIDERATIONS

The following sections outline a series of street design recommendations for Town staff, officials, and others to consider when working in the public right-of-way. The intent of these recommendations is to provide flexible guidance for accommodating and balancing the needs of multiple users of the roadway when making decisions. These considerations are intended to provide a simple and effective means to weigh and consider street design options, given a range of conditions.

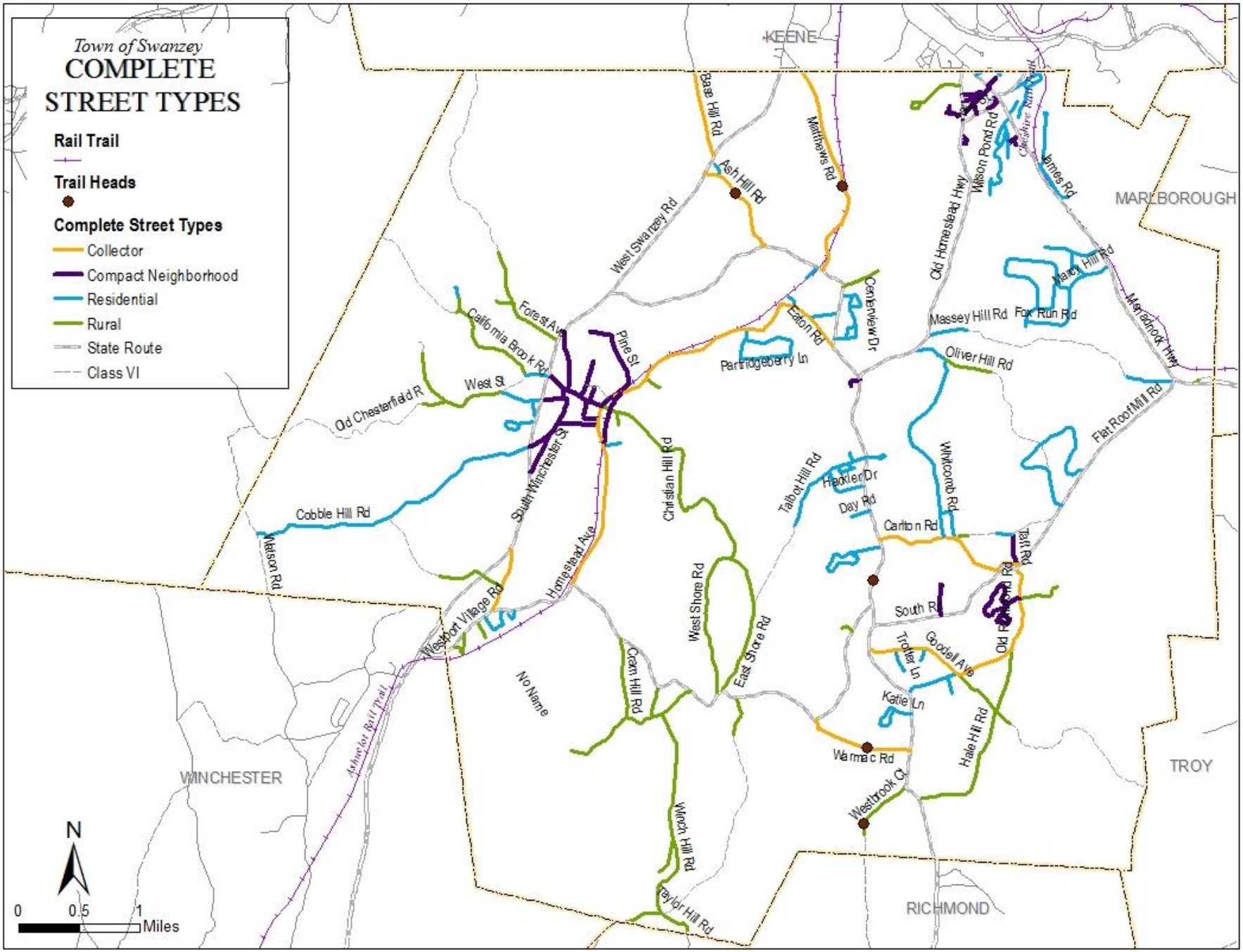
STREET TYPOLOGY

Typology classifies streets by roadway function and surrounding context, including right of way width, building types, predominant travel modes and land uses. The designation of Swanzey's roadways as different street types serves as a methodology to ensure that the design and use of a street complements the surrounding area and vice versa. The design recommendations included on the following pages are organized by the street types shown to the right. The following sections of this document define and describe these street types and provide a range of complete streets considerations for each.



"The transportation system is a limited resource requiring careful management to preserve the significant public investment in system capacity, functionality and safety. While satisfying our societal needs for mobility and access, the transportation system superimposes a grid on the landscape that essentially determines the pattern of development in a community. The type and density of development adjacent to the roadways likewise determines how efficiently the system operates. Finding the appropriate balance in this complex relationship is vital to Swanzey's future character and its transportation system…"

- Swanzey Master Plan Update 2003


Town of Swanzey
COMPLETE STREET TYPES
Rail Trail
Trail Heads
Complete Street Types
Collector
Compact Neighborhood
Residential
Rural
State Route
Class VI
KEENE
MARLBOROUGH
WINCHESTER
TROY
RICHMOND
Base Hill Rd
Ash Hill Rd
Matthews Rd
West Swanzey Rd
Wilson Pond Rd
James Rd
Old Homestead Hwy
Nancy Hill Rd
Massey Hill Rd
Fox Run Rd
Monadnock Hwy
Centerview Dr
Eaton Rd
Partridgeberry Ln
Oliver Hill Rd
Flat Roof Mill Rd
Forest Ave
California Brook Rd
Pine St
West St
Old Chesterfield R
South Winchester St
Cobble Hill Rd
Watson Rd
Christian Hill Rd
Talbot Hill Rd
Hackler Dr
Day Rd
Whitcomb Rd
Carlton Rd
Taft Rd
Homestead Ave
Westport Village Rd
West Shore Rd
East Shore Rd
South Rd
Old Keene Rd
Troxler Ln
Goodell Ave
Katie Ln
Hale Hill Rd
Warmac Rd
Westbrook Ct
Cram Hill Rd
No Name
Winch Hill Rd
Taylor Hill Rd
Ashuelot Rail Trail
N
0
0.5
1
Miles

COLLECTOR STREETS

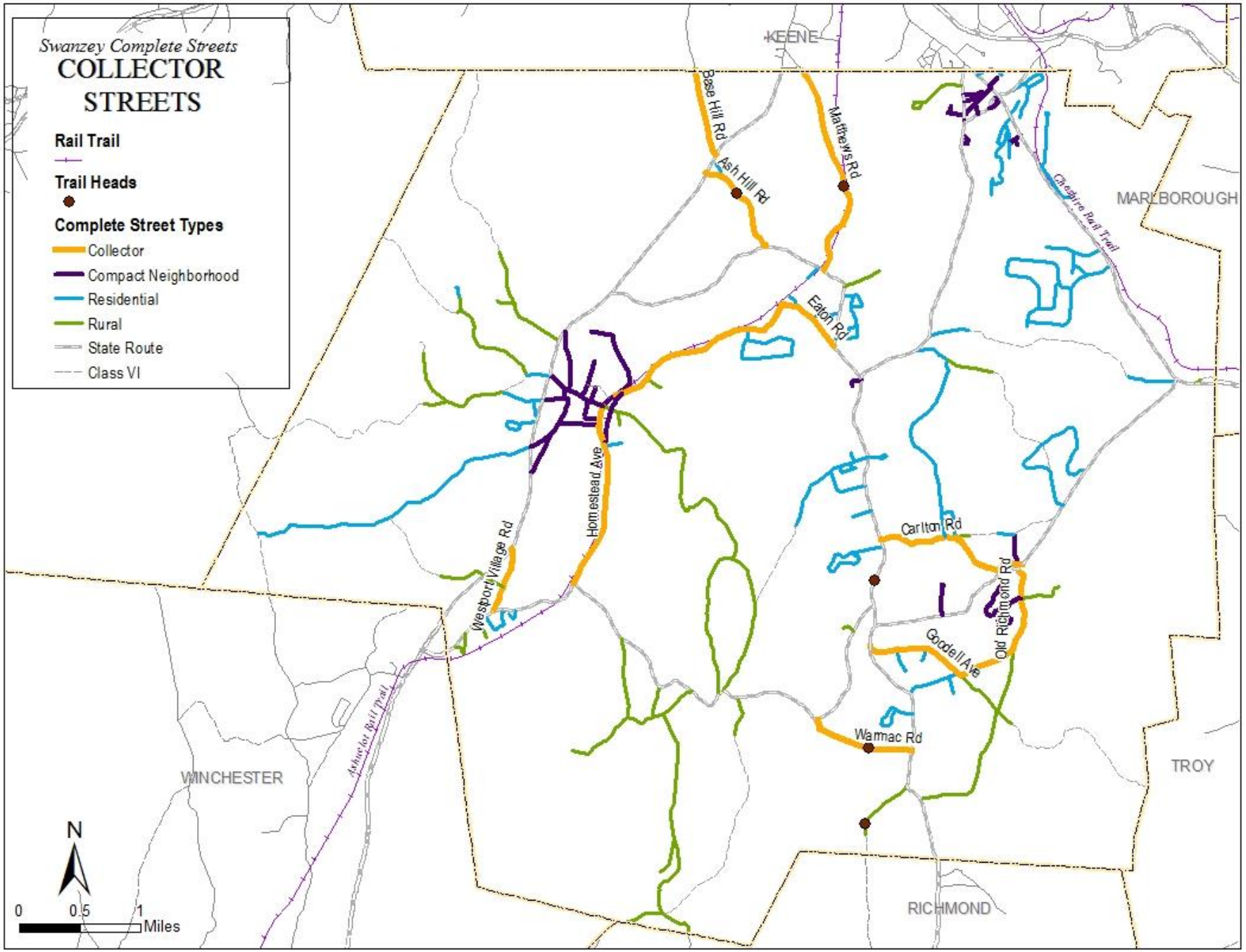
Collector Streets form the connective tissue of Swanzey's road network. The primary function of these roadways is to provide access and link neighborhoods and intersecting local streets to arterial thoroughfares that connect to major activity centers. Although these streets were primarily designed to accommodate motor vehicle through-traffic, they are used by bicyclists and pedestrians and serve as important connector routes for all modes of transportation.

Above: Near Webber Hill Rd

Where are Collector Streets?

- ☐ Ash Hill Rd
- ☐ Base Hill Rd
- ☐ Carlton Rd
- ☐ Eaton Rd
- ☐ Goodell Ave
- ☐ Homestead Ave*
- ☐ Matthews Rd
- ☐ Old Richmond Rd
- ☐ Warmac Rd
- ☐ Webber Hill Rd
- ☐ Westport Village Rd*

**Street ownership / control changes along roadway segment from local to state.*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Homestead Ave
Westport Village Rd
Carlton Rd
Old Richmond Rd
Goodell Ave
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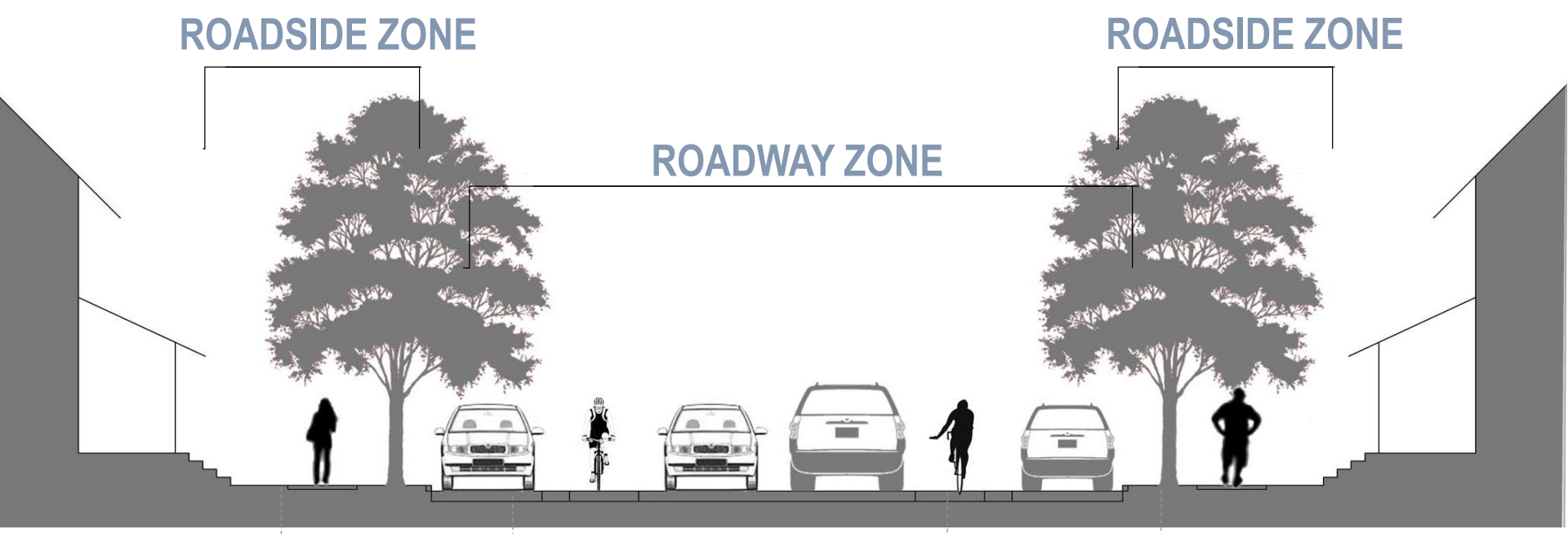
COLLECTOR STREET ELEMENTS

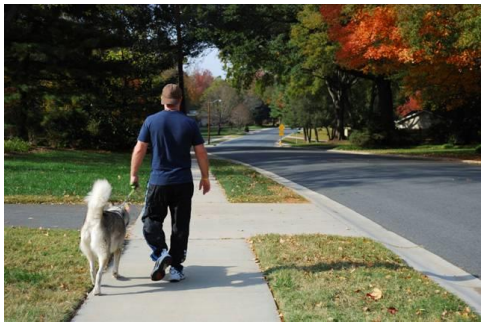


Parallel parking on-street where warranted

Unobstructed pedestrian pathway

Marked Bike Lanes or Sharrows

Green Buffer with Street Trees



COLLECTOR STREET CONSIDERATIONS

ROADSIDE ZONE

Sidewalk

- ☐ 5‘ minimum; >5’ in high volume pedestrian areas
- ☐ 5’ minimum unobstructed walking area
- ☐ Located on both sides of the street*
- ☐ Consider curb extensions at intersection with crosswalks
- ☐ Ramped at all driveway entrances and street intersections with a slope not to exceed 1:12
- ☐ Located at least 5’ from edge of street pavement right-of-way permitting
- ☐ Consider use of pervious materials

**Consider 4’ minimum paved shoulder, clear of debris, and on both sides of street in areas where sidewalks are not feasible.*

Green Buffer

- ☐ 5;‘ minimum
- ☐ 2’ minimum area for snow storage
- ☐ Located adjacent to sidewalk
- ☐ Native trees, shrubs and perennial plantings that are wet/dry/salt tolerant (avoid species susceptible to disease)
- ☐ Consider grates or mulch around tree bases in high volume pedestrian areas; 6’ x 6’ minimum
- ☐ Consider use of bioswales or rain gardens for stormwater infiltration along roads with high stormwater runoff.

Furniture / Amenities

- ☐ Benches and/or bicycle racks in high volume pedestrian, commercial or recreation areas or at any transit stops

Note: Furniture should not obstruct 5’ pedestrian walking area

Lighting

- ☐ Pedestrian scale fixtures (10’-14’ high) placed 50’ apart if space allows in high volume pedestrian areas
- ☐ Consider energy efficient lighting (e.g. LED, solar fixtures, etc.)

ROADWAY ZONE

Vehicle Travel Lanes

- ☐ 10‘ minimum; 12’ maximum

Bike Lanes

- ☐ 4’ minimum; 5’-6’ preferred
- ☐ Use bike safe drain grates
- ☐ Minimum visibility treatment of white line, bicycle icon and directional arrow
- ☐ Consider integrating color pavement (e.g. green) for complex areas
- ☐ Place on both sides of street or a minimum of one side of the street

Marked Shared Lane / Sharrows

- ☐ Consider as alternative to bike lanes
- ☐ Use bike safe drain grates
- ☐ Minimum visibility treatment of white chevron / bicycle symbol directing bicyclists to ride in the safest location within the travel lane
- ☐ Markings located outside of door zone of parked cars

Pedestrian Crossings

- ☐ Special pavement treatment at high volume pedestrian intersections (e.g. integral colored pavement, special pavers, high visibility paint, curb extensions, raised, etc.)
- ☐ 6-10’ wide
- ☐ Longitudinal ladder markings per MUTCD requirements
- ☐ Comply with ADA for smoothness and visibility
- ☐ Placed at every intersection
- ☐ In areas of high pedestrian volume consider mid-block crossings
- ☐ If speeds and volume warrant, consider signage
- ☐ Consider placing a landscaped median/refuge island on wider roadways or roadways with 3 or more lanes.

Parking

- ☐ Parallel parking on-street (7’ minimum; 8’ preferred)
- ☐ 13’ minimum combined bike and parking lane width
- ☐ Consider use of pervious pavement

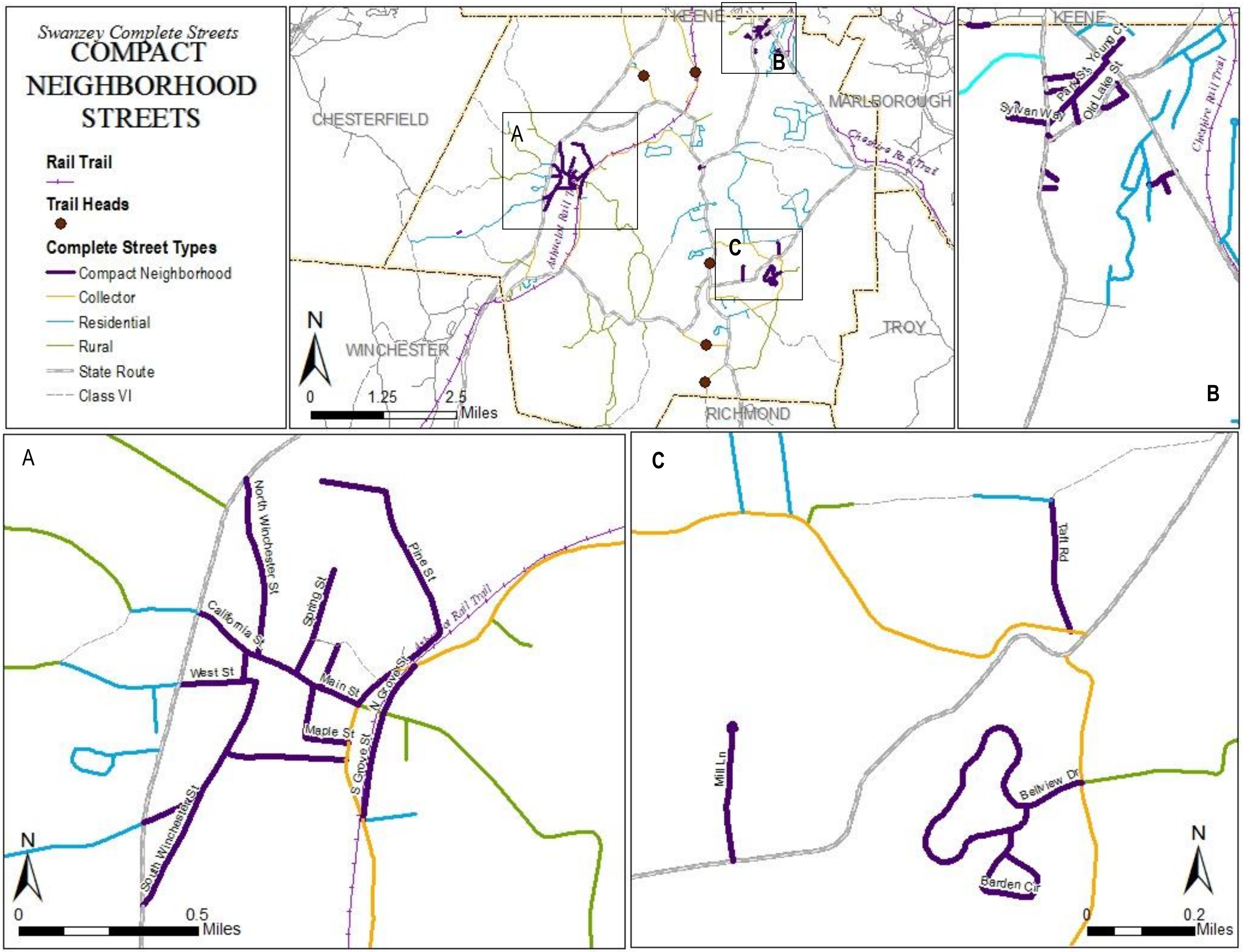
COMPACT NEIGHBORHOOD

Compact Neighborhood Streets are local streets located in medium to high density residential areas of Swanzey. Traffic volumes and speeds are typically low in these areas, there are higher volumes of pedestrian and bicycle activity, and the predominant land use type is residential. However, in some areas, such as the West Swanzey Village, there is a mix of land uses.

Above: Swanzey Township Housing on Main St

Where are Compact Neighborhood Streets?

- ☐ Ashuelot St
- ☐ Barden Cir
- ☐ Bellview Dr
- ☐ California St (East of NH Route 10)
- ☐ Cobble Hill Rd (East of NH Route 10)
- ☐ Denman Thompson Highway
- ☐ Edgewood Ave
- ☐ Elm St
- ☐ Greenwood Ave
- ☐ Grove St
- ☐ Houghton Pt N & S
- ☐ Lake St
- ☐ Main St
- ☐ Maple St
- ☐ Mill Ln
- ☐ North Grove St
- ☐ North Maple St
- ☐ North Pine St
- ☐ North Winchester St
- ☐ Old Lake St
- ☐ Park St
- ☐ Pine St
- ☐ Prospect St
- ☐ Railroad St
- ☐ South Grove St
- ☐ Simeneau Ln
- ☐ South Winchester St
- ☐ Spring St
- ☐ Suburban Acres
- ☐ Swanzey St
- ☐ Sylvan Way
- ☐ Taft Rd
- ☐ West St (East of NH Route 10)
- ☐ Young Ct



Swanzey Complete Streets
COMPACT NEIGHBORHOOD STREETS
Rail Trail
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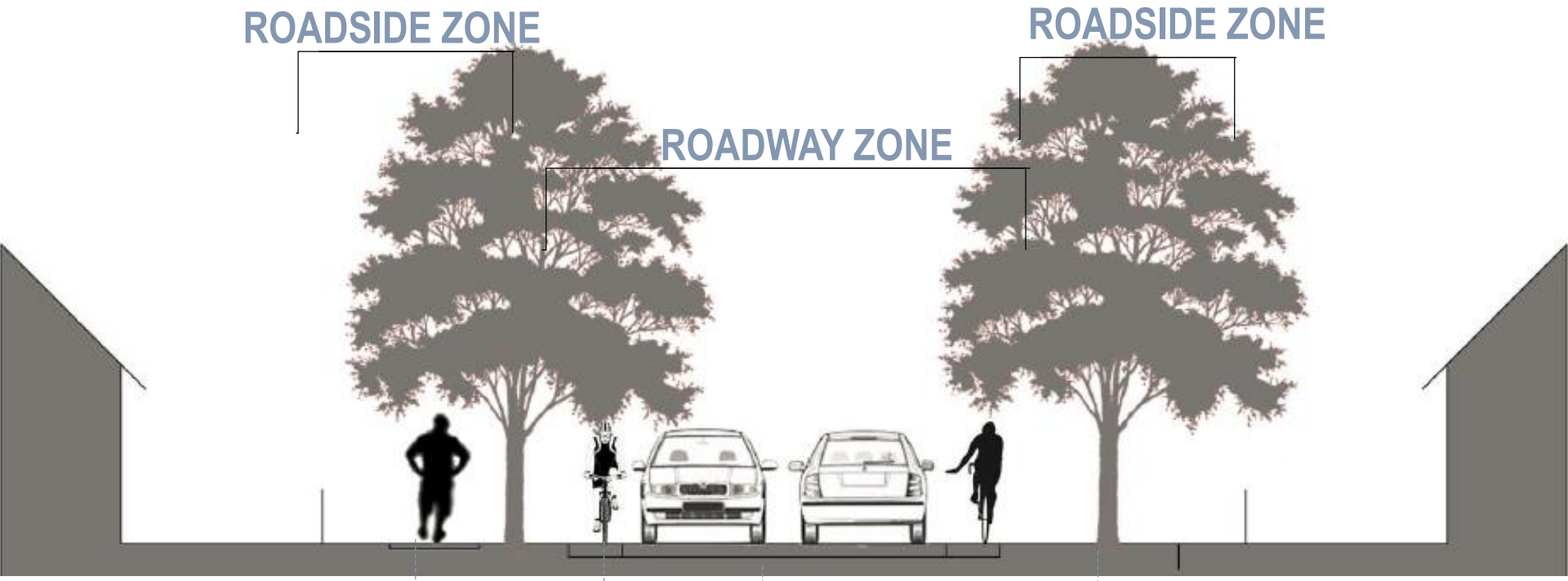
Collector
Residential
Rural
State Route
Class VI
KEENE
CHESTERFIELD
MARLBOROUGH
WINCHESTER
TROY
RICHMOND
Cheshire Rail Trail
Ashuelot Rail Trail
A
B
C
N
0
1.25
2.5
Miles
Sylvan Way
Park St
Young Ct
Old Lake St
North Winchester St
Pine St
Spring St
California St
West St
Main St
N Grove St
Maple St
S Grove St
South Winchester St
0.5
Taft Rd
Mill Ln
Bellview Dr
Barden Cir
0.2

COMPACT NEIGHBORHOOD STREET ELEMENTS



COMPACT NEIGHBORHOOD STREET CONSIDERATIONS

ROADSIDE ZONE

Sidewalk

- 5‘ minimum; >5’ in high volume pedestrian areas
- 5’ minimum unobstructed walking area
- Located on at least one side of the street*
- Consider curb extensions at intersection with crosswalks
- Ramped at all driveway entrances and street intersections with a slope not to exceed 1:12
- Located at least 5’ from edge of street pavement right-of-way permitting
- Consider use of pervious materials

**Consider 2’ minimum paved shoulder ,clear of debris , and on both sides of street in areas where sidewalks are not feasible.*

Green Buffer

- 5‘ minimum
- 2’ minimum area for snow storage
- Located adjacent to sidewalk
- Native trees, shrubs and perennial plantings that are wet/dry/salt tolerant (avoid species susceptible to disease)
- Consider grates or mulch around tree bases in high volume pedestrian areas; 6’ x 6’ minimum
- Consider use of bioswales or rain gardens for stormwater infiltration along roads with high stormwater runoff.

Lighting

- Pedestrian scale fixtures (10’ – 14’ high) placed 50’ apart if space allows in high volume pedestrian areas
- Consider energy efficient lighting (e.g. LED, solar fixtures, etc.)

ROADWAY ZONE

Vehicle Travel Lanes

- 10‘ minimum; 11’ maximum

Pedestrian Crossings

- Place in areas of high pedestrian volume and at intersections with arterial or collector roads
- 6-10’ wide
- Longitudinal ladder markings per MUTCD requirements
- Comply with ADA for smoothness and visibility
- If speeds and volume warrant, consider signage

Marked Shared Lane / Sharrows

- Consider in high volume bicycle areas
- Use bike safe drain grates
- Minimum visibility treatment of white chevron / bicycle symbol directing bicyclists to ride in the safest location within the travel lane
- Markings located outside of door zone of parked cars

Shoulder

- 2’ minimum paved shoulder; 4’ preferred
- On both sides of the street
- Clear of debris

Parking

- Parallel parking on-street (7’ minimum; 8’ preferred)
- Consider use of pervious pavement

RESIDENTIAL STREETS

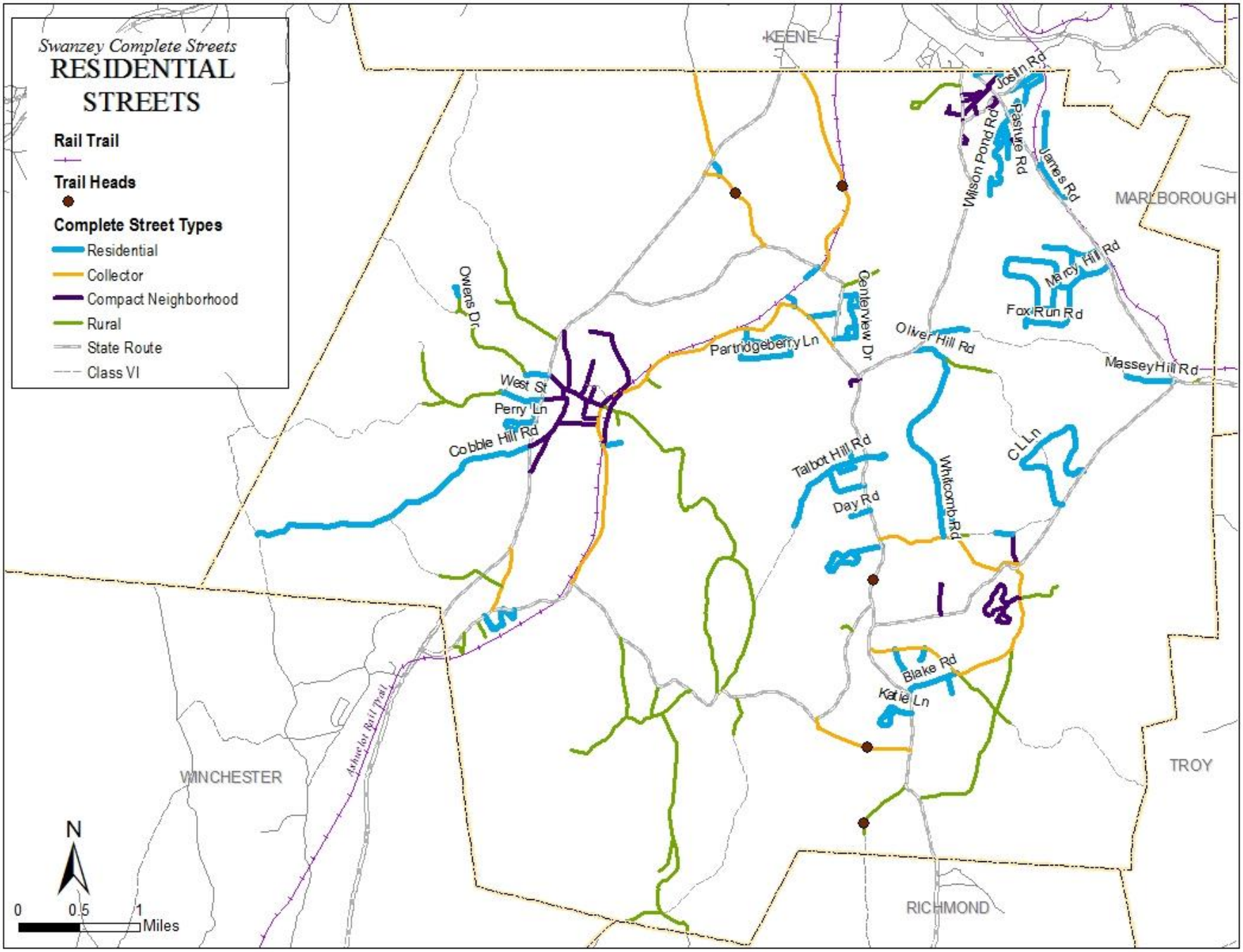
Residential Streets are located in low density suburban and residential areas of Swanzey. Houses in these areas are spaced further apart than in compact neighborhood areas and set back from the roadway. The predominant land use type is residential.

Above: An example of a typical residential road in Swanzey.

Where are Residential Streets?

- ☐ Aldrich Rd*
- ☐ Arrowcrest Dr
- ☐ Atwood Dr
- ☐ Aylward Ave
- ☐ Blake Rd
- ☐ CL Ln
- ☐ California St (West of NH Route 10)
- ☐ Carolyn Ln
- ☐ Centerview Cir
- ☐ Centerview Dr
- ☐ Cobble Hill Rd (West of NH Route 10)
- ☐ Colonial Village Dr
- ☐ Cresson Dr
- ☐ Cross St
- ☐ Dartmouth Rd
- ☐ Davis Ave
- ☐ Day Rd
- ☐ Fox Run Rd
- ☐ Foxglove Ln
- ☐ Franklin Mountain Xing
- ☐ Hackler Dr
- ☐ Highland Circle Rd
- ☐ Hutch St
- ☐ James Rd
- ☐ Joslin Rd
- ☐ Katie Ln
- ☐ Kendall Ln
- ☐ Lake Shore Rd
- ☐ Longwood Dr
- ☐ Marcy hill Rd
- ☐ Massey Hill Rd*
- ☐ Meadow Ln
- ☐ Morningside Ln
- ☐ Mt Huggins Dr
- ☐ Old Eaton Rd
- ☐ Oliver Hill Rd (West of Whitcomb Rd)
- ☐ Partridgeberry Ln
- ☐ Pasture Rd
- ☐ Perry Ln
- ☐ Pond Rd
- ☐ Ridge Rd
- ☐ Rust Way
- ☐ Sawmill Dr
- ☐ Shirley Rd
- ☐ Stonefield Ln
- ☐ Sugar Hill Rd
- ☐ Sunset Pt
- ☐ Talbot Hill Rd*
- ☐ Trotter Ln
- ☐ West St (West of NH Route 10)
- ☐ Whitcomb Rd
- ☐ Wilson Pond Rd
- ☐ Woodale Ave
- ☐ Woodland Heights Dr

**Roadway changes into class VI road*


Swanzey Complete Streets
RESIDENTIAL STREETS
Rail Trail
Trail Heads
Complete Street Types
Residential
Collector
Compact Neighborhood
Rural
State Route
Class VI
KEENE
MARLBOROUGH
WINCHESTER
TROY
RICHMOND
Owens Dr
West St
Perry Ln
Cobble Hill Rd
Partridgeberry Ln
Centerview Dr
Wilson Pond Rd
Josiln Rd
Pasture Rd
James Rd
Marcy Hill Rd
Fox Run Rd
Oliver Hill Rd
Massey Hill Rd
Talbot Hill Rd
Day Rd
Whitcomb Rd
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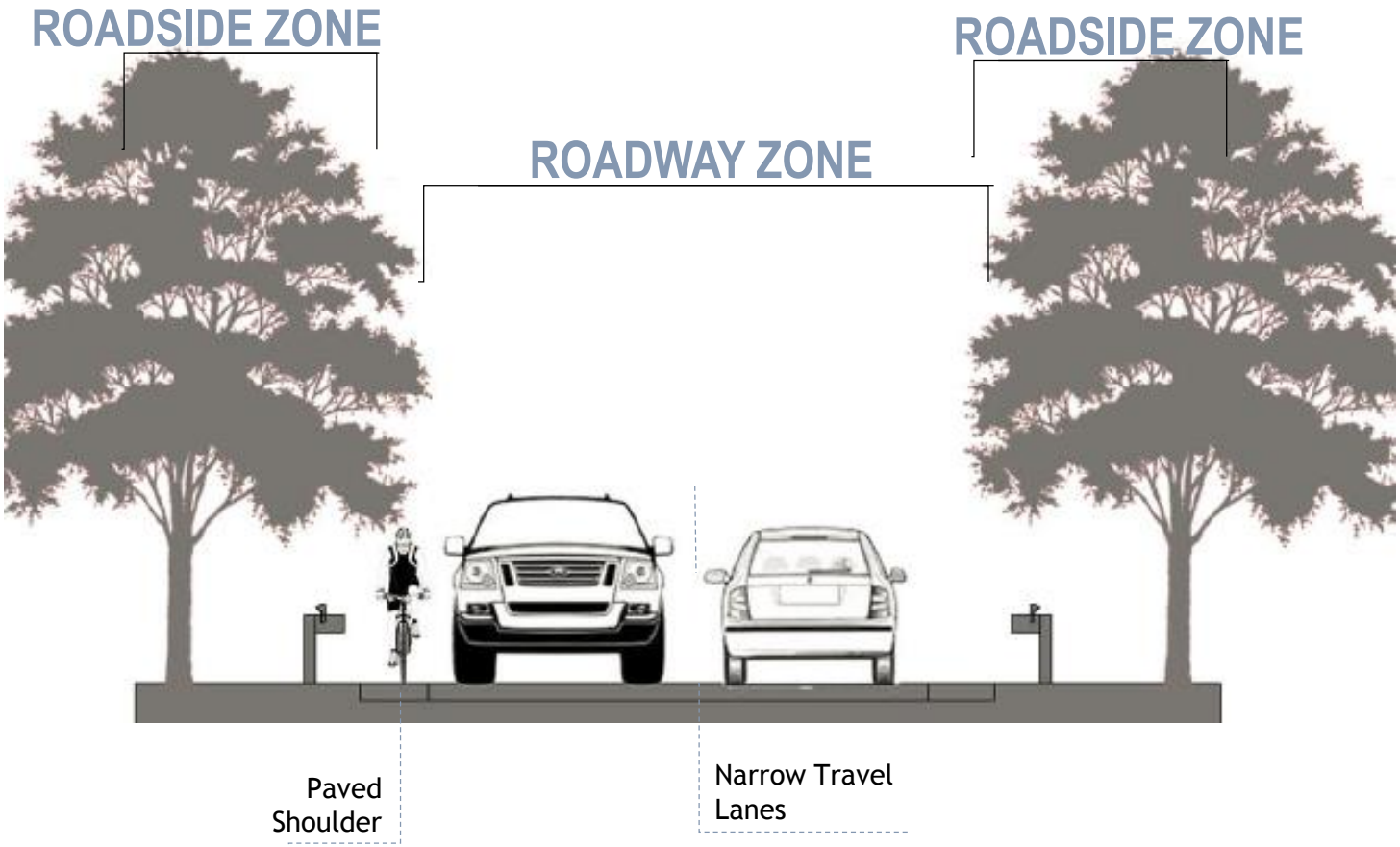
RESIDENTIAL STREET ELEMENTS



RESIDENTIAL STREET CONSIDERATIONS

ROADSIDE ZONE

Sidewalk

- 5‘ minimum on at least one side of street
- 2’ minimum paved shoulder on both sides of street in areas where sidewalks are not feasible
- Sidewalks ramped at all driveway entrances and street intersections with a slope not to exceed 1:12
- Located at least 5’ from edge of street pavement right-of-way permitting
- Consider use of pervious materials

Green Buffer

- 5‘ minimum , right-of-way permitting
- 2’ minimum area for snow storage
- Located adjacent to sidewalk
- Native trees, shrubs and perennial plantings that are wet/dry/salt tolerant (avoid species susceptible to disease)
- Consider use of bioswales or rain gardens for stormwater infiltration along roads with high stormwater runoff.

ROADWAY ZONE

Vehicle Travel Lanes

- 10‘ minimum; 12’ maximum

Shoulder

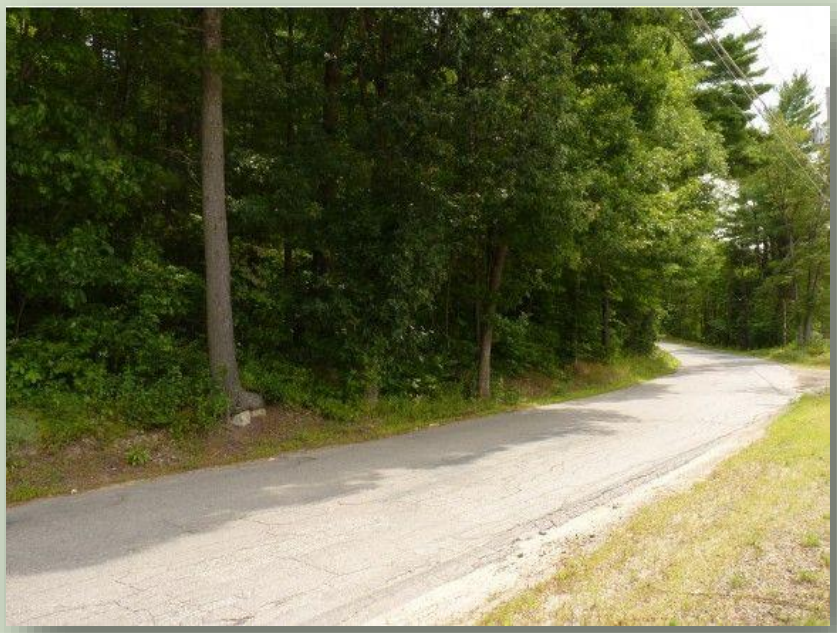
- 2’ minimum, paved shoulder
- Clear of debris

Pedestrian Crossings

- Place at intersections with arterial or collector roads
- 6-10’ wide
- Longitudinal ladder markings per MUTCD requirements
- Comply with ADA for smoothness and visibility
- If speeds and volume warrant, consider signage

RURAL STREETS

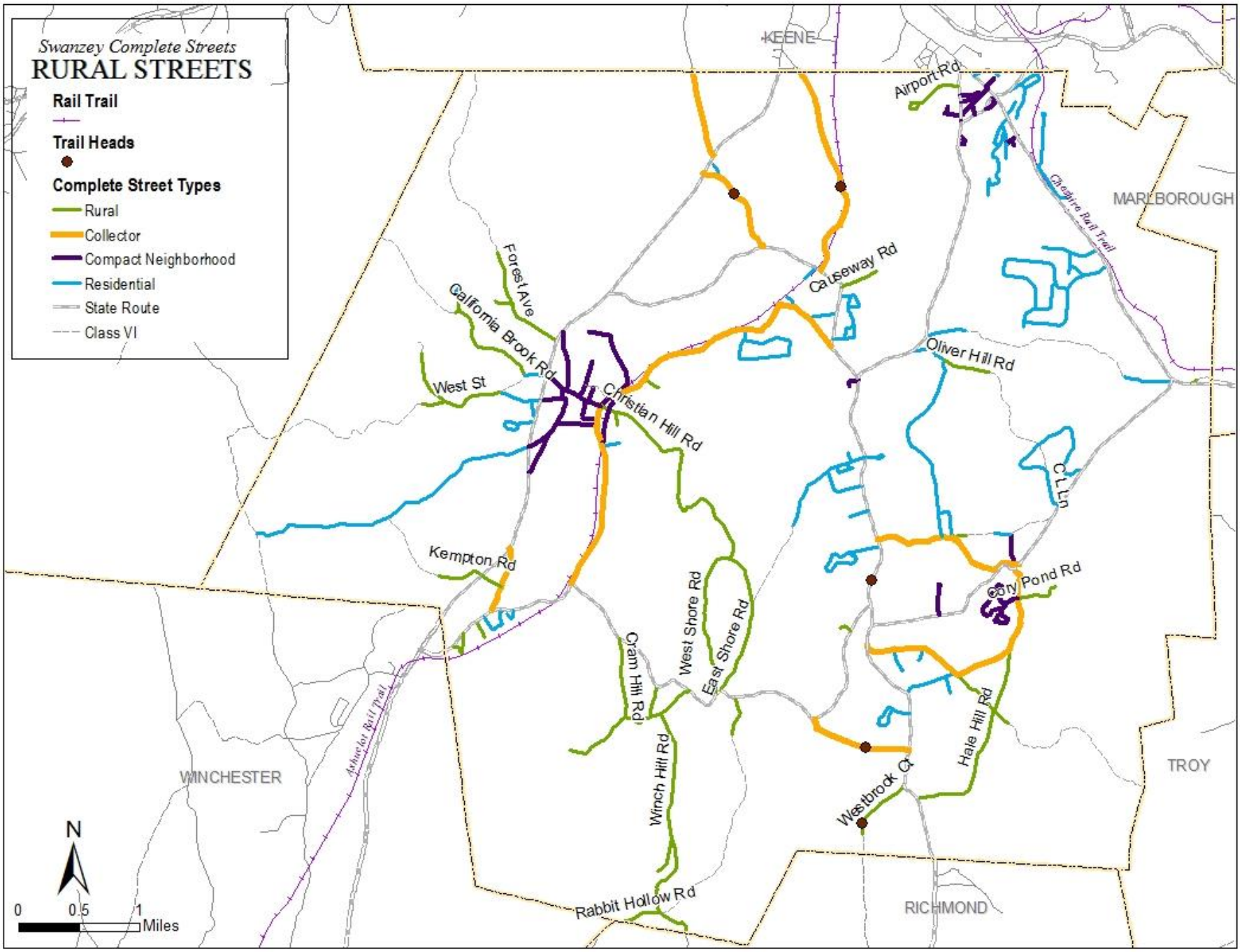
Residential Streets are located in rural areas of Swanzey. The predominant land use type in these areas are very low density residential development, agriculture, forestry, and open space. Rural Streets are exempt from the Town of Swanzey's Complete Streets Policy.



Above: Oliver Hill Rd East of Whitcomb Rd

Where are Rural Streets?

- Airport Rd
- Aldrich Rd
- Atkinson Hill Rd
- California Brook Rd
- Causeway Rd
- Christian Hill Rd
- Corliss Rd
- Cory Pond Rd
- Cram Hill Rd
- Depot Rd
- Dunn Hill Rd
- East Shore Rd
- Ellis Rd
- Forbush Ln
- Forest Ave
- Greenleaf Rd
- Hale Hill Rd
- Hillside Ave.
- Honey Hill Rd
- Kempton Rd
- Old Leonard Farm Rd
- Oliver Hill Rd (East of Whitcomb Rd)
- Owens Dr
- Pebble Hill Rd
- Rabbit Hollow Rd
- Sandy Rd
- Taylor Hill Rd
- Troy Hill Rd
- West Shore Rd
- West St (West side of NH Route 10, west of Class VI portion of California St)
- Westbrook Ct
- Winch Hill Rd


Swanzey Complete Streets
RURAL STREETS
Rail Trail
Trail Heads
Complete Street Types
Rural
Collector
Compact Neighborhood
Residential
State Route
Class VI
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Airport Rd
Cheshire Rail Trail
MARLBOROUGH
Causeway Rd
Forest Ave
California Brook Rd
West St
Christian Hill Rd
Oliver Hill Rd
C L Ln
Kempton Rd
Gory Pond Rd
West Shore Rd
East Shore Rd
Cram Hill Rd
Winch Hill Rd
Hale Hill Rd
Westbrook Ct
Ashuelot Rail Trail
WINCHESTER
TROY
Rabbit Hollow Rd
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STATE ROUTES

Though State Routes are not owned or regulated by Swanzey, they provide essential connections between Town streets and neighborhoods. The Town, to the greatest extent feasible, will encourage the NH Department of Transportation to develop and implement Complete Streets elements and considerations when working on projects or programs on local State Routes.

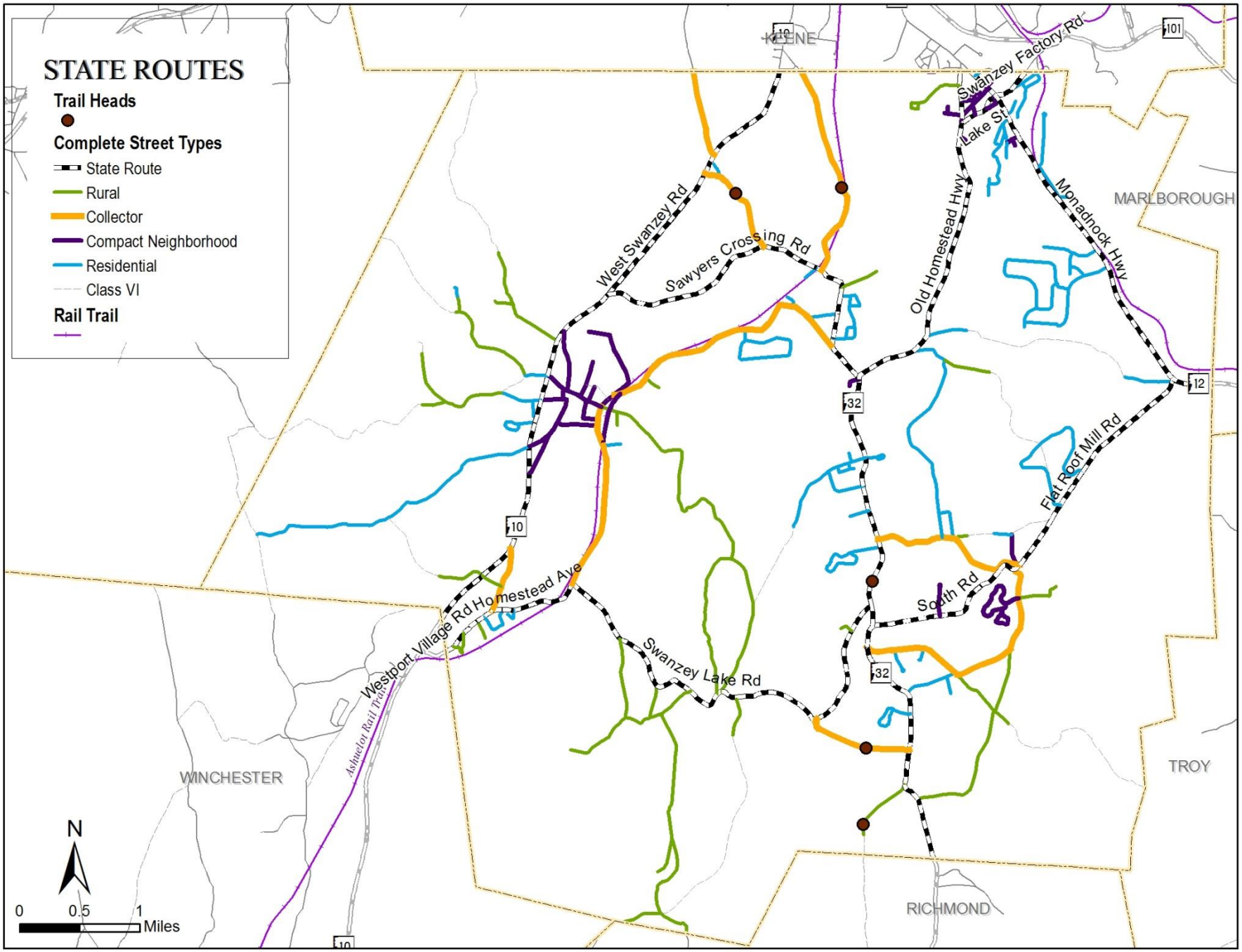
Above: NH Route 12 just south of Route 32 (looking north).

Where are State Routes?

- Flat Roof Mill Rd
- Homestead Ave
- Lake St
- Monadnock Hwy (NH 12)
- Old Homestead Hwy (NH 32)
- Sawyers Crossing Rd
- South Rd
- Swanzey Factory Rd
- Swanzey Lake Rd
- West Swanzey Rd (NH 10)
- Westport Village Rd

Many recent Swanzey planning initiatives and projects have recognized the importance of incorporating Complete Streets design elements into State Routes. Swanzey has recommended that NHDOT improve walking and biking convenience and safety, slow traffic, provide gateway signage, and even consider future transit users. Some recent examples of support for these changes include:

- NH 12/Swanzey Factory Road/Lake Street Intersection Redesign Project, Project #15697 (2015)
- NH 12 South Corridor Study (2015)
- Sawyers Crossing Road/NH 32 Road Safety Audit (2013)
- Plan NH West Swanzey Charrette (2012)
- NH 10 Job Access Study (2009)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ADDITIONAL RESOURCES

For additional information on Complete Streets, visit the following organizations' websites and web-based resources.

- National Complete Streets Coalition
  http://www.smartgrowthamerica.org/complete-streets

- Healthy Eating Active Living (HEAL) NH
  http://www.healnh.org/index.php/complete-streets-policies

- American Planning Association
  https://www.planning.org/research/streets/resources.htm

- American Association of Retired Persons (AARP)
  http://www.aarp.org/livable-communities/archives/info-2014/complete-streets.html

- U.S. Department of Transportation
  http://www.fhwa.dot.gov/environment/bicycle_pedestrian/guidance/design_guidance/design_nonmotor/highway/index.cfm#s3