

# Comprehensive Travel Plan for Maple Avenue Elementary School

FINAL REPORT  
August 2012

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Upper Valley Lake Sunapee  
Regional Planning Commission

and

Claremont SRTS Taskforce



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# I. INTRODUCTION

This report addresses the Maple Avenue Elementary School Travel Plan for the City of Claremont Comprehensive Safe Routes To School (SRTS) Travel Plan. This Travel Plan is one of three completed for the three Claremont elementary schools. Each individual Travel Plan responds to the unique conditions of the study school while addressing city-wide opportunities to increase student participation in active transportation, or walking and biking to and from school.



*Organized walking school bus events are gaining popularity as a seasonal event and a weekly exercise among students.*

The Claremont SRTS Task Force, the principal group sponsoring the Comprehensive Travel Plan initiative, wishes to enhance and encourage student and community health and welfare by promoting active transportation to and from school. The Task Force membership demonstrates a strong, collaborative relationship between the City of Claremont and the Claremont School District and includes interested community members. It is important that the Task Force continues to make the SRTS program a community-based initiative.

Maple Avenue Elementary School, or Maple Avenue School. This report summarizes the extensive survey information collected as part of the Plan's evaluation phase, details existing efforts in educating students and encouraging student participation local enforcement practices to help maintain a safe environment for active transportation, and provides recommended practices and possible engineering/infrastructure projects to improve the physical environment in support of Claremont's SRTS initiative.

This Report reviews the identified barriers to, and opportunities for promoting, walking and biking to

It will be important for the Claremont SRTS Task Force to use this Travel Plan and the other two Travel Plans to develop a City-wide Action Plan for the SRTS initiative. Steps in developing the Action Plan are detailed in this study and will serve as a principal resource for implementing recommendations in the three Travel Plans that constitute the Comprehensive Travel Plan.

## II. COMMUNITY INFORMATION

### SRTS Task Force Membership and Community Partnerships

The SRTS Task Force has been fortunate to have strong support from the City and the School District. The Task Force membership includes many individuals who have personal or professional interest in implementing a successful SRTS program. The Task Force also has support from many other community organizations interested in promoting walking and biking activities.

**Table 2-1: Claremont Safe Routes to School Task Force**

| <b>NAME</b>         | <b>AFFILIATION</b>   |
|---------------------|--|
| Linda Brenneman     | Principal, Bluff Elementary School   |
| Melissa Lewis       | Principal, Disnard Elementary School   |
| Daniel Cherry       | Principal, Maple Avenue Elementary School  |
| Bruce Temple        | Director, Claremont Department of Public Works<br>Member of Claremont Traffic Safety Committee |
| Richard A. Bergeron | Chief, Claremont Fire Department<br>Member of Claremont Traffic Safety Committee               |
| Alexander Scott     | Chief, Claremont Police Department<br>Member of Claremont Traffic Safety Committee             |
| Scott Hausler       | Director, Claremont Parks & Recreation   |
| Nancy Merrill       | Director, Claremont Planning & Development Department  |
| John Lambert        | Owner, Claremont Cycle Depot   |

The following individuals and organizations participated in the development of the Comprehensive Travel Plan initiative and deserve the gratitude of the Task Force for their valuable contributions. Without their help, these Travel Plans would not have been possible. Continued community involvement will ensure success for the Claremont SRTS program.

**Table 2-2: Present and Past Travel Plan Participants and Champions**

| <b>NAME</b>        | <b>AFFILIATION</b>                                  |
|--------------------|---|
| Disnard School PTA | Disnard School Parents and Teachers                 |
| Bluff School PTO   | Bluff School Parents and Teachers                   |
| Catherine Davignon | Principal (Retired), Maple Avenue Elementary School |
| Peter Chase        | Chief (Retired), Claremont Fire Department          |

### Claremont School District

According to the NH Department of Education the Claremont School District had a total student enrollment of 1,923 students for the 2011-2012 school year. The current SRTS travel planning effort focuses on the three elementary schools in Claremont (Kindergarten through Grade 5) with a total enrollment of 833 students (2011-2012 enrollment excluding Pre-Kindergarten

students). Table 2-3 summarizes the Claremont schools and student composition and Map 2-1 (Page 4) illustrates the student attendance zones for the three elementary schools.

The Claremont School District is dedicated to the health and welfare of its students and supports the principles and goals of this Comprehensive Travel Plan. The School District should pursue and support partnerships with the City, community members, and organizations to achieve the goals of this Travel Plan.

**Table 2-3: Claremont Schools and Student Composition (2011-2012 School Year)**

| SCHOOL                         | GRADES     | ENROLLMENT |
|--------------------------------|------------|------------|
| Bluff Elementary School        | K to 5     | 223        |
| Disnard Elementary School      | Pre-K to 5 | 280        |
| Maple Avenue Elementary School | Pre-K to 5 | 367        |
| Claremont Middle School        | 6 to 8     | 421        |
| Stevens High School            | 9 to 12    | 632        |

Source: NH Department of Education (<http://my.doe.nh.gov/profiles/>)

## City of Claremont

Claremont is the largest community in Sullivan County with a 2010 population of 13,355 and serves as an economic and retail center for surrounding communities. The City is currently working to improve upon its existing assets and infrastructure to maintain a high quality of life for its residents. The City’s Master Plan provides comprehensive overview of the high value placed on supporting and improving upon opportunities for physical activity and reinforcing pedestrian activity city-wide. The City has an extensive transportation network with an historic, pedestrian-scale city center. A map of the road network is illustrated in Map 2-2 (Page 5).

### Claremont Master Plan

The Master Plan (revised June 2011), the central land use planning document for the City, presents a consistent and strong message of support for healthy activity and non-motorized modes of transportation as important assets to community quality of life. The following bullets provide an overview of specific goals and recommendations included in the Master Plan:

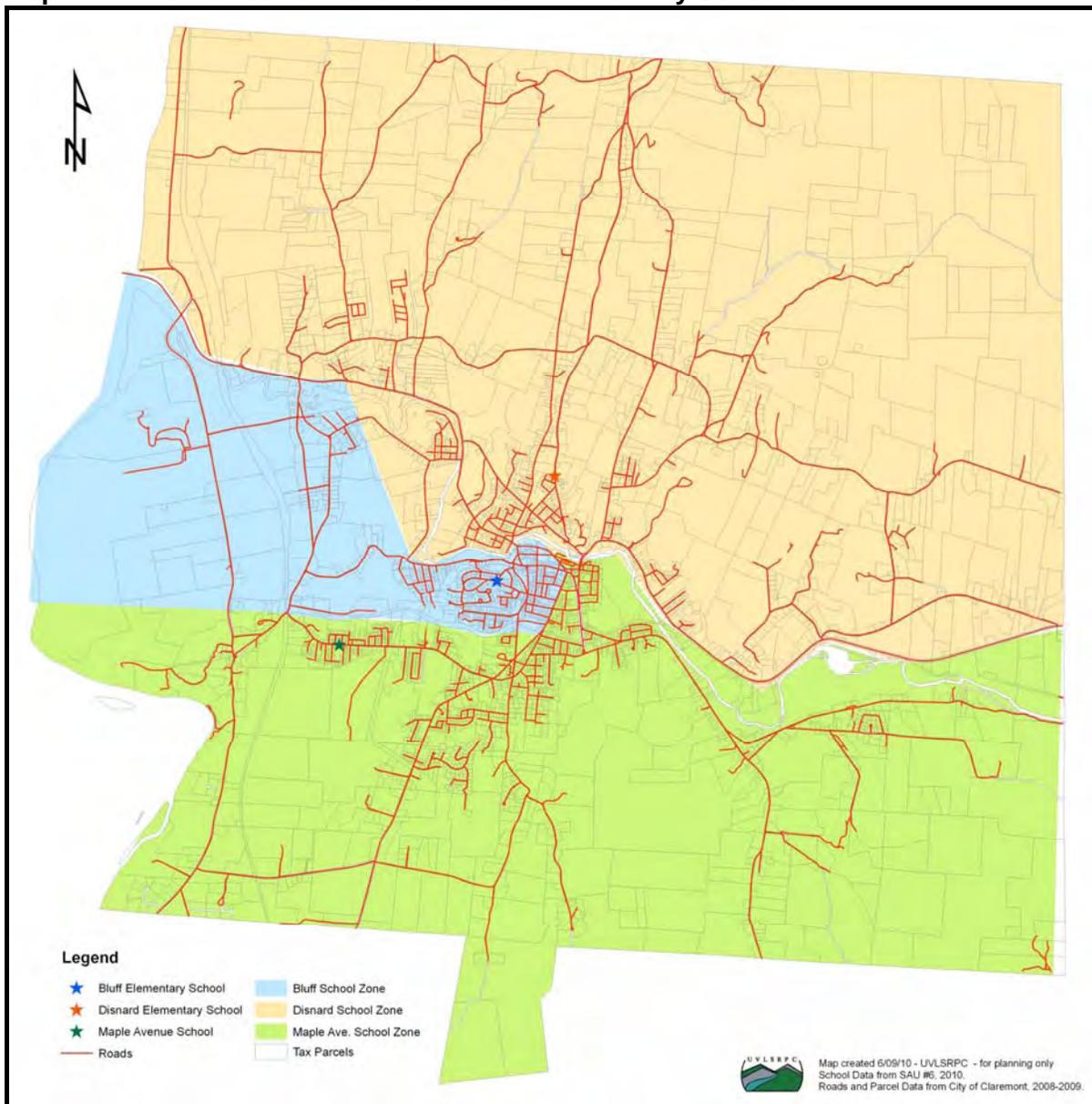
- The Vision Statement for the Master Plan states, “Claremont should be a livable community and regional center that... provides a multiple modal transportation system that connects the City’s neighborhoods. Claremont should strive to be a healthy community by supporting cultural and recreational opportunities through the support of facilities, programs, and events as well as to encourage an interconnection of trails, bikeways, sidewalks, and river walks connecting all parts of the City.”
- Maintain and promote pedestrian linkages in existing and new residential neighborhoods including promoting active transportation to and from schools by students.
- Provide choices and safety in transportation to create a livable and walkable community that will increase accessibility for people of all ages, whether on foot, bicycle, or in motor vehicles. Support multi-modal transportation choices as the City grows.
- Support ongoing sidewalk repair, rebuild roads to provide for pedestrian and bicycle facilities including new sidewalks where feasible and not currently available.

- Improve traffic flow and safety in the central business district including improvements to pedestrian crossings and implementing traffic calming techniques.
- One of the principal goals for the Master Plan is to establish, “corridor management techniques to allow for compatible pedestrian and vehicular activity.”

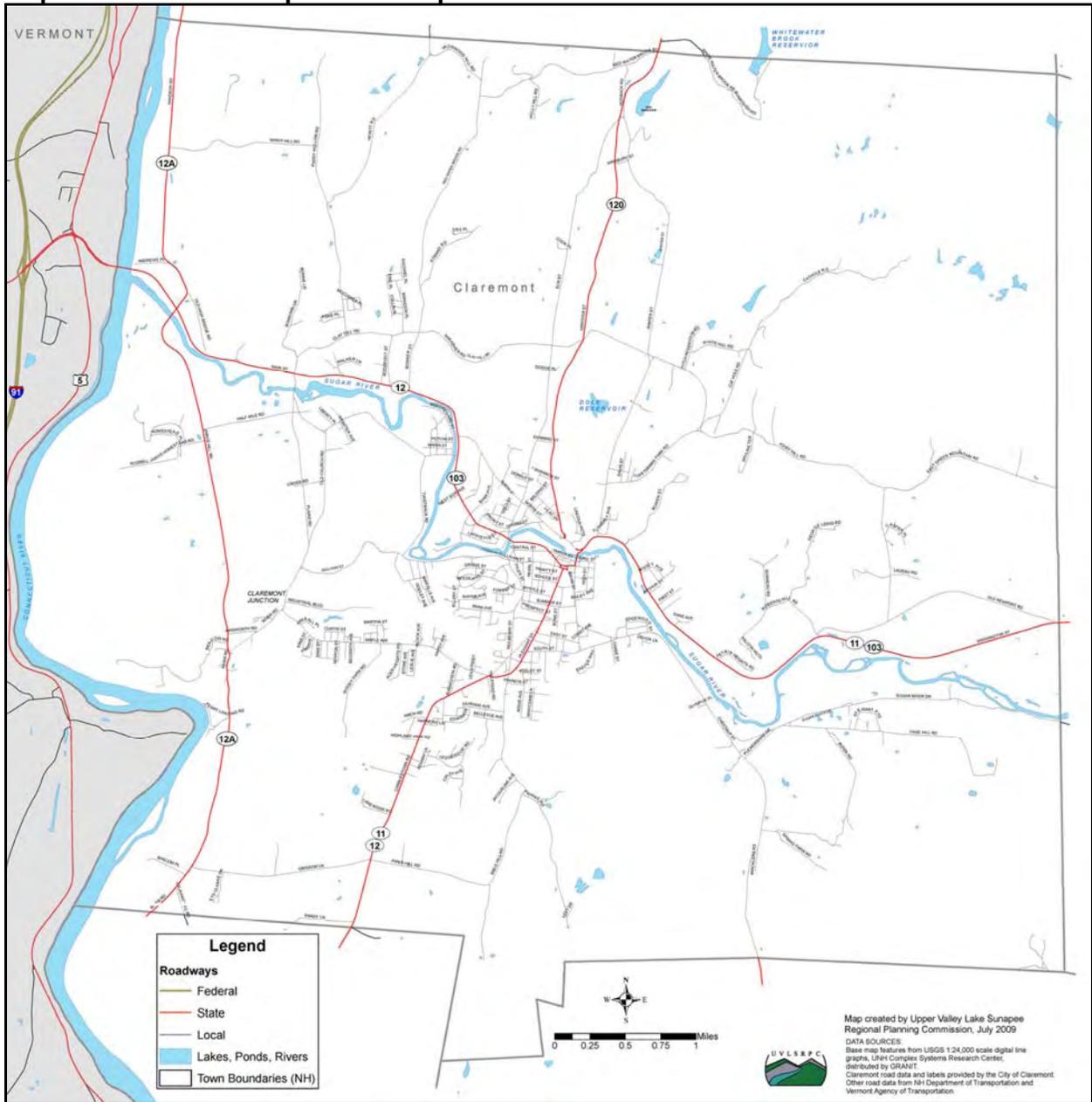
Capital Improvement Program

The City updates its Capital Improvement Program, effectively based on the Master Plan’s goals and recommendations, establishes a five-year plan for substantial City expenditures that may range from equipment and facility improvements to infrastructure projects. Later sections of this report address pedestrian and roadway improvement projects included in the Capital Improvement Program or in the planning stages in the City.

**Map 2-1: Attendance Zones for Claremont Elementary Schools**



**Map 2-2: Overall Transportation Map**



### III. MAPLE AVENUE ELEMENTARY SCHOOL TRAVEL PLAN

The Maple Avenue Elementary School (Maple Avenue School) had a 367-student enrollment in Pre-School through Grade 5 in the 2011-2012 school year (351 students in Kindergarten through Grade 5). The school's designated attendance zone, or the area of the City from which it draws students, includes the southern half of the city including the southern portion of the downtown residential district. Map 3-1 (Page 6) illustrates the attendance zone for the school.

The following sections address the “5 Es” of the Comprehensive Travel Plan:

- **Evaluation:** Review of the Parent and Classroom Surveys, as well as summaries of interviews with City and School representatives and comments from the Community Forums. Additional information in this portion of the Travel Plan will include mapping of the road and pedestrian network around Maple Avenue School.
- **Education and Encouragement:** This section reviews two of the “5 Es” in one section because of their closely related and complimentary functions in Claremont’s present SRTS program.
- **Enforcement:** This topic covers practices by the School District and the Claremont Police Department to help maintain a safe environment for school children during morning arrival and afternoon departure.
- **Engineering:** Overview of City-wide infrastructure projects that may benefit Maple Avenue School students.

#### Evaluation

The evaluation phase of work included collecting and compiling surveys, interviewing City and School representatives, conducting field assessments, compiling available data on the existing infrastructure, and mapping the study areas.

#### Travel Plan Surveys

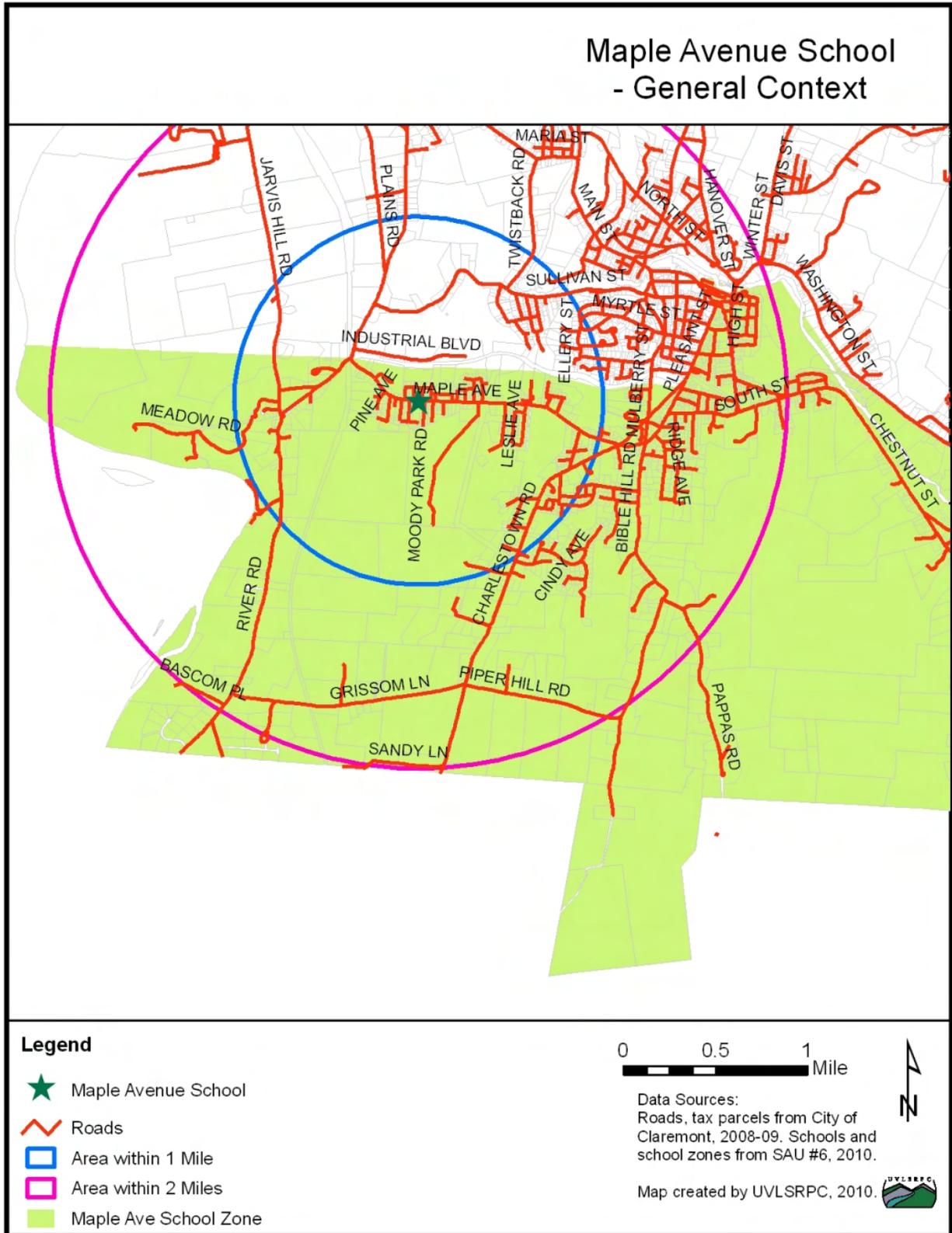
##### *Classroom Tally*

The Maple Avenue School teachers participated in a classroom survey of students in the fall of 2010. The purpose was to obtain information regarding how students travelled to and from school for three consecutive days in the week (Tuesday, Wednesday, and Thursday). A summary of the Classroom Survey is included in Appendix A.

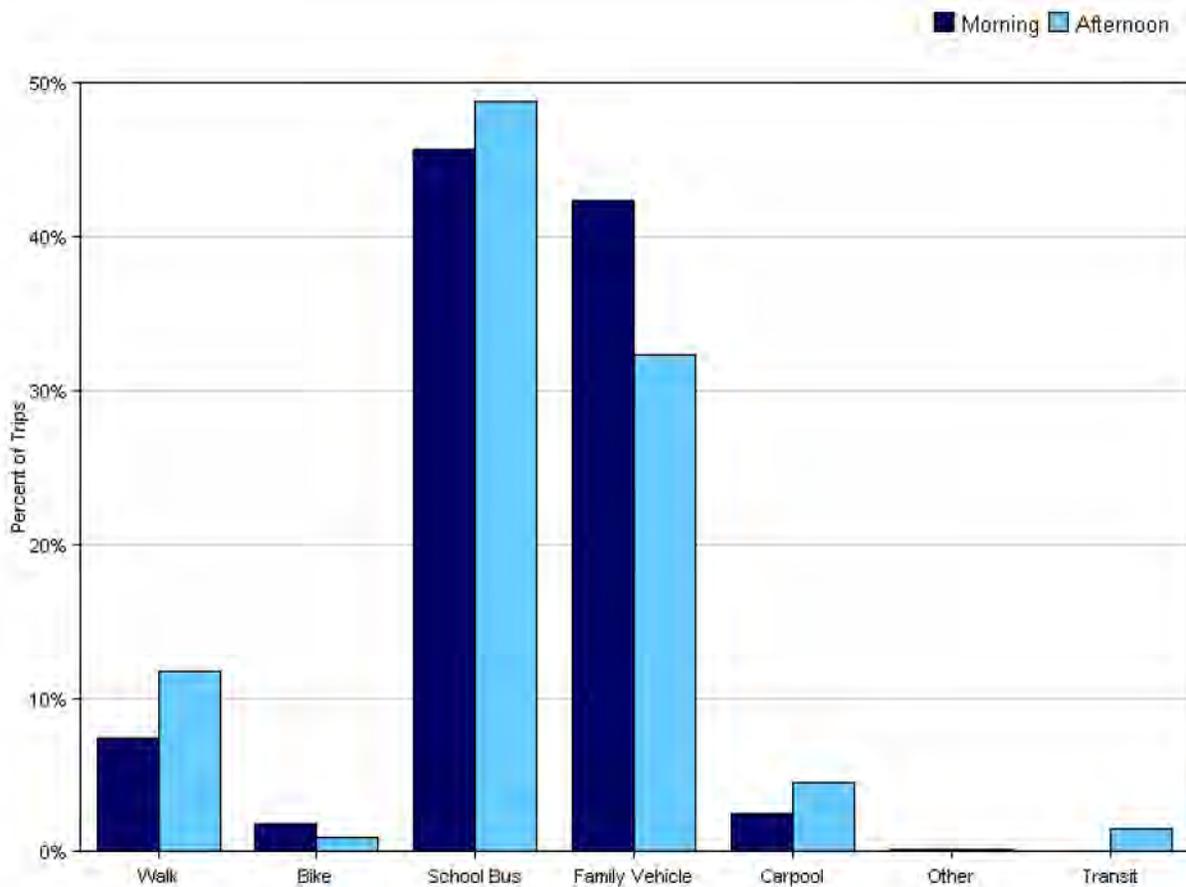
Figure 3-1 (Page 8) and the following bullets provide a summary of the Classroom Tally results:

- A moderately higher percentage of students ride the bus and engage in active transportation methods in the afternoon trip home than in the morning trip to school.
- Weather does not appear to substantially impact travel mode choice, except there are fewer family vehicle trips on sunny days.
- Approximately 40% of morning trips and approximately 30% of afternoon trips are by family vehicle.

Map 3-1: Study Area Map



**Figure 3-1: Classroom Tally Summary Chart**



### *Parent Survey*

The School District distributed paper copies of a Parent Survey for students to take home during fall 2010. This survey was developed by the National Center for Safe Routes to School (NCSRTS), which is a standard survey endorsed by the NH Department of Transportation. The response rate for this survey was approximately 43%. A detailed summary of the Parent Survey results is included in Appendix A.

The following bullets and Figure 3-2 (Page 10) summarize the survey responses:

- Approximately 67% of parents estimate that school is more than 1 mi from home while 15% of families live within  $\frac{1}{4}$  mi of school.
- Parents report that approximately 50% of morning trips and 40% of afternoon trips are made by family vehicle.
- The percentage of students riding the bus after school is approximately 10% higher than the morning.
- Distance from home to school affects the types of transportation elected by families:
  - School busses are most utilized by students living more than 1 mi away from school

- Nearly 40% of students who live within ¼ mi of school walk to school and nearly 50% walk from school. Walking trips to or from school drop significantly for students who live more than ¼ mi from school.
- Family vehicles account for the principal mode of travel for students living less than 1 mile from school.
- Students who live near school are more likely to ask permission to walk or bike to school than those who live further away.
- Nearly 70% of students living less than ¼ mi from school have asked to walk or bike to or from school while only approximately 10% actually engage in active transportation.
- The most prominent concerns among parents who do not permit their children to walk or bike to/from school include:
  - Distance
  - Traffic dangers (speed and street crossing safety)
  - Other physical dangers (violence, crime)
  - Weather and climate
- Among parents who do allow their children to walk or bike to and from school similar concerns persist, but with greater emphasis on proximity to school and the presence of sidewalks and safe crossings.

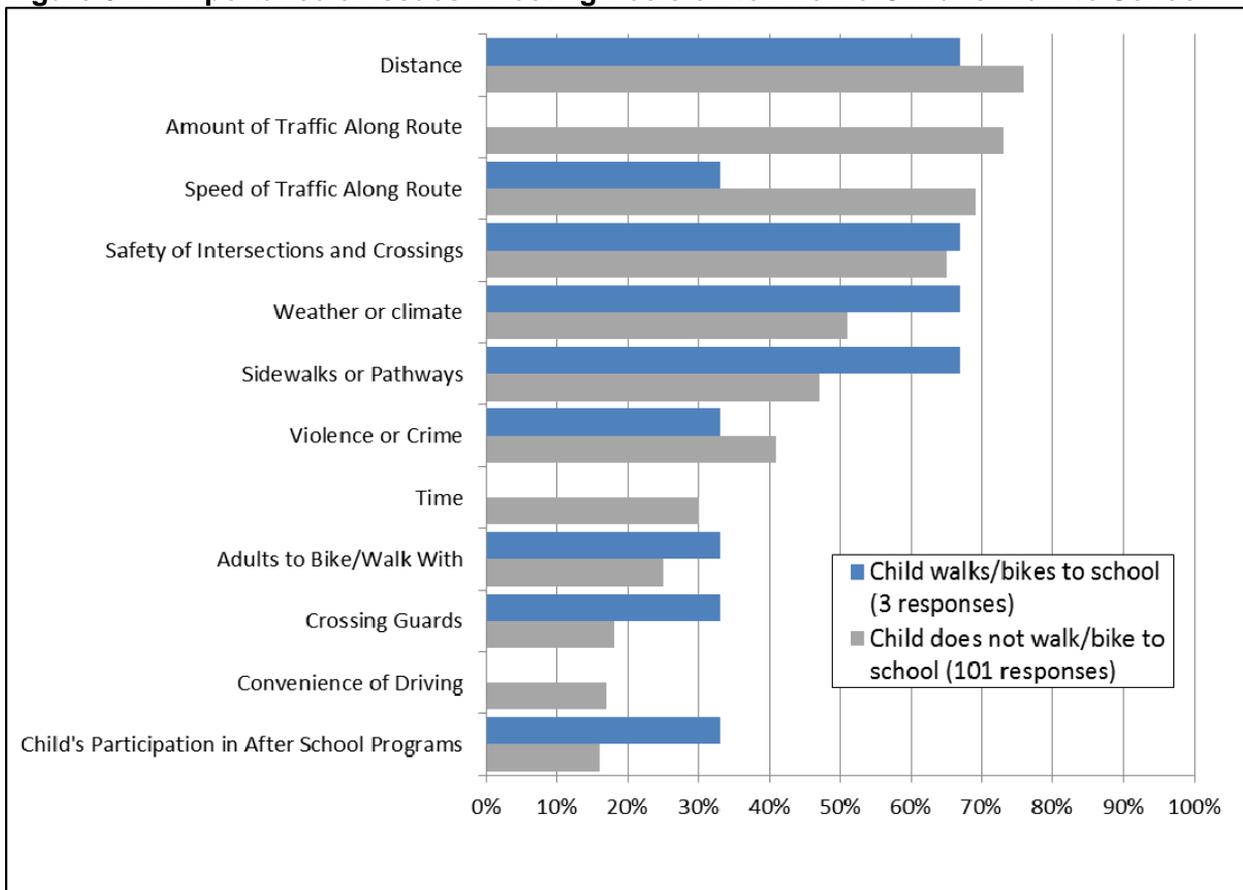
Parent Attitudes toward Active Transportation:

- 53% of parents believe active transportation can be fun or very fun for their child while only 3% believe it is a negative experience
- 84% of parents believe walking and biking to/from school is healthy or very healthy for their children, 14% are neutral, and 1% believe it is unhealthy.
- 49% of parents believe the school encourages or strongly encourages active transportation to/from school

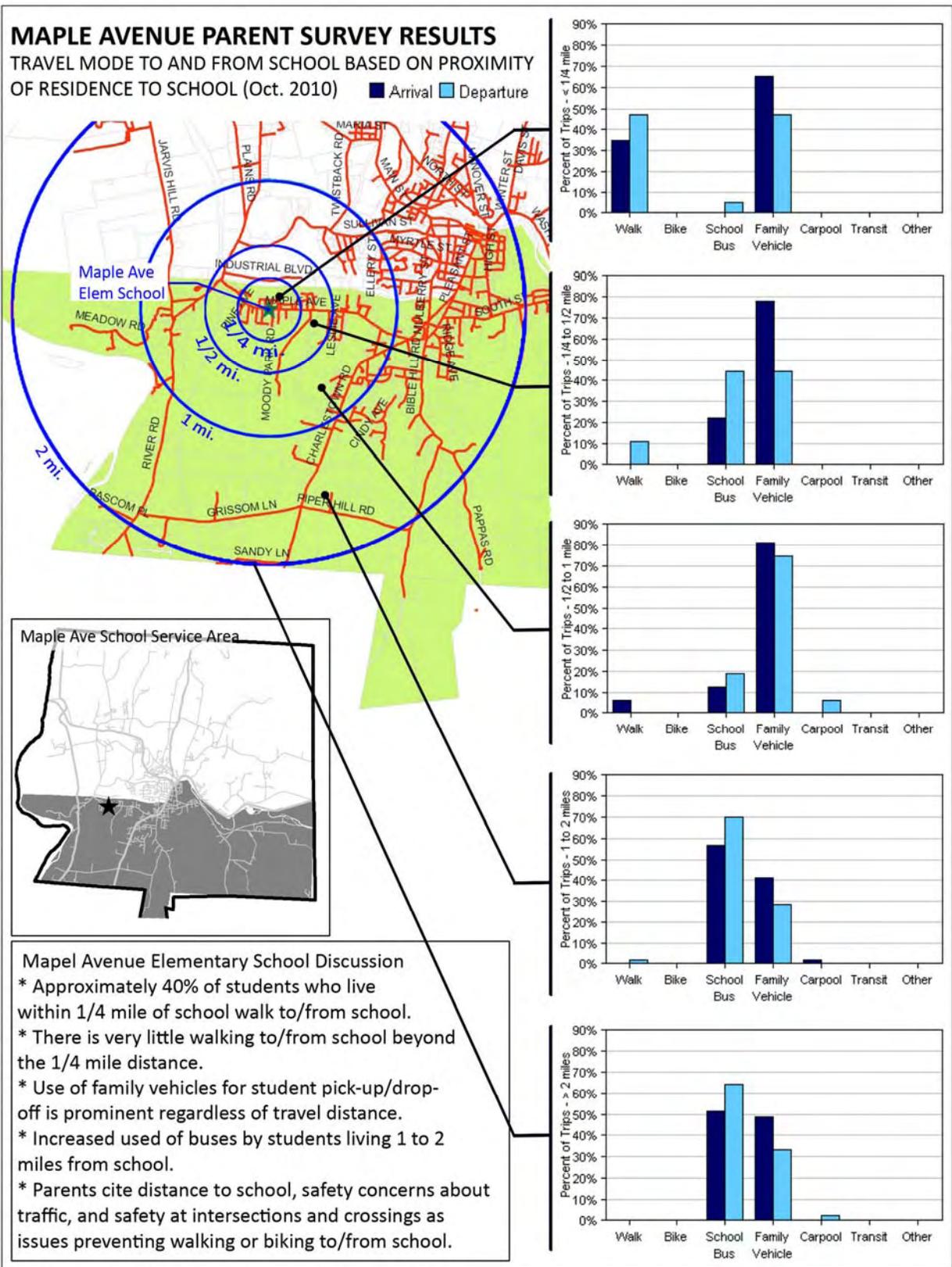
In addition, parents were given the opportunity to provide written comments about the topics addressed in the survey. The full responses are included in Appendix A and the following bullets summarize recurring topics:

- Concern for child safety, especially of the child is traveling alone. This includes:
  - Bullies,
  - Sex offenders and strangers,
  - Traffic safety and busy roads,
  - Condition of sidewalks.
- Some parents have children with special needs and cannot let them walk or bike to school.
- Some parents do not believe their children are old enough or mature enough to responsibly walk or bike to school.

**Figure 3-2: Importance of Issues Affecting Decision to Allow a Child to Walk to School**



**Figure 3-3: Parent Survey Responses – Travel Distance and Means of Travel to School**



### School and City Representative Interviews

Interviews with representatives from the Maple Avenue School, Claremont Police Department and Claremont Department of Public Works provide valuable insights into the existing efforts in support of a Save Routes to School Program, assets of the school, as well as barriers and methods how the School District and City work together to address them. The following bullets provide a brief summary of these interviews. This information is repeated in later sections in this report:

- During the winter the Department of Public works tries to clear snow from all sidewalks within 24 hours of a snow storm, but this task is difficult for some neighborhoods because of the narrow sidewalks and obstructions (e.g. utility poles).
- There is a limited annual budget for City maintenance and construction of sidewalks and other pedestrian and bicycle projects. Typically, crosswalk striping is repainted annually and sidewalk maintenance is integrated into the annual roadway paving and maintenance projects.
- The Police Department places a high priority on patrolling the schools during arrival and departure times to monitor safety and congestion. The Police Department is responsible for designating a school resource officer and employing crossing guards. The City budget is sometimes limited and managing these resources with other law enforcement responsibilities is challenging.
- The City Police Department shares a speed trailer, which has a sign indicating the street speed limit and the motorist's speed, with other communities in Sullivan County. This speed trailer is a useful tool to help slow-down traffic speeds near schools during the morning arrival and afternoon departure times.
- Observed issues with winter road and sidewalk maintenance make safe walking to/from school difficult. Also, more driver pick-ups and drop-offs occur in the winter.
- Observed vehicle speed is an issue along Maple Avenue.
- Bikes are allowed at school, but bike security is an issue.
- School overflow parking and vehicle drop-off routes affect adjacent streets and are causing issues with neighboring residents.
- Family vehicle circulation and bus conflicts observed during arrival and departure times, as well as vehicle-pedestrian conflicts.

### Community Feedback

UVLSRPC Staff presented a draft of this report to the Maple Avenue School Principal, Claremont School District Superintendent and the City of Claremont Staff and held a two publicly noticed meetings to review and discuss the draft Travel Plan. The following bullets summarize comments and responses from the community:

- Maple Avenue is the principal travel route to Maple Avenue School.
- Flashing beacon lights were installed spring 2012 along Maple Avenue, which are active during the morning drop-off and afternoon pick-up periods at the school. This will help inform motorists of the need to observe the school zone travel speed during those periods in the day

- Ongoing biking and walking safety education programs are important for the long-term safety of students.
- The DPW Staff understand that current City operations prioritize road clearing over sidewalk clearing after a winter storm. Given the limited resources and staffing available at the time of this study, the DPW does not have the capacity to dedicate any staff to sidewalk clearing without limiting its ability to clear roads or conduct other priority winter time activities.
- There are significant liability issues that prevent the City from organizing or allowing a volunteer program to clear sidewalks or road crossings during the winter.
- Promoting chaperones for walking and/or biking groups would help overcome issues of student safety. One opportunity is to use trained high school students as walking group chaperones.

### Mapping

The following maps provide an overview of the geographic context for Maple Avenue School, as well as provide information on the overall student densities in the school's attendance zone, pedestrian infrastructure, existing traffic volumes, and adjacent land uses.

This map combines the Maple Avenue School Attendance Zone and the areas within 1-mile and 2-mile radii from the Maple Avenue School.

#### *Map 3-1: Maple Avenue School Study Area (Page 6)*

This planning-level mapping provides an overview of the Attendance Zone, 1-mile and 2-mile radii from Maple Avenue School. It is important to note that the school district provided a map depicting the locations of students' residences (not included in this report). This mapping exercise indicated a high density of students live within 2 miles of Maple Avenue School.

#### *Map 3-2: Adjacent Land Uses (Page 14)*

This map provides an overview of the principal Zoning Districts surrounding the Maple Avenue School. The school is in a predominantly residential area with some industrial and commercial zones some distance from the school.

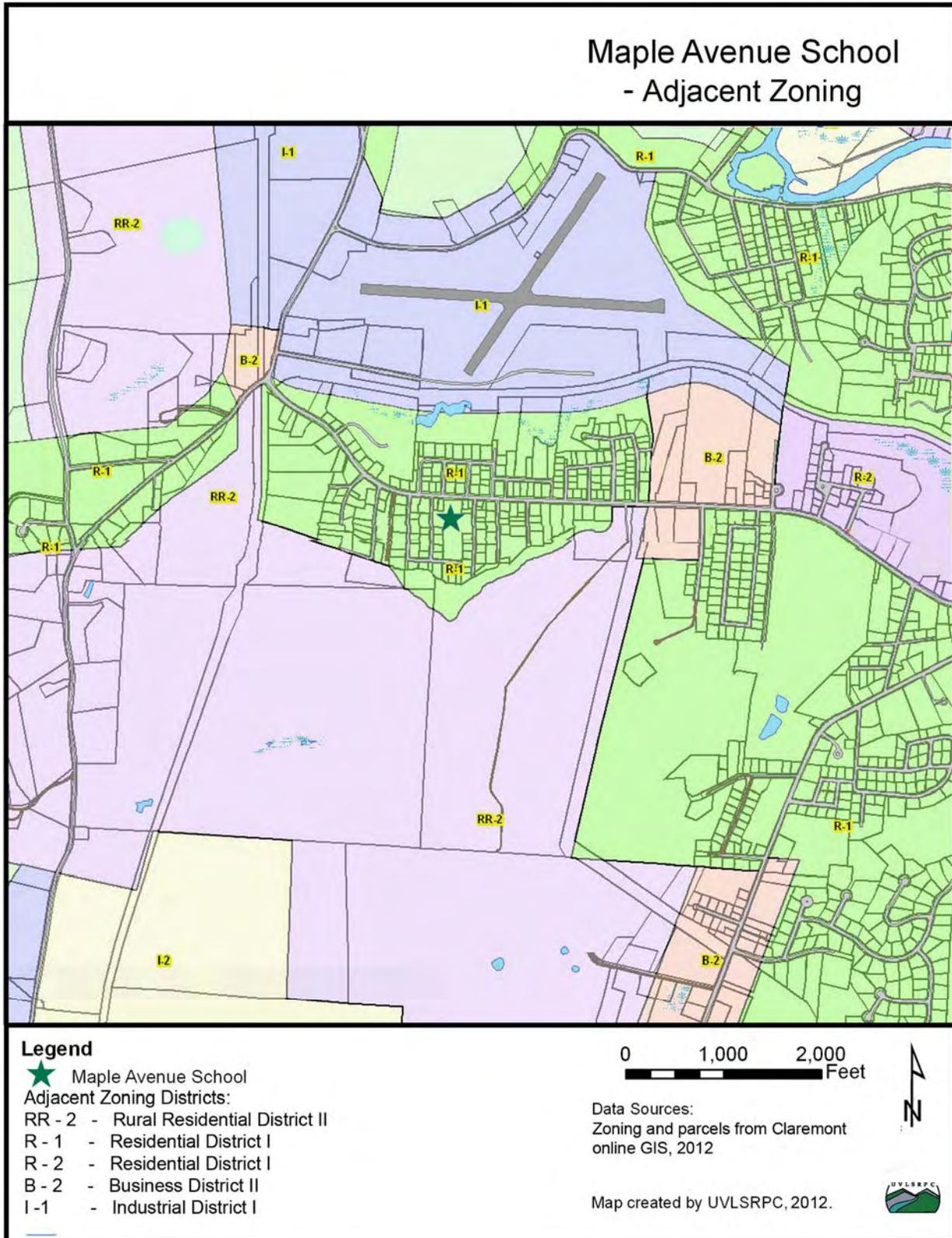
#### *Map 3-3: Sidewalk Inventory and Qualitative Assessment (Page 15)*

This map is the combination of information for this study and from a concurrent planning study under way: The Claremont City Center Project. This map provides an inventory of sidewalks within one mile of the three elementary schools. Claremont City Center Project volunteers conducted qualitative assessments of existing sidewalks and that information was added to the sidewalk inventory. This map, for the first time, provides an inventory of most of the sidewalks in the City and documents their general condition. This map can be the basis of future assessments.

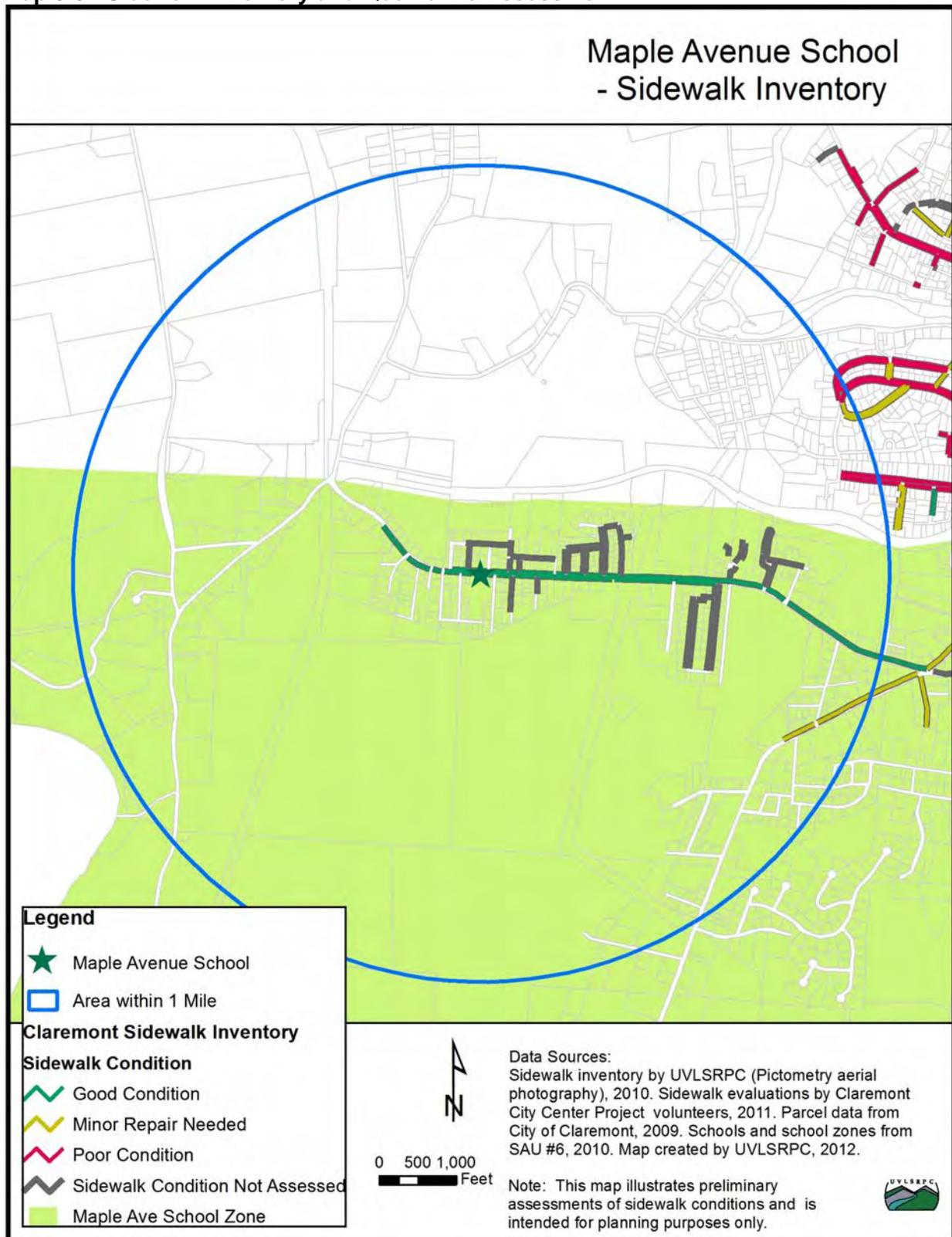
#### *Map 3-4: Adjacent Street Traffic Volumes (Page 16)*

The vehicle traffic information illustrated in this map is based on current available data published by the NH Department of Transportation. The volume numbers are adjusted average annual daily traffic volumes at the survey locations.

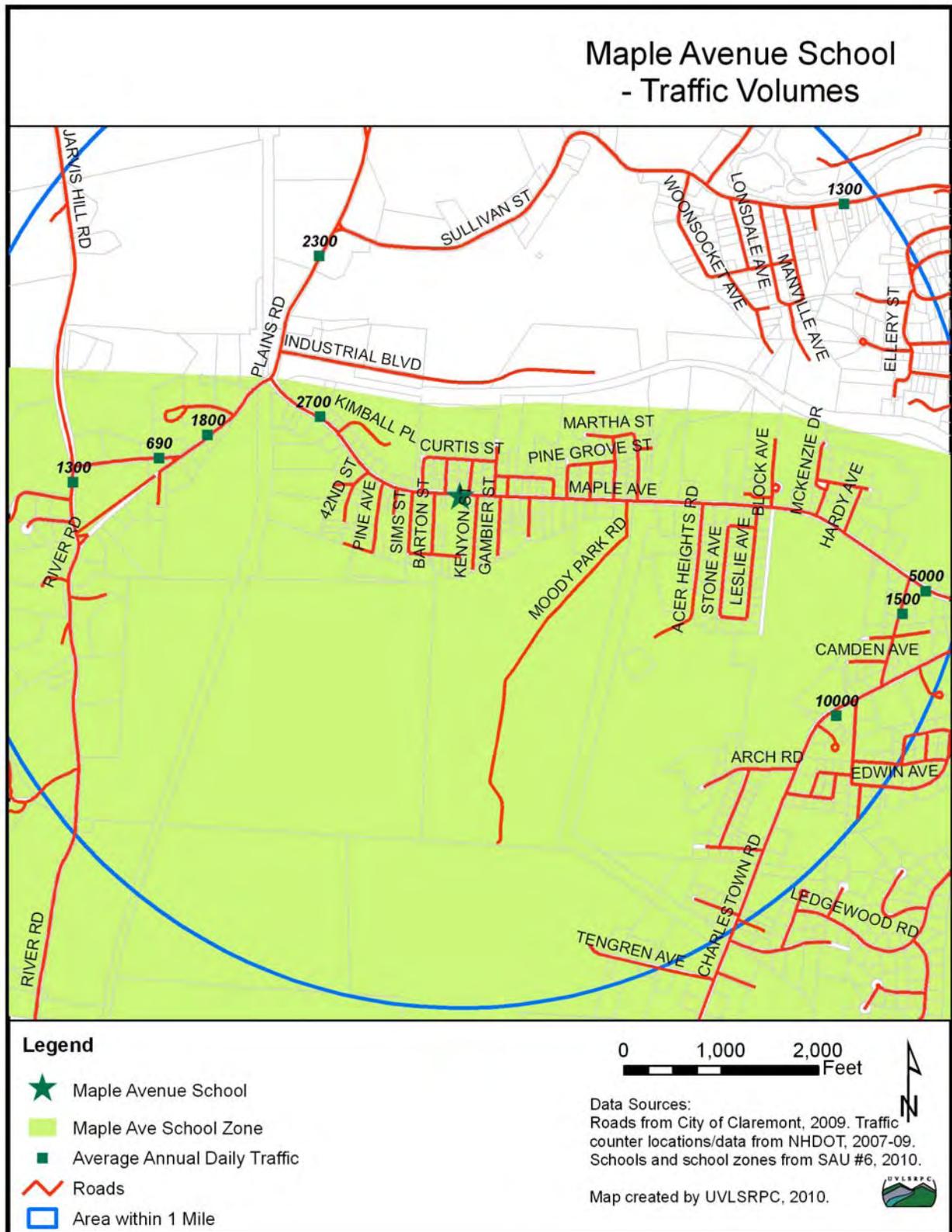
Map 3-2: Adjacent Land Uses



**Map 3-3: Sidewalk Inventory and Qualitative Assessment**



Map 3-5: Adjacent Street Traffic Volumes



Observed Conditions

The following photographs illustrate observed conditions in the City and the surrounding transportation network. These examples include general, city-wide observations and specific observations in the streets surrounding Maple Avenue School.

**Aerial View of Maple Avenue School**



This aerial image of the Maple Avenue School and surrounding properties illustrates the residential character of the surrounding neighborhood.

### Maple Avenue Overall Conditions



Maple Avenue is the primary travel route for children walking or biking to Maple Avenue School. The street has recently seen improvements to include signage, widened road geometry, and improved sidewalks to support bicycle and pedestrian travel. There are still some locations to correct, including installing an ADA-compliant ramp at the crosswalk to the school (lower right photo) and the segment of street requiring reconstruction (lower left).

### Bike Storage at Maple Avenue School



Bike storage at Maple Avenue School is somewhat secluded and may be the cause for some of the bikes being taken or used without the owner's permission. Making the bike rack a prominent feature on the site may raise one's sense of security and the stature of riding a bike to school.

## Maple Avenue School Circulation



Front of Maple Ave School



Morning walkers with crossing guard.



Overflow parking along Kenyon St.



Older class drop-off along E Park St.



Observed trouble area at front of school.



Bus turn-around at school.

As in the other schools, vehicle circulation is constrained and some study participants complain that the conditions are unsafe. Maple Avenue School policies identify family vehicles for Pre-K and Kindergarten classes can drop-off kids on the east side of the school (from Kenyon St), buses use the front turn-around loop, and all other student arrivals and departures are along East Park St. There is a clear conflict point where vehicles are exiting the property onto Maple Avenue as depicted in photo in the lower left corner (above).

## **Education and Encouragement**

The current education and encouragement programs include:

- The Claremont School District encourages physical activity by its students and is incorporated into its overall school curriculum.
- Special walking school bus events occur in the spring and fall.
- There are periodic safety classes and events for students, facilitated by the Claremont Police Department.

## **Enforcement**

The enforcement policy in the Claremont Police Department encourages officers to patrol school areas during the school arrival and departure times. Officers tend to patrol these school zones unless they are called away on emergencies. The officers address general enforcement and area-specific traffic issues as needed. In addition to the officer enforcement, the Police Department shares a speed trailer with other communities in Sullivan County and, when it is available, deploys the trailer in school zones to inform motorists of their travel speed. Anecdotal evidence indicates that the presence of the speed trailer is effective at reducing travel speeds.

The Police Department also manages crossing guards citywide. These are paid positions and have recently been cut-back due to budget constraints. While there has been discussions regarding volunteer crossing guards, there is an inherent concern about liability to the City when there is a volunteer program of this nature. While there is a recognized need for more crossing guards, there is no funding source for expanding the program.

## **Engineering**

The Claremont Department of Public Works is responsible for maintaining the road and sidewalk infrastructure. Coordination with the City would be necessary if the School District determined improvements would be necessary within the public rights of way including roads, sidewalks, or other public travel ways. There are no planned engineering or construction projects for the Maple Avenue School property that would alter the site layout, pedestrian, or vehicle circulation. The following sections provide detailed information on the City's Capital Improvement Program and the sidewalk inventory conducted for this Travel Plan.

### *Capital Improvement Program*

The City of Claremont regularly updates its Capital Improvement Program, which includes infrastructure construction projects to improve roadways and associated bicycle and pedestrian facilities. The Claremont Department of Public Works has placed high priority on infrastructure improvement projects that will improve safety for all modes of travel: Drapers Corner (the intersection of Route 11/12, Maple Ave, and Pleasant Street), the intersection of Route 11/12 and Buena Vista Road, and reconstruction of a 0.4-mile segment of Main Street in downtown Claremont. Additionally, the City has set-aside an annual allotment of \$500,000 for city-wide paving and roadway improvements. Table 3-1 provides a comprehensive summary of present and future projects that will benefit pedestrians and cyclists.

**Table 3-1: Sidewalk Improvement and Construction Project List for Claremont DPW**

| TARGET ROAD SEGMENT  | PROJECT SCOPE   | PROJECT STATUS   |
|--|---|--|
| Mulberry Street from Myrtle Street to Park Avenue  | Repaving project includes installation of a bituminous pavement sidewalk.   | Included as part of the 2012 Street Resurfacing Program. |
| Myrtle Street from Pleasant Street to Mulberry Street                                    | Repaving project.   | Included as part of the 2012 Street Resurfacing Program. |
| Myrtle Street from Pleasant Street to Mulberry Street                                    | Sidewalk maintenance and repair.  | 2012 Maintenance Program                                 |
| Belding Street, Chellis Street, Centennial Street  | Street reconstruction, including sidewalk improvements.   | Funding Required   |
| Elm Street, Dunning Street, Hanover Street (in the vicinity of Valley Regional Hospital) | Construct new sidewalks extending north along Elm and Hanover Streets to connect with new sidewalk along Dunning Street | Funding Required   |
| Maple Avenue from Drapers Corner to Buena Vista Road                                     | Sidewalk maintenance.   | Funding Required   |
| Charlestown Road from Buena Vista Road to Glenwood Drive                                 | Construct new sidewalk (approx. 3,000 ft) along Charlestown Road  | Funding Required   |
| Grove Street and Summit Road   | Shift street alignment, shift sidewalk to one side of the street and widen to meet ADA minimum sidewalk width.          | Funding Required   |

Note: Gray-shaded projects are in the Maple Avenue School Study Area.

The limited budget for maintenance of roads and sidewalks presents a challenge in a small, historic city like Claremont. Even if the City has a priority project, it is possible the project is on hold due to lack of funding (see Table 3-1, above). Any projects listed that are consistent with the goals of this Comprehensive Travel Plan could be funded through a number of grants or low interest loans. Any such projects need to be completed in partnership with the City and follow City protocols to ensure the project is in the public interest.

### Sidewalk Inventory

The sidewalk inventory completed as part of this study was limited to within one mile of each of the elementary schools in Claremont and could be supplemented and refined by the SRTS Task Force in coordination with City Staff as the opportunities arise. Map 3-3 (Page 15) is the result of a digital inventory assembled by UVLSRPC Staff and preliminary sidewalk assessments developed by volunteers for the Claremont City Center Project.

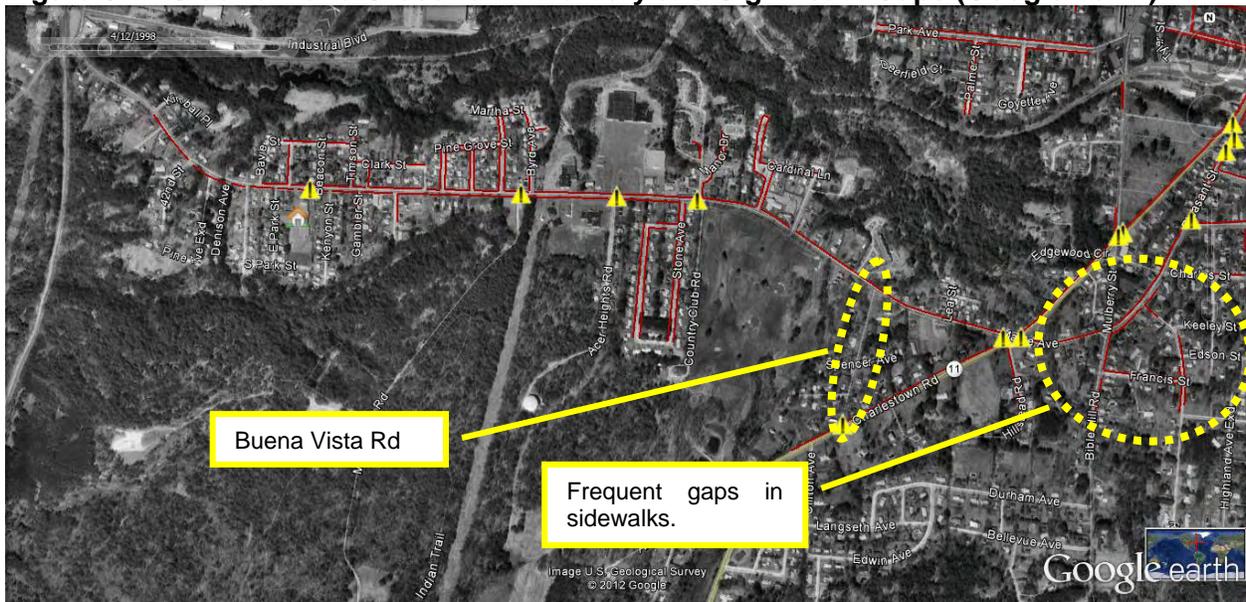
This inventory and mapping exercise provides some understanding of the condition of existing sidewalks in the City, which can help prioritize which areas require further study. The inventory also demonstrates where there are significant gaps in pedestrian facilities in the project area. Gaps can serve as effective barriers to walking and biking activity. An example may be a hiking

trail that is missing a bridge across a river; without the bridge crossing the river may be difficult and people would choose not to use the otherwise functional trail.

Observed gaps can fall into one of two categories:

- A sidewalk ends mid-block. The reason behind this occurrence is not clear and probably cannot be linked to a single cause.
- Road segments without sidewalks break the pedestrian network in the City. Examples include Buena Vista Road and the inconsistent sidewalk network east of Drapers Corner (illustrated on Figure 3-4). Pending construction at Drapers Corner will significantly improve intersection safety for pedestrians and will address this known barrier to safe walking and biking.

**Figure 3-4: Sidewalk and Crosswalk Inventory and Significant Gaps (Google Earth)**



Note: Sidewalks appear as red lines and crosswalks appear as yellow triangles on this image.

## Identified Barriers

The Task Force has collected comments throughout this process and, combined with the analyses and other background information, identified the following primary barriers to walking and biking to school:

- Child safety along walking routes.
- Roadway traffic volumes and speeds.
- Intersection safety and the need for crossing guards.
- Claremont has resident, registered sex offenders.
- Sidewalk obstructions and gaps in the sidewalk network.
- Winter maintenance of sidewalks and crosswalks impact parent/child choices to walk to school.
- Ensure pedestrian network is ADA compliant.

## **Solutions to Overcome Barriers**

The following text provides recommendations to address barriers to safe walking and biking to Maple Avenue School. The three elementary school travel plans share common solutions and have unique solutions to overcome these barriers. The SRTS Task Force should take the recommendations of the three Travel Plans, and develop an implementation matrix, or an Action Plan. The following chapter provides an outline for developing an Action Plan.

### *Ensure Good Quality Bike and Pedestrian Facilities around the Maple Avenue School*

- Clearly define internal vehicle circulation. Post stop signs and warning signs for motorists to understand students are crossing vehicle routes as they enter and exit school.
- Identify pedestrian routes on school property, particularly in the vicinity of vehicle circulation routes. Provide pavement striping (e.g. crosswalks or designated paths) and signage to identify the routes for motorists and pedestrians.
- Improve the Maple Avenue crosswalk in front of the school to include an ADA-compliant ramp.
- Relocate the bike rack to a more visible and prominent location on school property.
- Encourage school faculty and staff to walk, bike, or carpool to school (possibly from a remote parking area) to set an example for the students and to better manage the limited parking available on the property. Removing overflow parking from the adjacent streets will substantially improve pedestrian and bike safety.

### *Ensure Good Quality Bike and Pedestrian Facilities Serving Maple Avenue School*

- Formalize a principal pedestrian and bike route to Maple Avenue School. The SRTS Taskforce should coordinate with the City and advocate for maintaining high quality bike and pedestrian facilities along this route and make it a priority for maintenance and repairs, as necessary. The recommended principal route to Maple Avenue School is illustrated in Figure 3-5 (Page 24). The principal route consists of Maple Avenue.
- Work with the Department of Public Works to develop a plan to prioritize winter clearing and maintenance of the principal walking and biking routes among the overall City priorities .
- Identify principal walking and biking routes to school with signage and painted symbols on the sidewalk in coordination with the City.
- Construct a sidewalk along Buena Vista Road (see Figure 3-4).
- Correct gaps that exist in the existing sidewalk network.
- Educate students, parents, and local residents of the special route designation and to take care when operating vehicles near students walking or biking to school.

### *Address Traffic Conditions along Maple Avenue*

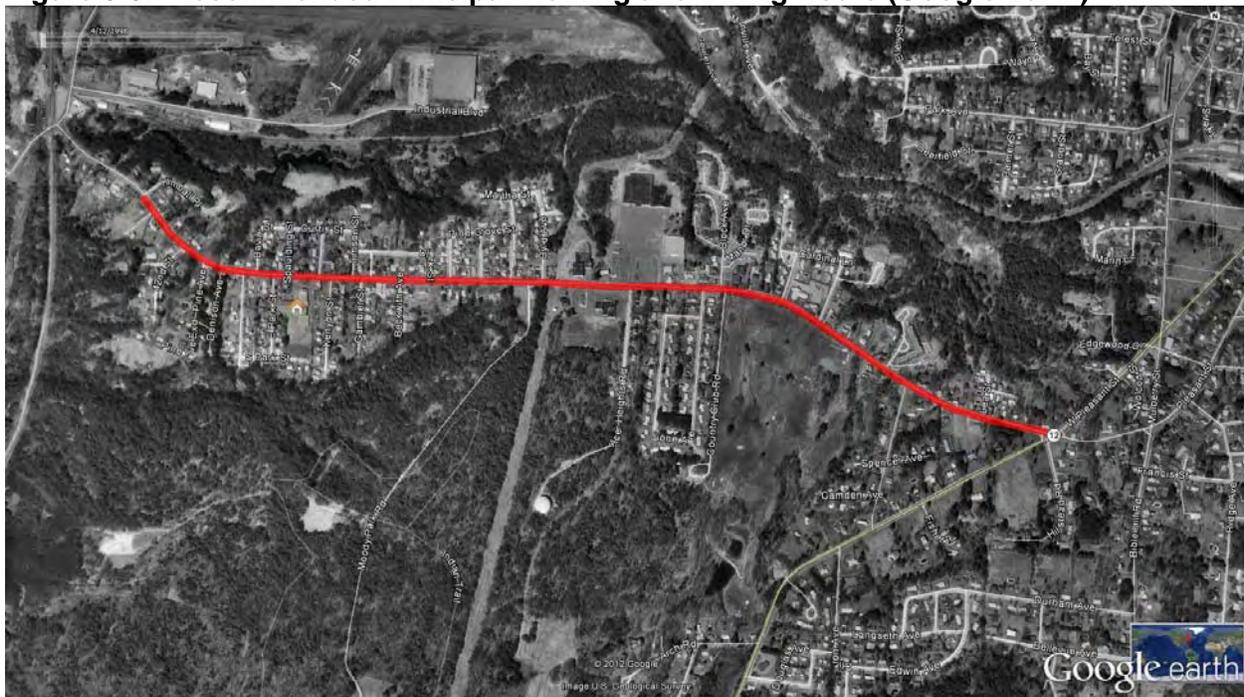
- Focus police enforcement of vehicle speeds and yielding to pedestrians at all times of the day with emphasis on morning and afternoon school drop-off and pick-up times.

- Install active feedback speed signs for both directions of travel along Maple Avenue as the vehicles approach the school. These signs have built-in radar and display the motorist's travel speed compared with the posted speed limit. These signs would be permanently installed along the road and there are models available that use small solar arrays to power the radar and digital display.

*Continue and Expand Existing Education and Encouragement Program*

- Identify at least one champion in the school or the School District to promote SRTS programs. A district-wide champion would be able to coordinate common walking and biking programs among all schools.
- Identify a community organization or business that would be willing to help (either through donated time or funding) with promoting a Safe Routes initiative. Identify specific, attainable goals for the initiative and share news of events and successes with parents and local residents.
- Continue organizing an annual event for all schools, like a back to school fair, that includes information and instruction on safe walking and biking activities.
- Schedule regular walk and/or bike to school days, possibly monthly, with major kick-off events early in the fall and spring to remind parents and students of the opportunity to walk and bike to school.
- Identify a pool of volunteers to assist in organizing or monitoring walk and bike to school days. Study respondents commented that high school students, who need to satisfy community service commitments prior to graduation, may be a good volunteer resource. Regardless of the source of volunteers a training program would be necessary.

**Figure 3-5: Recommended Principal Walking and Biking Route (Google Earth)**



## IV. IMPLEMENTING THE SAFE ROUTES TO SCHOOL PLAN

The Maple Avenue Elementary School is located in a principally residential area south of Claremont's city center. The Maple Avenue School serves many of the residents that live in neighborhoods on the southern edge of downtown, which have some good condition pedestrian and bicycle facilities, but other areas with unsafe intersections or mid-block dead-ends along sidewalks. During the evaluation phase of work for this study, survey responses and field investigations indicated that the critical barriers to promoting walking to and from school were travel distance and safety. While there continues to be a need to improve and maintain infrastructure for the benefit of safe walking and biking routes, an effective way to promote SRTS goals is to increase student and parent education, and increasing the number of organized SRTS events to raise awareness of the opportunities to safely walk to and from school.

The prior chapter identifies recommended solutions to overcoming barriers to students walking and biking to school. The following text provides an outline to formulating an implementation plan based on the recommendations from all three Travel Plans. This Implementation Plan will be the product of continued work by the SRTS Task Force to determine the means to improve student walking and biking to school City-wide. It will be important for the Task Force to complete the exercise to clearly identify City-wide priorities to communicate to local, regional, and statewide decision makers and potential funders.

The following bullets provide information on commonly used information in an Implementation Plan. A blank table with these fields is included in Appendix B.

- **Action Item:** Summarize the recommendation with emphasis on specific actions. A given recommendation from the Travel Plans may be broken into separate actions or combined with others as appropriate.
- **School/District:** Specify if the action item applies to all schools or just an individual school.
- **Priority:** The Task Force should identify which action items have a higher priority. Values in this field may identify "High", "Moderate", and "Low" priorities for the individual action items.
- **Target Completion:** Should the action items be implemented in the "Short-term" (within 2 years), "Mid-term" (3-5 years), or "Long-term" (6+ years) timeframe?
- **Responsible Party:** Each action item requires a responsible party to ensure it is completed.
- **Funding Source:** Funding for individual action items may vary. Identifying existing or potential funding sources will be important to implementation. If the funding relies on a grant that has not yet been awarded, it is important to identify the grant program and application deadline.
- **Task Complete:** Record whether the action item has been completed and the date completed.

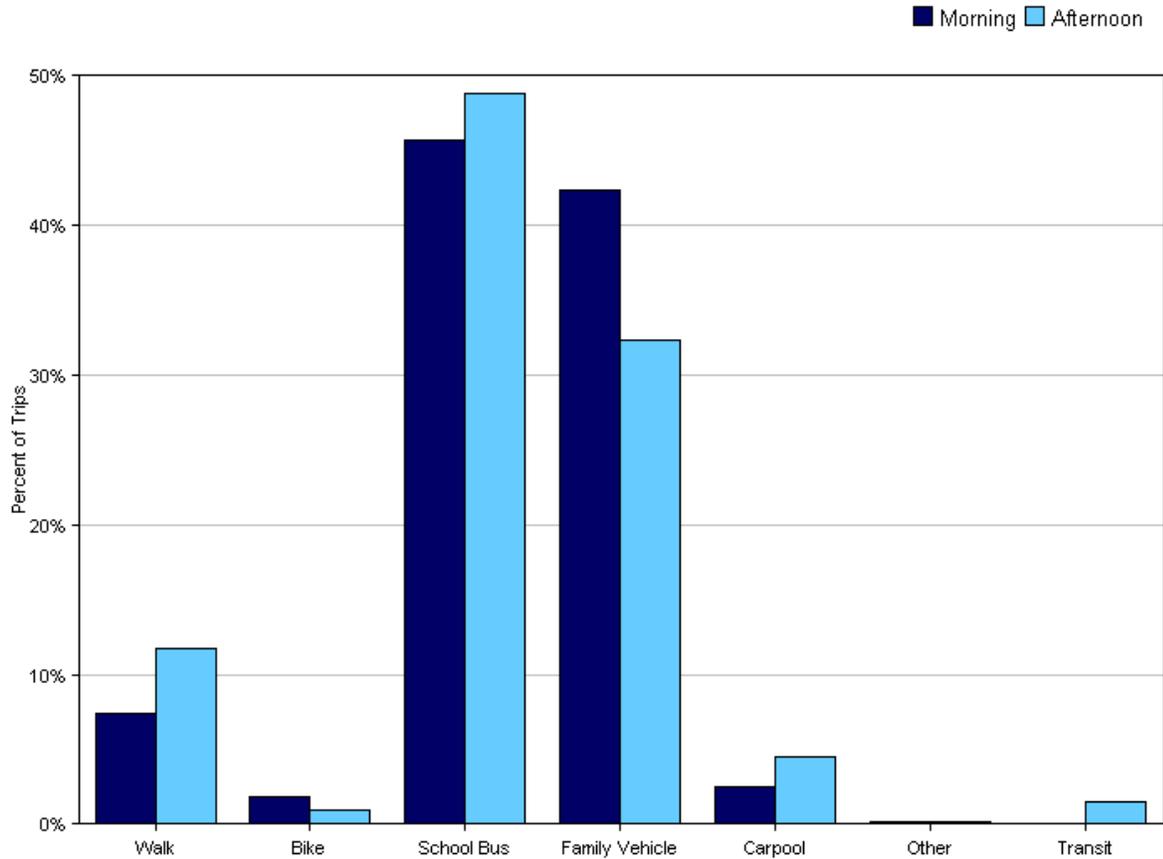
The Implementation Plan, once complete, should be reviewed by the Task Force or an appointed subcommittee on a regular basis to ensure goals and priorities are being met.

# APPENDIX A – EVALUATION SURVEYS

## Tally Report

|   |                                |   |              |
|---|--------------------------------|---|--------------|
| <b>Program Name:</b>                                      | Claremont Elementary SRTS      | <b>Month and Year Collected:</b>                | October 2010 |
| <b>School Name:</b>                                       | Maple Street Elementary School | <b>Set ID:</b>                                  | 5911         |
| <b>School Enrollment:</b>                                 | 345                            | <b>Date Report Generated:</b>                   | 02/18/2011   |
| <b>Enrollment within Grades Targeted by SRTS Program:</b> | 345                            | <b>Number of Classrooms Included in Report:</b> | 20           |
| <b>Number of Classrooms in School:</b>                    | 20                             |   |              |

### Morning and Afternoon Travel Mode Comparison

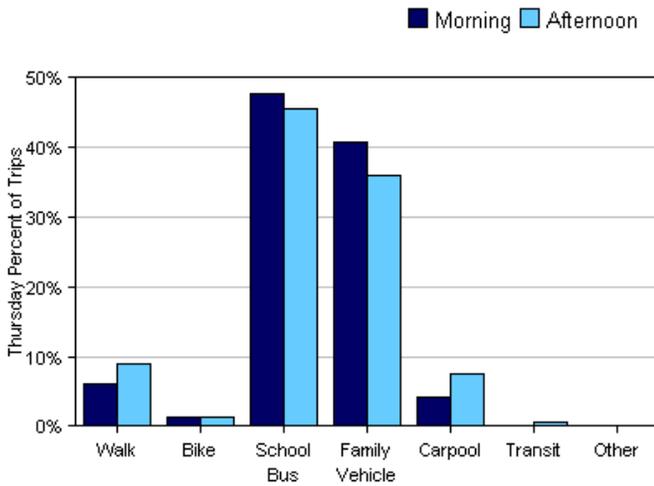
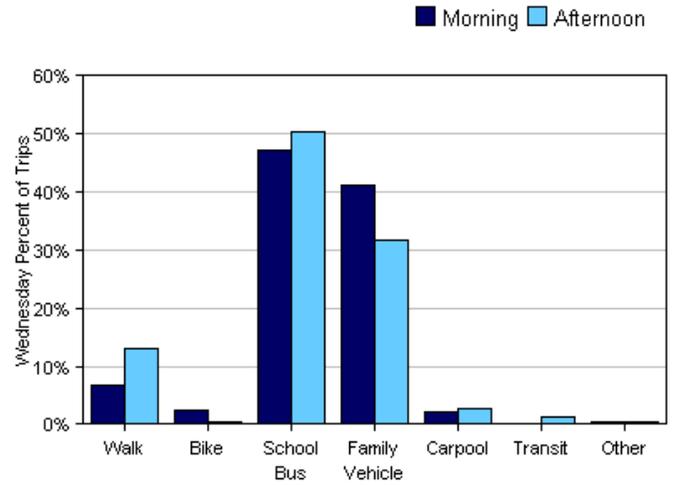
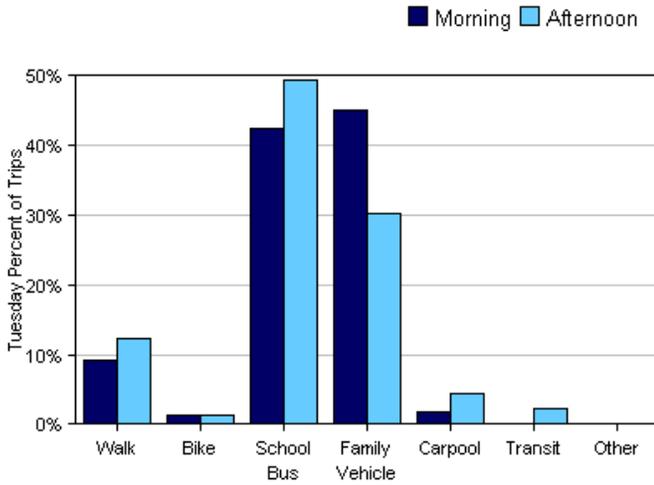


### Morning and Afternoon Travel Mode Comparison

|           | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|-----------|-----------------|------|------|------------|----------------|---------|---------|-------|
| Morning   | 646             | 7%   | 2%   | 46%        | 42%            | 2%      | 0%      | 0.2%  |
| Afternoon | 665             | 12%  | 0.9% | 49%        | 32%            | 5%      | 2%      | 0.2%  |

Percentages may not total 100% due to rounding.

### Morning and Afternoon Travel Mode Comparison by Day

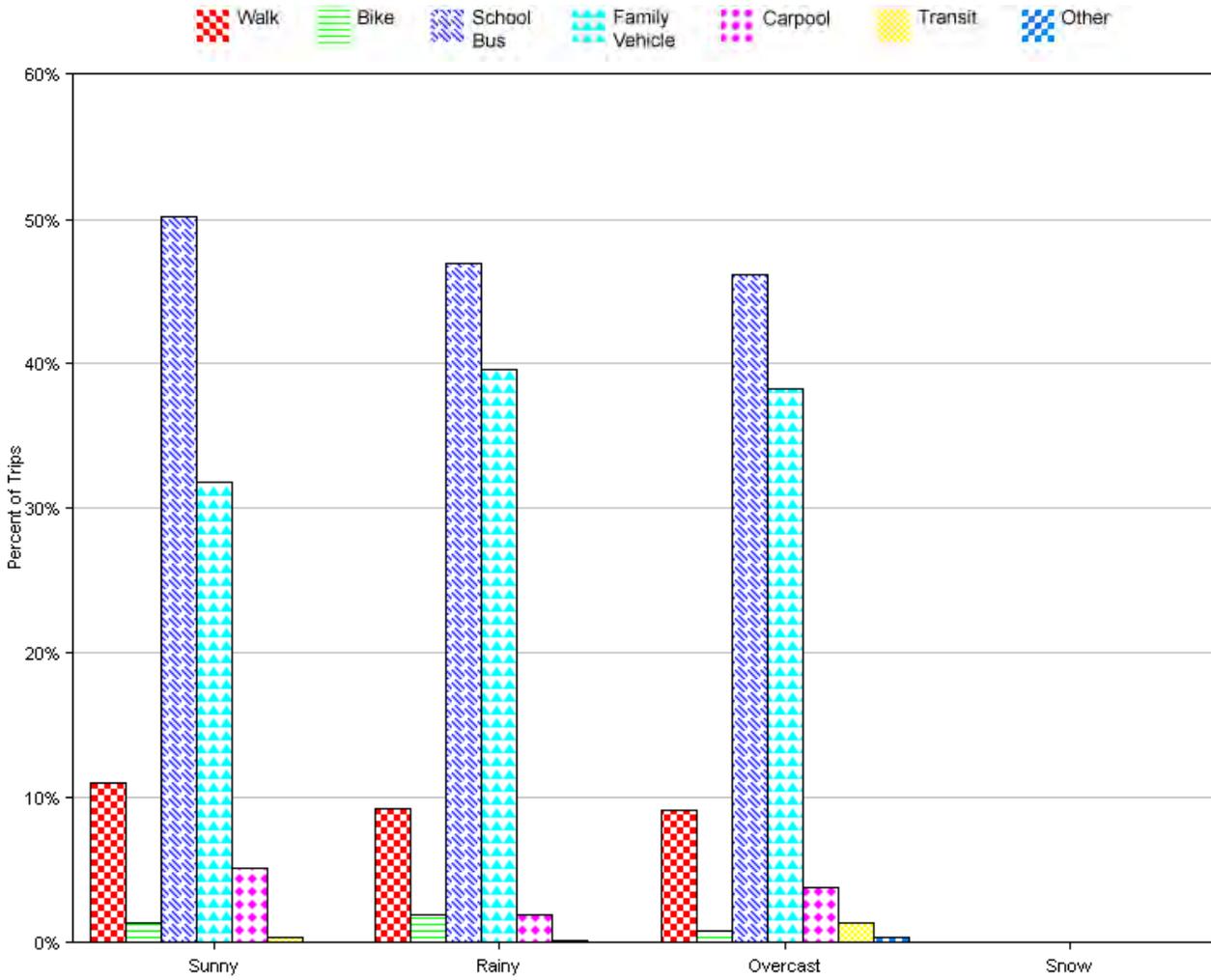


### Morning and Afternoon Travel Mode Comparison by Day

|              | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|--------------|-----------------|------|------|------------|----------------|---------|---------|-------|
| Tuesday AM   | 219             | 9%   | 1%   | 42%        | 45%            | 2%      | 0%      | 0%    |
| Tuesday PM   | 221             | 12%  | 1%   | 49%        | 30%            | 5%      | 2%      | 0%    |
| Wednesday AM | 280             | 7%   | 3%   | 47%        | 41%            | 2%      | 0%      | 0.4%  |
| Wednesday PM | 286             | 13%  | 0.3% | 50%        | 32%            | 3%      | 1%      | 0.3%  |
| Thursday AM  | 147             | 6%   | 1%   | 48%        | 41%            | 4%      | 0%      | 0%    |
| Thursday PM  | 158             | 9%   | 1%   | 46%        | 36%            | 8%      | 0.6%    | 0%    |

Percentages may not total 100% due to rounding.

### Travel Mode by Weather Conditions



### Travel Mode by Weather Condition

| Weather Condition | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|-------------------|-----------------|------|------|------------|----------------|---------|---------|-------|
| Sunny             | 289             | 11%  | 1%   | 50%        | 32%            | 5%      | 0.3%    | 0%    |
| Rainy             | 452             | 9%   | 2%   | 47%        | 40%            | 2%      | 0.2%    | 0%    |
| Overcast          | 570             | 9%   | 0.9% | 46%        | 38%            | 4%      | 1%      | 0.4%  |
| Snow              | 0               | 0%   | 0%   | 0%         | 0%             | 0%      | 0%      | 0%    |

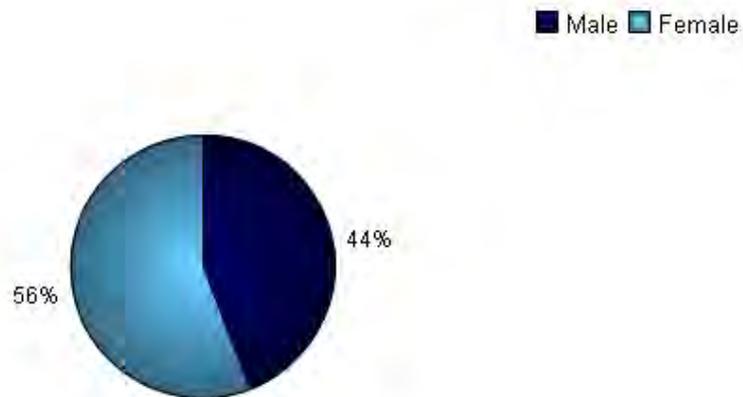
Percentages may not total 100% due to rounding.

## Parent Survey Summary

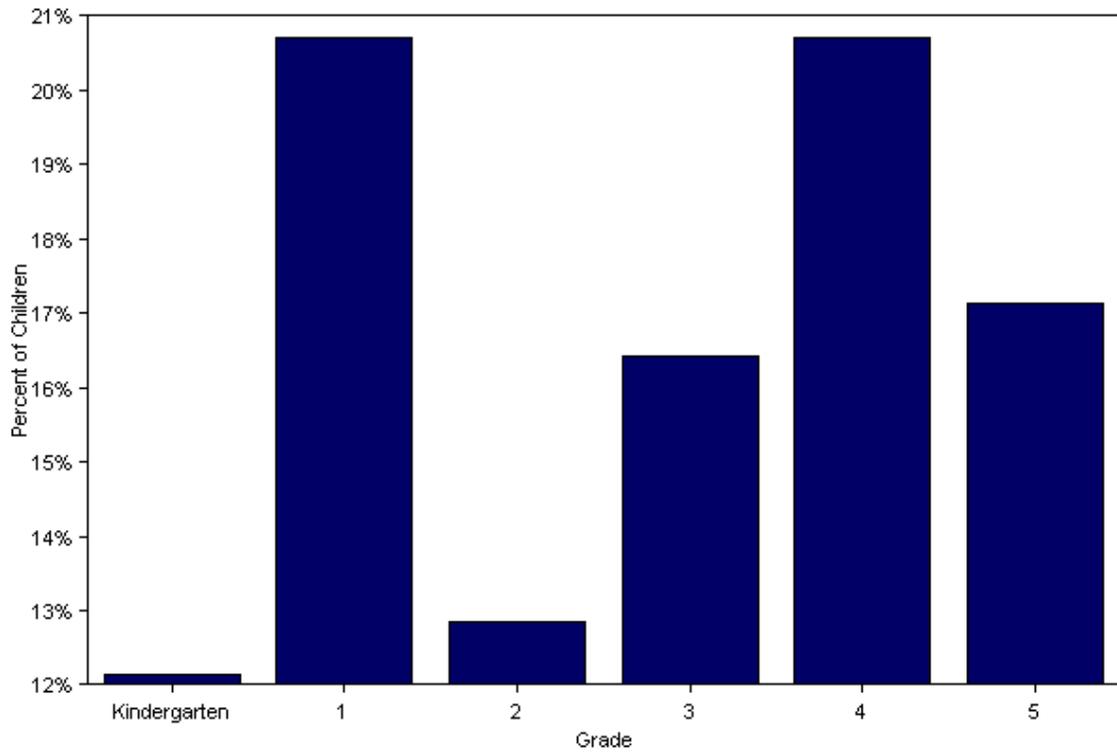
|   |                                |  |              |
|---|--------------------------------|--|--------------|
| <b>Program Name:</b>                                      | Claremont Elementary SRTS      | <b>Month and Year Collected:</b>                     | October 2010 |
| <b>School Name:</b>                                       | Maple Street Elementary School | <b>Set ID:</b>                                       | 4952         |
| <b>School Enrollment:</b>                                 | 345                            | <b>Date Report Generated:</b>                        | 02/18/2011   |
| <b>Enrollment within Grades Targeted by SRTS Program:</b> | 345                            | <b>Number of Questionnaires Analyzed for Report:</b> | 140          |
| <b>Number of Questionnaires Distributed:</b>              | 345                            |  |              |

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

### Sex of children for parents that provided information



### Grade levels of children represented in survey

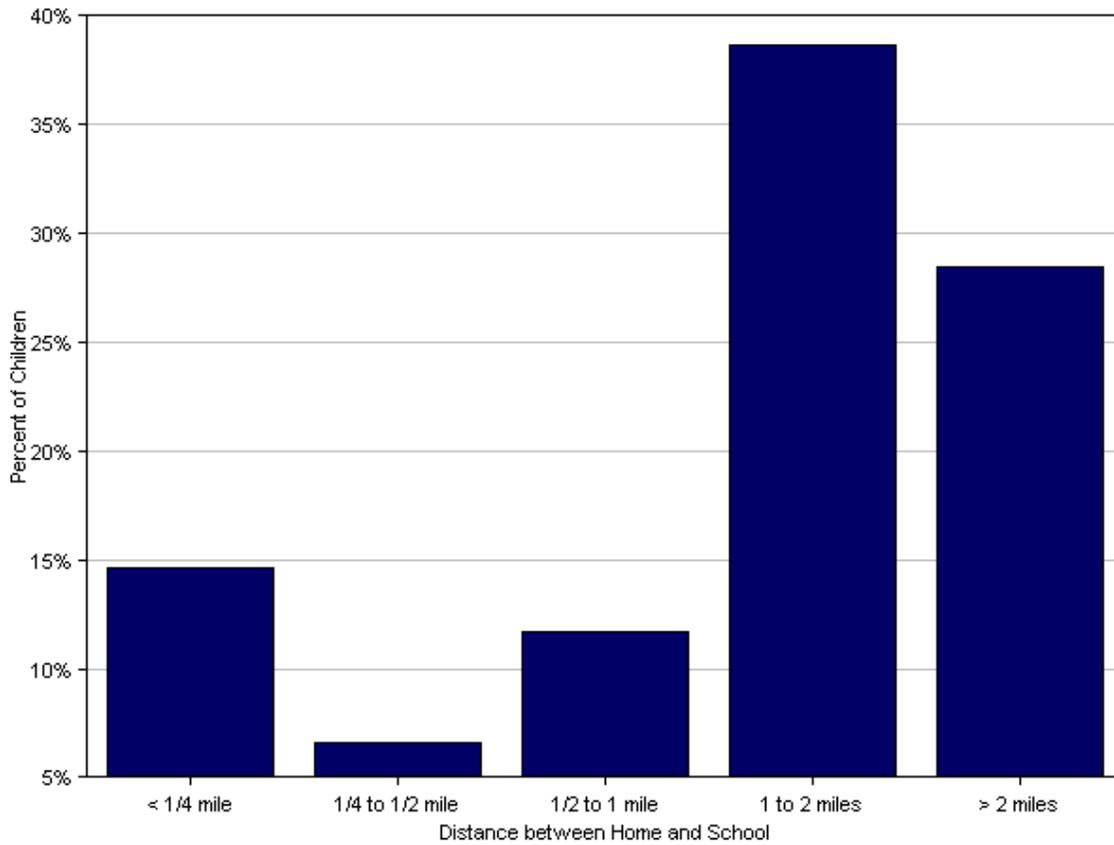


### Grade levels of children represented in survey

| Grade in School | Responses per grade |         |
|-----------------|---------------------|---------|
|                 | Number              | Percent |
| Kindergarten    | 17                  | 12%     |
| 1               | 29                  | 21%     |
| 2               | 18                  | 13%     |
| 3               | 23                  | 16%     |
| 4               | 29                  | 21%     |
| 5               | 24                  | 17%     |

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

### Parent estimate of distance from child's home to school

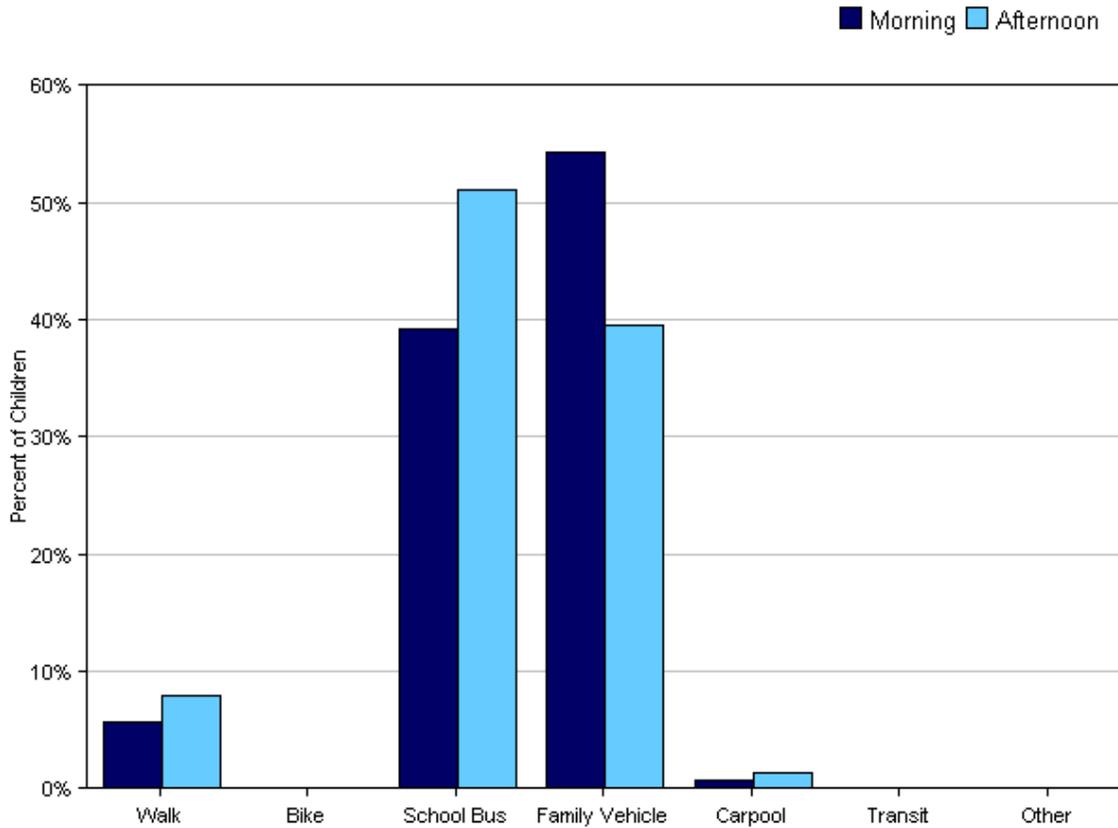


### Parent estimate of distance from child's home to school

| Distance between home and school | Number of children | Percent |
|----------------------------------|--------------------|---------|
| Less than 1/4 mile               | 20                 | 15%     |
| 1/4 mile up to 1/2 mile          | 9                  | 7%      |
| 1/2 mile up to 1 mile            | 16                 | 12%     |
| 1 mile up to 2 miles             | 53                 | 39%     |
| More than 2 miles                | 39                 | 28%     |

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

### Typical mode of arrival at and departure from school



### Typical mode of arrival at and departure from school

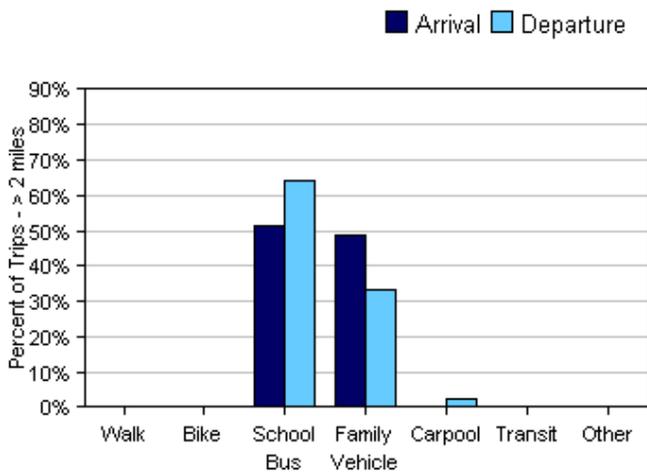
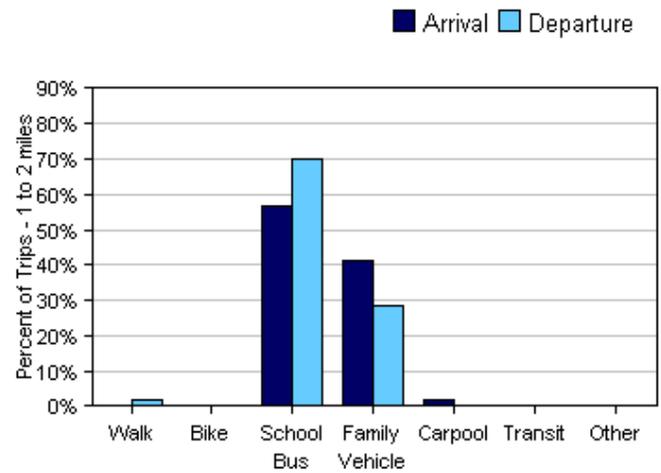
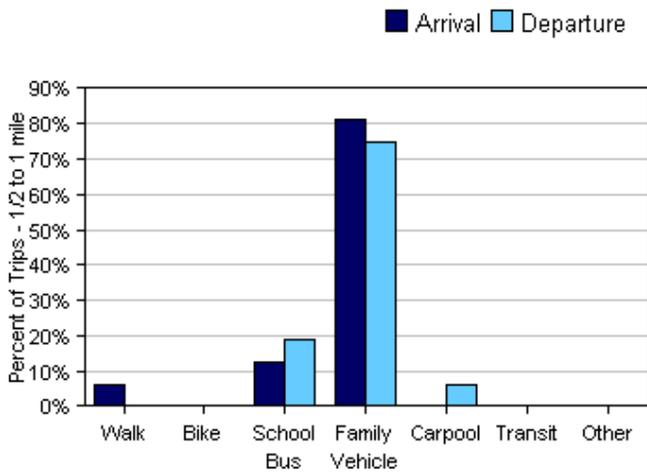
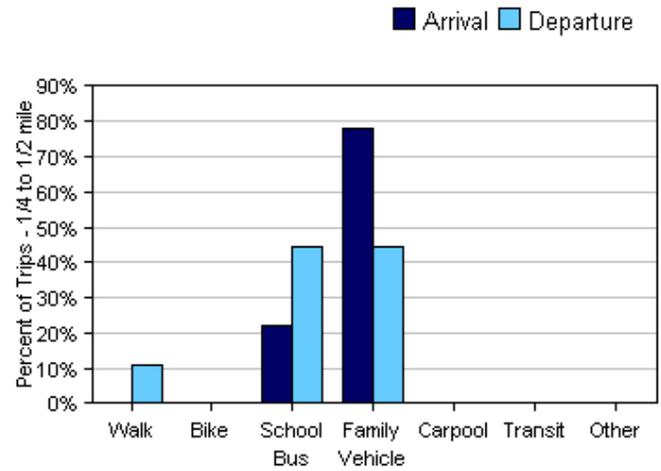
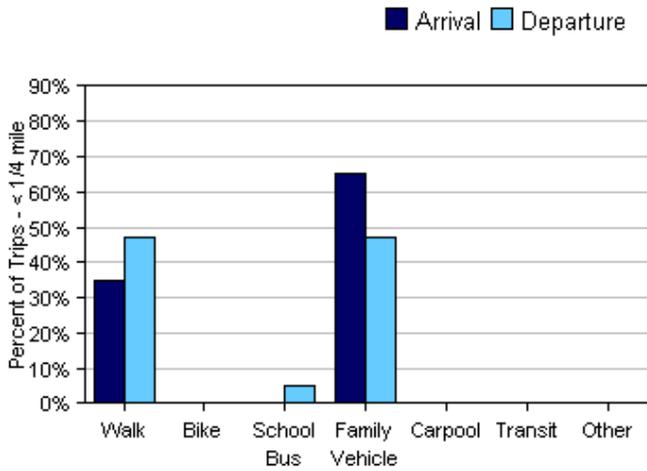
| Time of Trip | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|--------------|-----------------|------|------|------------|----------------|---------|---------|-------|
| Morning      | 140             | 6%   | 0%   | 39%        | 54%            | 0.7%    | 0%      | 0%    |
| Afternoon    | 139             | 8%   | 0%   | 51%        | 40%            | 1%      | 0%      | 0%    |

No Response Morning: 0

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

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



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

### School Arrival

| Distance                | Number within Distance | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|-------------------------|------------------------|------|------|------------|----------------|---------|---------|-------|
| Less than 1/4 mile      | 20                     | 35%  | 0%   | 0%         | 65%            | 0%      | 0%      | 0%    |
| 1/4 mile up to 1/2 mile | 9                      | 0%   | 0%   | 22%        | 78%            | 0%      | 0%      | 0%    |
| 1/2 mile up to 1 mile   | 16                     | 6%   | 0%   | 13%        | 81%            | 0%      | 0%      | 0%    |
| 1 mile up to 2 miles    | 53                     | 0%   | 0%   | 57%        | 42%            | 2%      | 0%      | 0%    |
| More than 2 miles       | 39                     | 0%   | 0%   | 51%        | 49%            | 0%      | 0%      | 0%    |

Don't know or No response: 3

Percentages may not total 100% due to rounding.

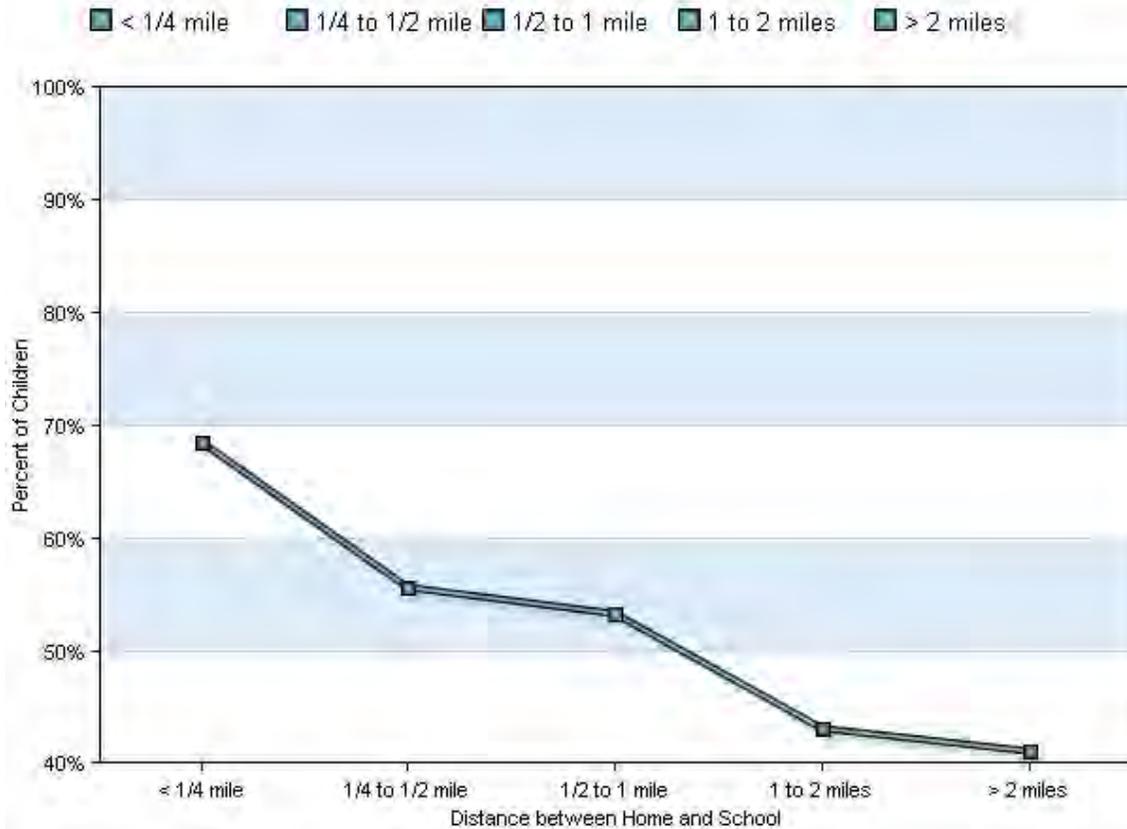
### School Departure

| Distance                | Number within Distance | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|-------------------------|------------------------|------|------|------------|----------------|---------|---------|-------|
| Less than 1/4 mile      | 19                     | 47%  | 0%   | 5%         | 47%            | 0%      | 0%      | 0%    |
| 1/4 mile up to 1/2 mile | 9                      | 11%  | 0%   | 44%        | 44%            | 0%      | 0%      | 0%    |
| 1/2 mile up to 1 mile   | 16                     | 0%   | 0%   | 19%        | 75%            | 6%      | 0%      | 0%    |
| 1 mile up to 2 miles    | 53                     | 2%   | 0%   | 70%        | 28%            | 0%      | 0%      | 0%    |
| More than 2 miles       | 39                     | 0%   | 0%   | 64%        | 33%            | 3%      | 0%      | 0%    |

Don't know or No response: 4

Percentages may not total 100% due to rounding.

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

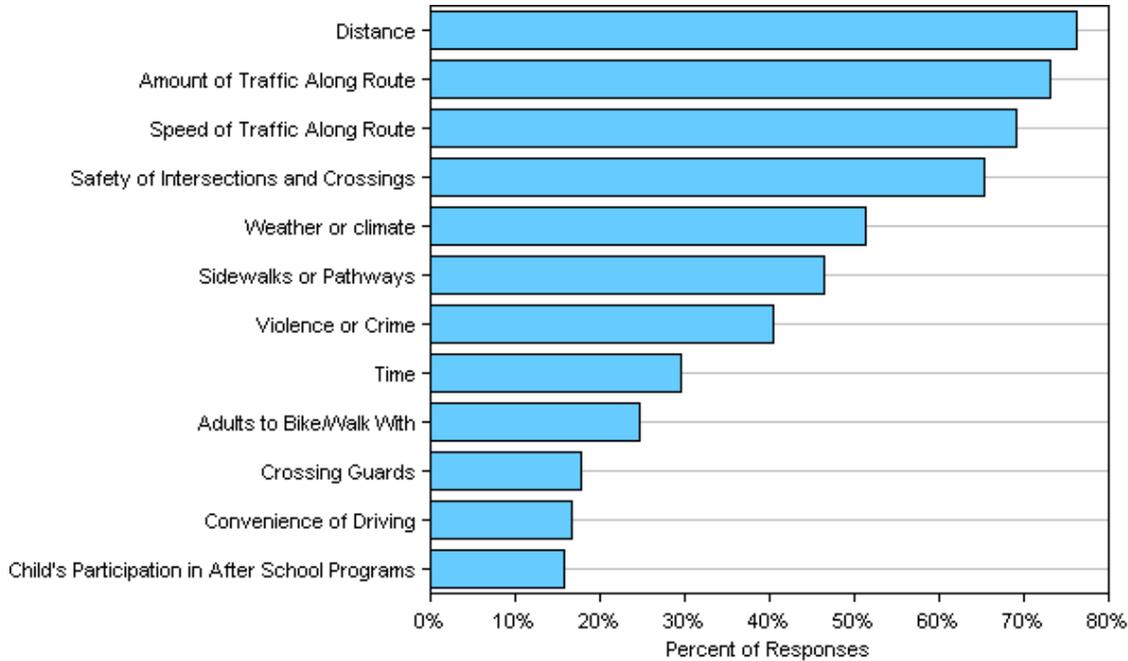


**Percent of children who have asked for permission to walk or bike to/from school by distance they live from school**

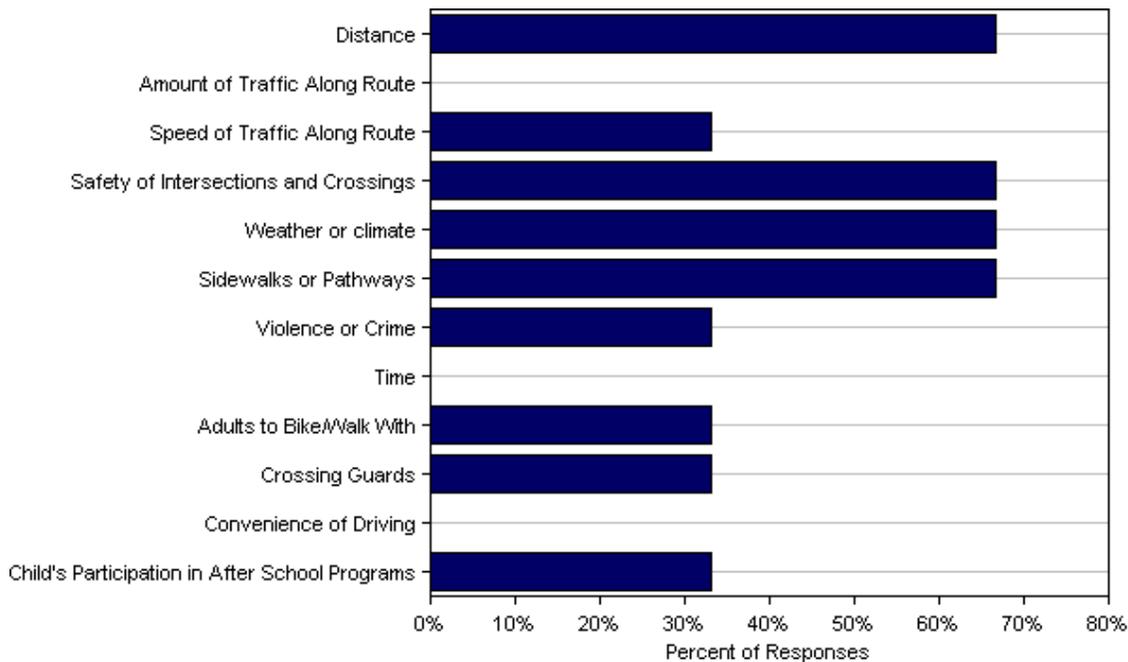
| Asked Permission? | Number of Children | Less than 1/4 mile | 1/4 mile up to 1/2 mile | 1/2 mile up to 1 mile | 1 mile up to 2 miles | More than 2 miles |
|-------------------|--------------------|--------------------|-------------------------|-----------------------|----------------------|-------------------|
| Yes               | 64                 | 68%                | 56%                     | 53%                   | 43%                  | 41%               |
| No                | 69                 | 32%                | 44%                     | 47%                   | 57%                  | 59%               |

Don't know or No response: 7  
 Percentages may not total 100% due to rounding.

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



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



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

| <b>Issue</b>                                   | <b>Child does not walk/bike to school</b> | <b>Child walks/bikes to school</b> |
|--|---|------------------------------------|
| Distance                                       | 76%                                       | 67%                                |
| Amount of Traffic Along Route                  | 73%                                       | 0%                                 |
| Speed of Traffic Along Route                   | 69%                                       | 33%                                |
| Safety of Intersections and Crossings          | 65%                                       | 67%                                |
| Weather or climate                             | 51%                                       | 67%                                |
| Sidewalks or Pathways                          | 47%                                       | 67%                                |
| Violence or Crime                              | 41%                                       | 33%                                |
| Time   | 30%                                       | 0%                                 |
| Adults to Bike/Walk With                       | 25%                                       | 33%                                |
| Crossing Guards                                | 18%                                       | 33%                                |
| Convenience of Driving                         | 17%                                       | 0%                                 |
| Child's Participation in After School Programs | 16%                                       | 33%                                |
| <b>Number of Respondents per Category</b>      | <b>101</b>                                | <b>3</b>                           |

No response: 36

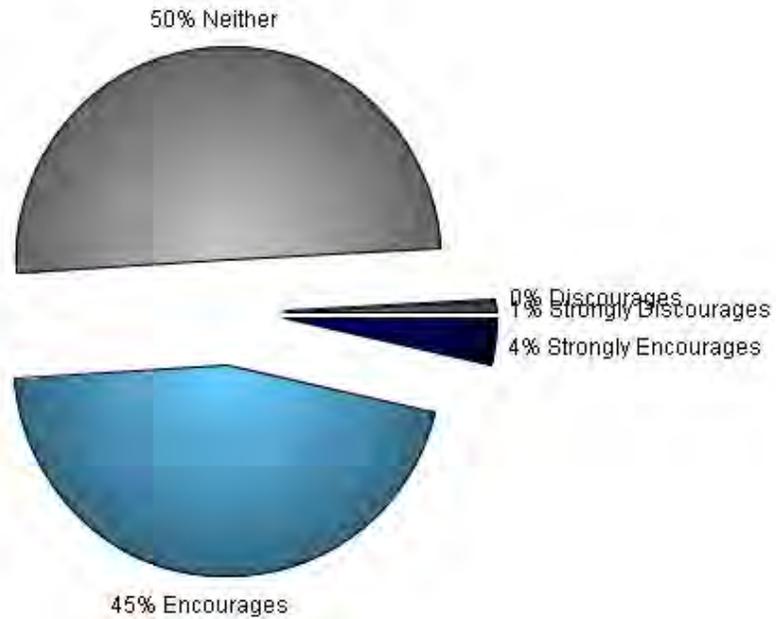
Note:

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

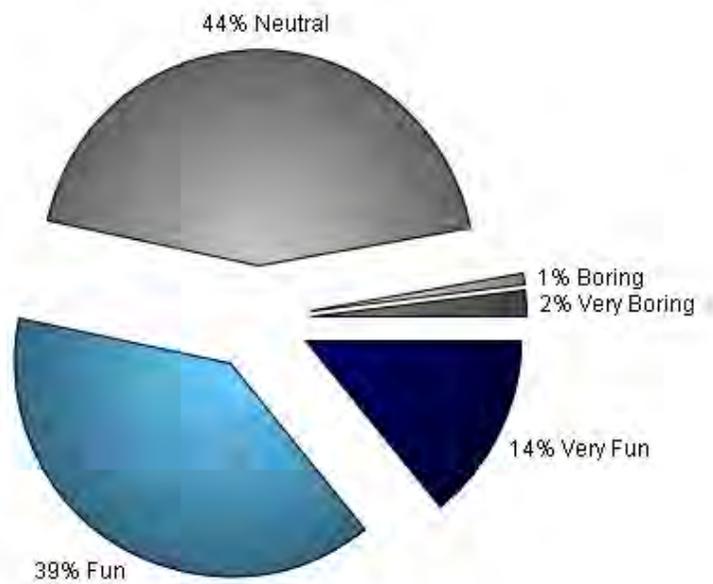
--Each column may sum to > 100% because respondent could select more than issue

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

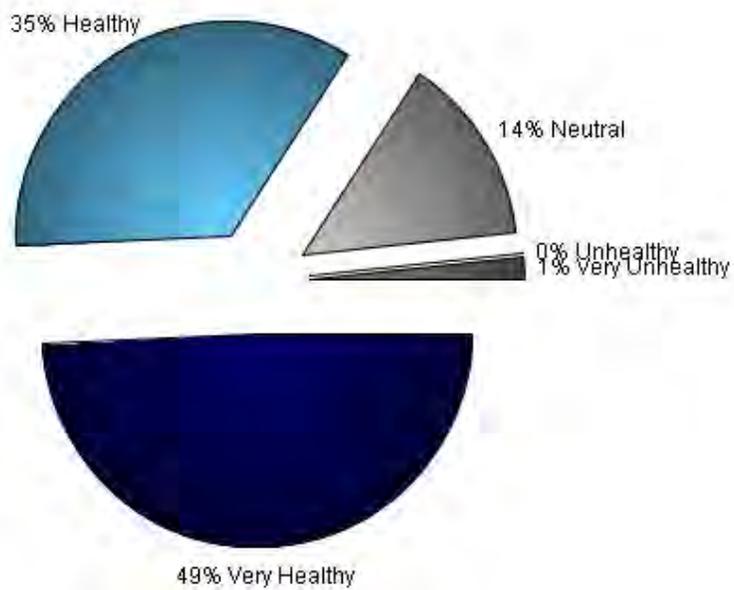
## Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



## Comments Section

| SurveyID | Comment   |
|----------|---|
| 517875   | THE ISSUE IS DISTANCE. MY CHILD LIKES WALKING BUT THE DISTANCE IS NOT SAFE WITHOUT AN ADULT.  |
| 517890   | UNFORTUNATELY THE WORLS IS NOT A SAFE PLACE AND I AM VERY PROTECTIVE OF MY KIDS. MY SON IS ALLOWED TO BIKE TO THE MIDDLE SCHOOL BUT AT THIS POINT MY DAUGHTER IS DRIVEN TO MAPLE AVE AND WILL CONTINUE TO BE DONE THIS WAY TILL I FEEL SHE CAN ARRIVE AND RETURN SAFELY AND UNHARMED BY THE POTENTIAL CHILD PREDATORS OF THIS WORLD-WHICH MAY BE NEVER- SORRY.                                      |
| 517926   | THE REASON WHY WE ARE COMFORTABLE FOR OUR DAUGHTER TO WALK/BIKE TO SCHOOL WITHOUT AN ADULT IS BECAUSE WE LIVE VERY CLOSE TO THE SCHOOL. IF WE LIVED FURTHER AWAY IT WOULD BE GRADE 5 MORE LIKELY.   |
| 517941   | HIGHLY UNSAFE PICKUP/DROP OFF AT BOTH SCHOOLS!! PARENTS DO NOT FOLLOW INSTRUCTIONS AND ARE TOO IMPATIENT!   |
| 517948   | MY DAUGHTER IS ONLY 9 YEARS OLD EVEN IF WE LIVED A BLOCK FROM SCHOOL I WOULD NOT LET HER WALK ALONE TO OR FROM SCHOOL.  |
| 517960   | I BELIEVE MY CHILD WOULD ENJOY BIKING TO SCHOOL HOWEVER, SAFETY CONCERNS ARE THE REASONS THAT PREVENT ME FROM ALLOWING HER. I WOULD LIKE TO SEE THIS CHANCE!  |
| 518007   | I VERY MUCH LIKE THE SCHOOL MY CHILD ATTENDS. HOWEVER I FEEL COMFORTABLE PICKING/TAKING HER TO SCHOOL, ITS MY PREFERENCE.   |
| 518010   | WHEN I WAS IN CHINA WE ALWAYS WALKED OR BIKED TO SCHOOL, HOME, TO SHOP, EVERYWHERE.   |
| 518025   | WE WALK TOGETHER EVERYDAY TO AND FROM SCHOOL BUT DUE TO THE POSIBILITY OF CHILD ABDUCTION ETC. WE DON'T FEEL COMFORTABLE WITH HER WALKING BY HERSELF.   |
| 524733   | WITH ALL THAT CAN HAPPEN IN TODAYS WORLD IF I CAN PROVIDE TRANSPORTATION TO AND FROM SCHOOL-I WILL.   |
| 517878   | WE LIVE TOO FAR TO WALK!  |
| 517929   | THE INTERSECTION OF ROUTE 12 AND MAPLE AVE IS EXTREMELY DANGEROUS...THERE ARE NO PEDESTRIAN WALKWAYS AND NO CROSSWALK BUTTONS/LIGHTS. CARS ALSO GO MUCH FASTER THAN THE SPEED LIMIT. WAY TOO DANGEROUS. WHEN MY SON GOES TO JUNIOR HIGH/MIDDLE SCHOOL FOR 6TH GRADE I'LL HAVE TO FIGURE OUT HOW HE CAN SAFELY CROSS TO THE ONE SIDE OF THE STREET(BIBLE HILL/MAPLE) THAT HAS A FUNCTIONAL SIDEWALK. |
| 517967   | WE THOROUGHLY ENJOY THE WALK OR BIKE TO SCHOOL DAY THAT WAS HELD RECENTLY.  |
| 517972   | SON LIVES TOO FAR AWAY FROM SCHOOL TO WALK.   |
| 517994   | IT WOULD TAKE 40 MINUTES+ FOR MY SMALL CHILDREN TO WALK TO SCHOOL WITH SUPERVISION. I DON'T KNOW IF THEY WOULD EVEN GET THERE WITHOUT SUPERVISION. WALKING TO SCHOOL HAS NOT EVER BEEN A CONSIDERATION FOR US PRIMARILY BECAUSE OF THE DISTANCE/TRAFFIC.  |
| 518011   | BEING A FIRST GRADER AND LIVING TOO FAR AWAY ARE MY MAIN CONCERNS. MAYBE WHEN HE'S OLDER AND THERE WERE OTHER PEOPLE BIKING OR WALKING I WOULD ALLOW IT.  |
| 518026   | MY SON HAD ADHD AND HE WOULD ONLY BE ALLOWED TO WALK WITH AN ADULT AT THIS TIME. IF THERE WERE MORE WALK TO SCHOOL DAYS WITH STAFF, PARENTS AND STUDENTS THEN I WOULD GLADLY LET HIM PARTICIPATE.   |
| 517899   | WE LIVE ONE MILE UP ON A STEEP CURVY HILL.  |
| 517905   | I THINK THIS SURVEY IS USELESS FOR PEOPLE WHO CLEARLY DO NOT LIVE IN WALKING DISTANCE TO SCHOOL. NOT VERY USER FRIENDLY FOR THEM.   |
| 517907   | TIMING OF PARENTS START OF WORK AFFECTS THE ABILITY TO ALLOW WALKING TO SCHOOL ALONG WITH OTHER ITEMS ABOVE.  |
| 517921   | WHAT DIFFERENCE (COMMENTS) DOES THIS MAKE? EVEN HIGHLY INTELLIGENT PEOPLE CAN MAKE POOR JUDGEMENT. I'VE NEVER UNDERSTOOD THIS ONE? BUT IT IS A UNIVERSAL QUESTION SO I'LL ANSWER.   |

|        |   |
|--------|---|
| 517946 | WHILE I LIKE THE IDEA OF WALKING OR BIKING TO SCHOOL, IT IS TOO DANGEROUS BASED ON WHERE WE LIVE.   |
| 517955 | THE COMMUNITY MAKEUP IS VERY ALARMING AND THE BULLYING AND DRUGS THERE ARE, NO MATTER HOW YOU WANT TO MINIMIZE IT. IF I CAN SHEILD MY CHILDREN FROM THAT, SHORT OF MOVING I WILL DO SO.               |
| 517974 | KIDS IS TO FAR TO RIDE A BIKE TO SCHOOL.  |
| 518030 | THERE ARE NO SIDEWALKS FOR FIONAH TO WALK. IF THERE WERE, WE WOULD ABSOLUTELY WAKL-ESPECIALLY ON THE NICE DAYS.   |
| 524734 | I APPRECIATE THE POLICE OUTSIDE THE SCHOOL BEFORE AND AFTER SCHOOL PATROLING. IT MAKES ME FEEL BETTER ABOUT MY DAUGHTER WALKING.  |
| 517897 | THERE ARE MANY SEX OFFENDERS(REGISTERED AND NOT REGISTERED). IT ONLY TAKES A SECOND FOR A CHILD TO BE ABDUCTED AND I DON'T FEEL IT(ALLOWING) MY KIDS TO WALK IS WORTH THE RISK.                       |
| 518017 | I DON'T LET THEM WALK OR BIKE MAINLY BECAUSE OF THE INCREASE OF PEDOPHILES OR OTHER "CREEPERS" OUT THERE. ALSO BECAUSE OF MY SONS DISABILITY.   |
| 518009 | WE DRIVE RAHTER THAN USE THE BUS BECAUSE OF OUR WORK SCHEDULES AND BEFORE/AFTER SCHOOL CARE IS DIFFERENT ON DIFFERENT DAYS OF THE WEEK.   |
| 517987 | AS LONG AS I WORK I WILL GIVE RIDES TO MY CHILDREN. I WILL NEVER LET THEM WALK OR BIKE, HOWEVER, TAKING THE BUS COULD BE AN OPTION.   |
| 517962 | MY CHILD HAS NEVER WALKED TO SCHOOL, SO THEREFORE THEY DON'T KNOW IF ITS BORING OR FUN ETC. AS IN QUESTION 13. IT IS TOO FAR FOR THEM TO WALK THEREFORE IT IS VERY UNHEALTHY AS ASKED IN QUESTION 14. |
| 524725 | I DID NOT COMPLETE THE QUESTIONS THAT DON'T APPLY TO ME SINCE THE REASON I DON'T ALLOW MY CHILD TO WALK TO SCHOOL IS BASED ON AGE AND NOTHING MORE.   |

**APPENDIX B – EXAMPLE IMPLEMENTATION PLAN TABLE**

| Action Item | School / District | Priority | Target Completion | Responsible Party | Funding Source | Task Complete |
|-------------|-------------------|----------|-------------------|-------------------|----------------|---------------|
|             |                   |          |                   |                   |                |               |
|             |                   |          |                   |                   |                |               |
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|             |                   |          |                   |                   |                |               |
|             |                   |          |                   |                   |                |               |