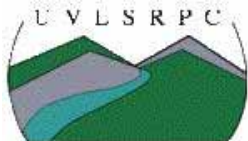


Comprehensive Travel Plan for

Mount Lebanon Elementary School

November 2009
Lebanon, New Hampshire

Prepared by the
Upper Valley Lake Sunapee Regional
Planning Commission



SafeRoutes

National Center for Safe Routes to School



New Hampshire
DOT
Department of Transportation



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1.0 Introduction

This report addresses the Mount Lebanon Elementary School Travel Plan for the City of Lebanon Comprehensive Safe Routes To School (SRTS) Travel Plan. The Lebanon SRTS Task Force continues to seek ways to enhance and encourage student health and welfare throughout the School District by promoting walking and bicycling to school in an increasingly challenging environment.



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

The Task Force membership includes a broad range of community members including Lebanon School District representatives, City of Lebanon staff and officials, walking and biking enthusiasts and community wellness program coordinators. Such a diverse range of interests brings many perspectives to ensure that this effort will continue to be a community-based initiative.

The City of Lebanon faces many land use planning and related challenges as a growing community that is at the hub of the Lebanon-Hanover Micropolitan Region. This distinction introduces a fundamental challenge of meeting demands of a workday population, which is double the residential population, utilizing the City's infrastructure and services. These demands on the City transportation infrastructure

affect the safety of pedestrians and cyclists.

In light of these demands, the City has made a substantial effort to diversify opportunities for transportation by encouraging alternative travel options for commuters and to expand and improve walking and biking facilities with the guidance of the Lebanon Pedestrian and Bicyclist Advisory Committee (PBAC) and City Planning Staff. Such efforts are becoming the standard for Lebanon, as evidenced in the City's Master Plan.

This Report summarizes the barriers to, and opportunities for promoting walking and biking to school. The process for developing the Travel Plan followed the standard established by the national SRTS initiative: Evaluation, Education, Encouragement, Enforcement, and Engineering. This report details the findings for each of these "5 Es" based on standardized surveys, community outreach, parent input, focus group surveys, and School District and City input. The Task Force initiative to develop this Travel Plan has resulted in many substantive and realistic recommendations for Mount Lebanon Elementary School, the School District, and the community.

2.0 Community Involvement and Support

2.1 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 a number of community health and wellness initiatives through Dartmouth-Hitchcock Medical Center, the Children’s Hospital at Dartmouth, the School District’s Wellness Committee, and many other community organizations interested in promoting walking and biking activities. The high level of community involvement will ensure continued success for the Lebanon SRTS program.

Table 2-1: Lebanon Safe Routes to School Task Force

NAME	AFFILIATION
Becca Boudreau	PE Teacher, Hanover Street Elementary School
Colin Smith	Chair, Lebanon Pedestrian and Bicyclist Advisory Committee
David Brooks	Senior Planner, City of Lebanon Planning Department
Dianne Estes	School and Community Relations Coordinator, Lebanon School District
Earl Labonte	City of Lebanon Department of Public Works
Gregory Norman	Director, Community Health Improvement and Benefits, Dartmouth-Hitchcock Medical Center, Healthy Eating Active Living Program
Cindy Heath	Director (Recently Retired), City of Lebanon Department of Recreation and Parks
Ken Niemczyk	Director, City of Lebanon Planning Department
Laura Dykstra	Chair, Lebanon School Board Lebanon School District Facilities Committee
Maudi Silver-Mallemat	Community Health Improvement and Benefits, Dartmouth-Hitchcock Medical Center, Healthy Eating Active Living Program
Paul Coats	Interim Director, City of Lebanon Department of Recreation and Parks
Scott Rathburn	City of Lebanon Police Department

The Tables 2-2 and 2-3 list individuals and organizations that donated time and/or helped facilitate this Travel Plan. Their commitment will continue with the successful implementation of this and future travel plans.

Table 2-2: Travel Plan Participants and Champions

NAME	AFFILIATION
Michael Harris, PhD	Superintendent, Lebanon School District
Liz Schwartz	President, West Lebanon PTO
Candy Swift	President, Lebanon PTO
Wendy Plante	Vice President, Lebanon PTO
Michael Foxall	Principal, Mount Lebanon Elementary School
Amy Ballou	Mount Lebanon Elementary School
Martha Langill	Principal, Seminary Hill Elementary School
Jeff McGuire	Seminary Hill Elementary School
Scott Bouranis	Principal, Hanover Street Elementary School
Susan Desrosiers	Hanover Street Elementary School
Kathleen Blain	Hanover Street Elementary School

Table 2-3: Board, Committee, and Commission Participation

Dartmouth-Hitchcock Medical Center & the Children’s Hospital at Dartmouth
Healthy Eating Active Living Coalition
Lebanon School District Wellness Committee
Lebanon Pedestrian and Bicyclist Advisory Committee
Lebanon City Council
Lebanon and West Lebanon Parent Teacher Organizations (PTOs)
Upper Valley Lake Sunapee Regional Planning Commission
Upper Valley Trails Alliance
Vital Communities, Upper Valley Transportation Management Association

2.2 Community Forum

The Lebanon PTO hosted a SRTS Community Forum at the Hanover Street Elementary School on October 13, 2009. The SRTS Task Force invited parents, school administrators, teachers, and the general public to attend this session. More than 20 people attended this forum and provided important information about current concerns. The input from this session has guided the recommendations for this Travel Plan. A summary of the meeting notes are included in Appendix A.

2.3 Travel Plan Surveys

2.3.1 Online Parent Surveys

As part of the Evaluation Phase for this project, the School District distributed e-mail invitations for parents of students at the three study schools to participate in an online survey. This survey was developed by the National Center for Safe Routes to School (NCSRTS) based on the standardized parent survey endorsed by the New Hampshire Department of Transportation (NHDOT). The estimated average response rate for this online survey, based on the number of enrolled students, is 18%. A survey report for the Mount Lebanon Elementary School (MLES) is attached in Appendix B.

2.3.2 Classroom Survey

Volunteers from the community and the Task Force participated in a classroom survey of students in MLES. The purpose was to obtain information regarding mode of travel to and from school for each day. The survey occurred on two days on the week of October 5, 2009. Due to scheduling issues, a limited number of classes had to be evaluated the following week. Survey reports are attached in Appendix B.

2.3.3 Online Focus Group Survey

A focus group consisting of the Task Force, City staff, School District staff and PTO members were invited to review draft recommendations for the Travel Plan. The online survey asked individuals to state whether they agreed with each recommendation, establish the priority and timeline for executing it, and invited participant comments. This process provided valuable feedback and resulted in the re-prioritization of certain recommendations.

2.3 Lebanon Master Plan

The City is in the process of updating the Master Plan as of the date of this report. The 2006 Master Plan and the 2009 update provide substantial support for initiatives like SRTS.

1. **The 2006 Master Plan General Statement of Purpose:** "...the City of Lebanon shall manage its physical, social, and economic development in such a way as to bring about more refreshed ecology; a more enriched cultural presence; a more sound economy; and a more just society."
2. **The Land Use Chapter Purpose Statement:** "...[T]he City shall seek to secure a high quality of life for its citizens by accommodating growth that considers the broader social, economic, and environmental issues and meets the goals contained within this Master Plan."
3. **The Transportation Chapter Purpose Statement:** "The City of Lebanon shall strive for a balanced, multi-modal transportation system that provides incentives for increased use of transit, bicycle and pedestrian modes..."

Approximately 10% of the more than 460 Action Items relate to promoting bike and pedestrian transportation and safety. Many more Action Items indirectly relate to promoting bike and pedestrian activity. The following is a brief list of Action Items relevant to SRTS programming.

- Continue to involve children in civic activities, such as their involvement in the Recreation Department's process to create the skateboard park that opened in 2003.
- Promote programs that encourage physical fitness for children through high school.
- Encourage teens to become involved in coaching, umpiring, and being "Big Brothers and Sisters" to younger children.
- Bicycle racks and lockers should be installed in public spaces throughout the community and required by developers as part of site plan approval.
- Support the Pedestrian and Bicycle Advisory Committee (PBAC) in creating a comprehensive pedestrian and bicycle facilities plan where linkages can be made and additional infrastructure is warranted (both within and outside the City) to serve development.
- Continue to support land use patterns that promote alternatives to single occupancy vehicles, such as mass transit, park-and-ride facilities, sidewalks, and bikeways/bike paths.
- The City should complete their Americans with Disabilities Act (ADA) transition plan to ensure public facilities meet ADA guidelines.
- Improve crosswalks, by considering curb extensions and raised, textured crosswalks.
- Segregate sidewalks from the roadway with landscape buffers and ensure that the sidewalk network is well maintained and interconnected.
- Promote safe intersection design and bicycle, pedestrian and transit friendly traffic signalization.
- Include pathways for bicycles and pedestrians whenever vehicular bridges are being rehabilitated or replaced.

3.0 Community Information

3.1 School District Overview

The Lebanon School District, has a total student enrollment of 1,817 students in 2009. The School District serves Lebanon (Pre-Kindergarten to grade 12), Grantham (grades 7 to 12), and Plainfield (grades 9 to 12). Of the total enrollment, approximately 1,111 students are in kindergarten through grade 8.

The 2009-2010 school year introduced a new dynamic among the elementary schools in the City. This was the first year after the Lebanon School Board approved a school consolidation plan that resulted in the closure of two elementary schools: Sacred Heart Public School and School Street School. Table 3-1, below, summarizes the change in student composition and locations of certain grades.

Table 3-1: School Consolidation and Student Composition

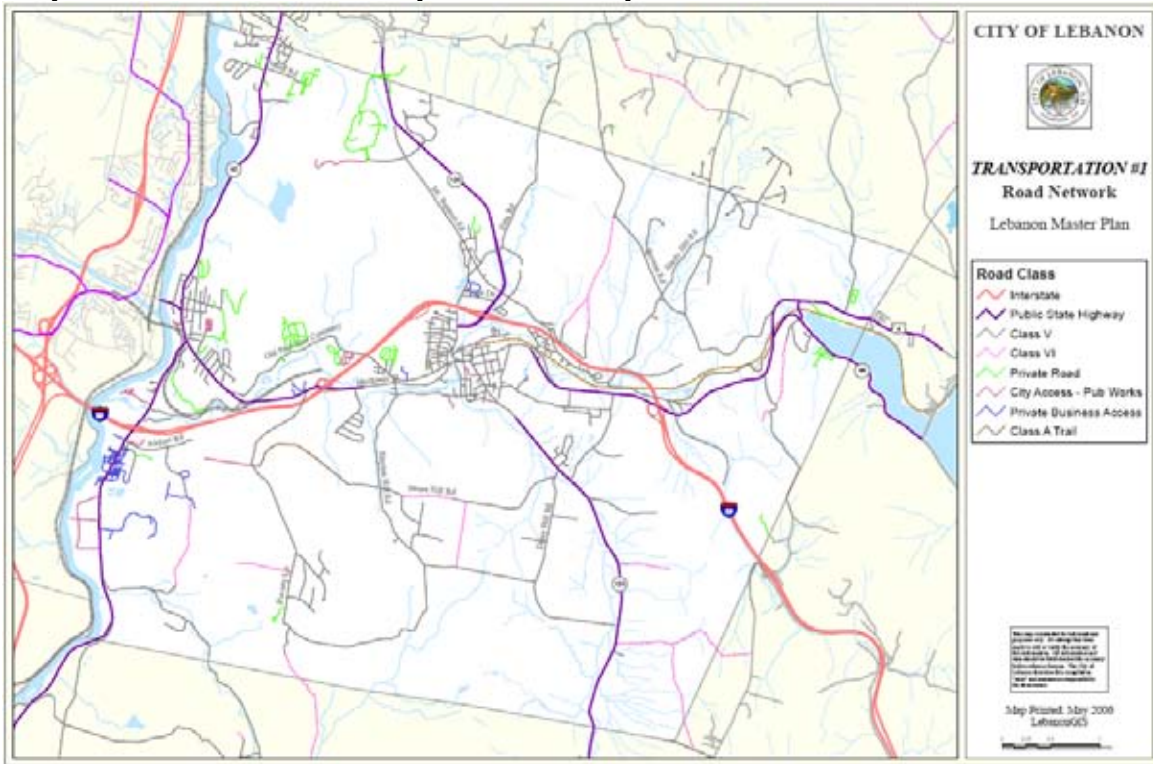
SCHOOL	PRE-CONSOLIDATION		POST-CONSOLIDATION	
	GRADES	ENROLLMENT	GRADES	ENROLLMENT
Hanover Street School	3 to 6	259	Pre-K to 4	299
Mount Lebanon School	K to 3	237	Pre-K to 4	253
Seminary Hill School	4 to 6	164	5 to 6	229
Sacred Heart Public School	K to 2	93	(Closed)	
School Street School	K to 2	90	(Closed)	

Note: Pre-consolidation enrollment based on 2006 data.

In April 2007 the PBAC published the “SR2S Survey Results,” which summarized survey data collected in November 2006. This survey was directed at parents and contained questions that are consistent with the current, standardized parent surveys endorsed by the NCSRTS and the NHDOT. Later sections of this report will reference this survey to assess whether the consolidation impacted student travel patterns to and from school.

3.2 Base Mapping

Map 3-1 Overall Transportation Map: Road Network



Map 3-2: Lebanon's Blueprint for Community Trails



4.0 Mount Lebanon Elementary School Travel Plan

The Mount Lebanon Elementary School (MLES) is situated immediately east of the West Lebanon downtown area with an enrollment of 253 students in Pre-K through grade 4. MLES student composition is similar to pre-consolidation grades and operating nature of the school. MLES operates as a neighborhood school with a strong component of the students enrolled living nearby.

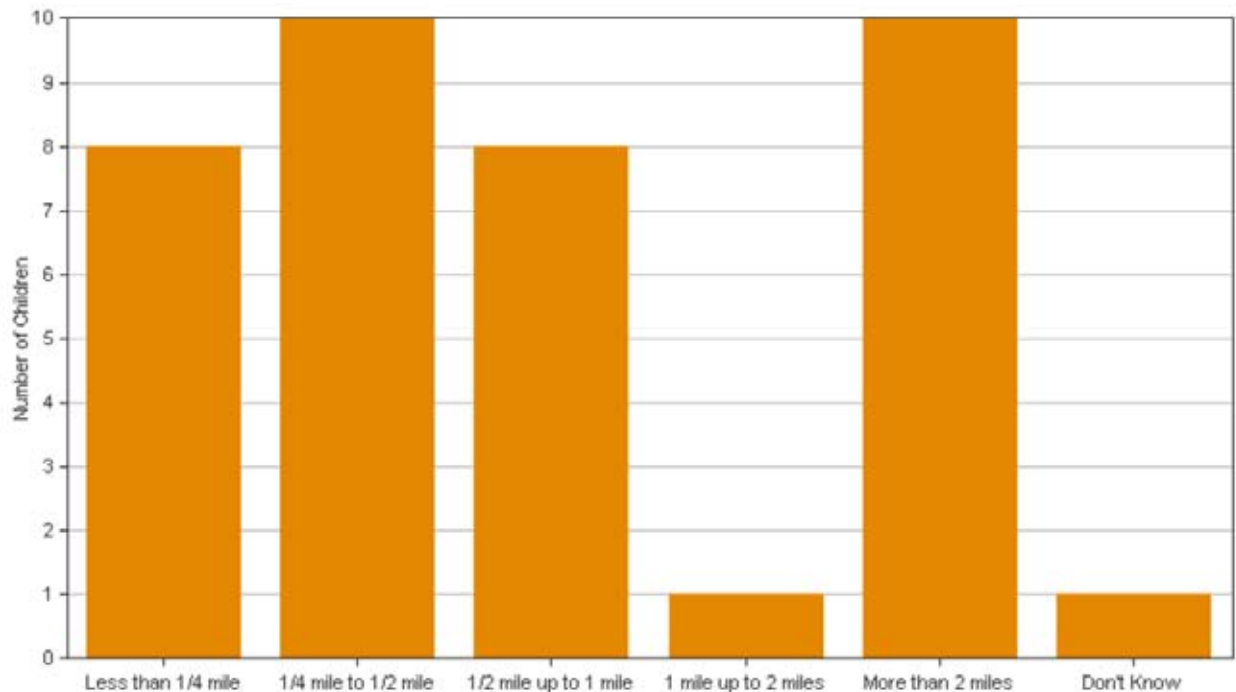
4.1 Evaluation

The evaluation phase of work included collecting and compiling surveys, conducting field assessments, collecting accident and traffic data, compiling available data on pedestrian and bicycle facilities, and mapping the study areas.

4.1.1 Parent Survey Results

MLES survey responses were collected using an online survey service and then submitted to NCSRTS for processing. The following figures are from the parent survey report generated by the NCSRTS.

Figure 4-1: Number of MLES Children by Distance They Live from School



More than 70% of the survey respondents reported that they live within two (2) miles of MLES. Figures 4-2 and 4-3 summarize the survey findings as they relate to individual travel modes to and from school. There is a steady increase on the use of family vehicles and buses as the distance to home increases. Regardless, a large portion of respondents' children that live within 1 mile walk or bike to or from school.

Figure 4-2: Percentage of MLES Children by Travel Mode to School

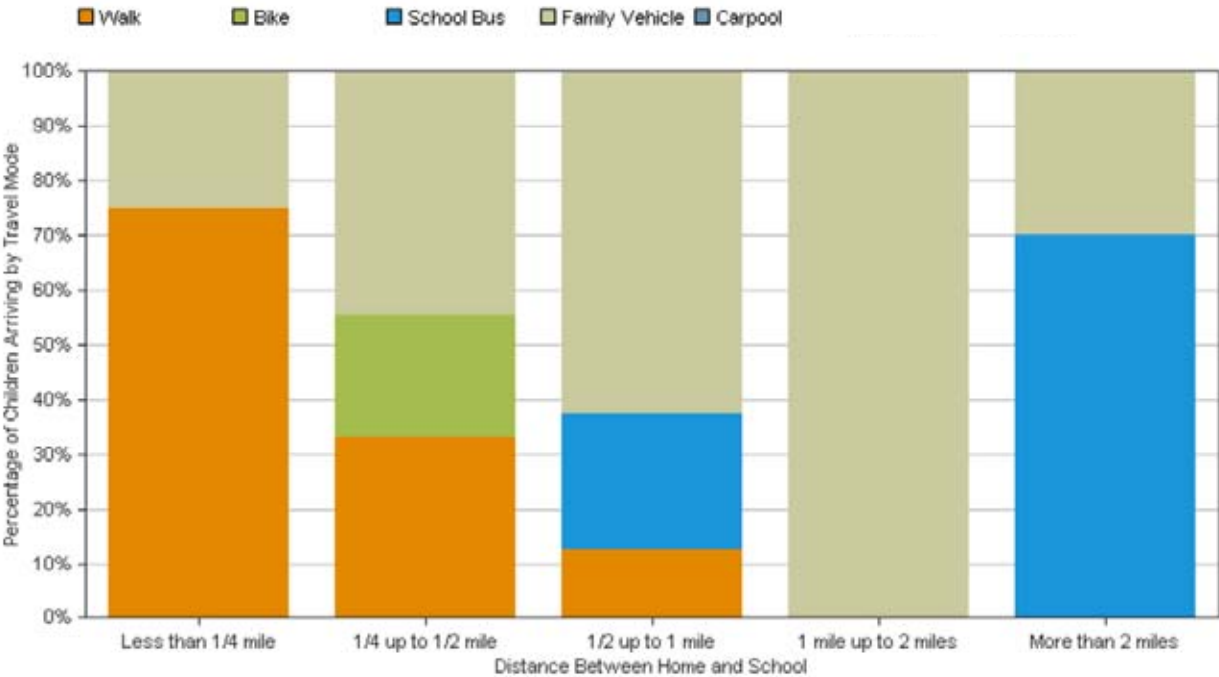
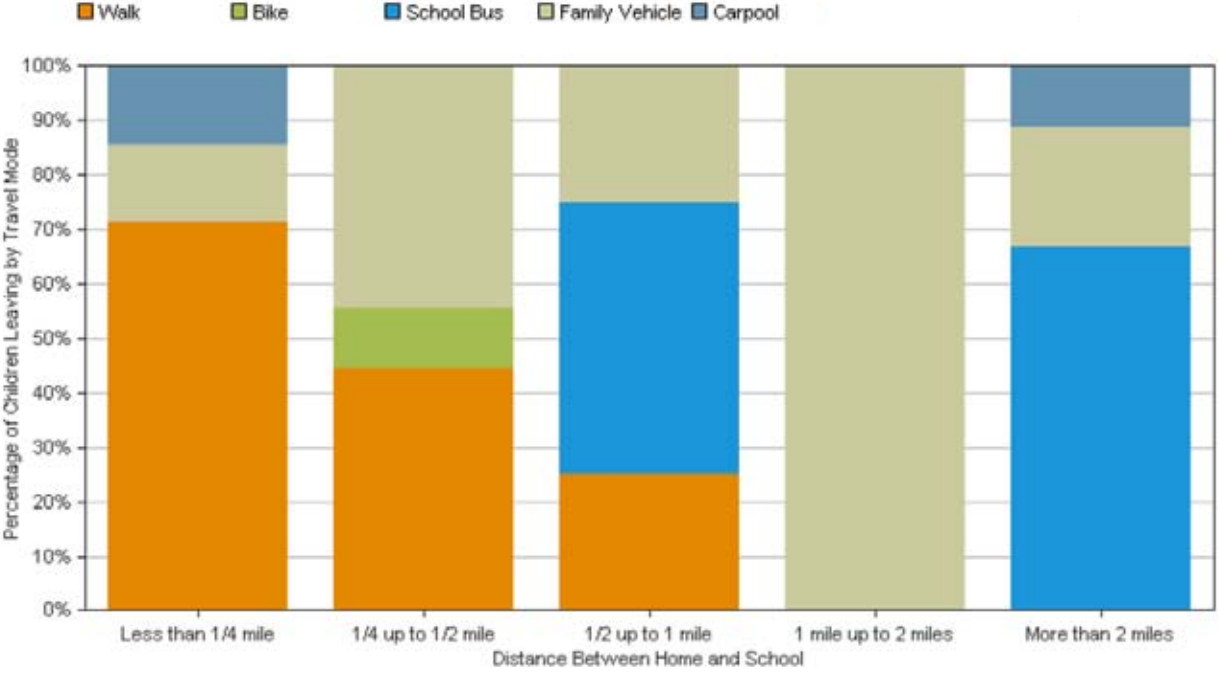


Figure 4-3: Percentage of MLES Children by Travel Mode from School



Traffic volume and speed along travel route are the primary concerns that affect a respondent’s decision to allow a child to walk or bike to school. The apparent second tier of priorities includes distance, crossing safety, and weather.

Table 4-1: Issues that Affect Parent's Decision to Allow or Not Allow Their Child to Walk or Bike to/from School Separated by Children who Do and Do Not Already Walk or Bike to/from School

Issue	Child walks/bikes to school	Child does not walk/bike to school
Distance	8 (61.5%)	16 (66.7%)
Convenience of driving	1 (7.7%)	2 (8.3%)
Time	3 (23.1%)	8 (33.3%)
Before/after-school activities	2 (15.4%)	7 (29.2%)
Traffic speed along route to school	9 (69.2%)	18 (75.0%)
Traffic volume along route	6 (46.2%)	20 (83.3%)
Adults to walk/bike with	5 (38.5%)	3 (12.5%)
Sidewalks or pathways	9 (69.2%)	14 (58.3%)
Safety of intersections & crossings	12 (92.3%)	11 (45.8%)
Crossing guards	9 (69.2%)	4 (16.7%)
Violence or crime	3 (23.1%)	11 (45.8%)
Weather or climate	4 (30.8%)	11 (45.8%)
Number of Respondents Per Category	13	24
<i>No Response: 7</i>		

(Percentages may not total 100% due to rounding.)

4.1.2 Comparative Analysis of Parent Surveys

The PBAC surveyed Lebanon parents in November 2006 to determine how children in grades K through 8 were getting to and from school and gauge parent attitudes to walking and biking to and from school. While the format of the survey does not exactly match the October 2009 survey, there is opportunity to conduct a comparative analysis between the two data sets to gain perspective related to pre- and post-consolidation student travel distances, preferred travel modes, and general attitudes.

The intent of this analysis is to develop an understanding of whether there were dramatic changes in arrival and departure modes, identified issues, and general attitudes toward walking and biking to school. Figures 4-5 through 4-9 indicate the following:

- The school consolidation appeared to result in a higher proportion of the student population living within a mile and an equivalent drop in the proportion of students living more than 2 miles away.
- The preference of travel mode to school nearly matched between the 2006 and 2009 surveys.

- The 2009 respondents appear have the same concerns about walking and biking to school as the 2006 respondents, except with more pronounced response rates per category.
- The use of adult supervision would persuade the same proportion of respondents in 2009 as in 2006.

Figure 4-4: Child's Household Distance from School

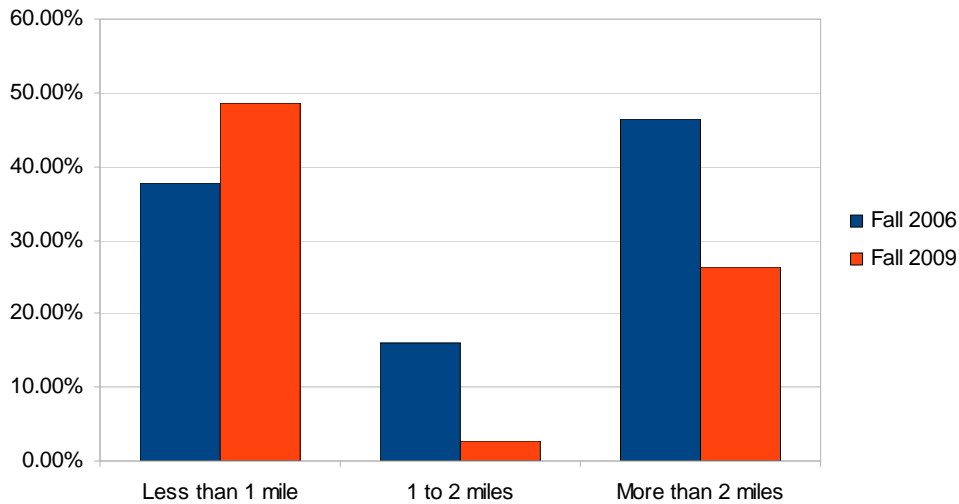


Figure 4-5: Child's Travel Mode to School

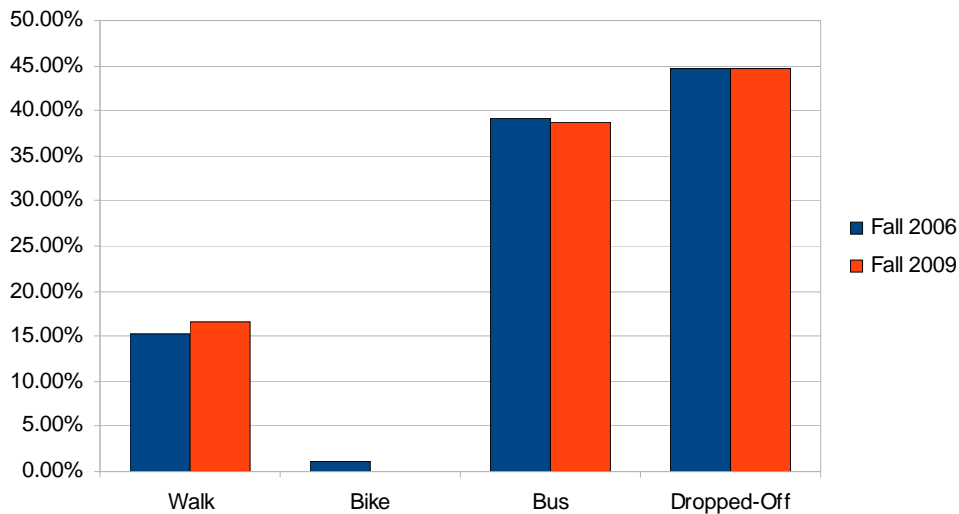


Figure 4-6: Reasons for Not Walking/Biking to School

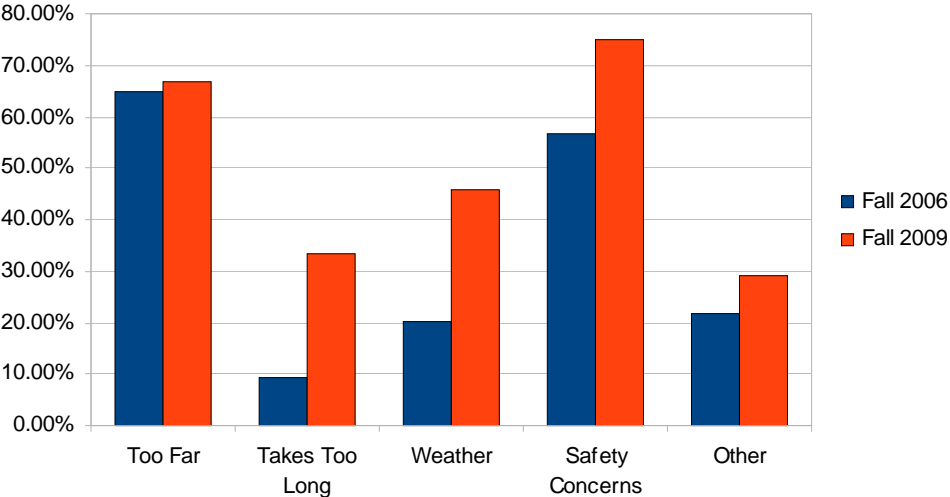
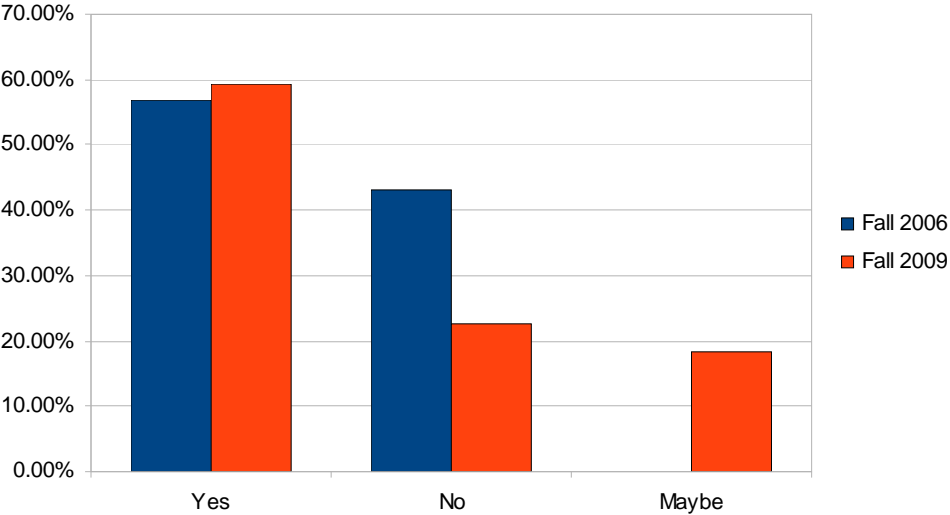


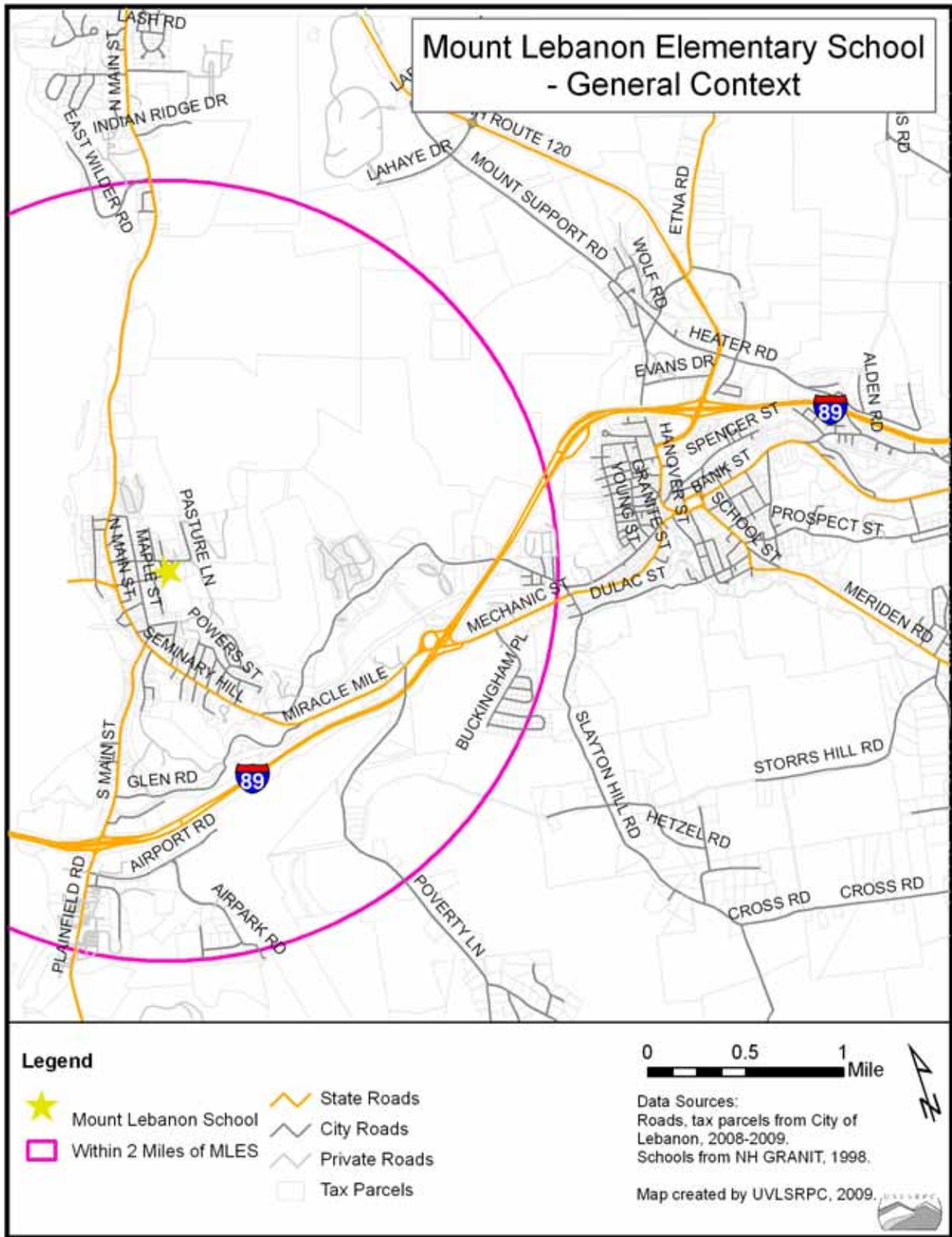
Figure 4-7: Would Parents Consider Allowing Child to Walk/Bike with Adult Supervision?



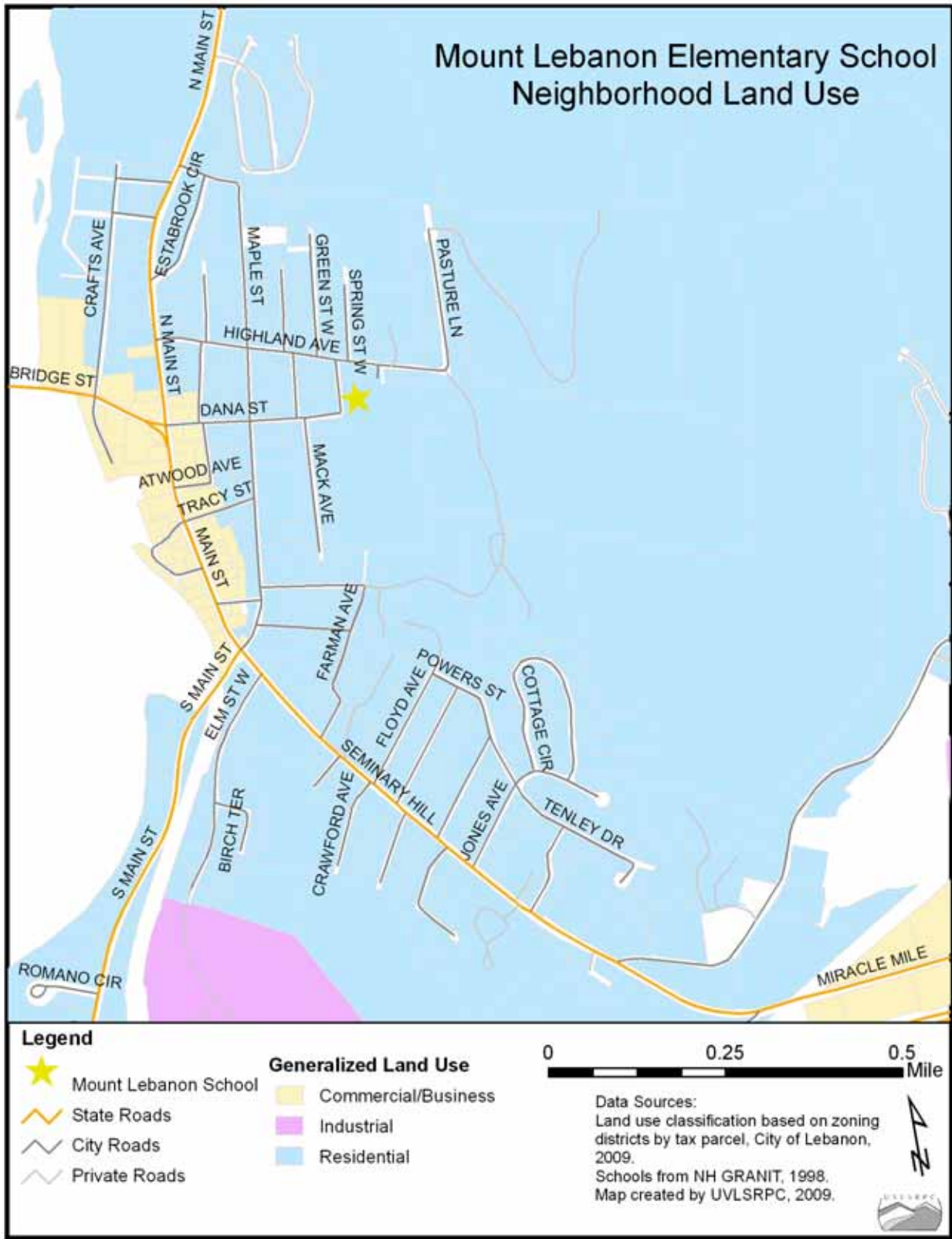
4.1.3 Mapping

The following maps provide an overview of the geographic context for MLES, as well as provide information on existing pedestrian and bicycle infrastructure, existing traffic volumes, and reported pedestrian and bicycle accidents.

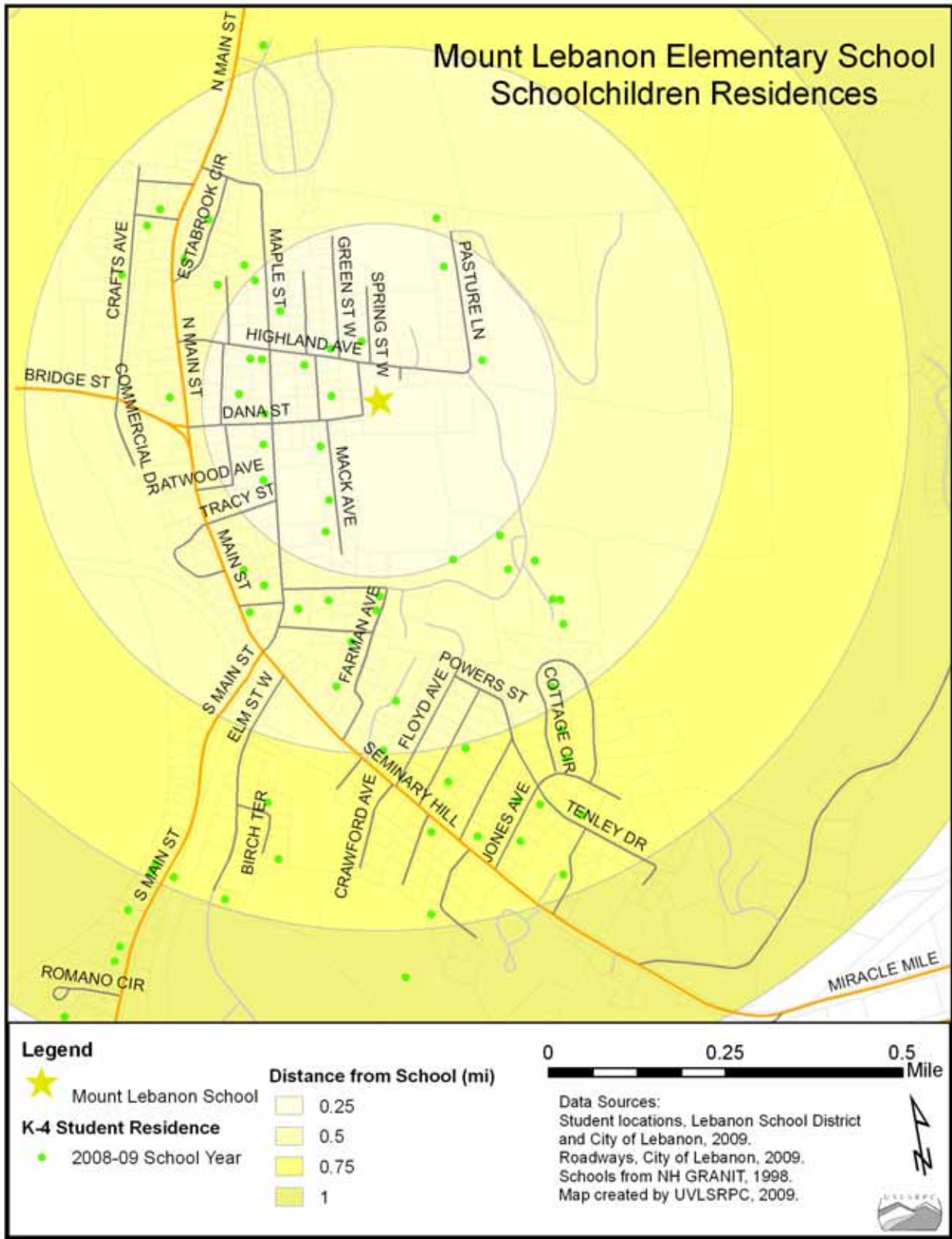
Map 4-1: MLES Study Area Context



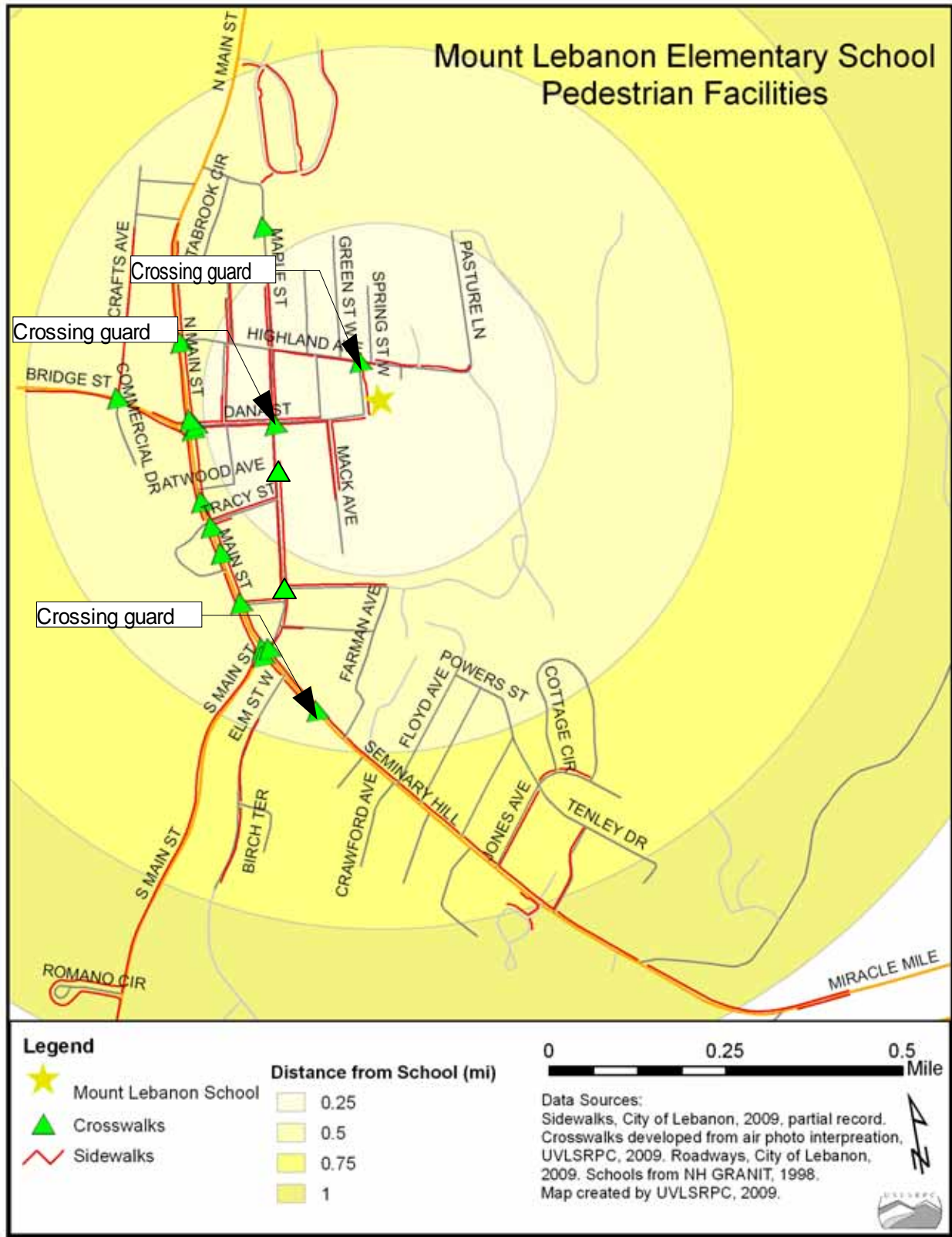
Map 4-2: MLES Adjacent Land Uses



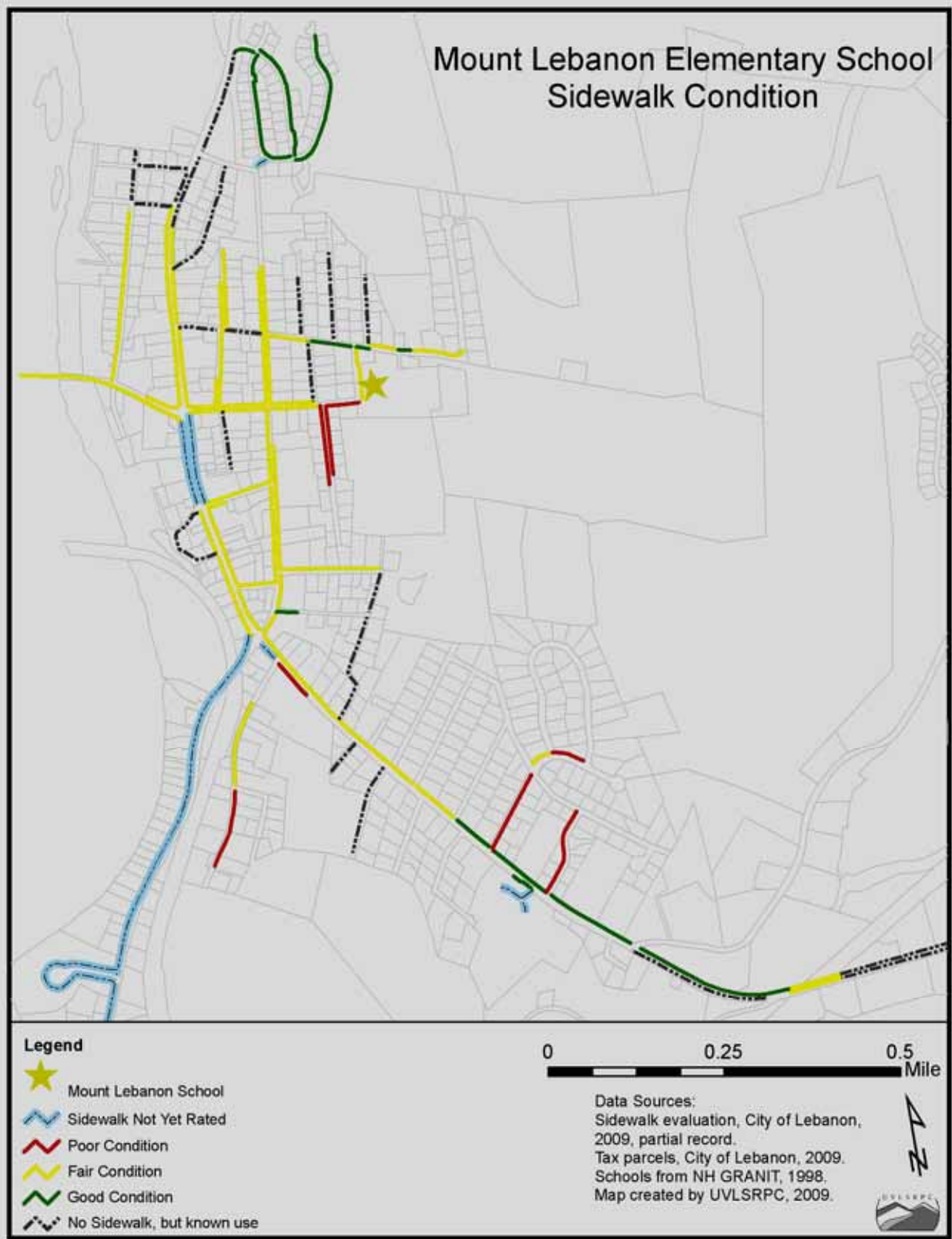
Map 4-5: MLES Student Residences



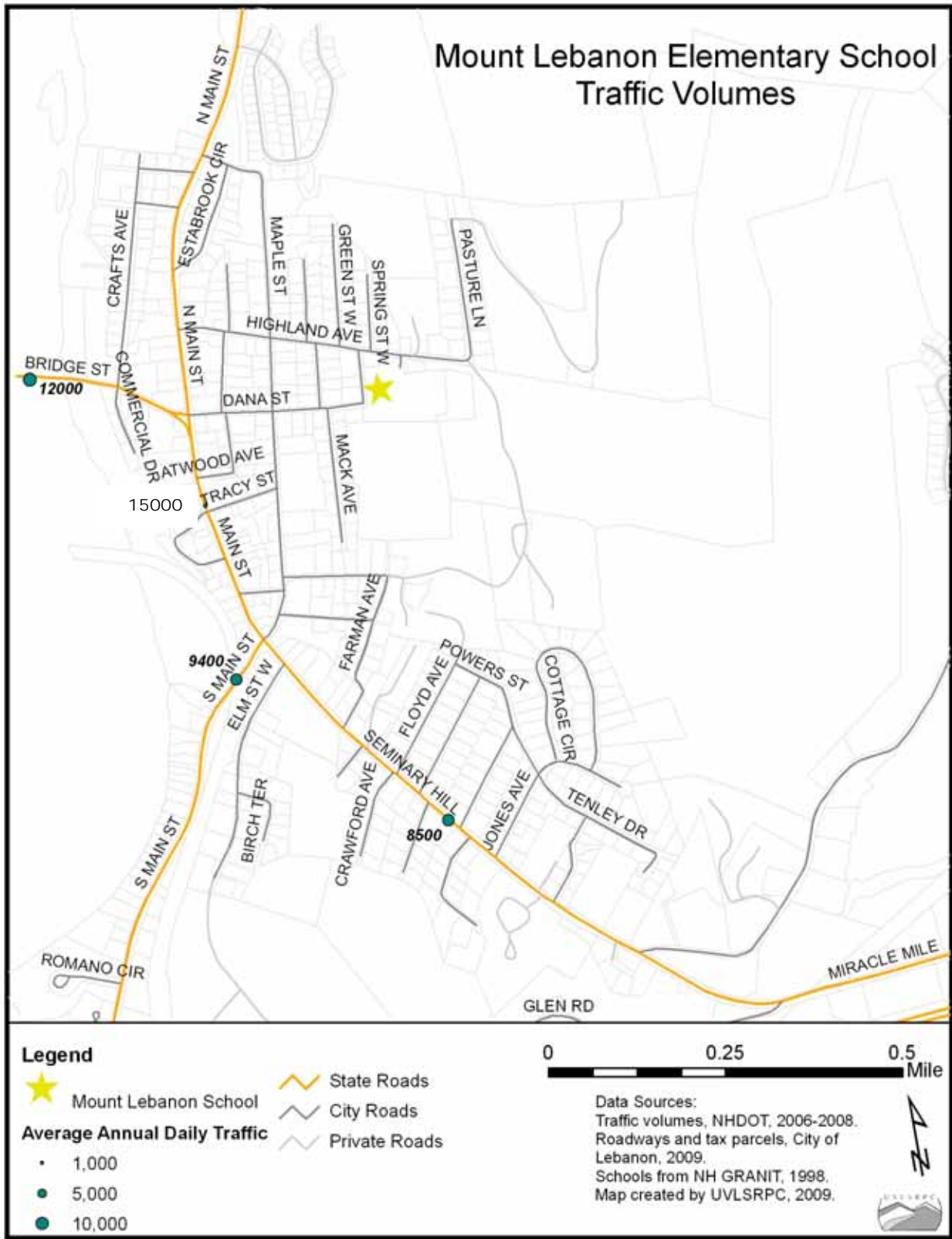
Map 4-6: MLES Pedestrian Facility Inventory



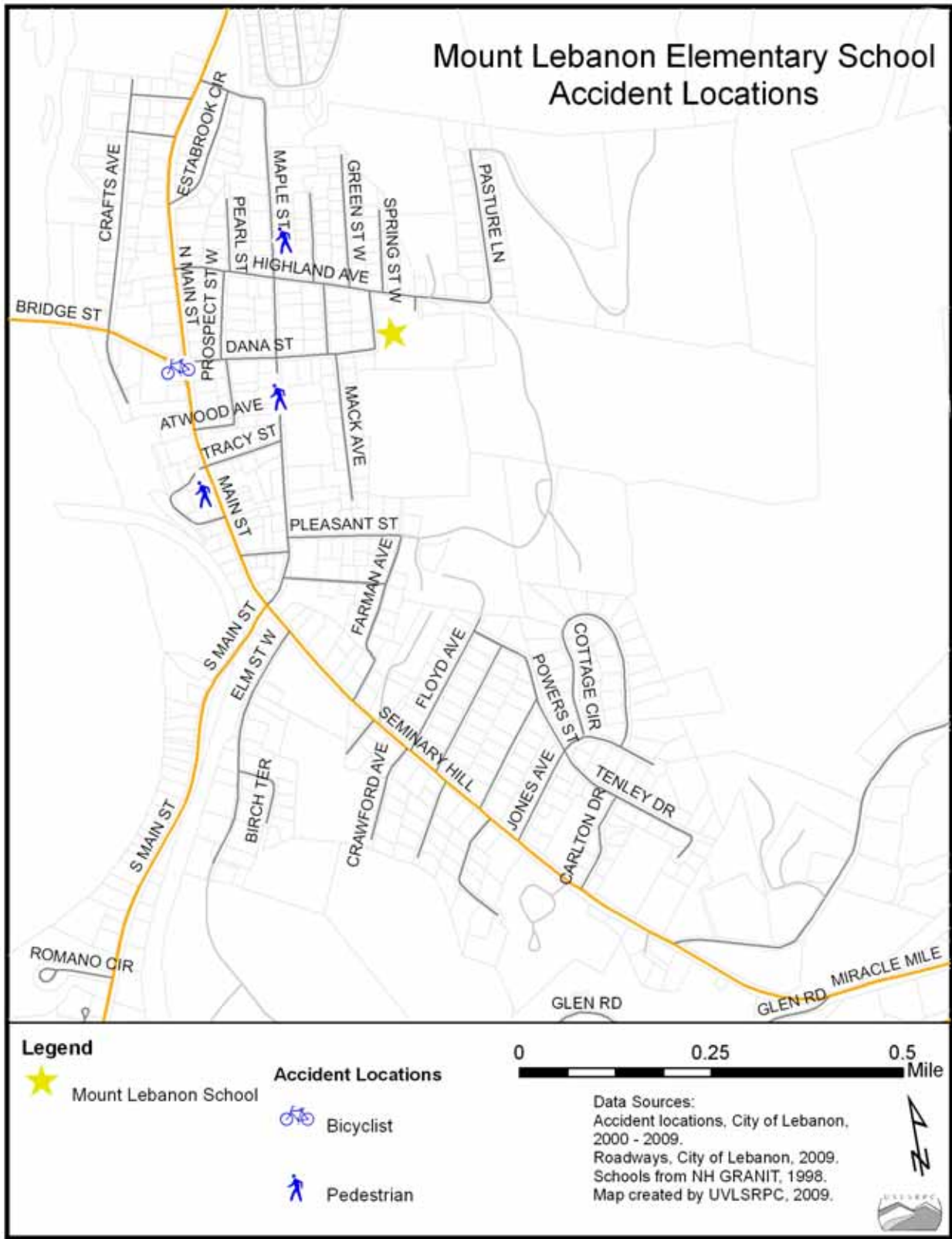
Map 4-7: MLES Sidewalk Assessment



Map 4-8: MLES Adjacent Street Traffic Volumes (AADT)



Map 4-9: Reported Pedestrian and Bicycle Accidents in the MLES Vicinity



4.2 Education and Encouragement

The MLES education initiative has historically been the responsibility of the physical education teachers. The current education and encouragement programs include:

- Amy Ballou, the MLES PE Teacher encourages all her students to be more active, particularly walking and biking to school.
- The MLES promotes a walk to school event in the fall and spring where the school, promotes all students to be dropped-off at remote locations for students to form walking school buses.
- There are regular walking school bus days in the school year for certain neighborhoods near the school.
- There is no specific curriculum for teaching walking or biking safety, except for briefly addressing the topic once a year in PE class.
- Mrs. Ballou encourages her students to attend the annual Bike Rodeo held at MLES in the spring.
- While walking and biking education are not in the curriculum, Mr. McGuire does endorse bike safety to his students.

The community and individual feedback support the following programs to further promote SRTS initiatives:

- The bike safety courses are valued among respondents. Comments included encouraging bike education, bike rodeos, and bike to school days.

4.5 Enforcement

The enforcement policy in the Lebanon Police Department (LPD) encourages officers to patrol school areas during the morning and afternoon commute 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 LPD utilizes a speed trailer in each school zone for two to three days at a time. Anecdotal evidence indicates that the presence of the speed trailer is effective at reducing travel speeds.

The LPD also manages five crossing guards City-wide. 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.

The crossing guard locations in the MLES study area include:

- Intersection of White Street and Highland Ave (7:15 – 8:15 AM, 2:30 – 3:30 PM)
- Maple Street and Dana Street (7:15 – 8:15 AM, 2:30 – 3:30 PM)

- Seminary Hill School (7:00 – 8:15 AM, 2:30 – 3:30 PM)

4.6 Engineering

4.6.1 Infrastructure Discussion

Public feedback and field investigations reveal that certain areas exhibit a good infrastructure to encourage bicycle and pedestrian activity. Other areas prove to be deficient, which can result in barriers to walking and biking to and from MLES. The following bullets summarize comments about all aspects of the existing infrastructure.

- DPW clearing sidewalks for children walking to school is important.
- The high travel speeds and volumes along Seminary Hill and South Main Street are barriers to children walking along or across these roads.
- Insufficient and unsafe crosswalks prevent pedestrians from crossing Seminary Hill, except for certain points that may be too far out of the way.
- The South Main Street/Seminary Hill intersection is signalized. Due to steep grades along Seminary Hill, the signal operations cease and the signal switches an all-flashing phase to accommodate vehicles that cannot stop for the intersection. This can occur on bad weather days when school is still in session and children need to walk to school and cannot safely cross the intersection.
- South Main Street is generally unsafe and the dry bridge over the railroad is deteriorating and too narrow for pedestrians to feel safe.
- Maple Street used to be a short-cut for through traffic (running parallel to Main Street). The City installed speed tables as a traffic calming measure.
- The majority of streets have sidewalks where needed. They appear to be in fair condition, except certain short segments.
- There are many cases where vegetation from a private yard encroaches on the sidewalk, which diminishes the safety of the sidewalk.
- It is a normal occurrence to observe vehicles parked along the street and blocking the sidewalk pathway, which affects the safety of those using the sidewalk.
- Certain roads that are attractive walking routes do not have any pedestrian facilities, narrow paved roadways, and blind horizontal and/or vertical curves.
- Mack Ave. could serve as an alternative route with a footbridge and path across private property.

4.6.2 City Infrastructure Projects

As stated earlier in this report, the City places a high priority in constructing, maintaining, and encouraging the use of pedestrian and bicycle facilities. At present there are a number of planned infrastructure projects where the City DPW and Planning Staff have worked to incorporate improved pedestrian and bicycle facilities with public review and input. The projects, their status, and construction timeline are as follows in Table 4-2. There are other, longer-term projects in the planning stages. This report focuses on the short-term projects that are more defined with regard to scope and timing.

Table 4-2: City Infrastructure Projects

PROJECT NAME	LOCATION	STATUS	CONSTRUCTION TIMELINE
Route 120 Pedestrian Enhancement Project	Vicinity of South Street Intersection	Grant Application Under Review	2011-2012 (if approved)
CSO #4	Floyd Avenue	Design out to bid	2010-2011
CSO #7	Seminary Hill	Design out to bid	2010-2012
South Main St. Dry Bridge	Railroad bridge near Seminary Hill Intersection	Design phase	2011-2012

The Combined Sewer Overflow (CSO) project is making fundamental improvements to the municipal stormwater and sewer collection networks. The goal of the project is to separate the two networks to protect water quality in the Mascoma and Connecticut Rivers. The City Staff make a point of addressing pedestrian and bicycle issues as part of the project design review. Map 4-10 illustrates the scope of the CSO program and phasing. A secondary benefit of the CSO project is the improvement to the overall roadway, pedestrian, and bicycle networks in neighborhoods within the MLES project area.

There will be substantial benefits to Seminary Hill and adjacent streets as well as a bridge crossing improvement project:

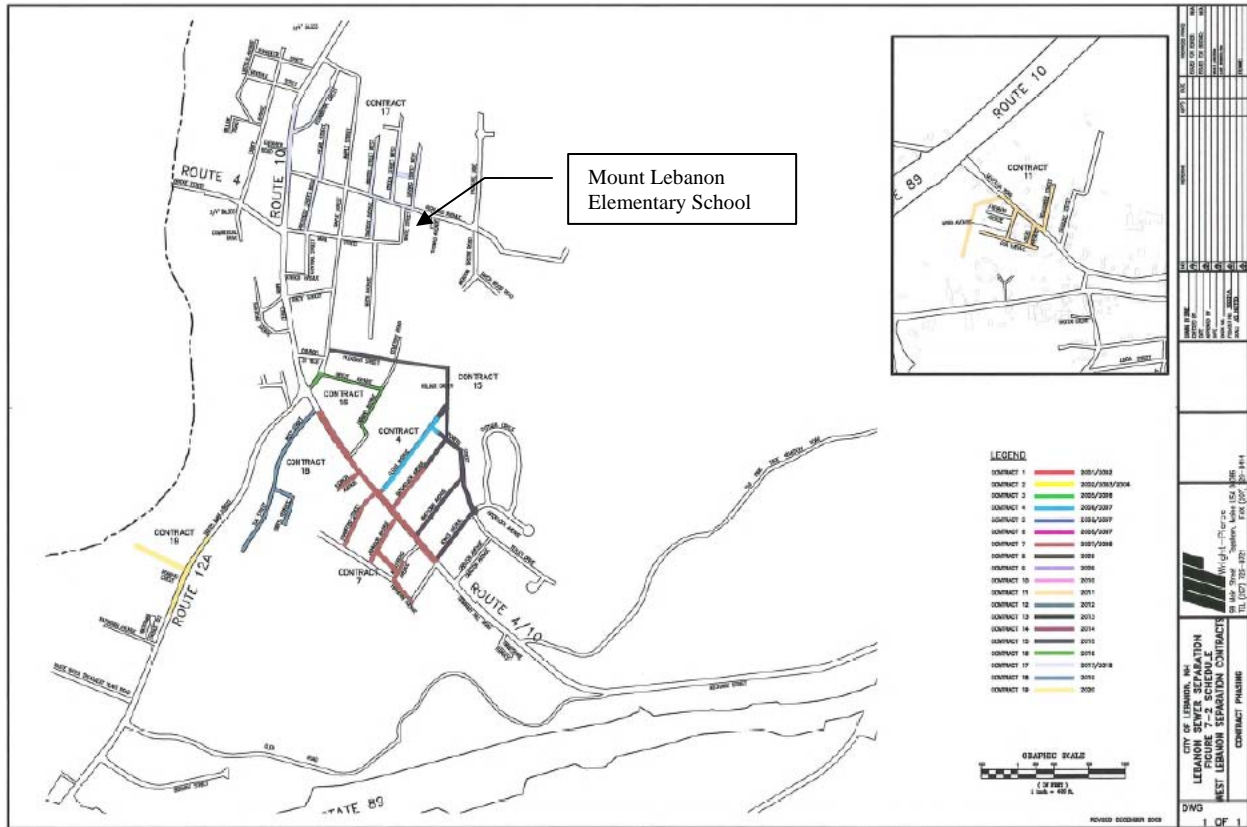
- The CSO #7 will include extending the sidewalk along the south side of Seminary Hill approximately 2,100 feet.
- The Dry Bridge reconstruction project will substantially improve a deficient bridge and the pedestrian facilities on the bridge.
- Subsequent CSO projects will improve side streets in the nearby neighborhoods, which will include, where appropriate, pedestrian and bicycle facilities.

4.6.3 Sidewalk Inventory and Maintenance

The sidewalk inventory in the project area indicates that critical pathways to MLES need improvement, though existing sidewalks are generally in good to fair condition. A significant issue appears to be related to crosswalks. Given the pending infrastructure projects, constructing new sidewalks have not been considered as part of this report Action Plan.

The Department of Public Works (DPW) currently maintains the sidewalks and bicycle facilities along most City roadways including clearing the sidewalks after snow storms. The DPW has limited sidewalk clearing equipment and works to prioritize snow clearing to high-use routes, including primary routes to and from schools. The result is that lower priority sidewalks may not be cleared for a period of time after the storm has ended. Presently, the DPW has designated a web page on the City web site to solicit input from the public regarding prioritizing sidewalk clearing efforts.

Map 4-10: City CSO Project Phasing, MLES Project Area



4.5 Identified Barriers

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

- In the past, students living along South Main Street within a mile from school have been denied bus service due to proximity to the school. This issue has been recently resolved with the School District recognizing broader safety issues along South Main Street.
- Crosswalk safety across the main roads.
- Distance to the school.
- There is no clear travel route for students from Craft Ave neighborhood to MLES.
- Lebanon has resident, registered sex offenders.
- Parked cars on sidewalks or pathways cause substantial safety concerns.
- The most direct route between Seminary Hill and MLES is Farman Ave, which is currently unsafe for pedestrians.

5.0 Conclusion and Recommendations

The Mount Lebanon Elementary School is located near downtown West Lebanon and is surrounded by residential neighborhoods. During the evaluation phase of work for this study, survey responses and field investigations indicated that the critical barriers to promoting walking and biking were the volume and speed of traffic on roads and safety of the children. This concern may be addressed when infrastructure projects will soon begin in the project area and will have a secondary benefit of improving sidewalks and bicycle facilities. The neighborhood nature of this school and the existence of well-established walking school bus and other programs provide a base upon which to build and expand student participation in “active transportation” like walking and biking to school.

One that would benefit both Mount Lebanon and Seminary Hill Schools is for the Task Force conduct or oversee an engineering analysis to improve roads that provide direct links for children between Mount Lebanon School and Seminary Hill. Some of these roads are geometrically deficient with tight vertical and horizontal curves. The Action Plan below recommends further study because of the need for detailed right-of-way analyses and an extensive community involvement program per City protocols for infrastructure projects prior to recommending improvements in an action plan.

The following Action Plan addresses the needs of the City and School District to effectively promote and maintain the SRTS Task Force initiative toward increasing child activity and improving wellness. This action plan should be implemented with the participation of a broad range of community organizations and individuals similar to the participation in developing this Travel Plan for MLES.

Table 5-1: MLES Action Plan

RESPONSIBLE PARTY	RECOMMENDATION	PRIORITY
Immediate Projects (within 1 yr)		
School District / Task Force	Develop a School District coordinator for Safe Routes and other wellness programs. Make these programs standard for all schools with central resources to encourage teacher/parent participation. Participation will be elective by school.	High
School District / Task Force	Promote educational program focusing walking and biking safety for students. Incorporate Bike Smart program curriculum with classroom and real time education activities. Incorporate safe passage through construction zones as part of the curriculum.	High
Task Force	Maintain and promote the Safe Routes program through web presence and maintain robust outreach effort.	High
School District / Task Force	Complete Comprehensive Travel Plan. Continue study of the two remaining school sites.	High
MLES	Purchase new bike racks. Each school to work with Task Force to determine best location for the racks.	High
School District / Task Force / City	Develop a community program in partnership with the Lebanon Recreation and Parks Department where the Rec. Department recruits and trains (with funding) community volunteers to be walking school bus chaperones or related Safe Routes program participants.	High
MLES / School District	Develop a secondary winter walking program (“Polar Bear Walkers”).	High

Action Plan (continued) – Immediate Projects		
MLES / School District / Task Force	Evaluate critical crossing guard locations based on post-consolidation changes to school uses and student composition. Use standardized criteria for this evaluation process. <ul style="list-style-type: none"> ◦ Place a crossing guard at the S Main St / Seminary Hill intersection – particularly in poor weather conditions when school is still in session. 	High
MLES / School District	Continue to provide the students along S Main St. (within a mile of the school) the opportunity to use the school bus service to ensure student safety and limit parent vehicle drop-offs.	High
City	Repaint crosswalks on school property and within 1/2 mile of schools with retroreflective thermoplastic paint & install flashing beacon lights on existing school zone signage.	Moderate
City Planning Office / Police Department	Enforce regulations for vehicle parking on sidewalks and crosswalks and vegetation overgrowth that restrict safe use of the sidewalks or pathways. <ul style="list-style-type: none"> ◦ Provide general information and educational pamphlets to all properties (residences and businesses) within a mile of the schools to inform property owners of the need for clear sidewalks and bike routes. ◦ Have a high-intensity enforcement campaign at the beginning of each school year. 	High

Short-Term Projects (within 5 years)		
MLES / High School / School District	Utilize Lebanon High School programs to promote participation in the education outreach: Student Community Committee, Youth in Action, LHS Art Department. Example Projects for LHS students: <ul style="list-style-type: none"> ◦ Developing/Producing Educational Program ◦ Participating in and organizing special education/encouragement events on school property. Note: This does not include walking school bus or other activities without adult supervision.	High

Action Plan (continued) – Short-Term Projects (within 5 years)		
School District / Task Force	Develop education effort related to walking/biking/driving safety as informational programs for broadcast on Community Access TV and transfer to DVD for distribution.	Moderate
MLES / School District	Develop a program to limit the size/weight of backpacks and loads that students take home. Encouragement may include getting teachers to assign homework that does not require excessive take-home materials and limit the weight of the backpacks.	Moderate / Low
MLES	Have a school-wide art contest for a Lebanon Safe Routes mascot/logo. Make t-shirts or stickers using that winning design.	Moderate
City	Repaint faded crosswalks between 1/2 mile and 1 mile.	Moderate
City	Coordinate with contractors prior to construction to review traffic management plans to ensure pedestrian and bike issues are addressed sufficiently. Contractor shall make corrections as necessary.	High
City	The DPW continue to review and coordinate the seasonal snow clearing policy and sidewalk priorities with the Task Force before each winter.	Moderate
SHS / MLES / Task Force / City	Conduct an engineering study of the West Lebanon Schools to evaluate issues along primary travel routes and determine preferred alternatives with costs: <ul style="list-style-type: none"> ◦ Farman Ave engineering study to evaluate vehicle circulation, construction of a sidewalk for safe pedestrian route to/from Seminary Hill ◦ Evaluate and recommend preferred alternative for pedestrian routes and improvements between the Crafts Ave neighborhood and the schools. 	Moderate

Appendix A- Community Forum

NOTES – SRTS COMMUNITY FORUM (10/13/09)

HANOVER STREET SCHOOL

- Bus Drop off
- Walking Bridge – Teenagers
- Willingness to be dropped off on side of Bridge with friend. Where is a safe drop off?
- School district picks up kids who “could” take bus
- Central gathering point on Green/Mall/Sacred Heart would need crossing guard at Sacred Heart as a paid employee (non-registered)?
- Punch cards / Mile cards
- Walk around world
- Pedestrian safety course / reflective gear / bike rodeo
- One day per week
- School driveway crossings
- Better stripping
- Few sidewalks around Sacred Heart

MT. LEBANON SCHOOL

- Mack Avenue Dead End
- Farman Avenue – No sidewalk and cut thru
- Difficulty crossing Route 10 – Craft’s Avenue
- Walking up Highland Avenue
- Elm Street West across Seminary Hill
- Romano circle – 12A Diff. – Narrow
- Safe Route between Seminary Hill and Mt. Lebanon VIA Farman

SEMINARY HILL SCHOOL

- Route 12A sidewalk
- Railroad Bridge
- Landowner – parking truck on sidewalk
- Safe passage during bad weather at bottom of Seminary Hill
- Heavy truck traffic @ Elm Street

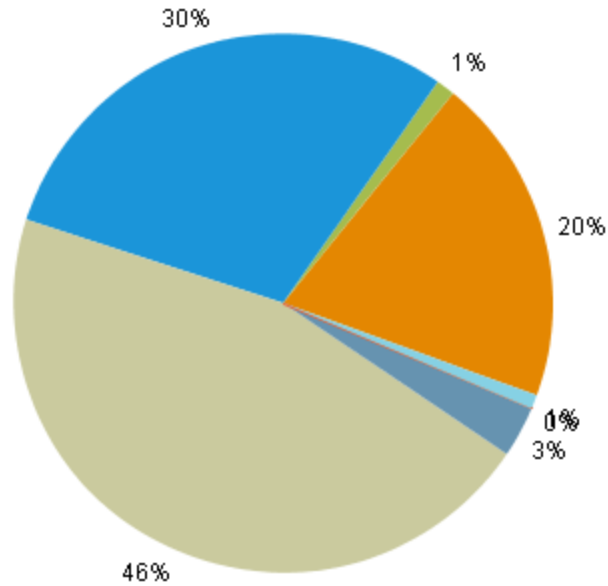
**Appendix B- Mount Lebanon Elementary School Survey
Summary Reports**

Student Travel Summary

Program Name:	Lebanon Safe Routes to School Task Force	Season Collected:	Fall2009
School Name:	Mount Lebanon Elementary School	Data Type (Pre/Mid/Post):	pre
		Reported School Enrollment:	253
		Number Classrooms:	13
		Number of Tallies Reported:	12

Students Traveling by Each Mode (across all reported days)

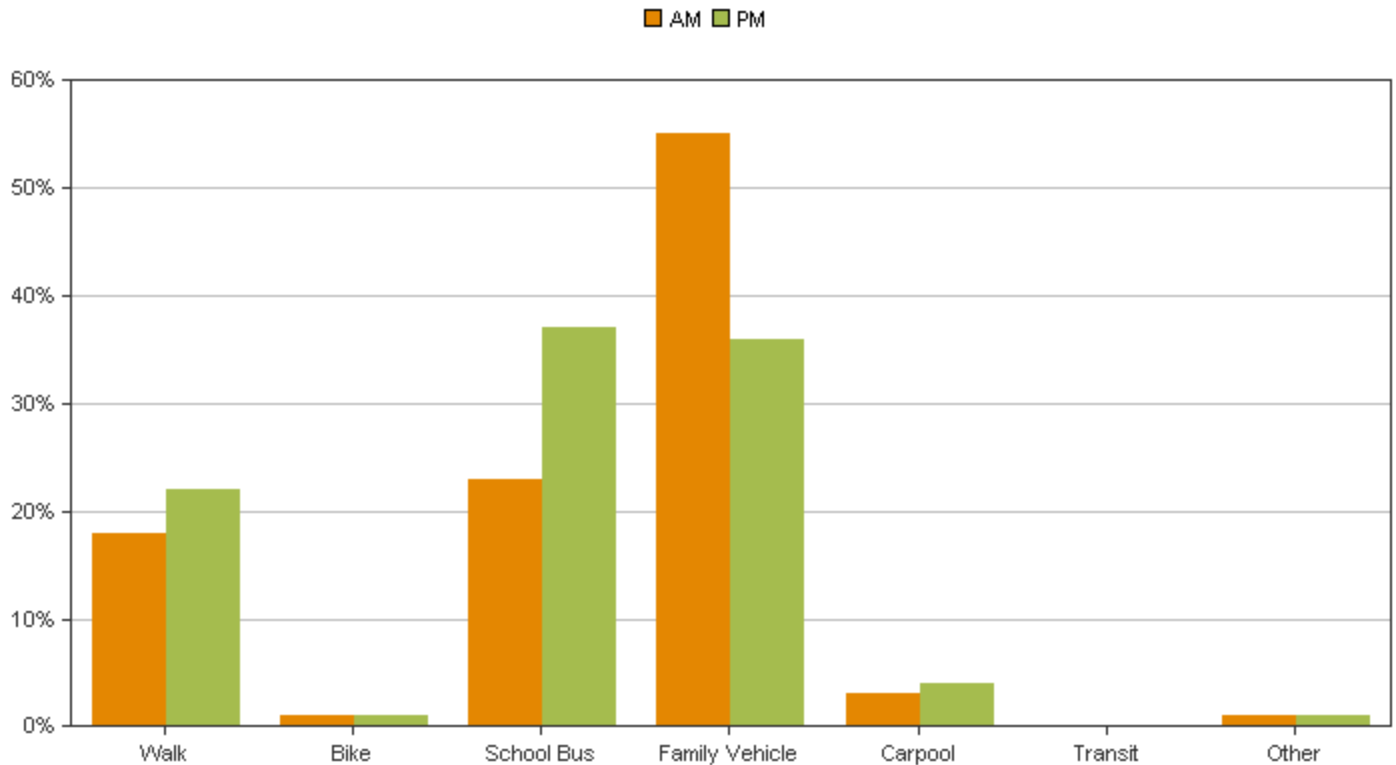
■ Walk
 ■ Bike
 ■ School Bus
 ■ Family Vehicle
 ■ Carpool
 ■ Transit
 ■ Other



	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Average Number of Student Trips for Morning and Afternoon	38.0	1.0	58.0	87.5	6.3	0.0	1.5
Percent	19.8%	0.5%	30.2%	45.5%	3.3%	0.0%	0.8%

Average number of students per day responding to in-class tally counts: **192.3**

Morning to Afternoon Travel Mode Comparison



	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	17.6%	0.5%	23.4%	55.1%	2.6%	0.0%	0.8%
Afternoon	21.9%	0.5%	36.9%	36.1%	3.9%	0.0%	0.8%

Number of students by travel mode to and from school:

	Number of Students	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Wed AM	189	31	0	44	108	5	0	1
Wed PM	191	47	0	71	68	4	0	1
Thur AM	192	36	2	45	102	5	0	2
Thur PM	197	38	2	72	72	11	0	2

Averages for classes submitting travel tallies:

	Number of Students	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Wed AM	15.8	2.6	0.0	3.7	9.0	0.4	0.0	0.1
Wed PM	15.9	3.9	0.0	5.9	5.7	0.3	0.0	0.1
Thur AM	16.0	3.0	0.2	3.8	8.5	0.4	0.0	0.2
Thur PM	16.4	3.2	0.2	6.0	6.0	0.9	0.0	0.2

Percentages of students by travel mode to and from school:

	Number of Students	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Wed AM	189	16.4%	0.0%	23.3%	57.1%	2.6%	0.0%	0.5%
Wed PM	191	24.6%	0.0%	37.2%	35.6%	2.1%	0.0%	0.5%
Thur AM	192	18.8%	1.0%	23.4%	53.1%	2.6%	0.0%	1.0%
Thur PM	197	19.3%	1.0%	36.5%	36.5%	5.6%	0.0%	1.0%

End of Report