



City of Wilson North Carolina



Safe Routes to School Action Plan

In Coordination with:



February 2012



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| Name | Organization/School | Title |
|---------------------|--|------------------------------------|
| Tommy Finch | Wilson County Schools | Assistant Superintendent |
| Jim Lewis | Wilson County Schools | Director of Transportation |
| James Davis | Wells Elementary School & City of Wilson Bike/Pedestrian Board | Principal, Board Member |
| Melissa Dancy-Smith | Forest Hills Middle School | Principal |
| Jenny Hayes | Margaret Hearne Elementary School | Principal |
| Michael Kennedy | Toisnot Middle School | Principal |
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| Max Liles | Traveler's Protective Association | Area I Safety Committee Chair |
| Tammy Williford | Wilson County EMS | Wilson County EMS Coordinator |
| Paula Michalak | | Citizen Representative |
| David Wilhelm | City of Wilson Planning Board | Planning Board Member |
| Eric Smith | City of Wilson Police Department | Police Lieutenant - Administration |
| Bill Bass | NC Department of Transportation | NCDOT District Engineer |



The project team would also like to thank all individuals who attended the project workshops to offer valuable input into the planning process and feedback on Action Plan recommendations.

1. Introduction

The Safe Routes to School Program (SRTS) is an international movement designed to make walking and bicycling to schools safe, convenient, and fun for children. The Safe Routes to School Program was introduced in Europe in the 1970's. Due to its success, the program migrated to the United States in the 1990s. Nationwide, this program continues to grow in support and practice through the provision of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy For Users, or SAFETEA-LU, a federal transportation bill passed in 2005, which allocated \$612 million over a five-year period to establish SRTS programs across the United States. Congress extended the program to \$183 million per year starting in 2010 until a long-term transportation



SRTS Campaign - Education

reauthorization is complete. The Federal Highway Administration (FHWA) administers SRTS on a national basis. The North Carolina SRTS program was apportioned approximately \$15.5 million of these funds to improve the transportation infrastructure around schools; to reinforce appropriate behaviors of motorists, pedestrians, and bicyclists; and to educate and encourage children to take advantage of the health benefits of walking and bicycling opportunities where it is safe to do so.

1.1 Goals of SRTS Programs

The goals and objectives of the SRTS program address the many factors that may hinder or prevent children from walking or biking to school daily. These factors could stem from automobile congestion, urban sprawl, inadequate/deficient infrastructure or a lack of education and awareness about bicycling and walking. According to the Active Living Resource Center, the United States experienced a 60% decline in the number of children that walk or bike to school since 1970. In addition, the Centers for Disease Control and Prevention reported the reasons why parents prefer to drive their children to and from school, which include: distance to school (62%), traffic related danger (30%), weather (19%), crime (12%), other (15%), and school policy (6%).

1.2 The 5 E's of SRTS Programs

A successful SRTS campaign begins with a comprehensive **evaluation** of the school environment to identify appropriate **engineering** changes to the built environment, inclusive **education** programs that promote active living, increased **enforcement** of traffic and safety laws, and **encouragement** of positive behavioral changes. These efforts are intended to

- § Enable and encourage children, including those with disabilities, to walk and bicycle to school.

- § Make bicycling and walking to school a safer and more appealing alternative, thus encouraging a healthy and active lifestyle from an early age to prevent childhood obesity.
- § Facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

Together, the five E's of the SRTS program can create a comprehensive approach to implementing a successful program and increase the number of students walking and bicycling to and from school, and the safety of those who already do so. A brief description of the 5 E's—Evaluation, Engineering, Education, Encouragement, and Enforcement—is provided below.



1.2.1 Evaluation

Collecting initial information and data on how children get to and from school is integral to any successful SRTS effort. Information and data are extracted from various sources, such as the In-class Student Travel Tally and the Parent Survey, provided by the National Center for Safe Routes to School. These survey tools help tailor each program to individual schools and communities to reveal why and to what extent children are or are not walking or biking to school, and what changes might result in a shift in their behavior. Knowing what percentages of students are walking, biking, taking the bus, being driven alone, and/or carpooling to school is also a helpful source of information to help gauge the effects of the program on commute behavior. Another important component of evaluation is reviewing traffic patterns and crash data to map where the collisions are occurring.

1.2.2 Engineering

Engineering addresses the built environment with tools that can be used to create safe places to walk or bicycle and can also influence the way people behave. Without proper infrastructures such as sidewalks or pathways, children and parents may not feel comfortable making the switch from driving.

Transportation engineers, city planners, and architects use methods to create safer settings for walking and bicycling while recognizing that a roadway needs to safely accommodate all modes of transportation. Such improvements can include increased signage, lighting, bike lanes, curb ramps, and other infrastructure improvements. When such programs are properly implemented, they may not only improve safety for children, but they may also encourage more walking and bicycling by the general public.

1.2.3 Education

Education activities target parents, neighbors, school staff, and the community to remind them to yield to pedestrians, to drive safely, and to take other actions to make it safer for pedestrians and bicyclists. Parents serve as role models for their children and play an important part in teaching them pedestrian and bicycle safety. Education activities should teach students and the community how they can contribute to creating a safe school environment together, the skills to walk and bicycle safely, and the benefits of doing so. These activities can be accomplished through classroom exercises, special community events, media, advertising, public service announcements, and printed materials.

1.2.4 Encouragement

Encouragement strategies generate excitement about walking and bicycling safely to school. Children, parents, teachers, school administrators, and others can all be involved in special events like International Walk to School Day and ongoing activities like walking school buses. Encouragement strategies can often be started relatively easily with little cost and a focus on fun.

1.2.5 Enforcement

Enforcement activities can help to change unsafe behaviors of drivers, bicyclists, and pedestrians. They can increase driver awareness of laws, and they also can improve driver behavior by reducing speeds and increasing yielding to pedestrians. In addition, enforcement activities teach pedestrians and bicyclists to walk and bicycle safely and to pay attention to their environment.



SRTS Campaign - Enforcement

Enforcement does not involve law enforcement alone. Many other community members should take part in making sure everyone follows the rules, including students, parents, school personnel, and school crossing guards. In addition, the role of the law enforcement officers often goes beyond enforcement and can be included in all strategies of the SRTS program.

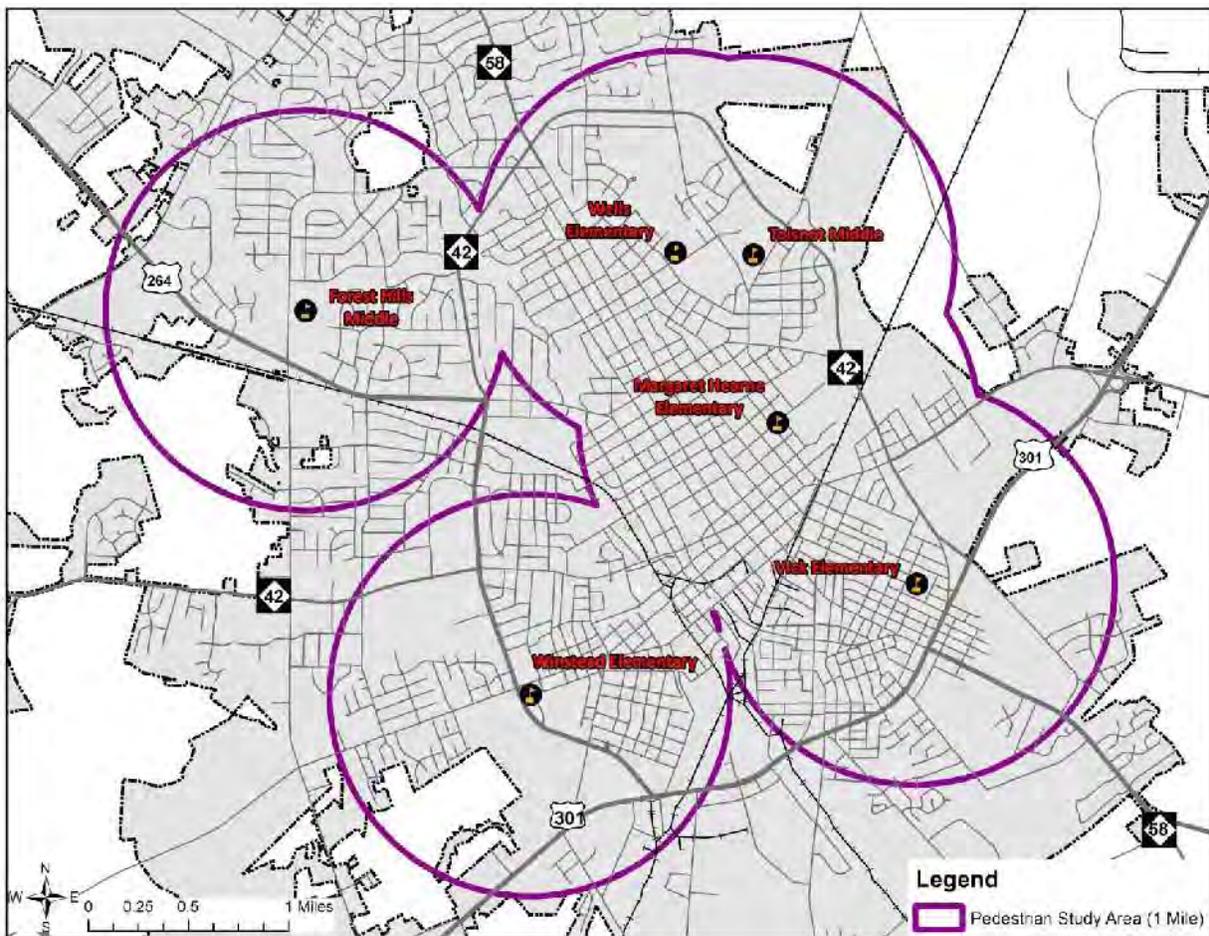
1.3 School Descriptions

The City of Wilson is a growing community located in Wilson County approximately 40 miles east of Raleigh. Currently ranked eighteenth in size among North Carolina's municipalities, Wilson has a population of nearly 50,000 residents (as of the 2010 Census), is the largest municipality in the county, and serves as the county seat. The community has experienced considerable growth over the past two decades due in large part to its proximity to Raleigh and Research Triangle Park, as well as its access to several major transportation corridors and a relatively affordable cost of living.

The City has already initiated many important steps and is committed to improving bicycle and walking accommodations and activities throughout its community. This commitment is demonstrated through the recent adoption of Wilson Growing Together: The 2030 Comprehensive Plan, which contains extensive pedestrian and bicycle considerations and was recently awarded the 2010 North Carolina Marvin Collins Planning Award for Outstanding Comprehensive Planning in the Small Community category. In addition, the City adopted the City of Wilson Comprehensive Bicycle Plan—the first of its kind for Wilson—in 2008 and the City of Wilson Comprehensive Pedestrian Plan in 2006. These plans strive to create a safer and more convenient environment for active travel in Wilson.

The City of Wilson Safe Routes to School Action Plan consists of six schools: Margaret Hearne Elementary, Vick Elementary, Wells Elementary, Winstead Elementary, Forest Hills Middle School and Toisnot Middle School. **Figure 1** displays the location of each school within the general study area.

Figure 1: Study Area



While the City of Wilson School Walk Zone, as defined by the school district, actually extends a distance of two miles from each school, the Action Plan study area is defined as a one-mile buffer for each school and focuses SRTS recommendations on a half-mile radius. This concentration of SRTS recommendations and improvements is a result of current land use and infrastructure conditions around each of the selected schools. The schools selected by Wilson for inclusion in this Action Plan present unique infrastructure, land use, and socioeconomic challenges in implementing a safe and convenient walking and bicycling environment for their students.

Some of the existing conditions that are not currently favorable to encourage walking and bicycling to school include the following:

- § Several streets do not have sidewalk accommodations, and many sidewalks have significant gaps and/or conditions that would discourage walking.
- § Many streets lack traffic calming measures to deter speeding.
- § Prevalent crime and fear of an unsafe environment in the neighborhoods around many of the schools are a major concern in the community.

Recommendations of this Action Plan consider the unique qualities and attributes of each school, such as grade level, student population, and location, as well as existing barriers (real or perceived) that may prevent students from walking or bicycling to school. A brief description of each school is provided below. More details are contained in the following sections along with recommendations, an implementable action plan, and funding information.

1.3.1 Margaret Hearne Elementary School

Grades: K-5

Size: 5.91 acres

Enrollment (2009-10): 438 students

Margaret Hearne Elementary is located at 300 Gold Street, NE, and bordered by residential neighborhoods with various access points to the school. Motorized traffic is not as frequent here as it is at other schools due to the school's placement in a predominantly residential area. Sidewalks exist around the school but currently lack connectivity into surrounding neighborhoods.



Margaret Hearne Elementary School, side entrance and bike racks

1.3.2 Vick Elementary School

Grades: PK-5

Size: 7.88 acres

Enrollment (2009-10): 377 students

Vick Elementary is situated in a single-family neighborhood and surrounded by Vance, Blakewood, and Queen Streets near downtown Wilson. Carroll Street, located at the front of the school, has a private car drop-off and pick-up area off the street. Bus drop-off/pick-up access is located at the rear of the school from Queen Street. Sidewalks are generally nonexistent and/or lack connectivity.



Vick Elementary School, front entrance

1.3.3 Wells Elementary School

Grades: K-5

Size: 16.30 acres

Enrollment (2009-10): 575 students

The school is surrounded by single and multi-family residential properties and is located at the intersection of Kincaid Avenue and Grove Street. The streets that border the school are small neighborhood collector streets, but during school pick-up hours, they become very busy.



Wells Elementary School, bike racks and bus drop-off

1.3.4 Winstead Elementary School

Grades: K-5

Size: 5.34 acres

Enrollment (2009-10): 430 students

Winstead Elementary is located on the southeast quadrant of the intersection of Downing Street and Ward Boulevard (NC 42), a five-lane major thoroughfare ringing the City. Fencing along these streets prevents passage. Motor vehicle access to the school is via Aycock and Hood Streets. Single-family homes adjoin the property along these streets. A shopping center with various strip commercial and retail buildings is located north of the school across Downing Street. Sidewalks are generally nonexistent.



Winstead Elementary School, north side

1.3.5 Forest Hills Middle School

Grades: 6-8

Size: 36.14 acres

Enrollment (2009-10): 551 students

Forest Hills Middle School is located on Forest Hills Road, a major thoroughfare. Two shopping centers and a residential area surround the school. Traffic volume is high in the area throughout the day (12,000 ADT on Forest Hills Road and 31,000 ADT on nearby Raleigh Road Parkway) and increases at student arrival/pick-up times. Currently, only one driveway to the school has a signalized traffic light. Only one sidewalk is located in the area from the bus parking area to the intersection of Forest Hills Road and Cardinal Drive.



Forest Hills Middle School, rear access

1.3.6 Toisnot Middle School

Grades: 6-8

Size: 35.48 acres

Enrollment (2009-10): 558 students

Toisnot Middle School is located between Corbett Avenue, Tilghman Road, and Ward Boulevard in a single-family residential neighborhood. The main entrance is along Corbett Avenue where most students are dropped off and picked up by private vehicle. An exit for pedestrians and buses is located along Tilghman Road at the rear of the school. Numerous apartments are close to the school. There are few existing sidewalks in the area.



Toisnot Middle School, school bus rear exit

1.4 School Team Members and Other Partners

The idea to pursue the SRTS program emerged from the City's commitment to promoting a safe, efficient, interconnected transportation network for school-aged children to walk or bicycle to and from local schools. Providing opportunities to safely walk or bicycle to the schools, local parks, and neighborhoods would greatly enhance quality of life, instill good healthy behaviors, and increase the sense of community that occurs through pedestrian interactions. Denise Boswell, PhD, with the City of Wilson Planning Department, was selected as the local SRTS coordinator to support Wilson's SRTS program development.

The first formal discussion/workshop about the SRTS Program took place on February 4, 2009, at the Reid Street Community Center. Various members of the community, including residents



and representatives from the City, the School District, and the North Carolina Department of Transportation met to learn about the program and to develop a vision for Wilson with regard to safe routes for pedestrians and bicyclists. The six inner-city schools included in the program were chosen because they experienced similar barriers and obstacles.

As funding became available through a grant offered by the North Carolina Department of Transportation in October 2009, the efforts expanded for development of a SRTS Action Plan. The City of Wilson departmental staff and the Wilson Bicycle and Pedestrian Advisory Board – already dedicated to bicycle and pedestrian improvements in the City – along with the principals of each of the schools formed the City of Wilson Safe Routes to School Task Force. The role of this Task Force is to provide input and guidance throughout development of the SRTS Action Plan, as well as to oversee its implementation. Task Force membership is shown in [Table 1](#).

Table 1: City of Wilson Safe Routes to School Task Force (as of 2010)

| Name | Organization/School | Title |
|---------------------|--|---------------------------------------|
| Tommy Finch | Wilson County Schools | Assistant Superintendent |
| Jim Lewis | Wilson County Schools | Director of Transportation |
| James Davis | Wells Elementary School & City of Wilson Bike/Pedestrian Board | Principal, Board Member |
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| Paula Michalak | | Citizen Representative |
| David Wilhelm | City of Wilson Planning Board | Planning Board Member |
| Eric Smith | City of Wilson Police Department | Police Lieutenant - Administration |
| Bill Bass | NC Department of Transportation | NCDOT District Engineer |
| Rodger Lentz | City of Wilson Planning Department | Planning Director |
| Denise Boswell | City of Wilson Planning Department | Local SRTS Coordinator/Senior Planner |
| Bryant Bunn | City of Wilson Engineering | City Engineer |
| Janet Holland | City of Wilson Planning Department | Assistant Planning Director |
| Emily Beddingfield | City of Wilson Planning Department | Planner |

2. Vision Statement and Goal Setting

In 2009, the City of Wilson conducted an initial action planning process that began with a Safe Routes to School Community Workshop in February of that year. This workshop, attended by a diverse set of City staff members, engineers, school principals, City Council members, and concerned parents, began with a facilitated visioning exercise and a presentation explaining the importance of Education, Enforcement, Encouragement, and Engineering. Equipped with this key background information, the workshop attendees began identifying existing barriers and devising specific strategies for each of the six target schools.

From this event and related efforts, a preliminary action plan was developed. As a result of North Carolina Department of Transportation funding received in late 2009, these initial efforts were expanded and the SRTS Task Force became involved in the creation of a SRTS Action Plan.

These expanded efforts were initiated on March 23, 2010, when the City of Wilson SRTS Task Force participated in a SRTS Project Kick-off and Barriers and Opportunities Meeting. The purpose of the meeting was twofold. First, the meeting provided an opportunity to review and refine the goals and objectives identified for the program during the February 4, 2009, Community SRTS Workshop. Second, the meeting offered an opportunity to review the existing facilities inventory and barriers, identify any undocumented barriers, and brainstorm potential solutions.

A facilitated visioning exercise was conducted during the kick-off portion of the meeting to establish the overall vision and goals of Wilson's SRTS program. Utilizing the list of strategies and identified needs from early City of Wilson SRTS planning efforts, the Task Force collectively defined a list of program goals and criteria that would be instrumental to the program vision, as illustrated in [Table 2](#).



Table 2: Program Goals and Criteria

| ENGAGING THE COMMUNITY | IMPROVING INFRASTRUCTURE | ENCOURAGING PHYSICAL ACTIVITIES | CREATING A SAFE AND WALKABLE ENVIRONMENT | PROMOTING COLLABORATIVE PARTNERSHIPS |
|---|--|---|---|---|
| <ul style="list-style-type: none"> § Have more parental involvement in walking to school § 100 % student success rate § Improve the dropout rate § Reduce social barriers § Bike and pedestrian education (e.g. safety training, using helmets etc.) § Education focused § Bike Education Campaign | <ul style="list-style-type: none"> § Wilson to become more bicycle and pedestrian friendly § Safer walk zones § Install and repair sidewalks wherever possible § More focus on non-highway engineering projects § Increase focus on pedestrian improvements § Beautify connections between neighborhoods and roadways, sidewalks, bikeways, and greenways. § Let the people who want to walk, walk § Study traffic, speed, streets with enforcement policies/regulations § Target areas for improvement | <ul style="list-style-type: none"> § Make kids safe with opportunities to get out of the house and walk § More kids safely biking § Encourage safe outside environments within the community § Have bike racks full at each school § Ride bikes and walk to school to get more exercise § Make students feel it is cool to bike and walk § Offer comprehensive, community-based health care and wellness programs for all citizens at all stages of life and socioeconomic status § Make local government and civic decisions that support healthy lifestyles and a clean environment | <ul style="list-style-type: none"> § Create safe walkable neighborhoods § Walk and ride in Wilson... not just at the schools § Parent comfort level for allowing kids to walk/bike to school § Address crime issues, including specific crime and safety hot spots § Increase police presence § Parents/community volunteers to take turns walking with children to school § Educate children on how to handle dangerous situations (e.g. talking to strangers) § Educate volunteers on how to handle potentially volatile situations § Discipline of children/enforcement § Increase crossing guards § Safe houses/ community watch group § Bike security § Reduce crime to increase neighborhood safety § Set community expectations with parents | <ul style="list-style-type: none"> § Encourage better working relationships, joint projects, and cooperative agreements among and between area local governments and other institutional partners § Expect community organizations to work closely together and to explore, support, and implement mutual and communitywide interests and this shared vision § Develop neighborhoods and their identity to their fullest potential by connecting residents both physically and philosophically, and involving them in governing and planning the community's future § Police and community engagement § Work with neighborhood organizations |



The SRTS Task Force used the goals and criteria defined in Table 2, to create SRTS Mission and Vision statements.

2.1 Mission Statement

The City of Wilson's Safe Routes to School Program Task Force is committed to creating a transportation environment that is safe to walk and bicycle to school, fosters healthy and active living lifestyles and sustains a livable and vibrant community.

2.2 Vision Statement

The Safe Routes to School Program will generate positive changes in the planning and design of **infrastructure improvements** as well as user **behavior** on the roads to create a **safe** environment where our students and parents are **comfortable** to walk to and from school. Our improved roadway network will **engage** our students and the community to achieve a more **active lifestyle**. We envision a Wilson where residents are accustomed to and enjoy seeing their children of all ages bicycle and walk to and from school. Our children are **healthy, active,** and more **independent** as they grow to be **responsible** adults, and vehicles drive **slower** and more **defensively** around the school areas.

2.3 Goals and Objectives

To achieve this vision, a set of goals was further developed that address each of the 5 E's of the Safe Routes to School Program: Evaluation, Engineering, Education, Encouragement, and Enforcement.

2.3.1 Evaluation

- Goal 1. Monitor and document walking and bicycling trends before, during, and after plan implementation.
- Goal 2. Monitor and document the number of parent and adult volunteers who assist in the program each school year.

2.3.2 Engineering

- Goal 1. Identify and eliminate barriers in the existing sidewalk network that impede seamless and safe travel along school routes.
- Goal 2. Fill in gaps in pedestrian and bicycling networks alongside strategic routes to enable more children to walk or bike to school.
- Goal 3. Introduce innovative traffic calming devices to slow down vehicular traffic.

2.3.3 Education

- Goal 1. Educate parents, students, and Wilson drivers at-large about the rules of the road for pedestrians, bicyclists, and motorists, especially in school zones.
- Goal 2. Educate students and parents regarding designated SRTS benefits sponsored by their school that allow children to walk and bike safely to and from school



e.g. travel to school map, walking school bus, safe houses, crossing guard locations, etc.

Goal 3. Educate parents and students on the benefits of walking and biking to school.

2.3.4 Encouragement

Goal 1. Identify potential safe walking and bicycle routes within a 1-mile radius of each school.

Goal 2. Create fun and innovative incentive programs for students and parents to want to walk or bicycle to school.

Goal 3. Promote the SRTS Program by organizing community events to promote awareness about the program, encourage participation from parents and adult volunteers, and foster partnerships with local community groups and businesses.

2.3.5 Enforcement

Goal 1. Evaluate and identify the need for additional crossing guards at key intersections near schools.

Goal 2. Partner with law enforcement to increase compliance with traffic laws (especially speed limits, yielding to pedestrians in crosswalks).

Goal 3. Implement innovative traffic calming measures that reduce and potentially deter dangerous speeding near school zones.

3. Existing Conditions

This chapter of the SRTS Action Plan details existing conditions for each of the six Wilson schools in the study area. The purpose of this discussion is to provide local and school officials with context-specific information that can be used to understand the obstacles and opportunities currently associated with active travel to school in Wilson. As local decision makers strive to make walking and bicycling safer for students, this understanding will be instrumental in the process of devising appropriate strategies.

The following information is discussed in this chapter:

- § Data collection methods used to support the process
- § Current travel conditions and student residential distributions
- § Socioeconomic characteristics
- § Student commute patterns
- § Existing infrastructure, including major roads; sidewalks; and current “compatibility” for bicycling based on traffic volume, posted speed limit, and roadway width (determined in the City of Wilson Comprehensive Bicycle Plan—see Chapter 4 for details)
- § Travel conditions and characteristics

3.1 Data Collection

Several sources and methods were used to collect information regarding the existing conditions at each of the six Wilson schools in the study area. To begin the process, the City of Wilson provided extensive street and sidewalk data to convey the current strengths and weaknesses of the City’s active travel infrastructure. Next, to verify and expand upon this information, the project team and Task Force performed a facilities inventory of the entire study area, a process that assisted with the identification of sidewalk conditions, crosswalk locations, crossing guard presence, and other social and infrastructure-related indicators used to determine potential safe routes to schools. Relevant details from Wilson’s various plans, policies, and ordinances promote an understanding of the active travel environment—both present and planned—within the study area. These documents are further discussed in Chapter 4.

To supplement the data collection activities in a way that more fully and actively considered professional and public input, two additional approaches were pursued. First, a collaborative Task Force meeting was held on March 23, 2010, bringing together a combination of school officials, City of Wilson planning staff, and members of the local Bicycle and Pedestrian Board. Through this facilitated event, diverse perspectives were considered as participants described the barriers and obstacles to active travel and identified potential opportunities for improvement. Importantly, the barriers and obstacles identified through this event were placed on a map that ultimately helped form the school travel map.



Second, in April 2010, Wilson County Public School teachers distributed the National Center for Safe Routes to School (NCSRTS) Parent Survey about Walking and Biking to School (Parent Survey) to the parents of all elementary and middle school students at the six schools in the study area. The survey measured the perceptions and attitudes felt by parents toward active travel; the factors that affected their decision of whether to allow their children to walk or bike to school; the presence of key safety-related conditions along routes to school; and general background information. Teachers at each school also utilized a Student Travel Tally Form (Teacher Tally). The Student Travel Tally Form is a classroom activity developed by NCSRTS that allows teachers and students to collect information on various conditions over a period of several days, including the number of students arriving to and departing from school by different travel modes, weather conditions, distance traveled, generated trips, etc.

The response from the parents and teachers generated a combined total of over 800 surveys and 1,100 daily tallies across all six schools. The number of parent surveys received and number of classrooms participating in the tallies by school are indicated below. Complete documentation of the surveys and tallies are located in [Appendix A](#).

| School | Parent Surveys Collected | Classrooms Tallied |
|-----------------------------------|--------------------------|--------------------|
| Margaret Hearne Elementary School | 22 | 3 |
| Vick Elementary School | 83 | 6 |
| Wells Elementary School | 135 | 6 |
| Winstead Elementary School | 188 | 17 |
| Forest Hills Middle School | 182 | 19 |
| Toisnot Middle School | 197 | 19 |

Note: Response rates not included

3.2 Results of Parent Surveys and Teacher Tallies

Student Travel Modes

The parent surveys and teacher tallies reveal important information regarding the travel behaviors of Wilson students. The results indicate that, on average, four out of five students of the schools within the study area travel to and from school in a family vehicle or school bus, with the largest percentage traveling by family vehicle (44%). Only 10% of area students walk and less than 1% of students bike to and from school. This pattern varies significantly between individual schools, reflecting their different surrounding environments, as well as varying student residential distributions in relation to the school.

Student Distance from School

An important factor influencing student travel patterns is the distance between students' residences and the school campuses. Four out of 10 students whose parents responded to the



survey live within the one-mile study area drawn around their respective schools. As with student travel modes, there is considerable variation in this figure among the different schools; while 57% of students live less than one mile from Winstead Elementary, roughly half of that figure live within the same distance of Margaret Hearne Elementary School and Forest Hills and Toisnot Middle Schools.

The surveys indicate that a notable proportion of students in Wilson live within walking or biking distance of school. The survey figures, when compared to the percentage of students currently walking or biking to school, suggest that significant untapped potential exists for active travel to school in Wilson.

Additional survey results describing the attitudes and perceptions of parents are described in Chapter 5.

3.3 Inventory of Existing Conditions at Individual Schools

The following sections describe existing conditions at each individual school. Existing conditions have been determined through a combination of survey results, workshop input, and Geographic Information System (GIS) data provided by the City of Wilson. Sources and relevant years for these conditions are provided in the table below.

| Characteristic | Source | Year |
|--|--|------|
| Sidewalks | City of Wilson GIS data | 2005 |
| Sidewalk condition | City of Wilson GIS data | 2005 |
| Sidewalk lighting | City of Wilson GIS data | 2005 |
| Crossing guard locations | City of Wilson GIS data | 2009 |
| Average daily traffic | North Carolina Department of Transportation GIS data | 2008 |
| School facilities (gates, crossing signs, pavement markings, etc.) | Field visit | 2009 |
| Bicycle Compatibility Index | City of Wilson Comprehensive Bicycle Plan | 2008 |

3.3.1 Margaret Hearne Elementary School

Margaret Hearne Elementary School is located on Gold Street within an older residential neighborhood and has a predominantly low-income and minority student population. Approximately 97% of the school’s 499 students are registered as Black or Hispanic. In 2008-2009, 100% of the students qualified for free and reduced lunches. The surrounding area has a number of vacant properties, with approximately 54 vacant buildings within a half-mile radius of the school (2009 data). Crime and safety issues in the surrounding area were noted as a significant concern in parent survey responses and reflect 2009 crime statistics provided by the Wilson Police Department.

According to school surveys and travel tallies, approximately 39% of students ride the school bus to school, while 36% of students arrive by private vehicle (including 6% by carpool). The share of students walking to Margaret Hearne Elementary (18%) is the second highest among all area schools considered, although virtually no students currently travel to school by bicycle. In addition, 7% of students arrive via other modes of transportation.

Two school zones are in place in the vicinity of the school, including one 1,200-foot zone on Gold Street and a second 1,000-foot zone on Woodard Street. Both zones have a posted speed limit of 25 miles per hour, are designated by school zone signs, and contain "School" markings painted on the roadway. The school zone on Gold Street, which fronts the school entrance, also contains pedestrian crossing and reduced speed signs. Although sidewalks are present in the area, they are currently lacking in connectivity.

MAJOR ROADS

The following major roads are located near Margaret Hearne Elementary School:

- § Raleigh Road Parkway, a 4-lane roadway with a maximum crossing distance of 70 feet and a 45 MPH speed limit, is located 0.4 miles northwest of the school. Raleigh Road Parkway has an average traffic volume of 6,500 vehicles per day.
- § Ward Boulevard, a 4-lane roadway with a maximum crossing distance of 70 feet and a 45 MPH speed limit, is located 0.5 miles east of the school. Ward Boulevard carries an average of 12,000 vehicles per day.
- § Herring Avenue, a 2-lane roadway with a maximum crossing distance of 40 feet and a 45 MPH speed limit, is located 0.3 miles southeast of the school. Herring Avenue has an average daily traffic volume of 6,800 vehicles.
- § Corbett Avenue, a 3-lane roadway with a maximum crossing distance of 60 feet and a 45 MPH speed limit, is located 0.5 miles north of the school. Corbett Avenue has an average daily traffic volume of 6,400 vehicles.

SIDEWALKS AND BICYCLE FACILITIES

As previously noted, sidewalks are present in the vicinity of the school but currently lack the connectivity necessary for safe and efficient travel. Sidewalks in the immediate area include 4-foot-wide strips, generally buffered from the roadway by grass and located along segments of Gold Street, Bragg Street, Woodard Street, Hill Street, and Maplewood Avenue. With the exception of Maplewood Avenue, all of these streets contain significant gaps in sidewalk presence, as described below:

- § On a 1,200-foot portion of Gold Street between Whitehead Avenue and Hill Street, sidewalks are generally missing on both sides of the road, with the exception of one 245-foot section on the south side of the road directly in front of the school.



- § Sidewalks are absent on both sides of a 1,000-foot section of Bragg Street between College and Lee Streets.
- § Woodard Street contains major gaps, including the near-complete absence of sidewalks on its north side between Whitehead Street and Pine Street (with the exception of a 65-foot segment between Whitehead and Bragg Streets) and an 800-foot gap on its south side between Whitehead Street and the center of the school property. Also on the south side of Woodard Street, sidewalks are missing along a 500-foot stretch between Maplewood Avenue and Pine Street.
- § Sidewalks are missing on both sides of Hill Street to the northeast of the school building.

Sidewalks are generally in good condition where they are present, although some sections along Gold Street are deteriorated and have overgrown landscape. In addition, no ramps are provided on the sidewalks along Gold Street and Maplewood Avenue. There are no clearly marked bicycle facilities serving Margaret Hearne Elementary School.

TRAVEL CONDITIONS

Motorized traffic is not as prevalent in the vicinity of Margaret Hearne Elementary School as it is at other schools due to its setting in a predominantly residential area.

Several marked crosswalks are present in the immediate area, facilitating pedestrian travel to the school. Two crosswalks are located along Gold Street, at its intersections with Hill Street (controlled by stop signs on Hill Street) and Maplewood Avenue (controlled by stop signs on Maplewood Avenue). At the Hill Street intersection, the sidewalk along the north side of Gold Street is not connected by the crosswalk; the Maplewood Avenue intersection has marked crosswalks on three approaches. Crosswalks are also present on Hill Street, along each of its intersections located within the study area, and on Maplewood Avenue at its intersections with Gold Street and Woodard Street.



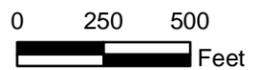
Safe Routes to School Action Plan

City of Wilson, NC



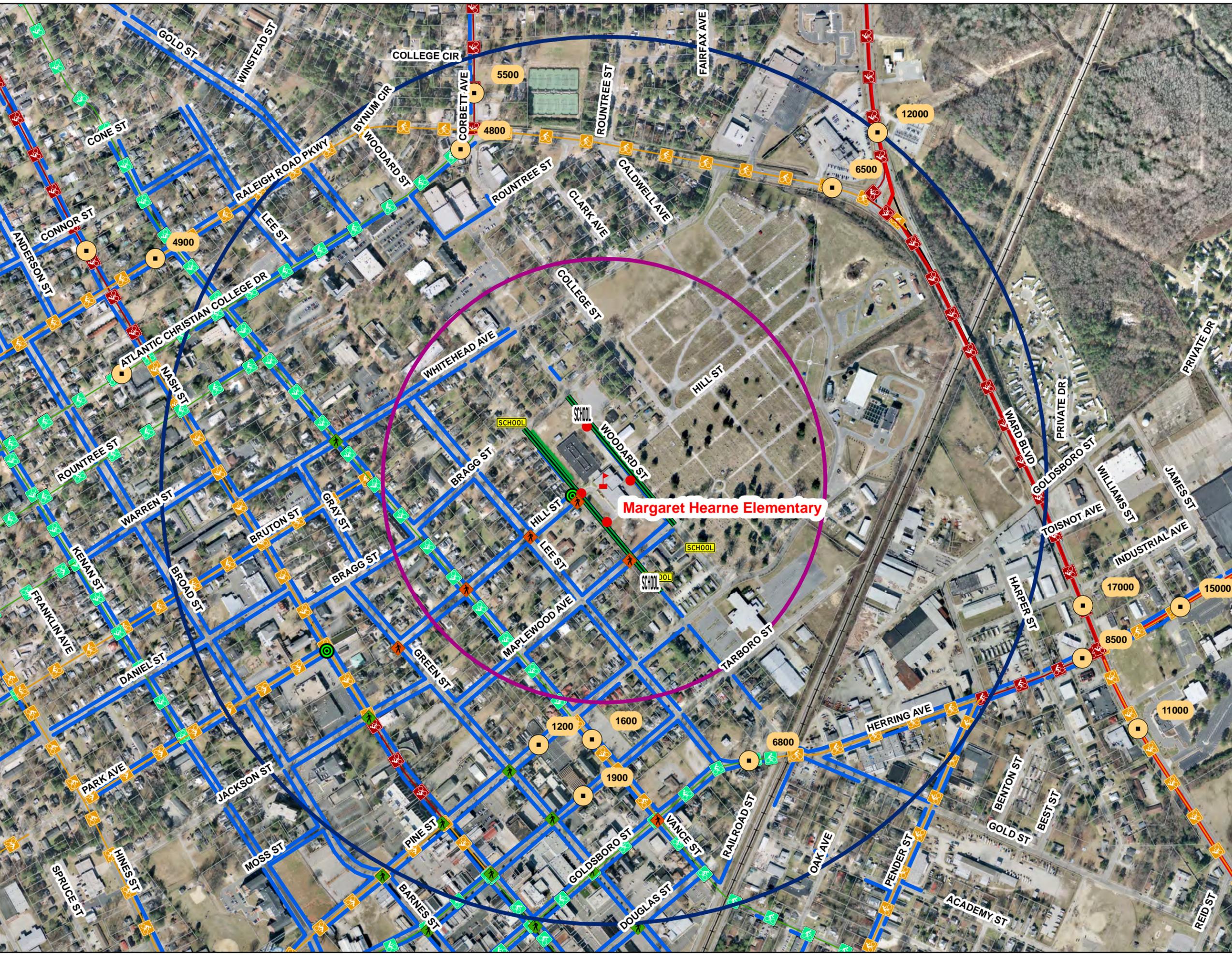
Legend

- Margaret Hearne
 - 1/2- Mile Walk Extent
 - 1/4 Mile Walk Extent
 - Traffic Counts
 - Unsignalized Crosswalk
 - Signalized Crosswalk
 - School Zones
 - Speed Limits > 40 MPH
 - Worn Path
 - Crossing Guards
 - School Access
 - School Pavement Marking
 - School Zone Sign
 - Existing Sidewalks
- ### Wilson Bicycle Plan Compatibility Index
- High Compatibility
 - Moderate Compatibility
 - Low Compatibility



**Figure 2:
Margaret Hearne Elementary
Existing Conditions**

Map Sources: NC OneMap,
NCDOT, City of Wilson



3.3.2 Vick Elementary School

Vick Elementary School is located on Carroll Street in a neighborhood of single-family residences. The school has a predominantly low-income and minority student population with approximately 99% of the school's 294 students registered as Black or Hispanic. In 2008-2009, 100% of the students qualified for free and reduced lunches. The surrounding area has more vacant properties nearby than the other five schools, with approximately 90 vacant buildings within a half-mile radius of the school (2009 data). Crime and safety issues in the surrounding area were noted as a significant concern in parent survey responses and reflect 2009 crime statistics provided by the Wilson Police Department.

According to parent survey and teacher tally results, approximately 45% of students ride the school bus, while 30% of students arrive at school by private car (including 5% by carpool). Vick Elementary has the highest share of students walking to school (22%), but no students travel to school by bicycle. Approximately 3% of students arrive via other travel modes.

Car transportation to school is facilitated by a drop-off and pick-up area for private vehicles at the front of the school, with access from Carroll Street. The school bus drop-off and pick-up area is located to the rear of the school, accessed via Queen Street. Sidewalks in the vicinity of the school are generally nonexistent or lacking in connectivity.

The area surrounding Vick Elementary contains one school zone, which extends along Carroll Street for 800 feet between Queen and Vance Streets. This school zone is marked by both signage and pavement markings. Pavement markings are also located near the intersection of Queen and Blakewood Streets and near the intersection of Green and Reid Streets. Markings are absent on Viola Street and on the section of Queen Street west of Carroll Street. The posted speed limit within these areas is 25 miles per hour.

MAJOR ROADS

The following major roads are located near Vick Elementary School:

- § Ward Boulevard (US 301), a 5-lane roadway with a maximum crossing distance of 110 feet and a 45 MPH speed limit, is located 0.25 miles east of the school. Ward Boulevard (US 301) carries between 10,000 and 18,000 vehicles per day.
- § Nash Street, a 5-lane roadway with a maximum crossing distance of 80 feet and a 45 MPH speed limit, is located 0.25 miles south of the school. Nash Street has an average traffic volume of 9,400 vehicles per day.
- § Martin Luther King Junior Parkway, a 5-lane roadway with a maximum crossing distance of 65 feet and a 45 MPH speed limit, is located 0.3 miles southeast of the school. This roadway carries an average traffic volume of 9,900 vehicles per day.



Given the high volume of vehicular traffic, Ward Boulevard (US 301) may currently be perceived as a barrier to active school travel. However, as outlined in the 301 Taskforce Action Plan, this corridor is slated for significant infrastructure and aesthetic improvements, including walkways, landscaping, and other strategies that will enhance pedestrian access and safety.

SIDEWALKS AND BICYCLE FACILITIES

Sidewalks in the vicinity of the school are generally nonexistent or lacking in connectivity. The only sidewalks in the immediate (one-quarter mile) area include 3- to 4-foot-wide strips along segments of Carroll Street, Green Street, and Reid Street. However, even these segments contain significant gaps. On Carroll Street, sidewalks are only present along a 500-foot segment in front of the school (east side only) and a 120-foot segment from the intersection of Washington Street to a mid-block terminus (west side only); neither of these sidewalks are buffered from the roadway. On Reid Street, a 650-foot sidewalk segment is located in front of the Reid Street Community Center on the west side of the street and is not buffered from the roadway. Green Street contains a 760-foot sidewalk segment terminating at the school property; this sidewalk is on the south side of the street only and is buffered by grass. Finally, sidewalks are located on both sides of a 450-foot segment of Vick Street between Carolina and Green Streets, but these sidewalks are in poor condition.

No designated bicycle routes currently lead to Vick Elementary School.

TRAVEL CONDITIONS

Only one marked crosswalk is located within the Vick Elementary School study area, at the intersection of Carroll Street and Green Street. This intersection is controlled by stop signs on Green Street. Only pedestrians crossing Carroll Street on the south side are served by this crosswalk.

As previously noted, a high volume of vehicular traffic is carried by Ward Boulevard, although the improvements outlined in the 301 Taskforce Action Plan may serve to enhance the aesthetics, infrastructure, land use compatibility, and pedestrian access of this corridor.



Safe Routes to School
Action Plan
City of Wilson, NC

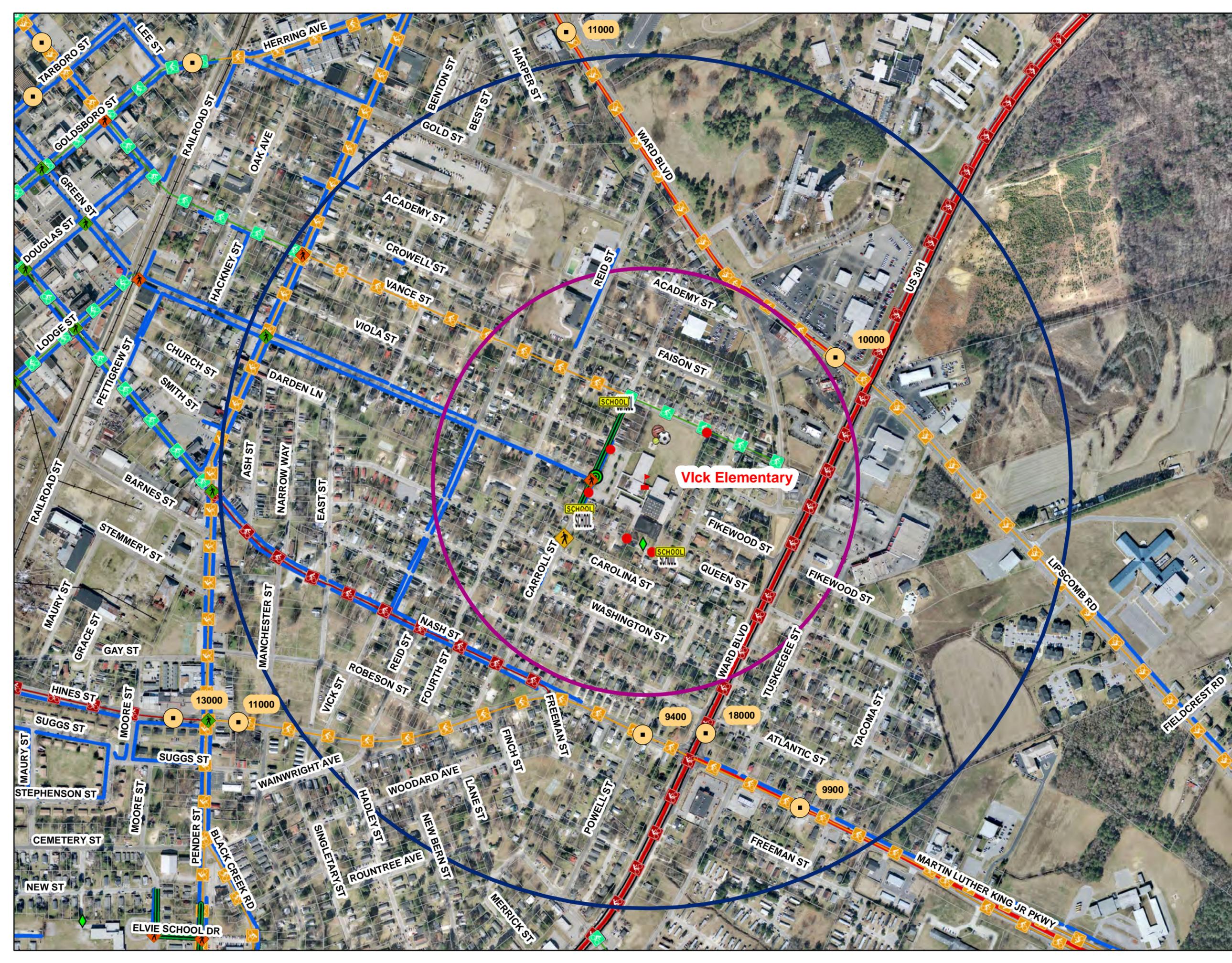


- Legend**
- | | |
|------------------------|-------------------------|
| Vick Elementary | Inventory |
| 1/2 Mile Walk Extent | Gate/Pedestrian Access |
| 1/4 Mile Walk Extent | Recreation |
| Traffic Counts | School Access |
| Unsignalized Crosswalk | School Crossing Ahead |
| Signalized Crosswalk | School Pavement Marking |
| School Zones | School Zone Sign |
| Speed Limits > 40 MPH | Existing Sidewalks |
| Crossing Guards | |
- Wilson Bicycle Plan Compatibility Index**
- | |
|------------------------|
| High Compatibility |
| Moderate Compatibility |
| Low Compatibility |



**Figure 3:
Vick Elementary
Existing Conditions**

Map Sources: NC OneMap,
NCDOT, City of Wilson



3.3.3 Wells Elementary School

Situated at the intersection of Kincaid Avenue and Grove Street, Wells Elementary School is located in an area of single- and multifamily residential properties. Approximately 53% of the school's 489 students are registered as Black or Hispanic and 46% of the students are registered as White. In 2008-2009, 62% of the students qualified for free and reduced lunches. Two vacant buildings are located within a half-mile radius of the school (2009 data).

According to parent survey and teacher tally results, approximately 20% of students ride the school bus, while 60% of students arrive at school by private car (including 4% by carpool). The results indicate that approximately 15% of students walk to school, less than 1% travel to school by bicycle, and approximately 4% arrive via other travel modes. Motor vehicle speeds and traffic volumes were noted as significant concerns in parent survey responses.

A school zone with a posted speed limit of 25 miles per hour borders the southwest and southeast edges of the campus. One segment of the zone is 1,800 feet in length, running along Kincaid Avenue between Adams Street and Tilghman Road. The second segment runs for 1,400 feet along Grove Street between Pearson Street and North Avenue. Both portions of the school zone contain warning signs and pavement markings to indicate the presence of the school.

MAJOR ROADS

The following major roads are located near Wells Elementary School:

- § Nash Street, a 3-lane roadway with a maximum crossing distance of 40 feet and a 35 MPH speed limit, is located 0.35 miles southwest of the school. Nash Street has an average daily traffic volume of 7,200 vehicles.
- § Corbett Avenue, a 3-lane roadway with a maximum crossing distance of 35 feet and a 45 MPH speed limit, is located 0.4 miles from the school. Corbett Avenue carries 5,500 vehicles per day.

SIDEWALKS AND BICYCLE FACILITIES

Sidewalks in the immediate vicinity of the school are generally limited and lacking in connectivity. Sidewalks can be found on Kincaid Avenue and Grove Street on the southeast and southwest edges of the school property respectively, although these are characterized by significant gaps. For instance, no sidewalks are located on the eastern side of Kincaid Avenue, and only a 250-foot segment is present on the north side of the street along the school parking lot. Similarly, Grove Street has no sidewalks on its western side and only a 270-foot stretch on its eastern side along the school campus. Neither of the sidewalks connects to the neighborhood. Where sidewalks are present, they are generally in good condition.



TRAVEL CONDITIONS

Given its location in a predominantly residential area, Wells Elementary School is bordered by small neighborhood collector streets. During school pick-up hours, however, these streets become very congested. These traffic conditions can be alleviated by the reduced vehicle presence that results from greater numbers of students walking and bicycling to school.

Marked crosswalks are present on all four legs of the intersection of Kincaid Avenue and Grove Street, as are "Stop" markings on the pavement. This intersection is controlled by stop signs on Kincaid Avenue.



Safe Routes to School Action Plan

City of Wilson, NC



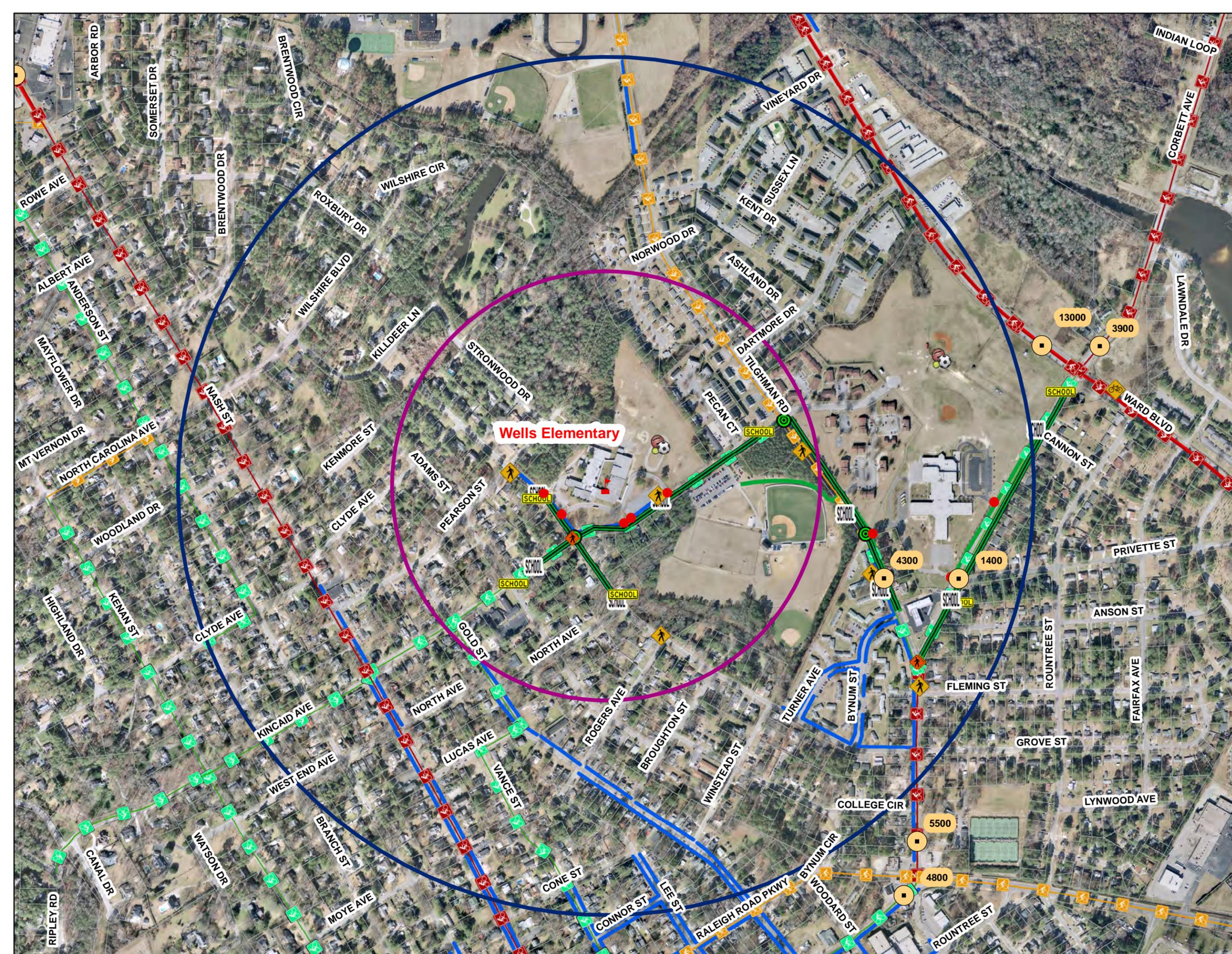
Legend

- | | |
|--|-------------------------|
| Wells Elementary | Bike Sign |
| 1/2 Mile Walk Extent | Recreation |
| 1/4 Mile Walk Extent | School Access |
| Traffic Counts | School Crossing Ahead |
| Unsignalized Crosswalk | School Pavement Marking |
| Signalized Crosswalk | School Zone Sign |
| School Zones | Existing Sidewalks |
| Speed Limits > 40 MPH | |
| Worn Paths | |
| Crossing Guards | |
| Wilson Bicycle Plan Compatibility Index | |
| High Compatibility | |
| Moderate Compatibility | |
| Low Compatibility | |



Figure 4: Wells Elementary Existing Conditions

Map Sources: NC OneMap,
NCDOT, City of Wilson



3.3.4 Winstead Elementary School

Winstead Elementary School is located in the southeast quadrant of the busy intersection of Downing Street and Ward Boulevard, a major five-lane thoroughfare that rings the City of Wilson. Passage is prevented along these streets by fencing, and access to the school is offered via Aycock and Hood Streets. Diverse land uses surround the school, including single-family residential areas that adjoin the school property along Aycock and Hood Streets, as well as a shopping center and commercial and retail buildings located north of the school across Downing Street.

The school has a predominantly low-income and minority student population, with approximately 92% of the school's 352 students registered as Black or Hispanic. In 2008-2009, 100% of the students qualified for free and reduced lunches. The surrounding area has a number of vacant properties, with approximately 12 vacant buildings within a half-mile radius of the school (2009 data). Crime and safety issues in the surrounding area were noted as a significant concern in parent survey responses and reflect 2009 crime statistics provided by the Wilson Police Department.

According to school surveys and tallies, approximately 41% of students ride the school bus, 46% of students arrive by private vehicle (including 3% by carpool), and 1% of students take transit to school. The proportion of active travelers is low relative to other area schools, with only 6% of students walking and no students bicycling to school. Approximately 6% of students arrive via other means of transportation. Students arriving/departing by private vehicle are dropped off/picked up on Hood Street in front of the school; cars line up along Aycock Street, pull around the corner in front of the school, and then exit onto Hood Street to return to Aycock Street. Some vehicles enter this flow of traffic from Pickett Street, but there is debate regarding whether they should be re-routed to enter further east on Aycock Street.

Two school zone segments exist in proximity to Winstead Elementary. First, a 950-foot segment with a posted speed limit of 25 miles per hour is located on Downing Street between Ward Boulevard and Mosby Street. A second 1,000-foot section is located on Ward Boulevard from Ruann Drive to approximately 750 feet south of the Downing Street intersection. However, this zone has no posted signs indicating the reduced speed limit or school hours. Both zones contain signs indicating school crossings in the vicinity of the school.

MAJOR ROADS

The following major roads are located in the vicinity of Winstead Elementary School:

- § Ward Boulevard (US 301), a 5-lane roadway with a maximum crossing distance of 90 feet and a 45 MPH speed limit, borders the school property. This roadway has an average daily traffic volume of 14,000 vehicles.

- § Downing Street, a 2- to 3-lane roadway with a maximum crossing distance of 40 feet and a 45 MPH speed limit, borders the school property. Downing Street carries 12,000 vehicles per day.

The roads surrounding the school are characterized by heavy vehicular traffic, making active travel to school a difficult pursuit. However, as noted in the discussion of Vick Elementary School, the 301 Taskforce Action Plan outlines a variety of infrastructure and aesthetic improvements that will enhance pedestrian access and safety along Ward Boulevard.

SIDEWALKS AND BICYCLE FACILITIES

Sidewalks in the immediate vicinity of the school are generally nonexistent. Although sidewalks are present along limited portions of Ward Boulevard, no sidewalks are located on the western side of the street. Similarly, Downing Street is characterized by only limited sidewalk presence and has no sidewalks on the northern side of the street or on either side of the street west of Ward Boulevard. Where sidewalks are present, they are generally in poor condition, although ramps are provided at all four corners of the intersection of Ward Boulevard and Downing Street. No sidewalks are present along Hood and Aycock Streets, the major access points students must currently use if walking to the school due to fencing along the north and west edges of the school property.

TRAVEL CONDITIONS

As previously described, the streets surrounding the Winstead Elementary School carry high volumes of vehicle traffic and are thus problematic for active travel to school. There are no marked crosswalks or pedestrian signals at the busy intersection of Ward Boulevard and Downing Street. Moreover, no marked crosswalks are present anywhere in the immediate vicinity of the school.



Safe Routes to School Action Plan

City of Wilson, NC



Legend

- | | |
|--|-------------------------|
| Winstead Elementary | Gate/Pedestrian Access |
| 1/2 Mile Walk Extent | Recreation |
| 1/4 Mile Walk Extent | School Access |
| Traffic Counts | School Crossing Ahead |
| School Zones | School Crossing Sign |
| Speed Limits > 40 MPH | School Pavement Marking |
| Crossing Guards | School Zone Sign |
| Existing Sidewalks | |
| Wilson Bicycle Plan Compatibility Index | |
| High Compatibility | |
| Moderate Compatibility | |
| Low Compatibility | |

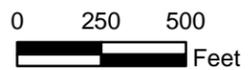
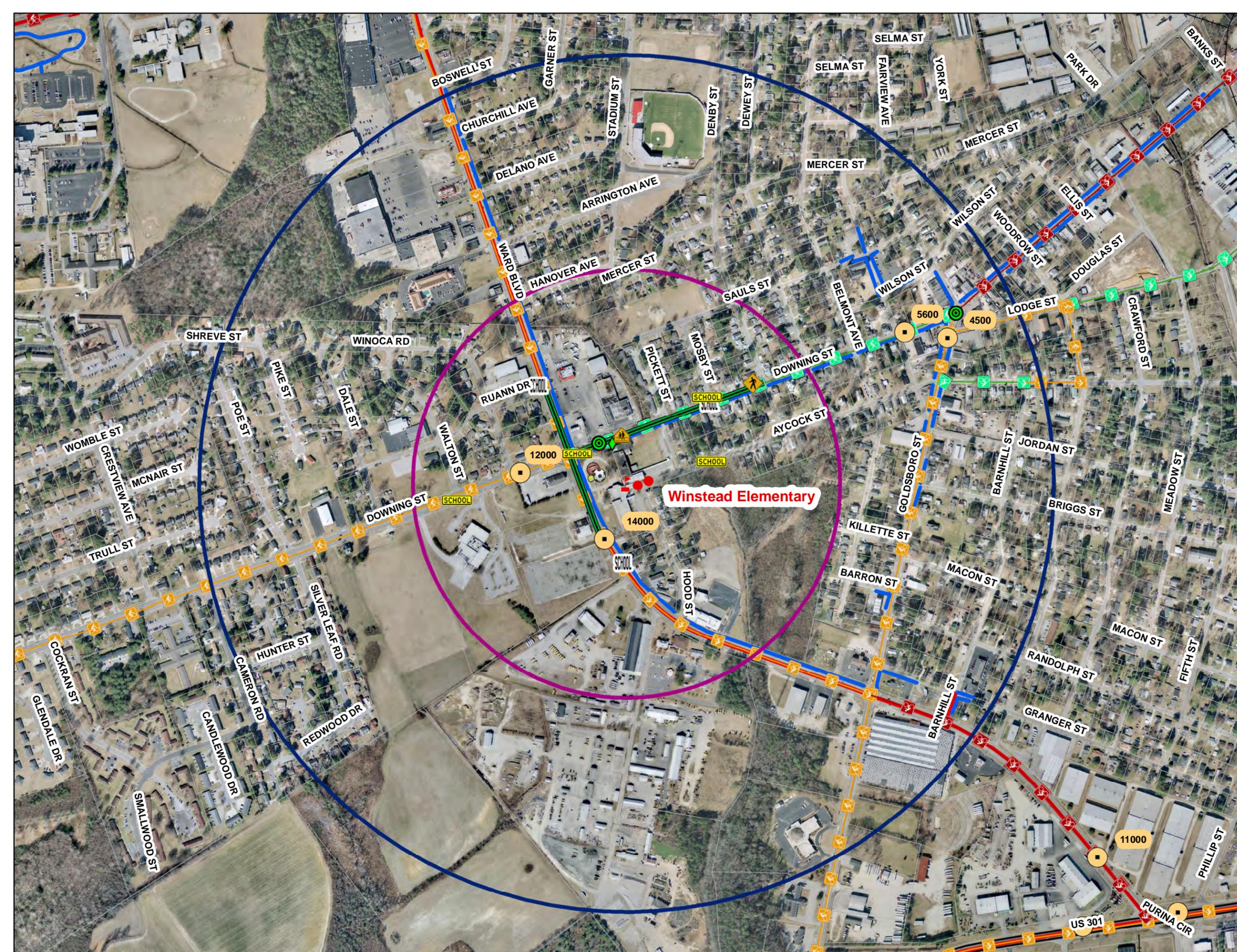


Figure 5: Winstead Elementary Existing Conditions

Map Sources: NC OneMap,
NCDOT, City of Wilson



3.3.5 Forest Hills Middle School

Forest Hills Middle School is located on Forest Hills Road, a major thoroughfare, and is surrounded by residential neighborhoods and two shopping centers.

The school has a predominantly low-income and minority student population with approximately 68% of the school's 622 students registered as Black or Hispanic. In 2008-2009, 65% of the students qualified for free and reduced lunches. The surrounding area has no vacant properties within a half-mile radius of the school (2009 data).

According to school surveys and travel tallies, approximately 45% of Forest Hills students ride the school bus, 52% arrive by private vehicle (including 6% by carpool), and less than 1% take transit to school. The proportion of students traveling to school by active modes is the lowest among area schools, with a mere 3% of students walking and no students bicycling to school. Students arriving/departing by private vehicle are dropped off/picked up via a one-way school driveway directly off of Forest Hills Road. Motor vehicle speeds and traffic volumes were noted as significant concerns in parent survey responses.

One 1,800-foot school zone fronts the middle school on Forest Hills Road, with a posted speed limit of 35 miles per hour during school zone hours (45 miles per hour otherwise). The southern border of this zone is designated by both signage and pavement markings, while the northern edge is delineated only by pavement markings.

MAJOR ROADS

The following major roads are located in the vicinity of Forest Hills Middle School:

- § Forest Hills Road, a 4- to 6-lane roadway with a maximum crossing distance of 100 feet and a 45 MPH speed limit, borders the school property. Forest Hills Road has an average daily traffic volume of 12,000 vehicles.
- § Raleigh Road Parkway, a 4- to 6-lane roadway with a maximum crossing distance of 100 feet and a 45 MPH speed limit, is located approximately 0.5 miles south of the school entrance. Raleigh Road Parkway carries an average of 31,000 vehicles per day.

The major thoroughfare on which the school is located carries a high volume of vehicle traffic that currently affects the safety and convenience of active travel to school.

SIDEWALKS AND BICYCLE FACILITIES

The only sidewalk in the vicinity of the school is along Forest Hills Road from the school bus parking area to the intersection with Cardinal Drive. This sidewalk segment is on the eastern side of the street, is approximately 600 feet in length, is not buffered from the street, and is in



good condition with the exception of overgrown vegetation. No other sidewalks are located within the school study area.

TRAVEL CONDITIONS

As previously stated, Forest Hills Road is a fairly busy thoroughfare. Traffic volume is high in the area throughout the day and is worsened during student arrival and pick-up times. Only one entrance and one exit to the school have traffic lights, a situation that further contributes to congestion in the area.



Safe Routes to School Action Plan

City of Wilson, NC



Legend

- | | |
|--|------------------|
| | Inventory |
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| | |
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| | |
| | |
| | |

Wilson Bicycle Plan Compatibility Index

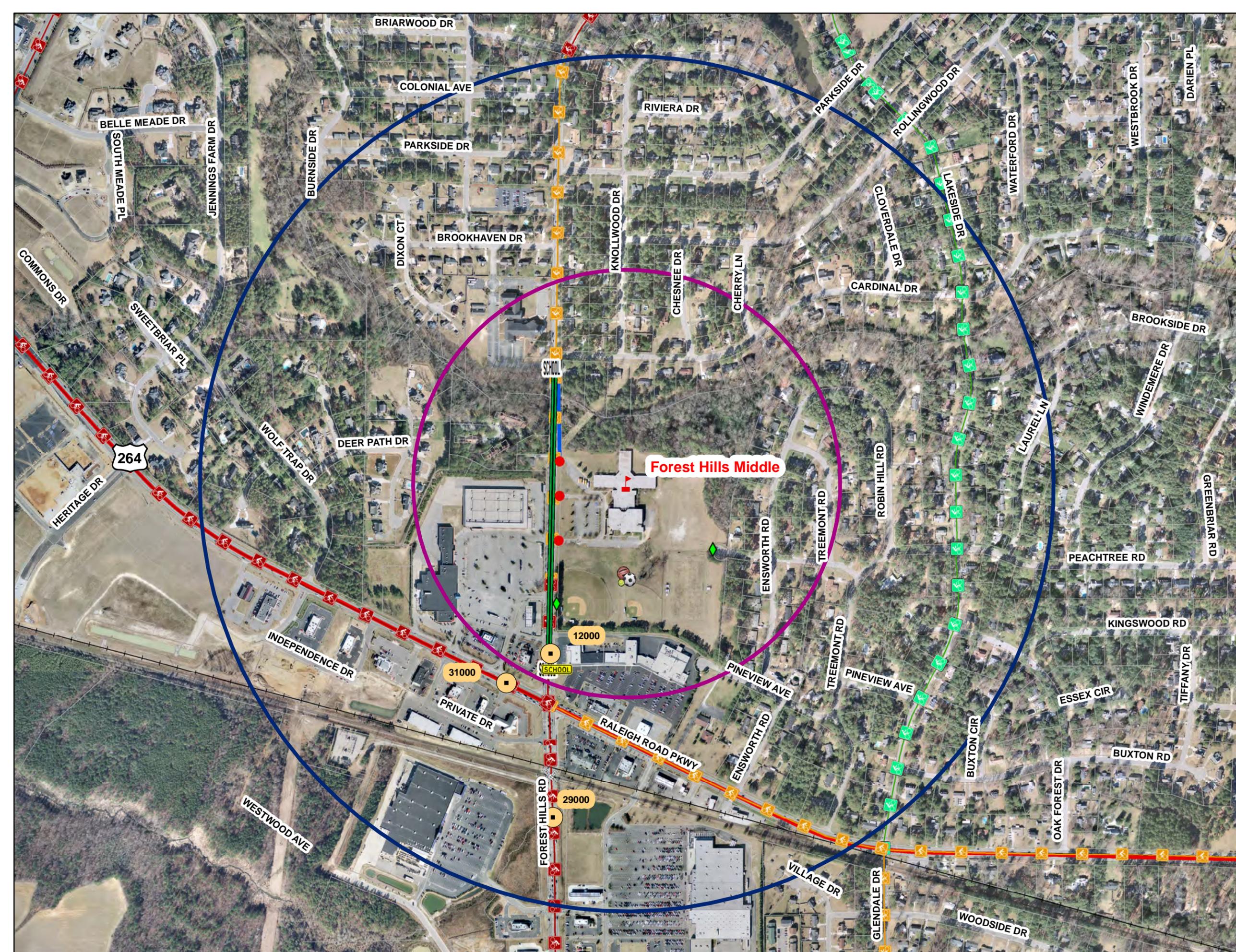
- High Compatibility
- Moderate Compatibility
- Low Compatibility



0 250 500
Feet

Figure 6: Forest Hills Middle Existing Conditions

Map Sources: NC OneMap,
NCDOT, City of Wilson



3.3.6 Toisnot Middle School

Toisnot Middle School is located between Corbett Avenue, Tilghman Road, and Ward Boulevard, although its main entrance is accessed via Corbett Avenue. The area surrounding the school is primarily residential in nature, with numerous apartments in proximity to the school and a single-family residential neighborhood across Corbett Avenue.

The school has a predominantly low-income and minority student population with approximately 70% of the school's 498 students registered as Black or Hispanic. In 2008-2009, 76% of the students qualified for free and reduced lunches. The surrounding area has four vacant properties within a half-mile radius of the school (2009 data). Crime and violence issues in the surrounding area were noted as a primary concern in more parent survey responses than the other five schools, which reflects 2009 crime statistics provided by the Wilson Police Department.

According to school surveys and travel tallies, approximately 34% of Toisnot Middle School students travel to school by school bus, while 50% of students arrive by private vehicle (including 6% by carpool) and less than 1% take transit. The share of students walking to school (13%) is above the six-school average, and the percentage of students traveling to school by bicycle (2%) is the highest among all area schools considered. Approximately 1% of students travel to school using other means of transportation.

Students who travel to school in private vehicles are dropped off and picked up at the school's main entrance on Corbett Avenue. Pedestrians and buses, on the other hand, are offered access at the rear of the school off of Tilghman Road. Few sidewalks exist in the vicinity of the school.

Two school zones are located in the area immediately surrounding the school. One zone fronts 1,825 feet of the eastern edge of the school along Corbett Avenue and is marked by a combination of school zone signs and pavement markings on both the southern and northern boundaries of the zone. A second 1,300-foot zone is located along Tilghman Road, similarly delineated by a school zone sign and pavement markings at its northern boundary, and by pavement markings only at its southern edge.

MAJOR ROADS

The following major roads are located in the vicinity of Toisnot Middle School:

- § Ward Boulevard (US 301), a 5-lane roadway with a maximum crossing distance of 70 feet and a 45 MPH speed limit, abuts the northern edge of the school property (from which it is separated by a fence). This roadway carries an average of 13,000 vehicles per day.



- § The segment of Corbett Avenue directly south of its intersection with Tilghman Road has an average daily traffic volume of 5,500 vehicles. This 3-lane segment has a maximum crossing distance of 35 feet and a 45 MPH speed limit.

SIDEWALKS AND BICYCLE FACILITIES

The area surrounding Toisnot Middle School lacks a strong pedestrian and bicycling network. Among the roads bordering the school property, Corbett Avenue and Ward Avenue contain no sidewalks within the school study area. Tilghman Road has a 1,300-foot segment of sidewalk only on the western side of the street. Although this is the only sidewalk located in proximity to the school, it is in relatively good condition. A bicycle sign is located near the intersection of Corbett Avenue and Ward Boulevard; this sign is not a formal “Share the Road” sign but indicates that bicycle activity may be present.

TRAVEL CONDITIONS

Two marked crosswalks are present at the intersection of Corbett and Tilghman: one across the northwest leg of the intersection to assist in crossing Tilghman Road, and one across the northeast leg crossing Corbett Avenue. Both of these crosswalks have a “zebra” design and are in relatively worn condition.



Safe Routes to School Action Plan

City of Wilson, NC



Legend

- | | |
|------------------------|-------------------------|
| Toisnot Middle | Inventory |
| 1/2 Mile Walk Extent | Recreation |
| 1/4 Mile Walk Extent | School Access |
| Traffic Counts | School Crossing Ahead |
| Unsignalized Crosswalk | School Crossing Sign |
| Signalized Crosswalk | School Pavement Marking |
| School Zones | School Zone Sign |
| Speed Limits > 40 MPH | Existing Sidewalks |
| Worn Paths | |
| Crossing Guards | |

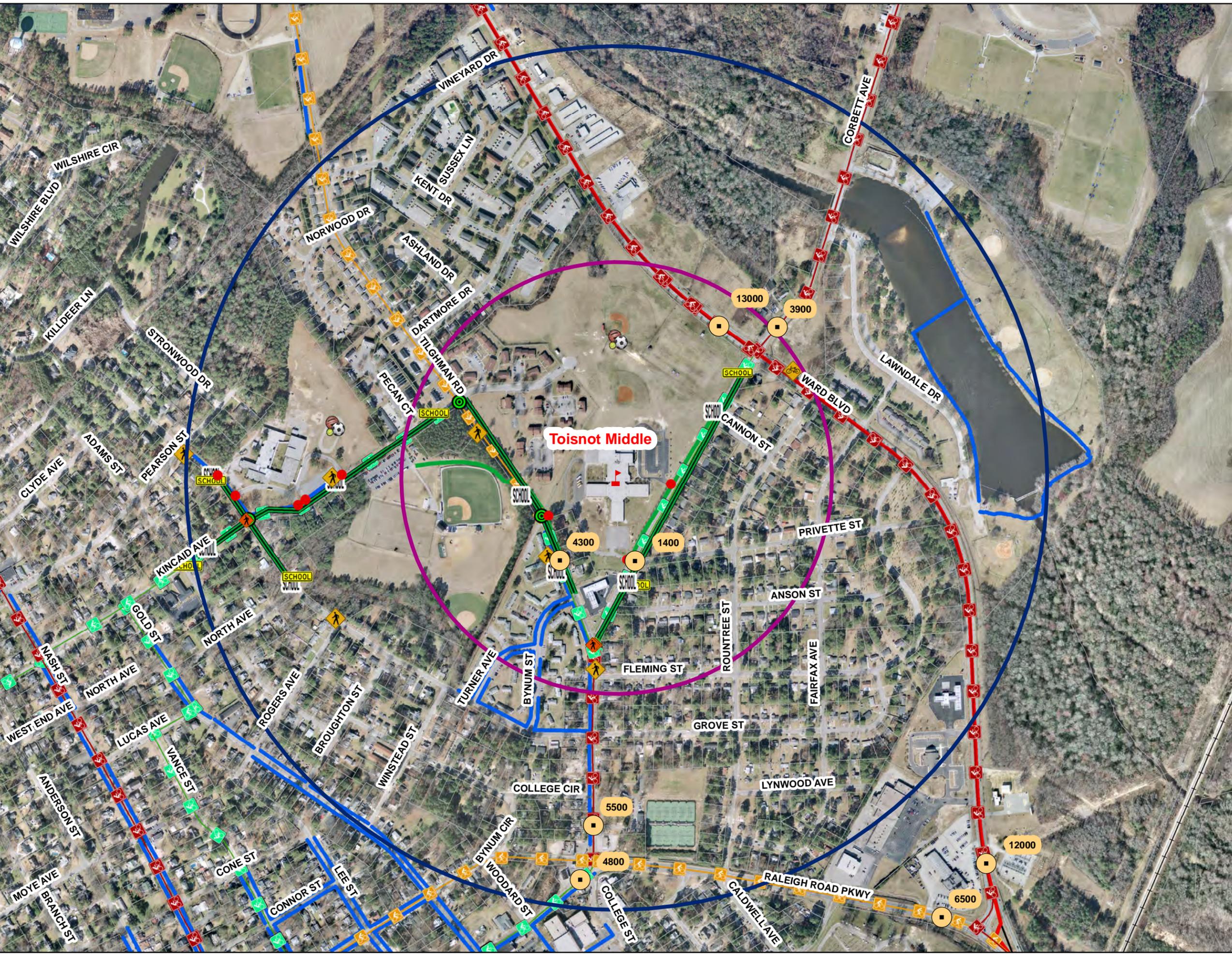
Wilson Bicycle Plan Compatibility Index

- | |
|------------------------|
| High Compatibility |
| Moderate Compatibility |
| Low Compatibility |



Figure 7: Toisnot Middle Existing Conditions

Map Sources: NC OneMap,
NCDOT, City of Wilson



4. Current Plans, Policies, Ordinances and Programs

The goals and strategies presented in the Wilson SRTS Action Plan are supported by a number of plans, policies, ordinances, and programs that already exist and operate in the City of Wilson. As part of the SRTS planning process, an extensive review of these documents and policies was conducted to ensure that the approaches outlined in the Action Plan are consistent with larger objectives and that all sources of potential support are identified and leveraged. This chapter describes each of the planning documents and key policies and strategies that are relevant to the SRTS Action Plan and their role in the implementation of this document. Chapter 7 provides program recommendations to strengthen or support the Action Plan vision and to complement the existing efforts described below.

4.1 Wilson Growing Together: The 2030 Comprehensive Plan

Adopted in April 2010, Wilson's 2030 Comprehensive Plan builds on the 20/20 Community Vision developed in 2006. A primary element of the 2006 visioning exercise, intended to encourage Wilson citizens to chart a general course for the future of their city, was the creation of a community more adequately connected by pedestrian, bicycle, and greenway facilities. Using the 20/20 Community Vision as a starting point, the 2030 Comprehensive Plan develops a vision statement and key planning themes, including Sustainable Planning, Community Design, and an Enhanced Transportation System. Viewed from the lens of several plan "elements," including land use, economy, transportation, neighborhoods and housing, public infrastructure and services, parks and recreation, quality of life, and intergovernmental collaboration, this overarching vision is supported by a diverse set of goals, policies, and action strategies.

This extensive and comprehensive document contains a wealth of approaches relevant to the Action Plan, including many direct references to the implementation of a SRTS program. Several relevant goals and strategies include the following:

- § Promotion of a compact land use pattern to encourage an efficient and multimodal transportation system
- § Provision of adequate pedestrian and bicycle access and mobility in new development and redevelopment initiatives
- § Improvements to the Highway 301 Corridor (Ward Boulevard), including wayfinding signage and streetscaping
- § Establishment of a greenway network to further environmental and recreational goals
- § Emphasis on the engagement of youth in active travel behaviors

Of particular relevance to this Action Plan are the goals and strategies outlined in the transportation element of the 2030 Comprehensive Plan.

The Plan's primary transportation-related approaches are as follows:

- § Create a safe, efficient, and accessible multimodal transportation system
- § Redesign the Highway 301 Corridor
- § Convert one-way street pairs into two-way streets
- § Develop an interconnected pedestrian and bicycle system
- § Enhance the connectivity of pedestrian and bicycle facilities, particularly between neighborhoods, schools, shopping centers, and places of improvement
- § Emphasize meeting the transportation needs of all users, including students
- § Implement signage, bicycle parking facilities, and additional design solutions to support pedestrian and bicycle use
- § Create and improve active travel facilities, justified from a public health standpoint
- § Establish and implement a SRTS program to improve student health and overall sense of community
- § Include bicycle and pedestrian impacts in Traffic Impact Analyses for new developments
- § Develop residential street design standards that promote connectivity and provide pedestrian and bicycle amenities
- § Use innovative techniques to design new roads and improve existing facilities, including the "complete streets" and "road diet" approaches, traffic calming measures, and context-sensitive design standards

In addition, the plan indicates that the City and County, in collaboration with the North Carolina Department of Transportation, have recently initiated the process of creating a Comprehensive Transportation Plan (CTP) for Wilson County. The CTP will support a multimodal transportation system that addresses the infrastructure and policy needs of vehicle, transit, bicycle, and pedestrian modes of travel. Through the consideration of active travel modes, the CTP will further the goals of the SRTS Action Plan upon its implementation.

Importantly, the 2030 Comprehensive Plan also supports the approaches developed in the City of Wilson Comprehensive Pedestrian Plan and the City of Wilson Comprehensive Bicycle Plan, described below. In addition to several references to the importance of their prescribed initiatives, the 2030 Comprehensive Plan includes a specific Action Strategy that calls for the implementation of both of these plans.

Wilson's commitment to promoting active travel to school is demonstrated not only by the development of strategies for the six schools included in the Action Plan, but also by its approach to the siting of new schools and the expansion of existing facilities. The 2030 Comprehensive Plan includes policies and action items specific to expansions and new school construction to ensure that they will be designed and connected in a manner that facilitates pedestrian and bicycle travel by students. These policies reflect Wilson's general commitment to the principles of the SRTS program for all area schools.

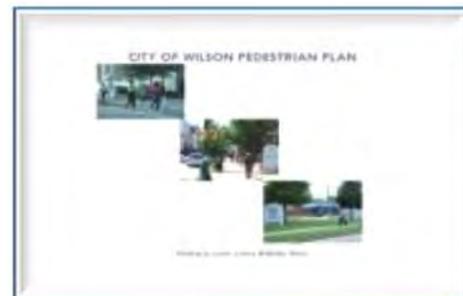
Finally, the 2030 Comprehensive Plan includes several strategies intended to address neighborhood revitalization needs and the presence of vacant and dilapidated structures. These measures are relevant to the implementation of the SRTS Action Plan, as the strategies developed to enhance the viability of active travel to school will include the revitalization of such properties in proximity to individual schools. More specifically, the plan recommends the following:

- § Create a public land trust to acquire blighted lots for resale to developers
- § Adopt a neighborhood revitalization program for Wilson's older neighborhoods
- § Revitalize Downtown Wilson through a variety of design, economic development, and transportation strategies
- § Pursue infill activities that enhance the visual quality and character of neighborhoods
- § Establish a vacant properties initiative that will encourage private sector redevelopment and prioritize improvement over demolition

The 2030 Comprehensive Plan includes a diverse array of goals, policies, and action strategies that closely align with the recommendations of the SRTS Action Plan. This consistency and the City's demonstrated commitment to active travel will facilitate the implementation of the Action Plan and enhance its ultimate effectiveness.

4.2 City of Wilson Pedestrian Plan

Adopted in 2006, the City of Wilson Pedestrian Plan promotes the creation of a more "walkable" Wilson. Because the City has a significantly higher pedestrian crash rate than other similarly sized communities in the state, the plan strives to foster "a safe walking environment for all ages and abilities that is interconnected and provides an alternative means of transportation as well as recreational opportunities."



City of Wilson Pedestrian Plan, 2006

The City of Wilson Pedestrian Plan details several demographic, socioeconomic, and employment trends that highlight the potential for a greater level of pedestrian travel. The plan presents an extensive inventory of existing conditions including major roadways; transit, pedestrian, and recreational facilities; public and private schools; and current land use patterns. The primary goals of the plan relate to funding, education, connectivity, policy, maintenance, and identification and implementation of priority projects.

In addition to recommending general connectivity improvements throughout the sidewalk network, the plan identifies Priority and Future Focus Pedestrian Corridors derived from a gap and needs analysis. A Greenways Potential Plan is also presented. As described in Chapter 3, a number of these planned pedestrian improvements relate specifically to the schools evaluated in this Action Plan. Furthermore, the plan calls for the development and implementation of a

SRTS Action Plan, as well as the following recommendations that will support safe pedestrian travel to school both now and in the future:

- § Consider pedestrian facilities in all road construction and maintenance projects
- § Consultation related to pedestrian accommodations during the project development process
- § Regularly and reliably maintain pedestrian facilities
- § Create a pedestrian advisory committee
- § Distribute walking brochures
- § Educate the public regarding pedestrian safety
- § Create links between pedestrian destinations and related systems, including schools, recreation facilities, businesses, and bicycle facilities
- § Revise the City's Subdivision Regulations and Zoning Ordinance to include specific criteria for pedestrian facilities and pedestrian level of service requirements

As indicated by the goals and strategies presented in the City of Wilson Pedestrian Plan, the current policy environment in Wilson is conducive to the implementation of a SRTS Action Plan.

4.3 City of Wilson Comprehensive Bicycle Plan

Wilson adopted its first bicycle plan in 2008 in an effort to create a safer and more convenient environment for cyclists. The City of Wilson Comprehensive Bicycle Plan proposes a set of projects, programs, and policies intended to facilitate and increase travel by bicycle.

The primary goals presented in the plan, as developed based on input from public meetings and a 24-person Steering Committee, relate to aesthetics, environment, transportation, education, construction, ancillary facilities, and connectivity. After describing existing conditions, plans, and policies in Wilson, the plan proposes a variety of strategies in accordance with these key goals. To support this process, an inventory of major roads was conducted and a Bicycle Compatibility Index (BCI) score was assigned to each road indicating its suitability for adult cyclists with basic bicycle skills. BCI values were calculated based on traffic volume, posted speed limit, and roadway width; values were then classified into high, medium, and low compatibility categories. These categories were previously displayed in the existing conditions maps for each school (Chapter 3). Based on this analysis and on input from a Steering Committee, City staff, and the public, a list of specific infrastructure improvement projects was generated.



City of Wilson Comprehensive Bicycle Plan, 2008

The projects that will affect conditions at the six schools evaluated for this Action Plan are discussed in Chapter 3 of this report. More generally, recommended improvements include on-

road designations and facilities, off-road greenways and shared use paths, and intersection treatments intended to improve safety for cyclists. While on-road strategies include implementation of new facilities such as marked bicycle lanes, “sharrows,” wide shoulders, bicycle bridges and tunnels, bicycle boulevards, and bicycle-friendly drainage grates, wayfinding is also recommended to designate existing routes along roads that require limited or no improvements for safe bicycle travel. Several of these routes, which serve to safely and conveniently connect key destinations in Wilson using existing suitable resources, are described in Chapter 3 as they relate to individual schools.

Importantly, the City of Wilson Comprehensive Bicycle Plan outlines a set of strategies specific to Wilson schools. In addition to an explicit recommendation for the establishment of a SRTS program, these measures include quality bicycle parking away from school loading and unloading areas; “Share the Road” signage along all school routes; striped shoulders and bicycle lanes; off-road facilities such as greenways and shared use paths; and school-zone monitors and crossing guards.

The programs, policies, and projects included in the City of Wilson Comprehensive Bicycle Plan fully support the development of a SRTS program and serve to create an environment in which active travel to school will be safer and more convenient for students.

4.4 City of Wilson Growth Plan: 1999 Update

The City of Wilson 1999 Growth Plan Update presents the City’s revision of its sections of the 1990 Wilson Growth Plan, originally adopted to comprehensively guide growth in municipalities throughout Wilson County. The intent of the update was to account for emerging trends and changing conditions nearly a decade after the adoption of the original document. Reflecting an effort to guide growth in a responsible and coordinated manner, the updated plan presents a variety of growth policies that address economic development; growth and development of specific land use classifications and geographic areas; infrastructure and public service needs, including transportation, water, and sewer; community aesthetics; open space and recreational resources; public education; environmental quality; and planning coordination.

Several policies presented in this document are relevant to the SRTS Action Plan due to their consideration of pedestrian and bicycle amenities. Specific policies included in the plan serve to encourage the following benefits:

- § Implementation of pedestrian and bicycle facilities as efficient and environmentally sustainable transportation alternatives
- § Residential street design standards that create interconnectivity and safely accommodate pedestrians and cyclists
- § Creation of a greenway network that connects schools, public facilities, and other types of development

These policies align closely with the goals and strategies of the SRTS Action Plan, reflecting the existence of a commitment within Wilson to make meaningful improvements that will facilitate active travel to school.

4.5 301 Taskforce Action Plan

In 2001, the Mayor of Wilson appointed a community-based task force charged with developing a plan of work for improvements to the US 301 highway corridor throughout the City of Wilson. Culminating in 2003 with the adoption of the 301 Taskforce Action Plan, this effort reflects the desire for coordination and consensus among a broad group of community participants. The final document presented diverse goals and strategies related to infrastructure, economic and business development, aesthetics, safety, housing needs, land use compatibility, and pedestrian access. Importantly, continuing improvements to this corridor are also supported by Wilson's recently adopted 2030 Comprehensive Plan.

The 301 Taskforce Action Plan and relevant portions of the new comprehensive plan are particularly relevant to Vick and Winstead Elementary Schools, whose study areas are intersected by the US 301 highway corridor. Included in the 301 Taskforce Action Plan's recommendations are pedestrian walkways, street lighting, and landscaping. In addition, the plan recommends that the Wilson City Council seek local discretionary construction funds from NCDOT Division 4 to enhance the connectivity of pedestrian facilities along US 301, particularly in proximity to schools and other key facilities.

The improvements that will be made to the US 301 highway corridor as a result of this collaborative effort will have a significant impact on the pedestrian- and bicycle-friendliness of this major roadway, affecting the ability of students at Vick and Winstead Elementary Schools to safely and conveniently travel to school by active modes of transportation.

4.6 City of Wilson Code of Ordinances

Although two chapters of the City of Wilson Code of Ordinances address pedestrian and bicycle considerations, their support of active travel behavior is relatively limited. While Chapter 34, Article V of the Code outlines the process of requesting sidewalk improvements, no specific design guidelines are included in this section and the emphasis is on assigning the responsibilities and costs of improvements. Subdivision Design Guidelines are included in Appendix C of the Code, requiring that collector and minor streets in areas zoned for residential and office use be equipped with sidewalks a minimum of 4-feet wide on both sides of the street. In addition, Article IV prohibits sight obstructions, which are dangerous for both pedestrians and vehicles.

The discussion of bicycle conditions in Chapter 22 of the Code is more extensive, although its primary purpose is to emphasize bicycle requirements in the interest of traffic safety. Indeed, the Code of Ordinances requires that cyclists observe all traffic regulations and signage as if operating a motor vehicle; that bicycles have lights if operated after dark; that extra passengers

ride only in approved manners; that cyclists refrain from operating on sidewalks; that the sale and purchase of bicycles meet certain informational and recording requirements; and that all bicycles be registered with the City. In addition, the Code declares the month of May to be “Bicycle Registration and Safety Awareness Month,” a period of public education regarding bicycle safety and the importance of registration. Aside from these regulations, no specific guidelines for the presence or design of bicycle facilities are included in the Code of Ordinances.

Additionally, the Code contains minimum housing ordinances and nuisance rules that address housing conditions. As vacant and dilapidated properties pose barriers for active travel by children (and were noted at the majority of schools in this study), these ordinances are relevant to the discussions in this Action Plan.

4.7 Existing Programs Promoting Pedestrian and Bicycle Use

The City of Wilson sponsors or participates in a number of programs that promote a pedestrian- and bicycle-friendly community. The following section highlights those programs.

Active travel initiatives are supported on an ongoing basis by the City of Wilson Bicycle and Pedestrian Advisory Board. This group oversees and coordinates the City’s pedestrian and bicycle plans, policies, and programs; advises the City on project priorities and funding; identifies pedestrian and bicycle issues and recommends corresponding actions; guides and coordinates new facilities, maintenance, events, and programs; and advocates for pedestrian and bicycle issues, both locally and on a larger scale.

In May 2010, Wilson hosted a bike rodeo that was open to children and adults to teach bicycle safety techniques. Riders took part in 11 events, including tests of balancing, braking, maneuvering, turning, and signaling. Completion of the course entitled a rider to receive a bicyclist license. In addition, there were opportunities for attendees to register their bicycles at no cost, which is required in the City of Wilson. Organizers included the Wilson Bicycle and Pedestrian Advisory Board, Travelers Protective Association, Don’s Bicycle Shop, Cyclists of Wilson, and the City’s planning, police, and recreation departments.

Students at Wilson’s Winstead Elementary School joined schools from around the world to celebrate International Walk to School Day on October 6, 2010. Wilson was one of 3,392 communities in the nation and one of 79 communities in North Carolina that participated. Walk to School events work to create safer routes for walking and bicycling and emphasize the importance of issues such as increasing physical activity among children, pedestrian safety, traffic congestion, concern for the environment and building connections between families, schools, and the broader community. October has been officially designated as Walk-to-School month throughout the world, and Wilson schools regularly participate in events to celebrate this annual occasion.



Walk to School Day – Winstead Elementary School



The UNC Highway Safety Research Center (HSRC) is partnering with the City of Wilson to promote pedestrian safety through its “Walk On Wilson” project. The project aims to reduce pedestrian crashes and their negative impacts on the community through a sustained and comprehensive program involving roadway improvements, law enforcement efforts, and broad outreach regarding pedestrian safety issues.

In 2010, a \$1,000 SRTS Mini-Grant was received and used at Winstead Elementary School to support active travel by students. Specifically, the funds were used to create a Walking School Bus, print educational brochures for parents, and conduct a poster contest in which the winning design was turned into a magnet and distributed to all students.

Finally, the Wilson Downtown Development Corporation is a member of the National Main Street Program. Although not specifically associated with the SRTS program, Wilson’s participation in the Main Street program indicates its dedication to creating complete streets that accommodate all modes of transportation.

5. Problem Identification

This chapter explores the barriers and obstacles that exist within the surrounding environment (physical and social infrastructure) of the six Wilson schools included in this plan. Using the information gained from an extensive list of resources—including a school walking audit, visual observations, a community workshop intended to identify barriers and opportunities, parent surveys, student tallies, previous studies, and local comprehensive planning efforts—this chapter provides a baseline assessment and starting point for identifying recommendations for future infrastructure improvements, program elements, and policy changes.

A variety of obstacles and barriers, real or perceived, can deter parents from allowing their children to walk or bicycle to school. Obvious barriers and obstacles range from physical barriers such as inadequate or poor sidewalk connectivity and enforcement issues such as excessive speeds within a school zone, to social issues such as crime occurrences along the travel route. Children from low-income families are more reliant on walking or bicycling to and from school and may experience greater effects when safe travelways to schools are lacking or incomplete. The majority of the schools under evaluation are located in predominantly low-income, minority community areas in the core of Wilson.

5.1 Community-Wide Barriers, Obstacles, and Concerns

A general description of some of the key barriers and obstacles that may discourage students from walking or bicycling to school is listed below. Instances of most of these barriers and obstacles were evident in all six schools to some extent. The remaining portion of this chapter discusses specific major barriers and opportunities that exist at each individual school. Chapters 6 and 7 present a program of recommendations addressing physical infrastructure, enforcement concerns, and education/encouragement needs that can create safe routes, promote program awareness, and enhance the quality of life of the community areas surrounding these schools.

1. Missing or Incomplete Sidewalks

The majority of the study's schools are located within the older, more established neighborhoods of the city. Although these neighborhoods have greater connectivity due to the existing grid pattern and contain areas with more sidewalk than may be found in newer neighborhoods and subdivisions, all of these areas need additional infrastructure to create a safe and walkable surrounding environment for each school. Existing pedestrian network issues include:

- Incomplete sidewalk network with numerous gaps
- Sidewalks on only one side of streets, even along more primary roadways
- Sidewalks of inadequate or substandard width (i.e. less than five feet wide)

- Sidewalks directly adjacent to back of curb and not comfortably separated from moving traffic
- Sidewalks with obstructions such as vegetation overgrowth, etc.
- Lack of adequate curb ramps (in terms of number and design) at street corners and crosswalks

All schools have at least some sidewalk frontage but only Margaret Hearne is connected to extensive networks within its respective area. Some sidewalk frontage may exist at the other schools, but it is inadequate or in poor condition, and few sidewalks are accessible.

2. Difficult street crossings

Workshop participants and a walking audit revealed that potentially hazardous street crossings are a significant barrier to access to the six schools. Several intersections close to schools lack crosswalks, making it unclear where students may cross the road safely. Some crosswalks connect to opposite street sides that have no sidewalks. Many signalized intersections in proximity to the schools lack pedestrian signals. Input from community members also indicated that some key locations in the vicinity of the schools need crossing guards.

3. Traffic concerns/speeding

Traffic speed is critical to walkability and safety for pedestrians, bicycle mobility and safety, and motorist safety. Surveyed parents and workshop participants expressed a strong concern about speeding traffic within the study area, particularly on residential roads and in designated school zones. Speeding greatly affects the safety, as well as the perception of safety, for walking and bicycling children.

Multiple major arterials with speed limits of 45 mph are within the pedestrian zones for the schools, and some of the school zone speed limits are 35 mph. These roads create barriers for walking and biking to school because they can be hazardous to cross on foot or bike; young children are especially poor judges of the speed of oncoming vehicles.

4. Poorly designed traffic circulation

As workshop participants pointed out and the walking audit verified, school access points are designed for vehicular and bus access, with no attention given to pedestrian or bicycling concerns. In some cases, school zones are poorly designated or not designated at all.

5. Lack of bicycling infrastructure

There are few marked on-road bicycle lanes or off-road bicycle trails in Wilson, and the condition of many roadways is not optimal for biking. Although most of the schools do have bike racks on campus, they are either inadequately placed for ease of use and security, are in poor/declining conditions, or are not sufficient to accommodate needs.

The implementation of this program can encourage more students to bicycle to school if safe, designated routes are developed and enhanced bicycle amenities are available.

6. Crime and public safety

The parent survey and workshop participants identified crime as a major deterrent to permitting their children to walk or bike to school. Some parents fear abductions and exposure to registered sex offenders on school routes. The perception of crime is often especially evident at downtown school locations. Also in the downtown area, the presence of vacant parcels and/or boarded buildings can decrease the real and perceived level of safety. Many parents expressed concern for the safety of their children walking through the streets without supervision. Additionally, sidewalks with inadequate lighting are located in the vicinity of all six schools (particularly at Margaret Hearne Elementary), which could impose barriers to pedestrian and bicycle activity.

7. Parent support levels

The parent surveys provided a personal view of why parents do not allow their children to walk or bicycle to school. The most common issues keeping parents from allowing their children to walk or bicycle to school are similar to the barriers the SRTS Program is intended to address and resolve. These barriers include the following:

- Crime/personal safety (Enforcement)
- Traffic speeds/volumes along route to school (Enforcement, Engineering)
- Inadequate infrastructure (Engineering)
- Hazardous crossings (Engineering, Enforcement)
- Distance (Encouragement, Engineering)
- Weather (Encouragement, Engineering)
- Lack of adult supervision (Education, Encouragement, Enforcement)

The survey also revealed that parents' attitudes toward active travel may influence students' willingness to walk or bicycle to school. The survey results indicate that while nearly one out of four parents think walking and bicycling are fun, one out of six students think they are boring. In addition, less than half of the parents surveyed believe walking and bicycling to school supports an active and healthy lifestyle.

Wilson is currently working with the North Carolina Department of Transportation and the UNC Highway Safety Research Center to conduct a model community for walkability project (the "Walk On Wilson" study). This four-year project, which aims to reduce pedestrian crashes and negative impacts on the community, evaluated child pedestrian crashes for eight elementary schools in Wilson over a two-year period (January 2008 through January 2010). Of the eight schools, Vick Elementary School experienced the highest number of child pedestrian collisions

with 11; a number of pedestrian collisions in this area involved very young children. Margaret Hearne and Wells Elementary Schools experienced four child pedestrian collisions each. The high collisions documented by the study further illustrate the barriers and obstacles children are faced with each day when they travel to and from school.

5.2 Inventory of Barriers at Individual Schools

The following sections describe the barriers that are present at each individual school. Barriers have been determined through a combination of survey results, workshop input, and GIS data provided by the City of Wilson. Sources and relevant years for these barriers are provided in the table below.

| Characteristic | Source | Year |
|--|---|------|
| Sidewalks | City of Wilson GIS data | 2005 |
| Sidewalk condition | City of Wilson GIS data | 2005 |
| Sidewalk lighting | City of Wilson GIS data | 2005 |
| Crossing guard locations | City of Wilson GIS data | 2009 |
| School facilities (gates, crossing signs, pavement markings, etc.) | Field visit | 2009 |
| Bicycle Compatibility Index | City of Wilson Comprehensive Bicycle Plan | 2008 |
| Barriers (multiple) | Public meetings and surveys | 2010 |
| Vacant properties | City of Wilson GIS data | 2009 |

5.2.1 Margaret Hearne Elementary School

Margaret Hearne Elementary School is located within an older residential neighborhood with some of the most interconnected sidewalk infrastructure of the studied schools. However, some nearby streets lack sidewalks, especially in the area northwest of the school. Also within the school zone, on Gold Street between Bragg Street and Maplewood Avenue, there are limited sidewalks or sidewalks in poor condition. The northeast and northwest edges of the school have no sidewalks, but worn walking paths indicate these locations are used by pedestrians.

The school is located within proximity to the CSX rail line. While students are not supposed to cross the railroad tracks, they do so regularly. Comments received from the community workshop include concern for students who walk under the bridge along the railroad tracks rather than traveling around this area via Ward Boulevard and streets to the west or east of this point. The alternate walking routes from these neighborhoods northeast of the school are substantially longer.

Participants in the workshop intended to identify barriers and opportunities indicated that vehicles travel at unsafe speeds in the school zone, particularly along Gold Street and Woodard Street, and expressed strong concern for students' safety. They noted the lack of a stop sign or



other traffic control device as the source of this concern. For example, there are no stop signs along Gold Street between Tarboro Street and Whitehead Avenue. Additionally, City representatives stated that cars are consistently parked in the “no parking” areas around the school, resulting in barriers for pedestrians and cyclists.

Workshop participants indicated that the following top issues affect the parents’ decision not to allow children to walk or bike to and from this school:

- Distance to the school
- Crime/personal safety
- Lack of adult supervision



5.2.2 Vick Elementary School

Most of the streets surrounding Vick Elementary lack sidewalks, especially going to and from the residential neighborhoods surrounding the school. Designated school zones are only indicated on the Carroll Street side of school, but worn paths indicate that children access other sides of the school when walking. The only sidewalk in this school zone is on the side of Carroll Street nearest to the school.

Portions of Nash Street have 45 mph speed limits, creating a potential barrier for students living south of this street. Currently, these areas are served by bus, despite being less than a half-mile from school. Workshop participants and parent surveys also indicated that crime is a major concern.

Parents are concerned about children's safety along routes to school. They report speeding traffic and high levels of criminal activity, especially in the area southwest of the school, as major concerns. Parents also state that they feel elementary school children are too young to bike or walk to school, and children should have the opportunity to ride the bus to school. These concerns are heightened by the presence of vacant and dilapidated properties in the study area.

According to workshop participants, the following top issues affect the parents' decision not to allow children to walk or bike to/from this school:

- Crime/personal safety
- Traffic speeds and volumes
- Pedestrian accessibility and safety



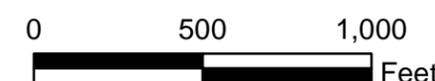
Safe Routes to School Action Plan

City of Wilson, NC



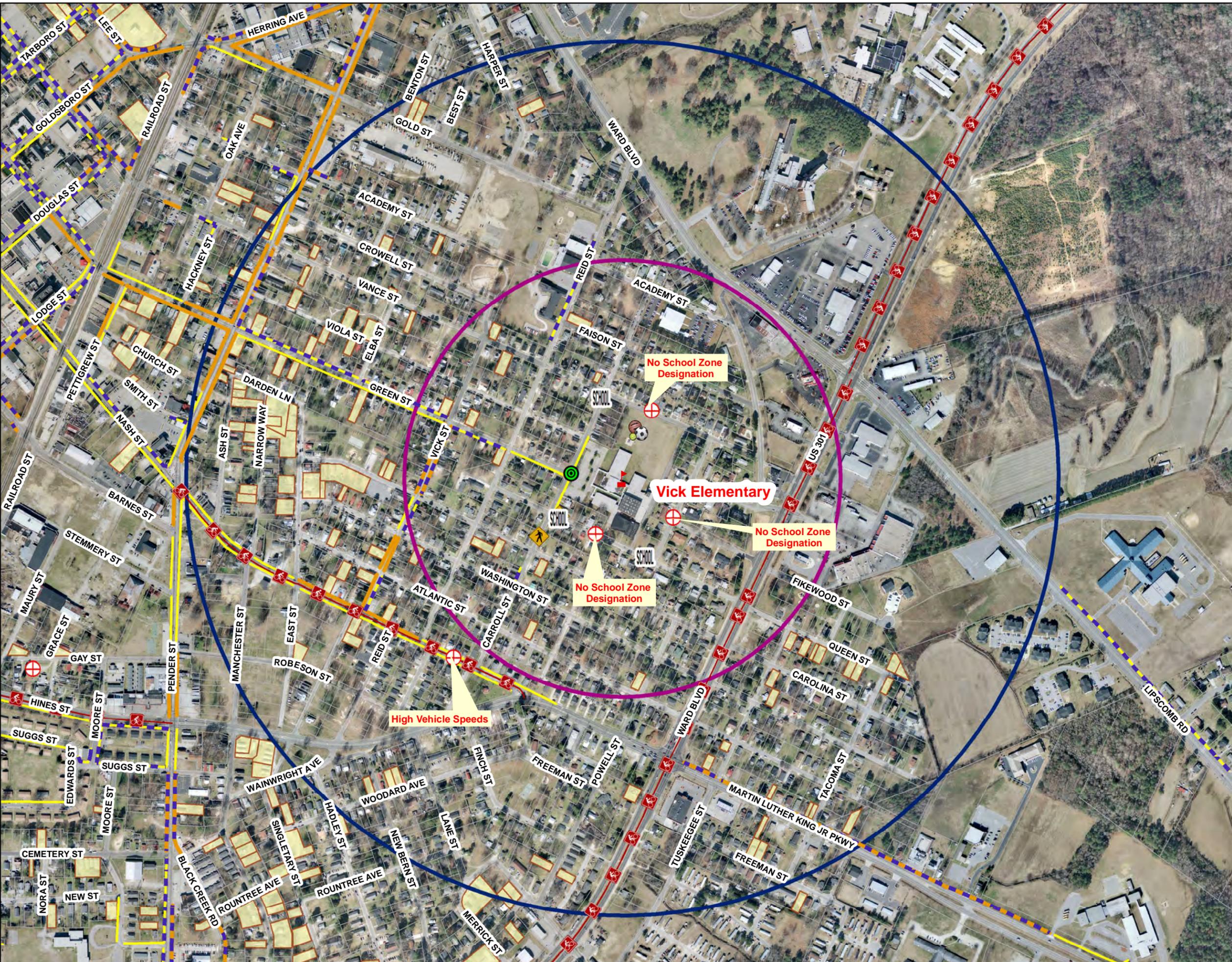
Legend

- Vick Elementary
- 1/4 Mile Walk Extent
- 1/2 Mile Walk Extent
- Barrier (From Public Meeting/Survey)
- Recreation
- School Crossing Ahead
- School Pavement Marking
- Crossing Guards
- Sidewalks (Existing)
- Sidewalks with inadequate lighting
- Existing Sidewalks in Poor Condition
- Boarded/Vacant Parcels
- Wilson Bicycle Plan Compatibility Index**
- Low Compatibility



**Figure 9:
Vick Elementary
Barriers to Active Travel**

Map Sources: NC OneMap,
NCDOT, City of Wilson





5.2.3 Wells Elementary

As with most schools within the study area, pedestrian and bicycle facilities are limited in the vicinity of this school. Sidewalks are located on the southwest and southeast edges of the school property; however, they do not connect to the neighborhood. Worn walking paths are visible north of the school, indicating pedestrian use. Crosswalks exist at the Grove and Kincaid intersection, but no sidewalks are connected beyond those on the school property, and ramps are not present. There are no pavement markings or other devices to help alert motorists or pedestrians or to help children cross safely at the intersection of Kincaid Avenue and Nash Street.

Workshop participants noted the lack of pedestrian facilities in the area and speeding motorists. They also expressed concern for the personal safety of young children walking alone in this area. According to workshop participants, the following top issues affect the parents' decision not to allow children to walk or bike to/from this school:

- Crime/personal safety
- Speed of traffic along routes close to school
- Safety of intersections and crossings



Safe Routes to School
Action Plan
City of Wilson, NC



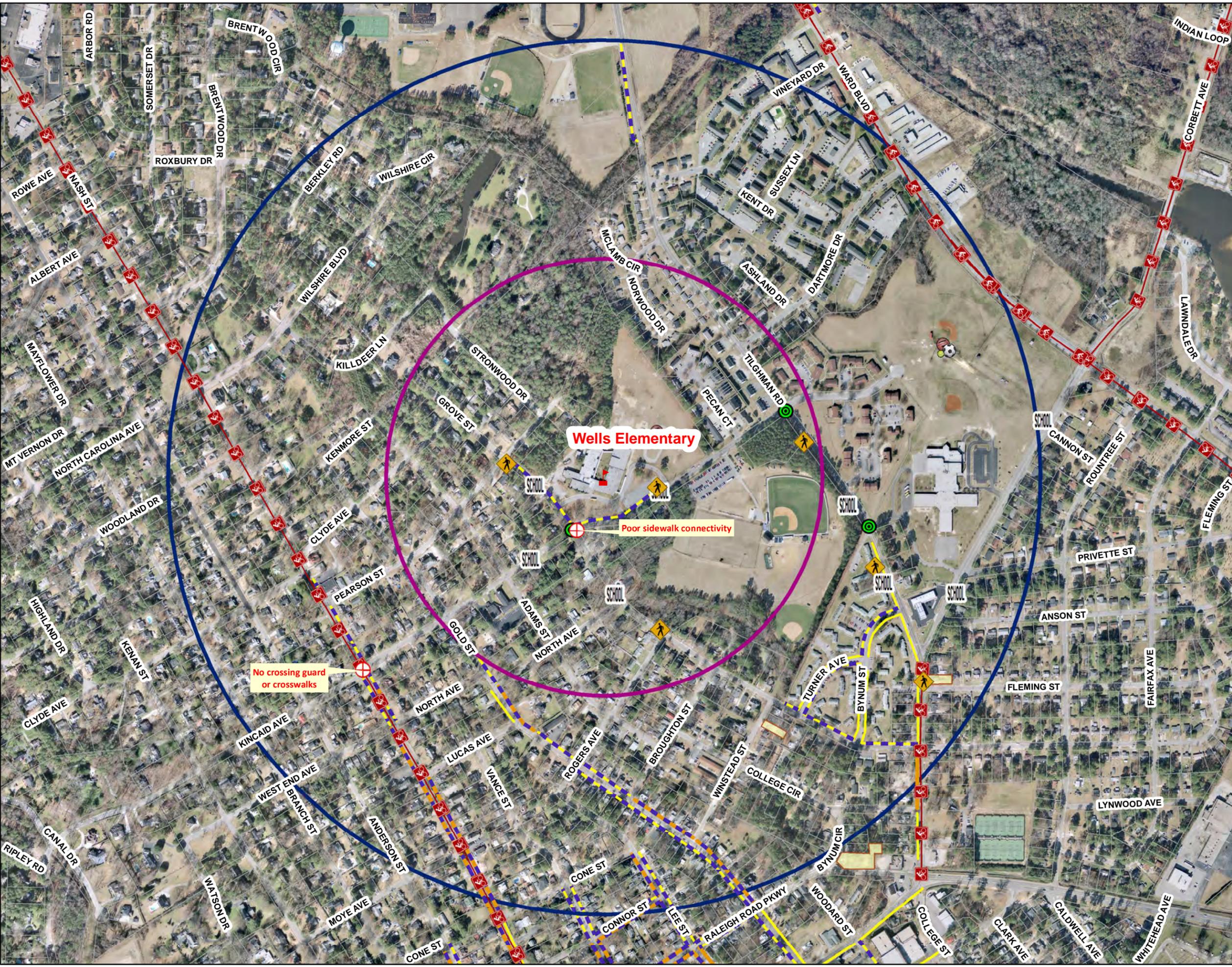
Legend

- Wells Elementary
- Quarter Mile Walk Extent
- Half Mile Walk Extent
- Barrier (From Public Meeting/Survey)
- Recreation
- School Crossing Ahead
- School Pavement Marking
- Crossing Guards
- Sidewalks (Existing)
- Sidewalks with inadequate lighting
- Sidewalks in Poor Condition
- Boarded/Vacant Parcels
- Wilson Bicycle Plan Compatibility Index**
- Low Compatibility



Figure 10:
Wells Elementary
Barriers to Active Travel

Map Sources: NC OneMap,
NCDOT, City of Wilson



Wells Elementary

Poor sidewalk connectivity

No crossing guard or crosswalks

5.2.4 Winstead Elementary School

Winstead Elementary is located on the busy corner of Ward Boulevard and Downing Street. Ward Boulevard, a five-lane thoroughfare with a posted 45 mph speed limit, is a significant barrier for students living west of Winstead Elementary. Workshop participants noted that there are few to no walkers from that direction. While there is a sidewalk fronting the school on Downing Street near Ward Boulevard, the school is fenced in and gates are locked, requiring students to walk further to exit school grounds and reach that intersection. There are no crosswalks or pedestrian signals at the intersection of Ward Boulevard and Downing Street, nor are there marked crosswalks anywhere in the immediate vicinity of the school.

Lack of sidewalks on the north side of Downing Street may present barriers to walking and biking for students living to the north of the school, as well as for students to the south and east who also encounter gaps in sidewalks along Goldsboro Street. While neighborhood streets provide cut-through walking opportunities for students east of Goldsboro Street, these streets lack sidewalks and personal safety is a concern for the school's young students.

Issues with the visibility of pavement markings in the Winstead Elementary School parking lot were observed during site visits and noted through informal comments received, with corresponding effects on traffic circulation during drop-off and pick-up times. Additionally, City representatives stated that cars are consistently parked in the "no parking" areas around the school, resulting in barriers to efficient traffic flow as well as to pedestrians and cyclists.

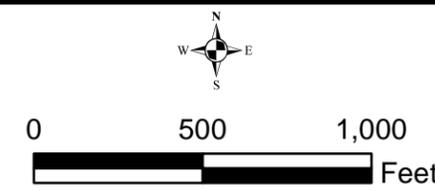
Parents of students from this school strongly emphasized the issues of crime and personal safety. They also expressed general frustration and skepticism regarding the Safe Routes to School program. Enforcement recommendations are essential, and any education or encouragement recommendations for this school need to address core issues and must involve an ongoing dialogue with student families to establish trust and support for program initiatives.

Workshop participants indicated that the following top issues affect the parents' decision not to allow children to walk or bike to/from this school:

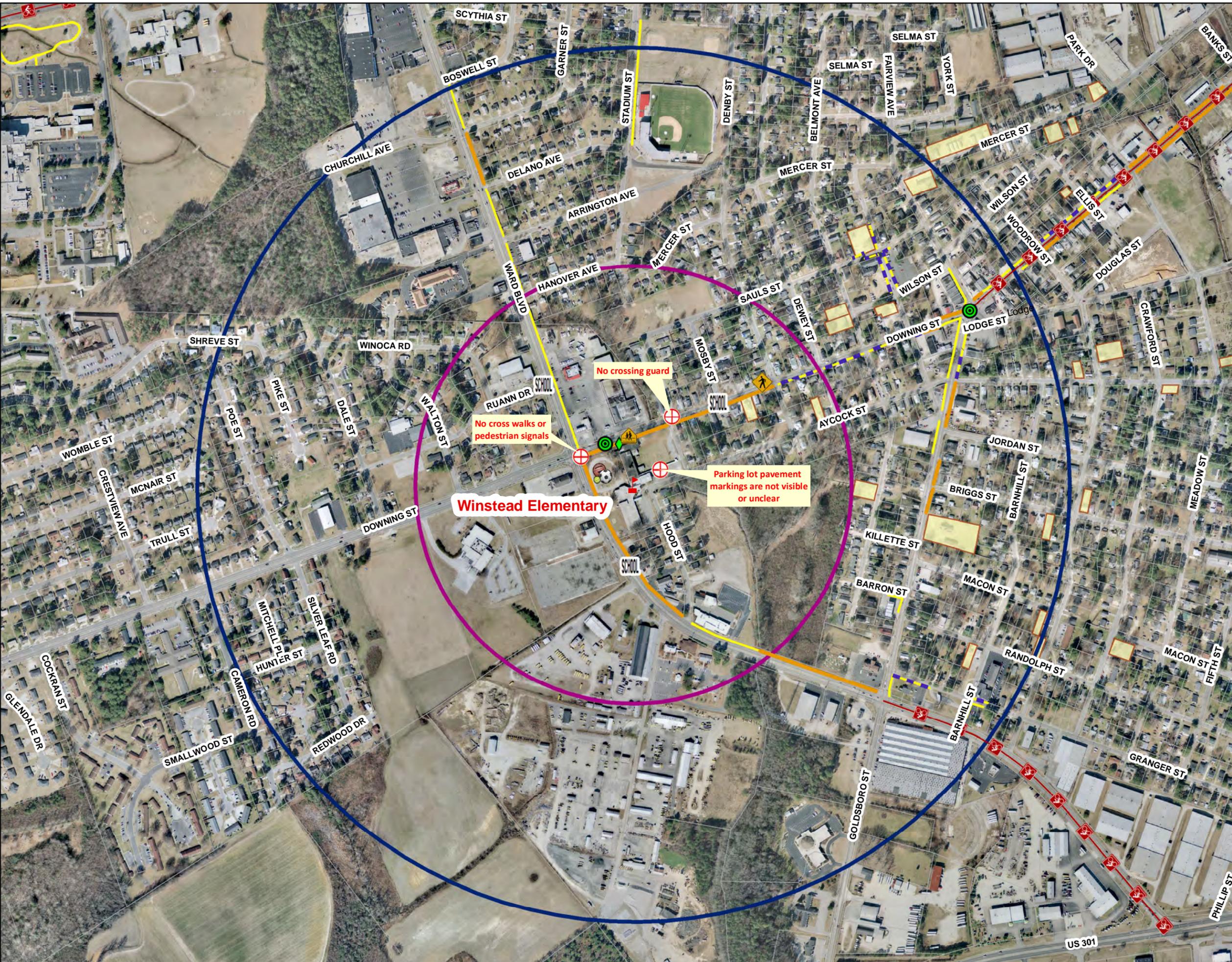
- Crime/violence
- Traffic speeds and volumes
- Lack of crossing guards/intersection safety

Legend

- Winstead Elementary
- 1/4 Mile Walk Extent
- 1/2 - Mile Walk Extent
- Barrier (From Public Meeting/Survey)
- Gate
- Recreation
- School Crossing Ahead
- School Crossing Sign
- School Pavement Marking
- Crossing Guards
- Sidewalks (Existing)
- Sidewalks with inadequate lighting
- Sidewalks in Poor Condition
- Boarded/Vacant Parcels
- Bicycle Plan Compatibility Index**
- Low Compatibility



**Figure 11:
Winstead Elementary
Barriers to Active Travel**



5.2.5 Forest Hills Middle School

The existing pedestrian network in the Forest Hills area is limited, although pedestrian activity was observed during a walking audit of the area. The only sidewalk immediately surrounding the school (Forest Hills Road) is overgrown with vegetation and does not cover a large distance, only one-tenth of a mile. The school is fenced and locked on the southeastern corner of the property, limiting access to the school.

Issues with the visibility of pavement markings in the Forest Hills Middle School parking lot were observed during site visits and noted through informal comments received, with corresponding effects on traffic circulation and student safety during drop-off and pick-up times. City representatives noted that parking lot congestion spills into the roadway at this school and that many parents drop off and pick up their children at the nearby bank parking lot.

Travel routes leading to the school such as Raleigh Road Parkway and Forest Hills Road are higher speed roadways, with limited crosswalks, sidewalks, and pedestrian signals. No crossing guards are assigned to this school. However, the Forest Hills area has several planned improvements, such as a proposed greenway to the north and future bicycle and pedestrian improvements to Lakeside Drive, that provide longer term opportunities that can be leveraged in conjunction with ongoing SRTS program activities.

According to workshop participants, the following top issues affect the parents' decision not to allow children to walk or bike to/from this school:

- Lack of sidewalks
- Lack of pedestrian crossings and crossing guards
- Traffic speeds and volumes
- Roadway cross-section and width (particularly for Forest Hills Road and Raleigh Road Parkway)
- School parking lot circulation and safety



Safe Routes to School
Action Plan
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Legend

- Forest Hills Middle School
- 1/4 Mile Walk Extent
- 1/2 Mile Walk Extent
- Barrier (From Public Meeting/Survey)
- Gate
- Recreation
- School Pavement Marking
- Crossing Guards
- Sidewalks (Existing)
- Sidewalks with inadequate lighting
- Existing Sidewalks in Poor Condition
- Bicycle Plan Compatibility Index**
- Low Compatibility

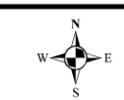
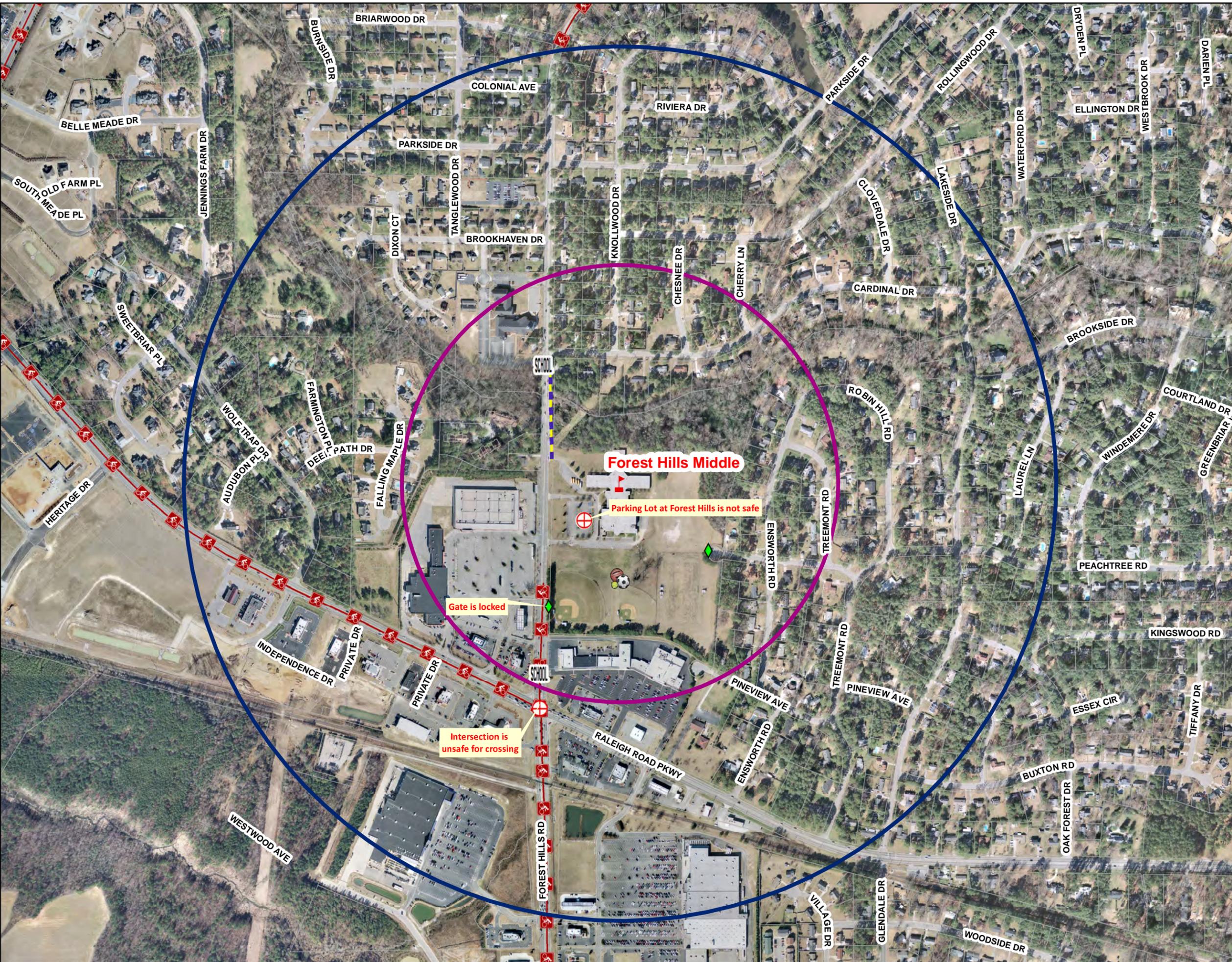


Figure 12:
Forest Hills Middle
Barriers to Active Travel

Map Sources: NC OneMap,
NCDOT, City of Wilson





5.2.6 Toisnot Middle School

The area surrounding this school lacks a strong bicycling and pedestrian network. Only short sidewalks are on school grounds around bus drop-off and pick-up areas. A sidewalk alongside Corbett Avenue, however, connects the school with a more extensive sidewalk system southwest of the school around Barton College. There are gaps along this corridor where Corbett Avenue intersects Raleigh Road Parkway, as the sidewalk disappears into retail parking lots. This large intersection lacks crossing signals and crosswalks. There are no marked crosswalks, signals, or signage at the intersections of Corbett Avenue and Raleigh Road Parkway or Corbett Avenue and Ward Boulevard to alert motorists of pedestrians or bicyclists. Students needing to cross to get to Toisnot Middle School or Toisnot Park, just north of this area, must do so at unmarked or unsignalized points.

This school is located close to Wells Elementary School. The schools share a number of common barriers, including a lack of sidewalks along Tilghman Road and on portions of Kincaid Avenue to connect to neighborhoods north and west of the school.

According to workshop participants, the following top issues affect parents' decision not to allow children to walk or bike to/from this school:

- Crime/violence
- Distance to school
- Speed of traffic along surrounding routes



Safe Routes to School Action Plan

City of Wilson, NC



Legend

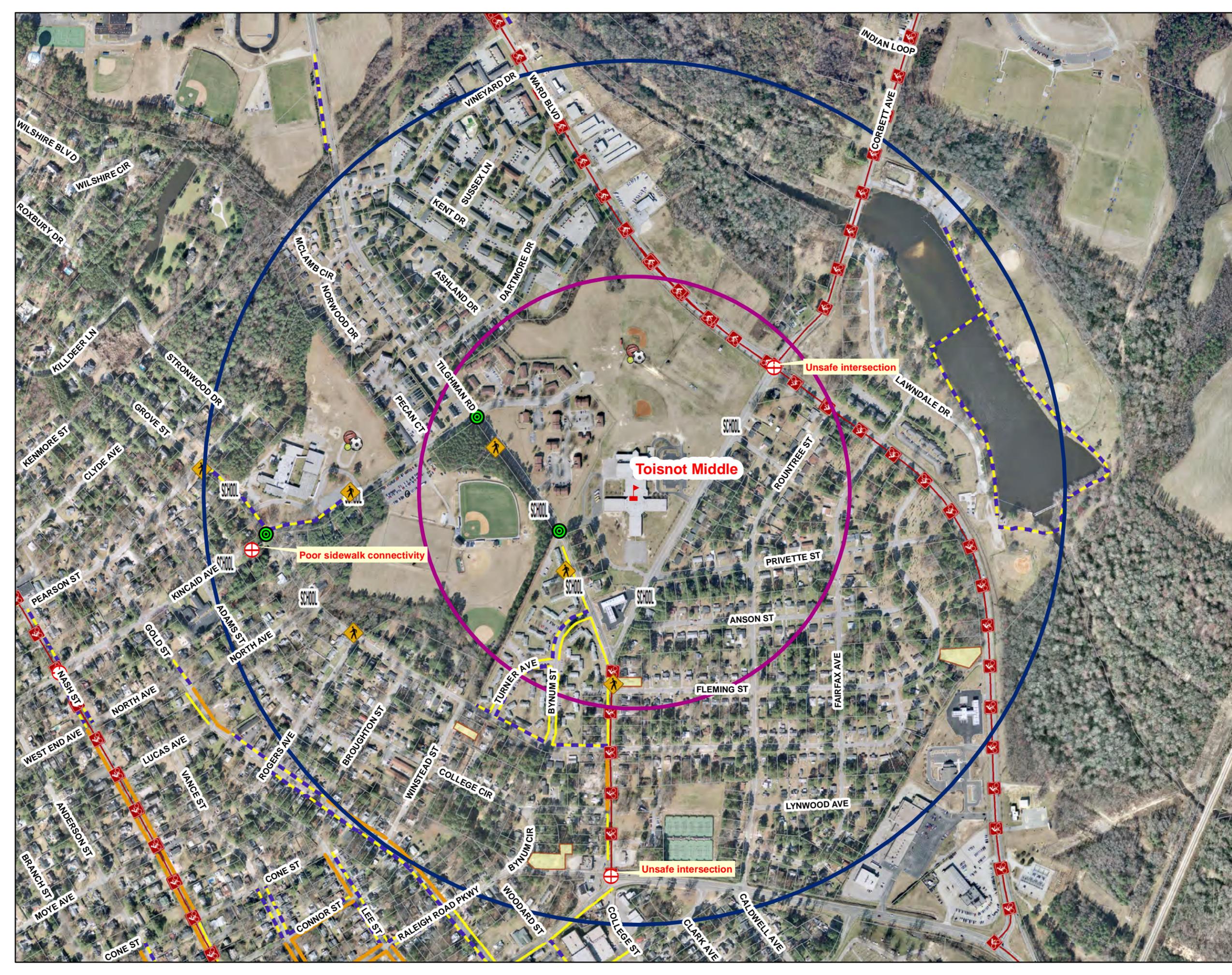
- Toisnot Middle
- 1/4 Mile Walk Extent
- 1/2 Mile Walk Extent
- Barrier (From Public Meeting/Survey)
- Recreation
- School Crossing Ahead
- School Pavement Marking
- Crossing Guards
- Sidewalks (Existing)
- Sidewalks with inadequate lighting
- Existing Sidewalks in Poor Condition
- Boarded/Vacant Properties
- Bicycle Plan Compatibility Index**
- Low Compatibility



0 500 1,000
Feet

**Figure 13:
Toisnot Middle
Barriers to Active Travel**

Map Sources: NC OneMap,
NCDOT, City of Wilson



6. Infrastructure Recommendations

The City worked with the Wilson Steering Committee, incorporating input from parent surveys and field reviews, to identify potential solutions to address the barriers and opportunities identified in Chapter 5. Throughout this identification process, care was taken to ensure that the proposed recommendations would include children with disabilities and those who may live too far from a school to participate. The resulting solutions were then presented at a public workshop in October 2010, which was also attended by City staff and the SRTS Task Force. Through a facilitated, interactive discussion with community members and stakeholders, the preliminary solutions developed by the City and the Steering Committee were revised and supplemented based on community input.

Tables 3 through 8 present a summary of the barriers to walking and biking to each school and the key recommendations to address these barriers, as revised through the community workshop process. These recommendations are also presented in Figures 14 through 19 and include infrastructure needed to overcome physical obstacles to safe pathways as well as education, encouragement, and enforcement measures to overcome the crime and personal safety barriers currently preventing active travel to these schools. Further details and considerations, including necessary resources and costs, for select infrastructure solutions are discussed by treatment type in Chapter 6.7.

To prioritize recommendations and maximize support, the six principals were asked to identify the top three priorities for their particular school from among the revised solutions developed during the community workshop process. According to the City, this activity assists in the process of targeting funding and identifying specific projects. The top three priorities, as ranked by each school's principal, are listed before the corresponding school's full recommendations table.

All recommendations are consistent with and supported by the City of Wilson Pedestrian Plan, the City of Wilson Comprehensive Bicycle Plan, the 301 Taskforce Action Plan, and the 2030 Comprehensive Plan. The specific recommendations are presented by school in the sections that follow, along with general program measures to support safe routes and walking and biking activity at all six schools.

6.1 Recommendations by School

The following sections describe the recommendations that have been made for each individual school. The features in the school maps have been determined through a combination of survey results, workshop input, and GIS data provided by the City of Wilson. Sources and relevant years for these characteristics are provided in the table below.



| Characteristic | Source | Year |
|--|---|------|
| Sidewalks | City of Wilson GIS data | 2005 |
| Crosswalks | City of Wilson GIS data | 2005 |
| Priority Pedestrian Corridors | City of Wilson Pedestrian Plan | 2006 |
| Proposed bicycle routes and other projects | City of Wilson Comprehensive Bicycle Plan | 2008 |

6.1.1 Margaret Hearne Elementary School

The top three priorities for Margaret Hearne Elementary School, as identified by Principal Jenny Hayes, are as follows:

- Placement of a crossing guard at the corner of Gold Street and Maplewood Avenue
- Increased patrol of Gold Street during dismissal to deter parents from parking on the street in a “No Parking Zone”
- Implementation of sidewalks in front of the school by the fence on Gold Street

Future sidewalk enhancements will be made in the vicinity of the school, as Raleigh Road Parkway and Herring Avenue are identified as priority corridors for sidewalk improvements in the City of Wilson Pedestrian Plan. These infrastructure recommendations are supported by the Action Plan and accompanied by complementary strategies, as outlined in later sections of this report, to create a holistic approach to identified issues and obstacles.

The following table summarizes barriers to walking and biking to Margaret Hearne Elementary School and key recommendations to address those barriers, as revised through the community workshop process. Location-specific recommendations are shown in Figure 14.

Table 3 - Margaret Hearne Elementary School

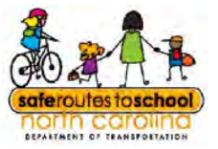
| Problem Addressed | Recommendation(s) |
|----------------------------------|---|
| Motorists’ speed in school zones | <ul style="list-style-type: none"> • Add traffic calming or traffic control measures (see Table 11) at Gold St between Bragg St and Maplewood Ave (focus on Hill St) • Install a permanent variable message sign on Gold St showing driver speeds as part of Neighborhood Speed Watch efforts (see Chapter 7) • Install flashing school zone sign(s) |



| Problem Addressed | Recommendation(s) |
|---|---|
| Sidewalk gaps/pedestrian access | <ul style="list-style-type: none"> • Install sidewalks (see Table 9) in missing areas on school campus, then within 0.25 mile of the school, including: <ul style="list-style-type: none"> – Woodard St from existing sidewalks behind the school to Whitehead Ave (existing segment northwest of Bragg St) – Bragg St from Lee St to Woodard St – Gold from Bragg St to Whitehead Ave – Whitehead Ave from Woodard St to Ward Blvd – College St from Corbett Ave to Whitehead Ave |
| Intersection/pedestrian crossing safety | <ul style="list-style-type: none"> • Add zebra-style crosswalks to: <ul style="list-style-type: none"> – Woodard St and Maplewood Ave – Woodard St and Bragg St • Upgrade existing crosswalks to zebra style at crosswalks within 0.25 mile of the school, including: <ul style="list-style-type: none"> – Gold St and Hill St – Gold St and Maplewood Ave – Lee St and Hill St – Vance St and Hill St – Woodard St and Hill St • Add pedestrian signals to light at Vance St and Whitehead Ave • Add crossing guard/school zone monitors to: <ul style="list-style-type: none"> – Green St and Hill St – Gold St and Maplewood Ave <p>(Note: If proposed crosswalk locations connect to neighborhoods with no sidewalks, then curb ramps and a landing pad will be needed to meet ADA requirements.)</p> |
| Pedestrians walking along rail line under Ward Blvd | <ul style="list-style-type: none"> • Provide fencing, landscaping, or other measures to discourage access walking along rail line between residential areas and school • Research feasibility of providing alternative pedestrian access through this area or opportunity for future greenway to provide an alternate route by connecting south to Whitehead Ave • Coordinate education activities with Operation Lifesaver to promote awareness of safety hazards |



| Problem Addressed | Recommendation(s) |
|---|---|
| Lack of bicycling infrastructure | <ul style="list-style-type: none"> • Add bike racks to school in high visibility location |
| Crime/personal safety | <ul style="list-style-type: none"> • Increase police patrol in vicinity of school (see Chapter 7) • Support other community safety/community watch programs • Add emergency call box (see Chapter 7) • Install additional street lighting along unlit sidewalks in vicinity of school • Conduct walking school bus/bike trains/other group-chaperoned activities (see Chapter 7) • Address redevelopment of vacant parcels and abandoned properties |
| Low walking/biking activity/parent response level | <ul style="list-style-type: none"> • Conduct education and encouragement strategies to complement enforcement and engineering measures (see Chapter 7) • Walking school bus/bike trains/other group-chaperoned activities (see Chapter 7) |



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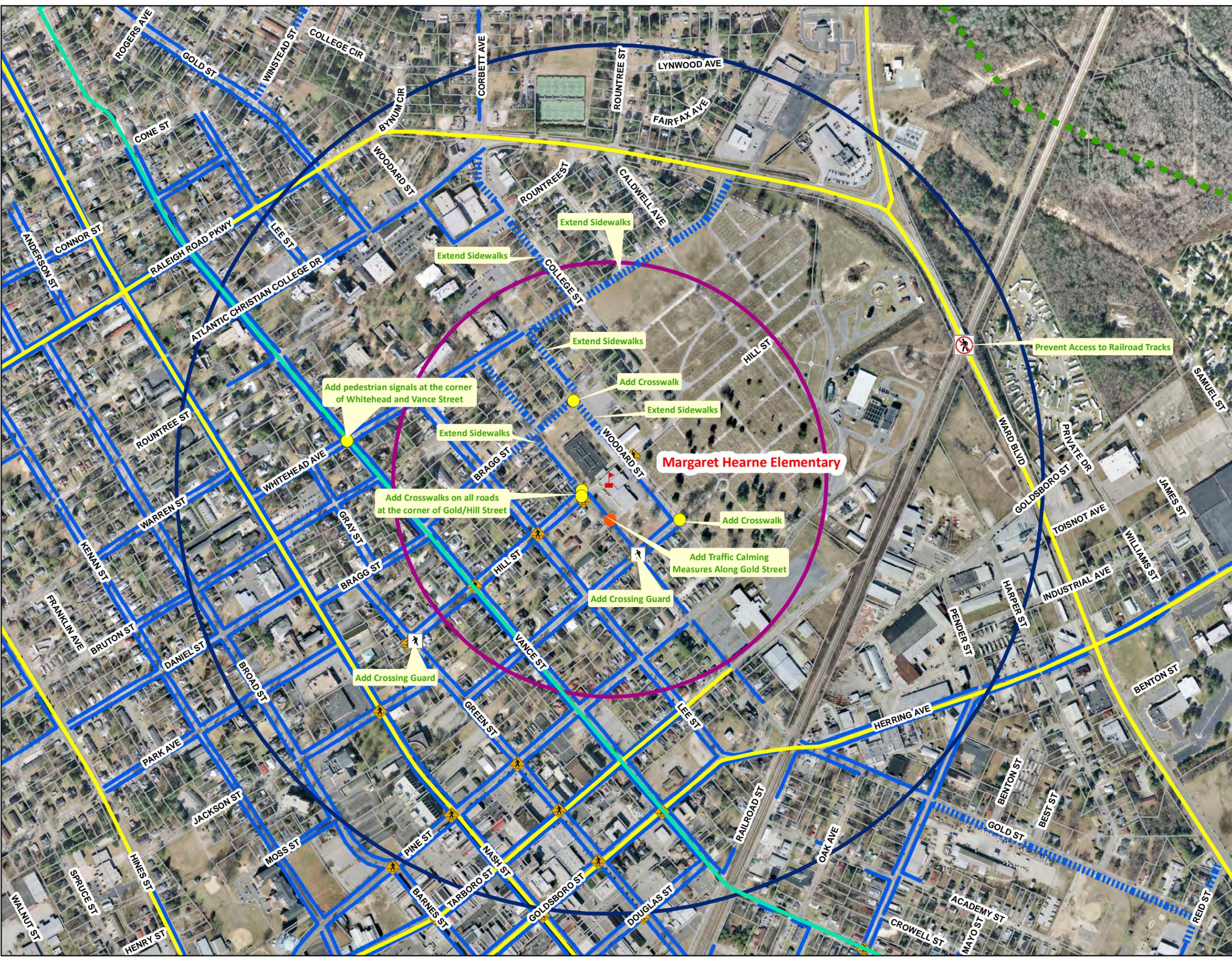
Legend

- Margaret Hearne Elementary
- 1/4 Mile Walk Extent
- 1/2- Mile Walk Extent
- Add Crosswalks
- Traffic Calming Measures Needed
- Need A Crossing Guard
- Prevent Access to Railroad Tracks
- Sidewalks Improvements
- Crosswalks (Existing)
- Proposed Greenways
- Sidewalks (Existing)
- East Nash Parallel Route
- Pedestrian Plan Priority Corridors**
- Priority Pedestrian Corridor



Figure 14:
Margaret Hearne Elementary
Proposed Improvement Map
See Recommendations Listed in Chapter Six

Map Sources: NC OneMap,
NCDOT, City of Wilson





6.1.2 Vick Elementary School

Beverly Woodward, principal of Vick Elementary School, identified the following top priorities for the school:

- Provision of safety from criminal activity
- Maintenance of a crossing guard in the vicinity of the school
- Enforcement efforts to keep cars from parking directly in front of the school

Ward Boulevard is identified as a priority corridor for sidewalk improvements in the City of Wilson Pedestrian Plan, indicating that pedestrian access to the school will be improved along this corridor. Additionally, Vick Elementary School is a destination along the proposed “East Nash Street Parallel Route” as outlined in the City of Wilson Comprehensive Bicycle Plan. Further information on these routes is provided in Figure 15 and in section 6.7.3 of this chapter. The strategies outlined in this Action Plan will support these plan recommendations and complement them with additional strategies to comprehensively address identified barriers.

The following table summarizes barriers to walking and biking to Vick Elementary School and key recommendations to address those barriers, as revised through the community workshop process. Location-specific recommendations are shown in Figure 15.

Table 4 - Vick Elementary School

| Problem Addressed | Recommendation(s) |
|---------------------------------|--|
| Motorists speed in school zones | <ul style="list-style-type: none"> • Install traffic calming measures on Carroll St between Viola St and Queen St (see Table 11), including measures to keep cars from parking illegally in front of the school • Additional crosswalk markings, pedestrian crossing/school zone signage, and crossing guards (see Figure 15 for details) • Install a permanent variable message sign showing driver speeds as part of Neighborhood Speed Watch efforts (see Chapter 7) • Install flashing school zone sign(s) |



| Problem Addressed | Recommendation(s) |
|---|---|
| Sidewalk gaps/pedestrian access | <ul style="list-style-type: none"> • Install sidewalks in missing areas on school campus, then within 0.25 mile of the school (see Table 9), including: <ul style="list-style-type: none"> – Carroll St from Viola St to Vance St – Carroll St from Nash St to Queen St – Gold St from Pender St to Reid St – Reid St from Ward Blvd to existing sidewalk just north of Academy St – Vance St from Carroll St to Reid St – Reid St from just south of Faison St to Vance St – Green St (north side) from Carroll St to Vick St |
| Intersection/pedestrian crossing safety | <ul style="list-style-type: none"> • Add zebra-style crosswalks and consider additional stops at uncontrolled approaches at the following intersections: <ul style="list-style-type: none"> – Carroll St and Viola St – Reid St and Green St – Vick St and Green St – Vick St and MLK Pkwy • Add crossing guard/school zone monitor to Green St and Carroll St <p>(Note: If proposed crosswalk locations connect to neighborhoods with no sidewalks, then curb ramps and a landing pad will be needed to meet ADA requirements.)</p> |
| Lack of bicycling infrastructure | <ul style="list-style-type: none"> • Add bike racks to school in high visibility location • Encourage connections to and support implementation of the East Nash Parallel Route, a bicycle route proposed in the City of Wilson Comprehensive Bicycle Plan (see Chapter 6.2.3 of this Action Plan) |
| Crime/personal safety | <ul style="list-style-type: none"> • Increase police patrol in vicinity of school during arrival and dismissal (see Chapter 7) • Support other community safety/community watch programs • Add emergency call boxes (see Chapter 7) • Conduct walking school bus/bike trains/other group-chaperoned activities • Plan efforts to address redevelopment of vacant parcels and abandoned properties |



6.1.3 Wells Elementary School

The following top priorities were identified by James Davis, Principal of Wells Elementary School:

- Installation of sidewalks
- Regulation of speed of traffic
- Placement of a crossing guard at West Nash Street and Kincaid Avenue

In the City of Wilson Pedestrian Plan, Nash Street is listed as a priority corridor for sidewalk improvements along its entire length. As a result, pedestrian enhancements will be made along this corridor in the vicinity of Wells Elementary School. Furthermore, the City of Wilson Comprehensive Bicycle Plan indicates that Wells Elementary School will be a destination along two proposed bicycle routes—the “East Nash Street Parallel Route” and the “Forest Hills-Toisnot Middle Schools East-West Route.” Further information on these routes is provided in Figure 16 and in section 6.7.3 of this chapter. These recommendations will be supported and accompanied by complementary strategies, as outlined in later sections of this Action Plan, to comprehensively address the barriers to active travel by students.

Additionally, an existing Barton College Path links Kincaid Avenue with Tilghman Road. As this path is an opportunity for greater connectivity in the pedestrian network, the City should discuss with Barton College the possibility of allowing students to use the path for travel to school.

The following table summarizes barriers to walking and biking to Wells Elementary School and key recommendations to address those barriers, as revised through the community workshop process. Location-specific recommendations are shown in Figure 16.

Table 5 - Wells Elementary School

| Problem Addressed | Recommendation(s) |
|---------------------------------|---|
| Motorists speed in school zones | <ul style="list-style-type: none"> • Install traffic calming measures on Grove St from Kincaid Ave to Pearson St and on Kincaid Ave from Nash St to Grove St (see Table 11) • Install a permanent variable message sign showing driver speeds as part of Neighborhood Speed Watch efforts (see Chapter 7) • Install flashing school zone sign(s) |



| Problem Addressed | Recommendation(s) |
|--|---|
| <p>Sidewalk gaps/pedestrian access</p> | <ul style="list-style-type: none"> • Install sidewalks (see Table 9) in missing areas on school campus, then within 0.25 mile of the school, including: <ul style="list-style-type: none"> – Kincaid Ave from existing sidewalks in front of school to Tilghman Rd – Kincaid Ave from Grove St to Nash St – Tilghman Rd (west side) from Kincaid Ave to existing sidewalk northwest of Bynum St – Tilghman Rd (west side) between Kincaid Ave and Kent Dr – Dartmore Dr from Tilghman Rd to Ward Blvd – Grove St from Pearson St to Clyde Ave – Grove St from just east of Winstead St to Kincaid Ave – Gold St from Kincaid Ave to just west of North Ave • Outside of the 0.25-mile radius, sidewalk completion should be prioritized along Corbett Ave from Ward Blvd to Tilghman Rd • Research the potential use of the Barton College Path that links Kincaid Avenue with Tilghman Rd • Utilize Barton College path that links Kincaid Ave to Tilghman Rd |
| <p>Intersection/pedestrian crossing safety</p> | <ul style="list-style-type: none"> • Upgrade existing crosswalks to zebra style at Kincaid Ave and Grove St • Add zebra-style crosswalks to: <ul style="list-style-type: none"> – Nash St and Kincaid Ave – Tilghman Rd and Kincaid Ave – Gold St and Kincaid Ave – Dartmore Dr and Tilghman Rd • Add crossing guard/school zone monitor to W Nash St and Kincaid Ave <p>(Note: If proposed crosswalk locations connect to neighborhoods with no sidewalks, then curb ramps and a landing pad will be needed to meet ADA requirements.)</p> |
| <p>Crime/personal safety</p> | <ul style="list-style-type: none"> • Increase police patrol in vicinity of school (see Chapter 7) • Support other community safety/community watch programs • Add emergency call boxes (see Chapter 7) |



| Problem Addressed | Recommendation(s) |
|---|--|
| Bicycle safety and lack of bicycling infrastructure | <ul style="list-style-type: none">• Add bicycle lanes and other improvements along Tilghman Rd as identified in the City of Wilson Comprehensive Bicycle Plan (see Chapter 6.2.3 of this Action Plan)• Add bike racks to school in high visibility location• Encourage connections to and support implementation of the East Nash Parallel Route, a bicycle route/greenway proposed in the City of Wilson Comprehensive Bicycle Plan (see Chapter 6.2.3 of this Action Plan) |



Safe Routes to School
Action Plan
City of Wilson, NC



Legend

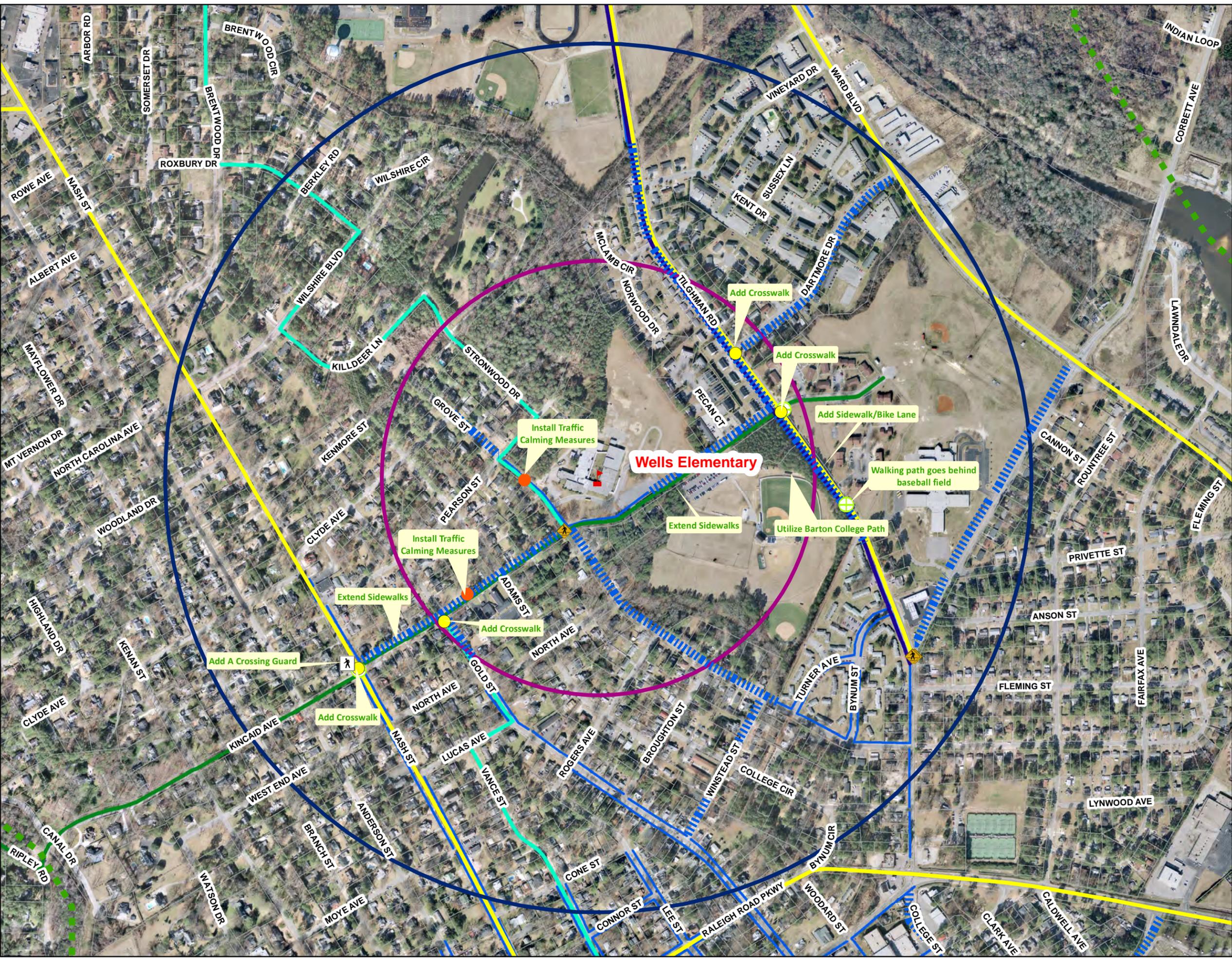
- Wells Elementary
 - 1/4 Mile Walk Extent
 - 1/2 Mile Walk Extent
 - Add Crosswalks
 - Traffic Calming Measures Needed
 - Need A Crossing Guard
 - Opportunity (From Public Meeting/Survey)
 - Crosswalks (Existing)
 - Sidewalks Improvements
 - Proposed Greenways
- Pedestrian Plan Priority Corridors**
- Priority Pedestrian Corridor
 - Tilghman Rd Improvements
 - Forest Hills-Toisnot MS East-West Route
 - East Nash Parallel Route
 - Sidewalks (Existing)



Figure 16:
Wells Elementary
Proposed Improvements Map

See Recommendations Listed in Chapter 6

Map Sources: NC OneMap,
NCDOT, City of Wilson





6.1.4 Winstead Elementary School

The top three priorities for Winstead Elementary School, as noted by Principal Wendy Sullivan, include the following:

- Restriping of crosswalk on Pickett Street
- Placement of crossing guards/school zone monitors at Aycock and Goldsboro Streets
- Upgrading of existing sidewalks on Ward Boulevard

Downing Street and Ward Boulevard are identified as priority corridors for sidewalk improvements in the City of Wilson Pedestrian Plan. Additionally, the school is listed as a destination along two proposed bicycle routes outlined in the City of Wilson Comprehensive Bicycle Plan: the “Lodge Street East-West Connector” and the “Elvie Street East-West Connector 1.” Further information on these routes is provided in Figure 17 and in section 6.7.3 of this chapter. The strategies outlined in this Action Plan will complement and enhance the effectiveness of these planned improvements by promoting additional physical, programmatic, and educational approaches to the creation of safe pedestrian and bicycle environments.

The following table summarizes barriers to walking and biking to Winstead Elementary School and key recommendations to address those barriers, as revised through the community workshop. Location-specific recommendations are shown in Figure 17.

Table 6 - Winstead Elementary School

| Problem Addressed | Recommendation(s) |
|---------------------------------|---|
| Sidewalk gaps/pedestrian access | <ul style="list-style-type: none"> • Install sidewalks (see Table 9) in missing areas on school campus, then within 0.25 mile of the school, including: <ul style="list-style-type: none"> – North side of Downing St from Pickett St to Jordan St (5 Points) – North side of Downing St from Walton St to Ward Blvd – West side of Ward Blvd from Ruann Dr to Downing St – Stadium St from Delano Ave to Downing St – West side of Goldsboro St from south of Jordan St to Ward Blvd • Connect sidewalk gaps along Goldsboro St • Upgrade existing sidewalks at Downing St (north side) from Pickett St to just past Jordan St • Research feasibility of walking trail through vacant lot from Barron St southeast of school |

| | |
|--|--|
| <p>Intersection/pedestrian crossing safety</p> | <ul style="list-style-type: none"> • Add zebra-style crosswalks to: <ul style="list-style-type: none"> – Ward Blvd and Downing St – Downing St at Pickett St • Restripe crosswalk on Pickett St (south side of Downing St) and add zebra-style crosswalks and associated signage at the remaining approaches to this intersection • Add pedestrian signal(s) to: <ul style="list-style-type: none"> – Ward Blvd and Downing St • Add crossing guards/school zone monitors to: <ul style="list-style-type: none"> – Aycock St and Pickett St – Aycock St and Goldsboro St <p>(Note: If proposed crosswalk locations connect to neighborhoods with no sidewalks, then curb ramps and a landing pad will be needed to meet ADA requirements.)</p> |
| <p>School parking lot congestion/safety</p> | <ul style="list-style-type: none"> • Put additional staff parking in vacant lot • Provide additional pavement markings (i.e. arrows, striping, no parking areas) to clarify traffic flow • Consider engineering treatments to facilitate traffic flow during pick-up and drop-off times |
| <p>Lack of bicycling infrastructure</p> | <ul style="list-style-type: none"> • Add bike racks to school in high visibility location • Encourage connections to and support implementation of the Lodge Street East-West and Elvie Street Connectors, two bicycle routes/greenways proposed in the City of Wilson Comprehensive Bicycle Plan • Implement pedestrian and bicycle improvements on Downing and Goldsboro Streets as identified in the City of Wilson Comprehensive Bicycle Plan (see Chapter 6.2.3 of this Action Plan) |
| <p>Crime/personal safety</p> | <ul style="list-style-type: none"> • Increase police patrol in vicinity of school (see Chapter 7) • Support other community safety/community watch programs • Add emergency call boxes (see Chapter 7) |



Safe Routes to School Action Plan

City of Wilson, NC



Legend

- Winstead Elementary
 - 1/4 Mile Walk Extent
 - 1/2 Mile Walk Extent
 - Add Crosswalks & Pedestrian Signals
 - Need A Crossing Guard
 - Opportunity (From Public Meeting/Survey)
 - Ward Blvd Sidewalk Improvements
 - Sidewalks Improvements
 - Proposed Greenways
 - Sidewalks (Existing)
 - Lodge Street East-West Connector
 - Elvie East-West Connector 1
 - Goldsboro St Improvements
 - Downing St Improvements
- Pedestrian Plan Priority Corridors**
- Priority Pedestrian Corridor

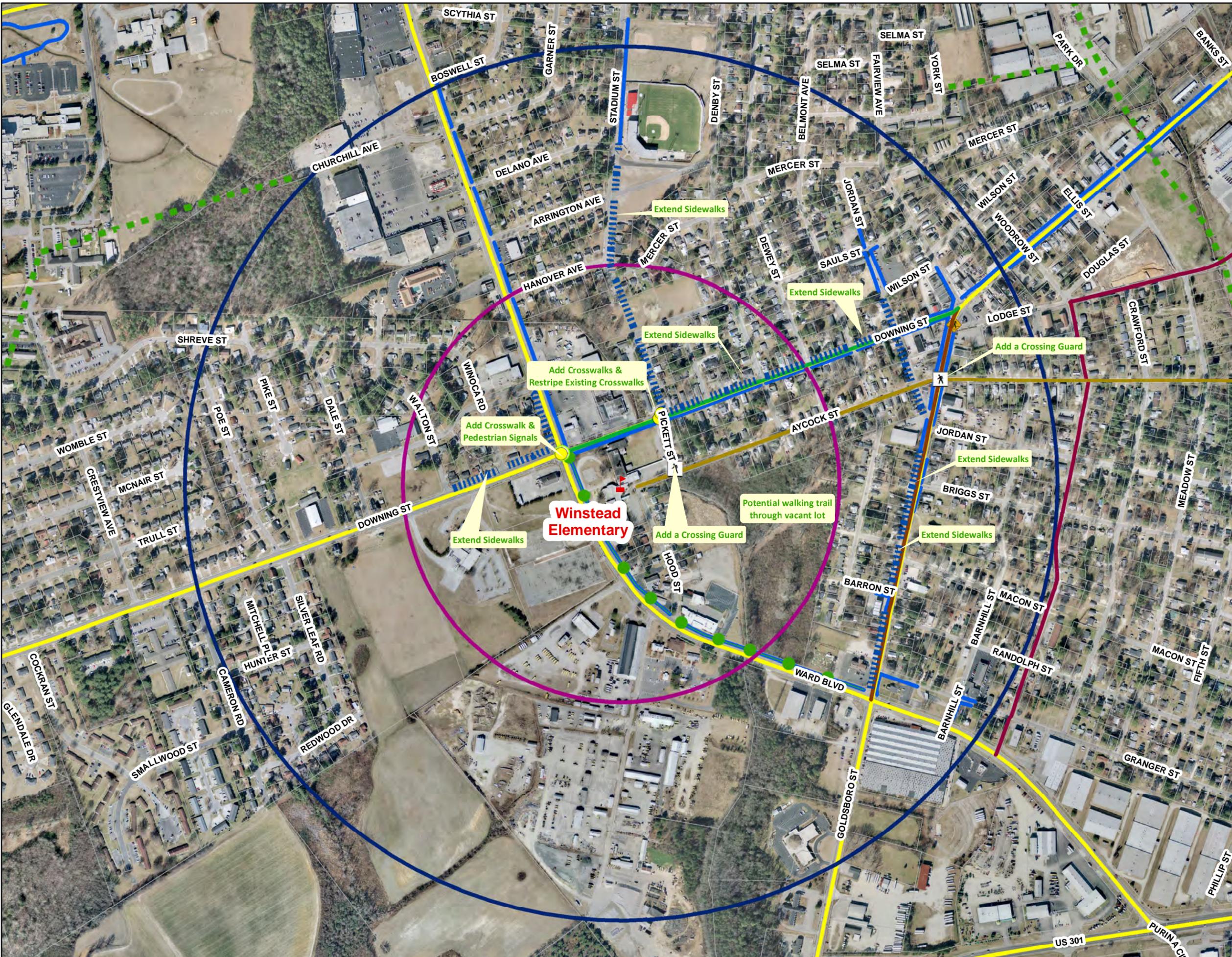


0 500 1,000 Feet

Figure 17: Winstead Elementary Proposed Improvements Map

See Recommendations Listed in Chapter 6

Map Sources: NC OneMap, NCDOT, City of Wilson





6.1.5 Forest Hills Middle School

According to comments received during the Action Plan review meeting, the top priorities for Forest Hills Middle School are as follows:

- Reduce high speed traffic, particularly along Forest Hills Road
- Improve traffic circulation at student drop-off/pick-up areas
- Install sidewalks in missing areas along Forest Hills Road and Parkside Drive

Forest Hills Road is identified in the City of Wilson Pedestrian Plan as a priority corridor for sidewalk improvements. Accordingly, strategies will be pursued by the City to enhance the safety and convenience of pedestrian travel in the vicinity of the school. Furthermore, Forest Hills Middle School is listed as a primary destination along the “Forest Hills-Toisnot Middle Schools East-West Route” as proposed in the City of Wilson Comprehensive Bicycle Plan. Further information on these routes is provided in Figure 18 and in section 6.7.3 of this chapter. These plan recommendations are supported by the Action Plan and will be accompanied by a comprehensive set of strategies, as outlined in later sections of this report, to facilitate a greater share of active travel to school in Wilson.

The following table summarizes barriers to walking and biking to Forest Hills Middle School and key recommendations to address those barriers, as revised through the community workshop process. Location-specific recommendations are shown in Figure 18.

Table 7 - Forest Hills Middle School

| Problem Addressed | Recommendation(s) |
|---------------------------------|--|
| Motorists speed in school zones | <ul style="list-style-type: none"> • Install traffic calming measures on Forest Hills Rd between Pineview Ave and Cardinal Dr (see Table 11) • Reduce school zone speed to 25 mph • Install a permanent variable message sign showing driver speeds as part of Neighborhood Speed Watch efforts (see Chapter 7) • Install flashing school zone sign(s) |



| Problem Addressed | Recommendation(s) |
|--|---|
| <p>Sidewalk gaps/pedestrian access</p> | <ul style="list-style-type: none"> • Install sidewalks (see Table 9) in missing areas adjacent to school campus including the following: <ul style="list-style-type: none"> – Forest Hills Rd from existing sidewalk in front of the school to Pineview Ave – Forest Hills Rd from existing sidewalk north of school to Parkside Dr – Tanglewood Dr from Brookhaven Dr to Briarwood Dr – Parkside Dr from Burnside Dr to Forest Hills Rd – Brookhaven Dr from Tanglewood Dr to Forest Hills Rd – Parkside Dr from Forest Hills Rd to Lakeside Dr – Cardinal Dr from Forest Hills Rd to Lakeside Dr – Peachtree Rd from the east of the rear side of school to just east of Greenbriar Rd • Prune back trees overgrown into existing sidewalk immediately adjacent to Forest Hills Road from just north of the school to Cardinal Drive |
| <p>Intersection/pedestrian crossing safety</p> | <ul style="list-style-type: none"> • Add zebra-style crosswalks to: <ul style="list-style-type: none"> – Forest Hills Rd and Gateway Plaza/School Entrance (mid-block crosswalk) – Forest Hills Rd and Parkside Dr (both intersections) – Lakeside Dr and Peachtree Rd – Cardinal Dr and Forest Hills Rd • Add crossing guard/School zone monitors to Forest Hills Rd and Gateway Plaza/School Entrance <p>(Note: If proposed crosswalk locations connect to neighborhoods with no sidewalks, then curb ramps and a landing pad will be needed to meet ADA requirements.)</p> |



| Problem Addressed | Recommendation(s) |
|--|---|
| General pedestrian and bicycle accessibility | <ul style="list-style-type: none"> • Improve back entrance on Peachtree Rd; remove wire that limits cyclists; make on-campus improvements (paths, walkways); and encourage more direct connectivity to residential areas east of school • Encourage connections to and support implementation of the Forest Hills-Toisnot MS Route, a bicycle route/greenway proposed in the City of Wilson Comprehensive Bicycle Plan • Encourage connections to future greenway proposed in the 2030 Comprehensive Plan and the City of Wilson Comprehensive Bicycle Plan • Encourage greenway connections to residential areas within walking distance of school, especially west of Forest Hills Rd • Implement pedestrian and bicycle improvements on Lakeside Drive as identified in the City of Wilson Comprehensive Bicycle Plan (see Chapter 6.2.3 of this Action Plan) • Add bike racks to school in high visibility location |
| Parking lot safety/congestion | <ul style="list-style-type: none"> • Investigate ways to improve congestion in school parking lot, such as allowing walkers and bikers to leave early and increasing visibility • Consider engineering treatments to facilitate traffic flow during pick-up and drop-off times |



Safe Routes to School Action Plan

City of Wilson, NC



Legend

- Forest Hills Middle School
- 1/4 Mile Walk Extent
- 1/2 Mile Walk Extent
- Add Crosswalks
- Clear Access
- Traffic Calming Measures Needed
- Need A Crossing Guard
- Sidewalks Improvements
- Proposed Greenways
- Sidewalks (Existing)
- Forest Hills-Toisnot MS East-West Route
- Lakeside Rd Improvements
- Pedestrian Plan Priority Corridors**
- Priority Pedestrian Corridor



0 500 1,000 Feet

Figure 18: Forest Hills Middle Proposed Improvements Map

See Recommendations Listed in Chapter 6

Map Sources: NC OneMap,
NCDOT, City of Wilson





6.1.6 Toisnot Middle School

As communicated by Principal Michael Kennedy, the top priorities for Toisnot Middle School are as follows:

- Addition/improvement of sidewalk access
- Implementation of bicycle infrastructure on Tilghman Road
- Installation of pedestrian and bicycle infrastructure at the intersection of Tilghman Road and Raleigh/ACC Boulevard, as well as in and around the Barton College campus

As outlined in the City of Wilson Pedestrian Plan, Tilghman Road, Ward Boulevard, and Raleigh Road Parkway are listed as priority corridors for sidewalk improvements. Thus, the City will be taking measures to enhance the pedestrian-friendliness of this area. Toisnot Middle School is also listed in the City of Wilson Comprehensive Bicycle Plan as a primary destination along the proposed “Forest Hills-Toisnot Middle Schools East-West Route.” Finally, the Wilson 2030 Comprehensive Plan and the City of Wilson Pedestrian Plan propose the creation of a greenway trail in an existing subdivision between Ward Boulevard and Tilghman Road. Further details on these recommendations are provided in Figure 19 and in section 6.7.3 of this chapter. The strategies outlined in this Action Plan will support and complement these planned physical improvements to create a comprehensive and holistic approach to the issues at hand.

Additionally, an existing Barton College Path links Kincaid Avenue with Tilghman Road. As this path is an opportunity for greater connectivity in the pedestrian network, the City should discuss with Barton College the possibility of allowing students to use the path for travel to school.

The following table summarizes barriers to walking and biking to Toisnot Middle School and key recommendations to address those barriers, as revised through the community workshop process. Location-specific recommendations are shown in Figure 19.

Table 8 - Toisnot Middle School

| Problem Addressed | Recommendation(s) |
|---------------------------------|--|
| Motorists speed in school zones | <ul style="list-style-type: none"> • Reduce school zone speed during school hours to 25 mph on Tilghman Rd and Kincaid Ave • Install a permanent variable message sign showing driver speeds as part of Neighborhood Speed Watch efforts (see Chapter 7) • Install flashing school zone sign(s) |

| Problem Addressed | Recommendation(s) |
|--|---|
| <p>Sidewalk gaps/pedestrian access</p> | <ul style="list-style-type: none"> • Install sidewalks (see Table 9) in missing areas adjacent to school campus including: <ul style="list-style-type: none"> – Tilghman Rd (west side) from end of existing sidewalk north of Bynum St to Kent Dr – Kincaid Ave from Tilghman Rd to existing sidewalks in front of Wells Elementary School – Corbett Ave from Tilghman Road to Ward Blvd – Grove St from Kincaid Ave to Winstead St – Winstead St from Gold St to Grove St – Dartmore Dr from Tilghman Rd to Ward Blvd • Research the potential use of the Barton College Path that links Kincaid Avenue with Tilghman Road |
| <p>Intersection/pedestrian crossing safety</p> | <ul style="list-style-type: none"> • Add crosswalks to: <ul style="list-style-type: none"> – Tilghman Rd at Kincaid Ave – Corbett Ave at school entrance near Privette St – Corbett Ave at Cannon St – Ward Blvd and Corbett Ave • Add pedestrian signals to Ward Blvd and Corbett Ave. This treatment could require installation of curb ramps and landing pads at all four corners in compliance with ADA. <p>(Note: If proposed crosswalk locations connect to neighborhoods with no sidewalks, then curb ramps and a landing pad will be needed to meet ADA requirements.)</p> |
| <p>Lack of bicycling infrastructure</p> | <ul style="list-style-type: none"> • Add bike lanes along Tilghman Rd from school to Kincaid Ave • Utilize Barton College Path that links Kincaid with Tilghman Rd • Add bike racks to school in high visibility location • Encourage connections to and support implementation of the Forest Hills-Toisnot MS and Westwood-Toisnot MS East-West Routes, two bicycle routes/greenways proposed in the City of Wilson Comprehensive Bicycle Plan (see Chapter 6.2.3 of this Action Plan) • Implement pedestrian and bicycle improvements on Tilghman Road and Corbett Avenue as identified in the City of Wilson Comprehensive Bicycle Plan (see Chapter 6.2.3 of this Action Plan) |



| Problem Addressed | Recommendation(s) |
|-----------------------|--|
| Crime/personal safety | <ul style="list-style-type: none">• Increase police patrol in vicinity of school (see Chapter 7)• Support other community safety/community watch programs |



Safe Routes to School Action Plan

City of Wilson, NC



Legend

- Toisnot Middle
- 1/4 Mile Walk Extent
- 1/2 Mile Walk Extent
- Add Crosswalks
- Need A Crossing Guard
- Opportunity (From Public Meeting/Survey)
- Crosswalks (Existing)
- Sidewalks Improvements
- Proposed Greenways
- Sidewalks (Existing)
- Forest Hills-Toisnot MS East-West Route
- Tilghman Rd Improvements
- Corbett Ave Improvements

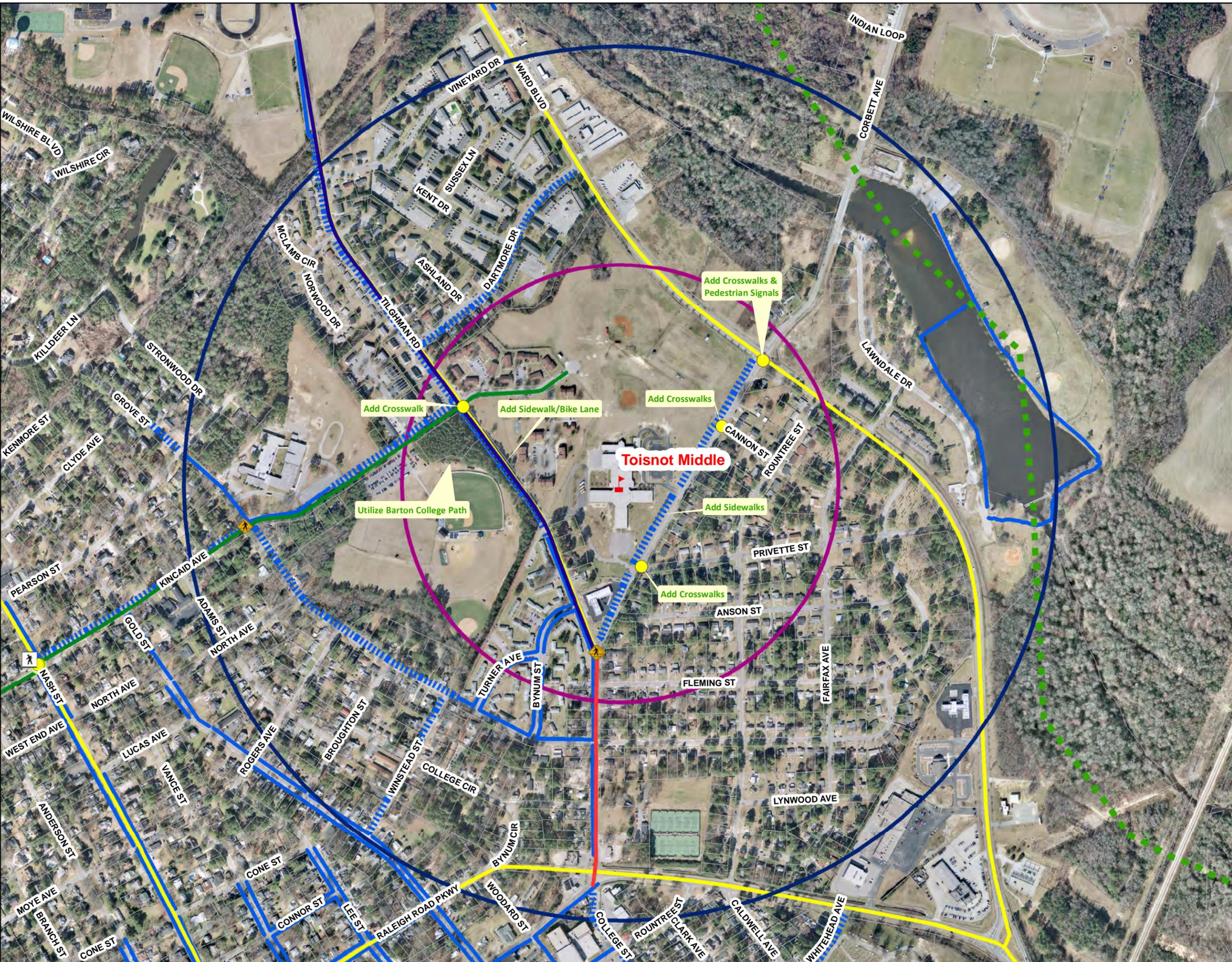


0 500 1,000
Feet

**Figure 19:
Toisnot Middle
Proposed Improvements Map**

See Recommendations Listed in Chapter 6

Map Sources: NC OneMap,
NCDOT, City of Wilson





6.2 Infrastructure Solutions

As shown in Tables 3 through 8, the City of Wilson identified a range of infrastructure improvements that could enhance safety and support or create travelways for students and families to walk or bike to school. The recommended measures must comply with the Americans with Disabilities Act (ADA) and follow design principles laid out by the US Access Board, American Association of State Highway and Transportation Officials (AASHTO), NCDOT, and local guidelines and standards as appropriate. All traffic control recommendations must adhere to the Manual on Uniform Traffic Control Devices (MUTCD).

More detailed infrastructure recommendations as well as potential resources and costs to implement them are provided in the following sections for:

- Sidewalks/pedestrian pathways
- Traffic calming measures
- Bicycle facilities
- Other infrastructure improvements

6.2.1 Sidewalks/Pedestrian Pathways

Sidewalks provide a designated paved area generally set away from the edge of the road exclusively for pedestrians. Continuous and accessible sidewalk networks improve mobility for all pedestrians and are particularly important for pedestrians with disabilities. To increase the safety for children at the identified Wilson schools, the following sidewalk improvements are recommended.

Table 9. Recommended Sidewalk Improvements

| Location | Recommended Improvement(s) |
|---|---|
| Margaret Hearne Elementary School | |
| Woodard Street from existing sidewalk behind the school to Whitehead Avenue | Extend sidewalk (west side) to connect from existing sidewalk at the rear of the school to Whitehead Avenue and properties to the north, potentially incorporating an existing segment of sidewalk northwest of Bragg Street, requiring approximately 360 feet of new sidewalk. |
| Bragg Street from Lee Street to Woodard Street | Extend existing sidewalk on the south east side of Bragg Street northeast to Woodard Street, requiring approximately 650 feet of new sidewalk. |



| Location | Recommended Improvement(s) |
|---|--|
| Gold Street from Bragg Street to Whitehead Avenue | Extend sidewalk on northeast side of Gold street from Bragg Street to Whitehead Avenue, requiring approximately 500 feet of new sidewalk. |
| Whitehead Avenue from Woodard Street to Ward Boulevard | Extend sidewalks on the southeast side of Whitehead Avenue from Woodard Street to Ward Boulevard, requiring approximately 1,430 feet of new sidewalk. |
| College St from Corbett Ave to Whitehead Ave | Extend sidewalks on the southwest side of College Street from Corbett Avenue south to Whitehead Avenue, requiring approximately 930 feet of new sidewalk |
| Vick Elementary School | |
| Carroll Street from Viola Street to Vance Street | Extend existing sidewalk on the north side of Carroll Street from school to Vance Street, requiring approximately 275 feet of new sidewalk. |
| Carroll Street from Nash Street to Queen Street | Construct sidewalk on south side of Carroll Street from Queen street near school south to Nash Street, requiring approximately 840 feet of new sidewalk. |
| Gold Street from Pender Street to Reid Street | Construct sidewalk on the south side of Gold Street from existing sidewalk on Pender Street to Reid Street, requiring 1,750 feet of new sidewalk. |
| Reid Street from Ward Boulevard to existing sidewalk just north of Academy Street | Extend sidewalk on the west side of Reid Street from Ward Boulevard to existing sidewalk in front of the Reid Street Community Center, requiring approximately 450 feet of new sidewalk. |
| Reid Street from just south of Faison Street to Vance Street | Extend sidewalk on west side of Reid Street from existing sidewalk south of the Reid Street Community Center to Vance Street, requiring 130 feet of new sidewalk. |
| Vance Street from Carroll Street to Reid Street | Extend sidewalk on the north side of Vance Street from Carroll Street to Reid Street, requiring approximately 365 feet of new sidewalk. |



| Location | Recommended Improvement(s) |
|--|--|
| Wells Elementary School | |
| Kincaid Ave from Grove Street to Nash Street | Extend existing sidewalk on the north side of Kincaid Avenue from school to Nash Street, requiring approximately 1,500 feet of new sidewalk. |
| Kincaid Avenue from school to Tilghman Road | Extend existing sidewalk on the north side of Kincaid Avenue from school to Tilghman Road, requiring approximately 900 feet of new sidewalk. (Also see Toisnot Middle School) |
| Tilghman Road from Kincaid Avenue to Bynum Street | Add a 930-foot sidewalk along the west side of Tilghman Rd from Kincaid Ave to existing sidewalk northwest of Bynum Street. (Also see Toisnot Middle School). Tilghman Road is identified as a Top Priority Pedestrian Corridor in the City of Wilson Pedestrian Plan. |
| Tilghman Road from Kincaid Avenue to Kent Drive | Add a 1,526-foot sidewalk along the west side of Tilghman Road from Kincaid Avenue northwest to Kent Drive. (Also see Toisnot Middle School). Tilghman Road is identified as a Top Priority Pedestrian Corridor in the City of Wilson Pedestrian Plan. |
| Dartmore Drive from Tilghman Road to Ward Boulevard | Add sidewalk on south side of Dartmore Drive from Tilghman Road to Ward Boulevard requiring 1,420 feet of new sidewalk. (Also see Toisnot Middle School). Tilghman Road is identified as a Top Priority Pedestrian Corridor in the City of Wilson Pedestrian Plan. |
| Grove Street from Pearson Street to Clyde Avenue | Add a 385-foot sidewalk on the northeast side of Grove Street between Pearson Street and Clyde Avenue. |
| Grove Street from just east of Winstead Street to Kincaid Avenue | Add a 1,670-foot sidewalk on the northeast side of Grove Street from just east of Winstead Street to Kincaid Avenue. |
| Gold Street from Kincaid Avenue to just west of North Avenue | Add a 300-foot sidewalk on the northeast side of Gold Street from Kincaid Avenue to just west of North Avenue. |



| Location | Recommended Improvement(s) |
|---|--|
| Winstead Elementary School | |
| Downing Street from school to 5 Points | Add a 1,400-foot sidewalk on the north side of Downing Street from Pickett Street to Jordan Street in the 5 Points area to connect neighborhoods to the north. Downing Street is identified as a Top Priority Pedestrian Corridor in the City of Wilson Pedestrian Plan. |
| Downing Street from Walton Street to Ward Boulevard | Add sidewalks on the north side of Downing Street from Walton Street to Ward Boulevard requiring 575 feet of new sidewalk. |
| Ward Boulevard from Downing Street to Ruann Drive | Add a 345-foot sidewalk on the west side of Ward Boulevard from Downing Street to Ruann Drive. Ward Boulevard is identified as a Top Priority Pedestrian Corridor in the City of Wilson Pedestrian Plan. |
| Stadium Street from Delano Avenue to Downing Street | Add sidewalk on the east side of Stadium Street from Downing Street to Delano Avenue requiring 1,415 feet of new sidewalk. |
| Goldsboro Street from Ward Boulevard to Jordan Street | Complete remaining sidewalk on the west side of Goldsboro Street north from Ward Boulevard to provide access to Downing Street via Jordan Street, requiring approximately 1,800 feet of new sidewalk; investigate feasibility of sidewalk on west side of Jordan Street. Goldsboro Street is identified as a Top Priority Pedestrian Corridor in the City of Wilson Pedestrian Plan. |
| Upgrades to existing sidewalks | Widen sidewalks on Ward Boulevard on the east side from Downing Street to Goldsboro Street (2,350 feet) and on the south side of Downing Street from Ward Boulevard to Five Points (2,260 feet). Provide additional grass buffer between Ward Boulevard and sidewalk. |
| School to Barron Street | Investigate feasibility of shared-use trail/connection through vacant lot from the school southeast to Barron Street. |



| Location | Recommended Improvement(s) |
|---|---|
| Forest Hills Middle School | |
| Forest Hills Road from school to Pineview Avenue | Add a 1,050-foot sidewalk along the east side of Forest Hills Road in front of the school and continuing south to the shopping area on the north side of Raleigh Road Parkway. Forest Hills Road is identified as a Top Priority Pedestrian Corridor in the City of Wilson Pedestrian Plan. |
| Forest Hills Road from Cardinal Drive to Parkside Drive | Add a 1,100-foot sidewalk along the east side of Forest Hills Road from existing sidewalk north of school to the southern intersection with Parkside Drive. Forest Hills Road is identified as a Top Priority Pedestrian Corridor in the City of Wilson Pedestrian Plan. |
| Tanglewood Drive from Brookhaven Drive to Briarwood Drive | Add 1,125-foot sidewalk on the east side of Tanglewood Drive from Brookhaven Drive north to Briarwood Drive. |
| Parkside Drive from Burnside Drive to Forest Hills Road | Add 1,320-foot sidewalk on the north side of Parkside Drive from Burnside Drive to Forest Hills Road. |
| Brookhaven Drive from Tanglewood Drive to Forest Hills Road | Add 510-foot sidewalk on the north side of Brookhaven Drive from Tanglewood Drive to Forest Hills Road. |
| Parkside Drive from Forest Hills Road to Lakeside Drive | Add 2,050-foot sidewalk on the south side of Parkside Drive from Forest Hills Road to Lakeside Drive. Both Forest Hills Road and Lakeside Drive are identified as a Top Priority Pedestrian Corridors in the City of Wilson Pedestrian Plan. |
| Cardinal Drive from Forest Hills Road to Lakeside Drive | Add 2,600-foot sidewalk on the south side of Cardinal Drive from Forest Hills Road to Lakeside Drive. Both Forest Hills Road and Lakeside Drive are identified as a Top Priority Pedestrian Corridors in the City of Wilson Pedestrian Plan. |
| Peachtree Road from the east of the rear side of school to just east of Greenbriar Road | Add 2,970-foot sidewalk on the north side of Peachtree Road from rear entrance of Forest Hills Middle School to just east of Greenbriar Road. |



| Location | Recommended Improvement(s) |
|---|---|
| Existing sidewalk along Forest Hills Road from Forest Hills Middle School to Cardinal Drive | Prune back trees overgrown into existing sidewalk immediately adjacent to Forest Hills Road from just north of the school to Cardinal Drive; consider relocation of 625-foot existing sidewalk back from edge of roadway in conjunction with any new sidewalk construction along Forest Hills Road. |
| Future greenway connection | Establish connection (multi-use path) to proposed greenway north of school; encourage greenway connections to residential areas within walking distance of school, especially west of Forest Hills Road. |
| Future pedestrian improvements | Implement pedestrian improvements on Lakeside Drive as recommended in the City of Wilson Comprehensive Bicycle Plan. |
| Toisnot Middle School | |
| Tilghman Road from northwest of Bynum Street to Kincaid Avenue | Add a 930-foot sidewalk along the west side of Tilghman Road to extend the existing sidewalk northwest of Bynum Street to Kincaid Avenue. (Also see Wells Elementary School) |
| Tilghman Road from Kincaid Avenue to Kent Drive | Add a 1,526-foot sidewalk along the west side of Tilghman Road from Kincaid Avenue northwest to Kent Drive. (Also see Wells Elementary School) |
| Kincaid Avenue from Tilghman Road to Wells Elementary School | Add sidewalk along the north side of Kincaid Avenue from Tilghman Road to the existing sidewalks in front of Wells Elementary School, requiring approximately 900 feet of new sidewalk. (Also see Wells Elementary School) |
| Corbett Avenue from Tilghman Road to Ward Boulevard | Add a 1,830-foot sidewalk along the west side of Corbett Avenue from Tilghman Road to Ward Boulevard |
| Winstead Street from Gold Street to Grove Street | Add 940-foot sidewalk along the west side of Winstead Street from Gold Street north to Grove Street. |
| Dartmore Drive from Tilghman Road to Ward Boulevard | Add a 1,420-foot sidewalk on the southeast side of Dartmore Drive between Tilghman Road and Ward Boulevard |



Resources

City departments involved in planning and constructing sidewalk and/or multi-use path projects may include Parks and Recreation, Community Development, Planning and Development Services, and Public Services. For projects on state system roads, coordination with NCDOT Division 4 office will also be necessary. Construction of sidewalks and multi-use paths generally requires professional civil engineering services, construction workers, grading equipment, and paving materials. Because right-of-way may be required for sidewalk construction, particularly within the older urban neighborhoods within Wilson, the costs of pedestrian facilities will vary by location. As noted in Table 9, several of the recommended projects are currently included the 2006 Pedestrian Improvement Plan, the City of Wilson Comprehensive Bicycle Plan, the 301 Taskforce Action Plan, and the 2030 Comprehensive Plan.

Conceptual Costs

Typical associated costs with sidewalk improvements are shown in Table 10. Total sidewalk costs will also include maintenance of sidewalks and adjacent landscaping. See Chapter 9 for potential funding sources.

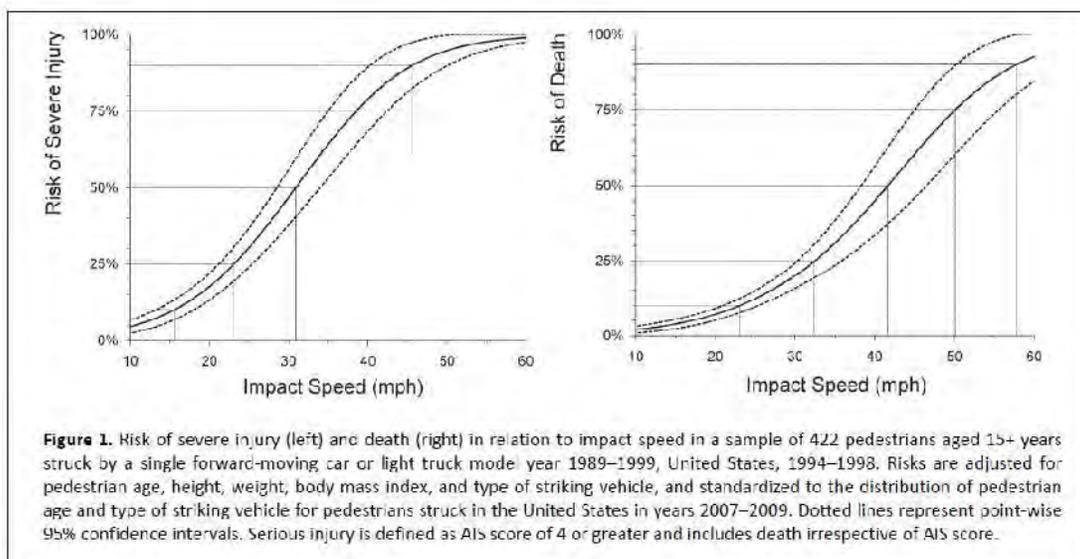
Table 10. Sidewalk Improvement Costs

| Item | Cost/Unit | Notes |
|--------------------|--|---|
| Engineering Fees | 6% of construction costs | N/A |
| Permitting Fees | Varies | Will vary by length of project and number of permits required. |
| Construction Costs | \$25/LF for 5' wide concrete sidewalk, \$100-\$125/LF for 10' wide asphalt multiuse path, \$800-\$1,500 per curb ramp, \$15 per foot for curb and gutter | Right-of-way needs; tree and shrub removal; relocation of utilities, signs, mailboxes, etc.; and retaining walls for buildings close to existing roadways will increase sidewalk costs. |

Source: www.walkinginfo.org

6.2.2 Traffic Control and/or Calming Measures

Excessive speeding is a hazard to the safety of children walking or biking to school along community roadways. Slower speeds reduce the severity of injuries if a pedestrian or bicyclist is struck by a vehicle. This concept is illustrated in the following graphic, which shows the risks of severe injury and death for pedestrians struck at varying vehicular speeds (AAA Foundation for Traffic Safety).



AAA Foundation for Traffic Safety. 2001. "Impact Speed and a Pedestrian's Risk of Severe Injury or Death."

Visual reminders of school zones and pedestrian crossings increase driver awareness of pedestrians and bicyclists. The addition of pavement markings or other treatments, signage, and pedestrian signals can increase school zone awareness and provide safe areas for pedestrians, as well as bicyclists. Additional traffic control devices (stop signs, signalized intersections) and speed control devices (speed humps or tables) may be required in areas where speeding is a significant issue.

To increase the safety for children at the six Wilson schools, the following traffic calming measures are recommended. As noted in the previous section regarding pedestrian recommendations, many of the streets for which recommendations are proposed in Table 11 have been identified in other Wilson planning documents for recommended improvements to enhance the walking and cycling environment.

Table 11. Recommended Traffic Control and/or Calming Measures

| Location(s) | Recommended Improvement(s) |
|---|---|
| Margaret Hearne Elementary School | |
| Gold Street between Bragg Street and Maplewood Avenue (focus on Hill Street), Woodard St at Maplewood Ave | Add traffic calming or traffic control measures in these areas to slow traffic in the immediate vicinity of the school; measures may include speed humps or tables along the corridor, additional stops at uncontrolled intersections, and adding high visibility crosswalks with associated signage (advanced warning school crossing signs and at crosswalk signs). |



| | |
|---|---|
| Gold Street and Hill Street Woodard Street and Maplewood Avenue Woodard Street and Bragg Street | Add zebra-style crosswalks and associated signage at noted locations. |
| Gold Street and Maplewood Avenue Gold Street and Hill Street Lee Street and Hill Street Vance Street and Hill Street Woodard Street and Hill Street | Upgrade existing crosswalks to zebra style at noted locations. |
| Vance Street at Whitehead Avenue | Add pedestrian signals to light at intersection of Vance Street and Whitehead Avenue. Vance St was identified as having a High Compatibility Ranking in the City of Wilson Comprehensive Bicycle Plan, which reinforces improvements that would be essential for students bicycling. |
| Vick Elementary School | |
| Carroll Street between Viola Street and Queen Street | Add traffic calming or traffic control measures at noted location to slow traffic along Carroll Street in the vicinity of the school; measures may include speed humps or tables along the corridor, additional stops at uncontrolled intersections, and adding high visibility crosswalks with associated signage (advanced warning school crossing signs and at crosswalk signs). |
| Carroll Street and Viola Street Reid Street and Green Street Vick Street and Green Street | Add zebra-style crosswalks and associated signage at these locations. Consider additional stops at uncontrolled intersection approaches. |
| Wells Elementary School | |
| Grove Street between Kincaid Avenue and Pearson Street, Kincaid Avenue between Nash Street and Grove Street | Add traffic calming or traffic control measures at noted locations to slow traffic; measures may include speed humps or tables along the corridor, additional stops at uncontrolled intersections, and adding high visibility crosswalks with associated signage (advanced warning school crossing signs and at crosswalk signs). |



| | |
|--|---|
| Nash Street and Kincaid Avenue Tilghman Road and Kincaid Avenue Gold Street and Kincaid Avenue Dartmore Drive and Tilghman Road | Add zebra-style crosswalks and associated signage at these locations. |
| Kincaid Avenue and Grove Street | Upgrade existing crosswalks to zebra style. |
| Winstead Elementary School | |
| Ward Boulevard and Downing Street | Install pedestrian signals in all quadrants of this major intersection. Add zebra-style crosswalks and associated signage at this intersection. |
| Pickett Street and Downing Street | Restripe existing crosswalk along Pickett Street across the south side of Downing Street adjacent to the school. Add zebra-style crosswalks and associated signage at the remaining approaches to this intersection. |
| School Parking Lot | Implement engineering treatments, such as additional pavement markings or other strategies, to clarify traffic flow in school parking lot in order to enhance circulation and improve safety for pedestrians and bicyclists. |
| Forest Hills Middle School | |
| Forest Hills Road | Reduce school zone speed to 25 mph and add traffic calming or traffic control measures to slow traffic along Forest Hills Road in the vicinity of the school; measures may include speed humps or tables along the corridor, additional stops at uncontrolled intersections, and adding high visibility crosswalks with associated signage (advanced warning school crossing signs and at crosswalk signs). |
| Forest Hills Road and Gateway Plaza/School Entrance (mid-block crosswalk), Forest Hills Road and Parkside Drive (both intersections), Lakeside Drive and Peachtree Road, Cardinal Drive and Forest Hills Road | Add zebra-style crosswalks and associated signage at these locations. |



| | |
|---|--|
| School Parking Lot | Implement engineering treatments, such as additional pavement markings or other strategies, to clarify traffic flow in school parking lot in order to enhance circulation and improve safety for pedestrians and bicyclists. |
| Toisnot Middle School | |
| Tilghman Road and Kincaid Avenue | Reduce school zone speed to 25 mph. |
| Kincaid Avenue and Nash Street | Add traffic calming or traffic control measures to slow traffic travelling to and from Nash Street along Kincaid Avenue. |
| Tilghman Road at Kincaid Avenue, Corbett Avenue at school entrance near Privette Street, Corbett Avenue and Cannon Street, Ward Boulevard and Corbett Avenue | Add zebra-style crosswalks and associated signage at these locations. |
| Ward Boulevard and Corbett Avenue | Install pedestrian signals at this location. |

Resources

City departments involved in planning and implementing traffic calming projects may include: Planning and Development Services and, Fire/Rescue Services, Police, and Public Services. Coordination with emergency responders is vital for improvements introducing traffic control or speed control devices. For projects on state system roads, coordination with NCDOT Division 4 office will also be necessary. Resources involved in installing traffic calming projects may include professional civil engineering services, construction workers, paving materials, roadway paint, and warning signs.

Conceptual Costs

Typical costs for various traffic calming measures are shown in Table 12. See Chapter 9 for potential funding sources.

Table 12. Traffic Control and/or Calming Improvement Costs

| Item | Cost/Unit | Notes |
|-----------------------------------|----------------------------|---|
| Engineering Fees | 10% of construction costs | N/A |
| Construction Costs – Speed Humps | \$1,000-\$2,000/paved unit | Varies based on street width |
| Construction Costs - Speed Tables | \$2,000 and up | Varies greatly depending on width and design (surface treatments, emergency responder design, etc.) |



| Item | Cost/Unit | Notes |
|-------------------------------------|--|--|
| Crosswalk Marking | \$200/each - plain \$400/each – zebra \$3,000+/each - textured | N/A |
| School Zone Pavement Marking | \$400/each | N/A |
| Pedestrian Signal Head Installation | \$20,000-\$40,000 | Costs vary depending on timing and complexity (assumes no signals currently exist at intersection) |
| Signs and posts | \$200/each | N/A |

Source: Benefit-Cost Analysis of Bicycle Facilities (www.bicyclinginfo.org); www.walkinginfo.org.

6.2.3 Bicycle Facilities

Marked bike lanes on roadways provide bicyclists with a separate, designated travel lane while providing visual cues to drivers to be aware of and alert for bicyclists on the roadway. Widening the paved shoulder area can create a safer area for bicyclists by allowing adequate space for motor vehicles and bicyclists to share the road safely, or by providing a safe place for bicyclists to ride that is removed from the motor vehicle travel lane. Paved shoulders provide the added benefit of reducing the likelihood of crashes from motor vehicles drifting out of their travel lanes. Also, using colored shoulders can visually narrow the roadway and help to reduce speed, particularly in school zones. The result is increased safety for all road users.

Maintaining an ample supply of attractive and easy to use bike racks in visible locations on school grounds will provide a convenient and secure area for students, parents, and teachers to park and lock bicycles. Improving the supply and increasing the visibility of the location of bike racks can support bicycling to schools at all six schools; this was identified as an issue that would particularly help at Toisnot Middle School. Bike rack design options can be determined based on conditions and needs at each school but may include wave racks, grid-style racks, or low-profile bike stands.

The City of Wilson Comprehensive Bicycle Plan makes recommendations for bike routes throughout the city to increase mobility by providing safe bike routes to connect residential, institutional, commercial, and other activity centers. The routes, which will generally run along streets already considered to be safe for cyclists, will be designated by wayfinding and other signage. Street and intersection safety improvements may also be recommended, as noted below. Bicycle facilities should be developed in compliance with the City of Wilson Comprehensive Bicycle Plan Design Guidelines, AASHTO, NCDOT, and the MUTCD as appropriate. The following routes and projects identified in the plan provide linkages to support safe bicycle routes to the six schools studied in the Action Plan:

- East Nash Parallel Route –parallel route to the east of Nash Street along neighborhood streets; destinations include Wells and Vick Elementary Schools; the plan recommends

- improvements in the short-term (0-5 years) to streets comprising this route, including safety improvements at the intersection of Ward Boulevard and Carolina Street
- Forest Hills-Toisnot MS and Westwood-Toisnot MS East-West Routes – destinations for these routes include the listed middle schools, as well as Wells Elementary School
 - Lodge Street East-West and Elvie Street Connectors – identifies Winstead Elementary School as a destination
 - Corbett Avenue Improvements - short-term (0-5 years) improvements to this roadway are recommended for Corbett Avenue from Tilghman Road just south of Toisnot Middle School south to ACC Boulevard
 - Tilghman Road Improvements – mid-term (6-10 years) improvements (restripe for bike lanes) are recommended from Corbett Avenue at Toisnot Middle School northwest to Lake Wilson Road
 - Goldsboro Street Improvements – short-term (0-5 years) improvements are recommended for this area to the east of Winstead Elementary School
 - Lakeside Road Improvements – shared lane markings/signage treatments are recommended for the mid-term (6-10 years) serve Forest Hills Middle School within a 0.5-mile radius to the east of the school and connect with the Forest Hills-Toisnot Greenway to the north
 - Downing Street Improvements – painting or restriping is recommended for the mid-term (6-10 years) along Downing Street from Ward Boulevard to Goldsboro Street (in front of Winstead Elementary School)

The following additional bike improvement projects or comments to improvements from the City of Wilson Comprehensive Bicycle Plan are recommended as a part of the SRTS Action Plan:

Wells Elementary School

- Research the potential use of the Barton College Path that links Kincaid Avenue with Tilghman Road. This should be coordinated with ongoing Barton College Master Planning efforts.

Forest Hills Middle School

- Establish connection to the proposed greenway north of school; encourage additional greenway connections to residential areas within walking distance of school, especially west of Forest Hills Road.
- The pedestrian and bicycle improvements on Lakeside Drive identified as a part of the City of Wilson Comprehensive Bicycle Plan would also complement other actions such as providing access on the east side of this school campus and a connection once the proposed greenway is implemented to the north.

Toisnot Middle School

- Add bike lanes along Tilghman Road from school to Kincaid Avenue. Tilghman was identified to have moderate compatibility for bicycling (based on traffic volume,



posted speed limits, and roadway width) in the City of Wilson Comprehensive Bicycle Plan and was recommended for mid-term (6-10 years) improvements as noted previously; however, shorter-term improvements could be considered.

- Research the potential use of the Barton College Path that links Kincaid Avenue with Tilghman Road. This should be coordinated with ongoing Barton College Master Planning efforts.

Resources

City departments involved in planning and implementing bike lane projects may include Planning and Development Services and Public Services. Departments involved in planning and maintaining bike racks may include the Wilson County School District, school administration, and the Parent Teacher Association. For projects on state system roads, coordination with NCDOT Division 4 office will also be necessary. Resources required for installing bicycle facilities may include professional civil engineering services, construction workers, paving materials, roadway paint, signage, and concrete/cement for securing bike racks to the ground. Coordination with school administration, parents, and motorist will be required to create awareness of the road improvements.

Conceptual Costs

Typical costs for various bicycle facilities are shown in Table 13. See Chapter 9 for potential funding sources.

Table 13. Bicycle Improvement Costs

| Item | Cost/Unit | Notes |
|------------------|---|---|
| Engineering fees | 10% of construction costs | N/A |
| Permitting fees | Dependent on community, ownership of roadway and level of disturbance | N/A |
| Bicycle lanes | \$5,000-\$50,000/mile | Varies depending on pavement conditions, existing markings, signalization needs, etc. |
| Bicycle racks | \$200-\$900/unit depending on size and style | N/A |
| Signs and posts | \$200/each | N/A |

Source: Benefit-Cost Analysis of Bicycle Facilities (www.bicyclinginfo.org)

6.2.4 Other Infrastructure Improvements

- Install fence, landscaping or other appropriate measures to discourage students at Margaret Hearne Elementary School from walking along the rail line between residential areas and school. Also, research the feasibility of providing alternative



- pedestrian access through this area or opportunities for connection of neighborhoods northeast of Ward Boulevard to the potential future greenway. This connection could provide an alternate route if the greenway connected back southwest to Ward Boulevard and/or Raleigh Road Parkway to Whitehead Avenue.
- Install additional street lighting along unlit sidewalks in vicinity of Margaret Hearne Elementary School. Typical associated costs could be \$2,000-\$3,000 per streetlight.
 - Establish the Margaret Hearne and Vick Elementary School attendance zones as pilot project locations for the Vacant Properties Initiative identified as one of the Implementation Priorities in the 2030 Comprehensive Plan.
 - Reestablish connection to the surrounding community by opening rear access to Forest Hills Middle School to the east.



7. Program Recommendations

In addition to identifying infrastructure improvements that are necessary to support the SRTS program, education, encouragement, and enforcement activities that promote the health and livability benefits of multimodal mobility and access to schools are equally important. The incorporation of these activities can help to achieve community buy in and ensure the long-term success of the SRTS program.

The program recommendations in this chapter complement numerous City of Wilson planning documents described in Chapter 4, as well as policies and documents of the school system such as the Comprehensive Health Education Program and other student wellness initiatives and commitments. Most of the activities presented in this chapter involve the participation of parents, school officials/staff, the local business community, and local law enforcement. Identified project teams should continuously evaluate individual schools regarding effective implementation and the need for additional activities. The following table and write-up identify a variety of Target “E” solutions for study area schools to educate and encourage students and the community to participate in walking and bicycling activities, as well as enforce safe practices. Although all activities are recommended for all six schools, the table indicates which activities should be coordinated at the individual school level (according to each school’s schedule and needs) and which should be coordinated as community-wide efforts across all six schools.

| Activity | Target E(s) | Level of Implementation |
|---|----------------------------|-------------------------|
| Community Awareness Program | Education | Community |
| School Safety Campaign | Education | School |
| Local Officials Walk the Routes | Education | Community |
| School and Teacher Outreach | Education, Encouragement | School |
| Bicycle Rodeo | Education, Encouragement | Community |
| Safe Houses/Places and Block Parents | Education, Encouragement | School |
| International Walk and Bike to School Day | Encouragement | Community |
| Walk to School Parade | Encouragement | School |
| School-Based Welcome | Encouragement | School |
| Mileage Clubs and Contests | Encouragement | School |
| Walking School Bus | Encouragement | School |
| Promotions at Community Events | Encouragement | Community |
| Park and Walk | Encouragement | School |
| Emergency Call Box | Enforcement | School |
| Frequent Walker/Cyclist Program | Encouragement | School |
| Neighborhood Speed Watch Program | Enforcement, Encouragement | School |
| Crossing Guards/School Zone Monitors | Enforcement, Encouragement | School |
| Increased Law Enforcement | Enforcement | Community |



Community Awareness Program

Community Awareness Programs involve informing the public about the benefits of active travel and behaviors that create a safe environment for walking and cycling. To raise community awareness, Wilson should develop a variety of promotional materials that contain the following highlights:

- § Community benefits of walking and biking, including increased physical activity, connections between groups of people, reduced traffic congestion, and cleaner air
- § Maps of existing pedestrian and bicycle facilities
- § Safe pedestrian and cycling behaviors and proper use of facilities
- § Safe driving behaviors around pedestrians and cyclists
- § Rights and responsibilities of motorists, cyclists, and pedestrians, including specific laws regarding their interactions

To have the greatest impact on public awareness regarding the viability of active travel, these materials should be distributed as follows:

- § On the City website
- § At key community locations, such as libraries, parks, and civic centers, to facilitate widespread public exposure
- § To public officials and the Wilson Police Department for widespread promotion and for distribution to traffic violators
- § To driver education programs for distribution to student drivers
- § At City events, community workshops, kiosks, and Parks and Recreation activities

In addition, specific educational materials may be developed for groups in a position to support this effort, such as developers, who should be educated on benefits and techniques of pedestrian- and bicycle-friendly design; and faith-based organizations, who could promote “walk to church” days.

| HOW MUCH DOES THIS ACTIVITY COST? | | |
|-------------------------------------|------------------------------------|-----------------------|
| COST & PLANNING | TIME & MATERIALS | COST |
| | PRINTING COSTS | \$0.10/PAGE |
| | WHEN DOES PLANNING BEGIN? | |
| | TASKS | TIMEFRAME |
| | DETERMINE COMMUNITY ORGANIZATIONS | 3-6 MONTHS IN ADVANCE |
| | DETERMINE AWARENESS PROGRAM PERIOD | 1-2 MONTHS IN ADVANCE |
| | DEVELOP SAFETY HANDOUT/MATERIALS | 2-4 WEEKS IN ADVANCE |
| COORDINATE WITH THE MEDIA | 2 WEEKS IN ADVANCE | |
| DEVELOP/DISTRIBUTE MARKETING FLYERS | 2 WEEKS IN ADVANCE | |

Activity Snapshot

Target E's

- § Education

Resources

- § Wilson Bicycle and Pedestrian Advisory Board
- § WilMed Wellness Program
- § Wilson County Schools
- § Public officials
- § Police officers
- § Community organizations
- § Event organizers
- § Youth councils
- § Community calendars/websites

Materials

- § Wilson Pedestrian and Bicycle Safety Brochures
- § Educational flyers

Funding Sources

- § Volunteers
- § Donations
- § School printing funds

Timeframe

- § 3-6 months of planning
- § 1 day to 1 month (distribution)
- § Ongoing distribution of materials upon request

Project Team

- § PTAs
- § Wilson Bicycle and Pedestrian Advisory Board
- § Wilson Parks and Recreation
- § Wilson County Schools
- § Wilson Public Affairs



School Safety Campaign

A School Safety Campaign educates the community on how to safely bike, walk, and drive around schools and neighborhoods. The solution seeks to educate all community members about safe driving around school zones, not just students and their parents.

This effort complements the approach outlined in the Community Awareness strategy. The School Safety Campaign should involve the development and distribution of educational materials, including flyers and brochures, to students, parents, community organizations, and the community at large. These materials should focus on and raise awareness of pedestrian and bicycle travel, particularly in proximity to schools.

To facilitate widespread community engagement, materials will be distributed not only to students and parents but also to police and emergency services representatives, community centers, public libraries, online community websites, and media outlets (through a press release/media packet).

This effort should leverage the UNC Highway Safety Research Center pedestrian safety education and the curriculum recently developed by the National Highway Traffic Safety Administration. By coordinating key messages and materials with these efforts, schools can ensure that in-class education and related campaign activities make use of the most recent and innovative information available.

Campaigns should be implemented in conjunction with infrastructure improvements, such as new signage and pavement marking. The campaign may also be partnered with other awareness events or timeframes, such as International Walk to School Day in October.

| HOW MUCH DOES THIS ACTIVITY COST? | | |
|---|------------------------------------|----------------------|
| COSTS & PLANNING | TIME & MATERIALS | COST |
| | PRINTING COSTS | \$0.10/PAGE |
| | WHEN DOES PLANNING BEGIN? | |
| | TASKS | TIMEFRAME |
| | PLAN OTHER RELATED EVENTS | 2-4 WEEKS IN ADVANCE |
| | DEVELOP SAFETY HANDOUTS/MATERIALS | 2 WEEKS IN ADVANCE |
| | DEVELOP PRESS RELEASE/MEDIA PACKET | 2 WEEKS IN ADVANCE |
| | DISTRIBUTE MATERIALS TO STUDENTS | 1 WEEK IN ADVANCE |
| DISTRIBUTE MATERIALS TO POLICE/EMS, COMMUNITY CENTERS, LIBRARIES, AND MEDIA | 1 WEEK IN ADVANCE | |

Activity Snapshot

Target E's

§ Education

Resources

- § Wilson Bicycle and Pedestrian Advisory Board
- § School administrators
- § Teachers
- § Public officials
- § Community organizations
- § Youth councils
- § Community calendars/websites

Materials

- § Safety materials
- § Wilson Pedestrian and Bicycle Safety Brochures

Funding Sources

- § Volunteers
- § Donations
- § SRTS grant funding
- § School printing funds

Timeframe

- § 2-4 weeks of planning
- § 2-4 week event

Project Team

- § Wilson County Schools
- § Wilson Bicycle and Pedestrian Advisory Board
- § Police officers



Local Officials Walk the Routes

Local officials are invited to participate in the public outreach and education efforts by walking existing pedestrian and bicycle routes to school. School administrators work with the planning department to select specific routes across the six schools that highlight key barriers and issues. These routes are then traveled by local officials, providing them with an opportunity to view infrastructure and safety issues on-site.

This type of event helps to create awareness of potential barriers and obstacles that students face during their commute to school and throughout Wilson. Local officials will be able to identify necessary infrastructure improvements and priorities in real-time. In turn, this firsthand understanding of key issues will likely increase support for the SRTS program among local officials.

Invitations are mailed to local officials to notify them of the event. News releases are also distributed to local media.

| HOW MUCH DOES THIS ACTIVITY COST? | | |
|-------------------------------------|----------------------------------|--|
| COSTS & PLANNING | TIME & MATERIALS | COST |
| | EVENT STAFF (PROJECT TEAM) | \$0 (VOLUNTEERS) LOCAL OFFICIALS TIME |
| | PRINTING COSTS | \$0.10/PAGE |
| | WHEN DOES PLANNING BEGIN? | |
| | TASKS | TIMEFRAME |
| | COORDINATE WITH EVENT STAFF | 2-3 MONTHS IN ADVANCE |
| DETERMINE ROUTES/DEVELOP ROUTE MAPS | 4 WEEKS IN ADVANCE | |
| DEVELOP AND DISTRIBUTE INVITATIONS | 4 WEEKS IN ADVANCE | |
| CREATE AND DISTRIBUTE NEWS RELEASE | 1-2 WEEKS IN ADVANCE | |
| HOLD EVENT | 1-2 HOURS | |

Activity Snapshot

Target E's

- § Education

Resources

- § Wilson Bicycle and Pedestrian Advisory Board
- § School administrators
- § Local officials

Materials

- § News release
- § Invitations
- § Route maps
- § Safety vests
- § Wilson Pedestrian and Bicycle Safety Brochures

Funding Sources

- § Volunteers
- § Donations
- § School printing funds
- § Government printing funds

Timeframe

- § 2-3 months of planning
- § 1-2 hour event

Project Team

- § School administrators
- § Wilson Planning and Development Services



School and Teacher Outreach

The School and Teacher Outreach solution involves the distribution of safety education materials to students and their parents. These materials encourage active travel to school and provide safety tips.

These efforts can be combined with a School Safety Campaign and can be completed in preparation for a Walk to School event.

Similar to the techniques proposed for Community Awareness, School and Teacher Outreach should involve the creation and dissemination of materials that educate teachers, students, and parents about the viability of walking or bicycling to school, as well as the benefits and safe techniques for doing so. This can include flyers, maps, and brochures that outline existing facilities and safety tips.

In addition, like the materials proposed for the School Safety Campaign, this approach should emphasize conditions and techniques specifically related to the journey to school.

| COSTS & PLANNING | | HOW MUCH DOES THIS ACTIVITY COST? |
|------------------|---------------------------|-----------------------------------|
| COSTS & PLANNING | TIME & MATERIALS | COST |
| | PRINTING COSTS | \$0.10/PAGE |
| | WHEN DOES PLANNING BEGIN? | |
| COSTS & PLANNING | TASKS | TIMEFRAME |
| | DEVELOP MATERIALS | 2-4 WEEKS IN ADVANCE |
| | DISTRIBUTE MATERIALS | 1 DAY |

Activity Snapshot

Target E's

- § Education
- § Encouragement

Resources

- § School administrators
- § Parents
- § Wilson Planning and Development Services

Materials

- § Wilson Pedestrian and Bicycle Safety Brochures
- § Maps
- § Flyers/tip sheets

Funding Sources

- § School printing funds

Timeframe

- § 2-4 weeks of planning
- § 1 day event

Project Team

- § Wilson County Schools
- § PTA
- § Teachers

Bicycle Rodeo

Bicycle Rodeos are one-day annual events that provide an opportunity for participants to practice basic cycling safety techniques, check their bicycles for fit and functionality, and learn about proper helmet use. The event is often held on a Saturday during the spring, prior to peak cycling season.

A “chalk street” obstacle course is used to practice cycling techniques and skills. The course is typically marked out with chalk or tape in a large parking lot with enough space for simulated streets, intersections, crosswalks, and stop signs. Trained staff, such as a trained police officer or a bicyclist instructor, typically leads the training exercises. Different stations emphasize different cycling scenarios and safety lessons. Loaner bikes may be needed for children who do not own bikes.

These events often serve as the first or only bicycle safety instruction that children receive. Following completion of the program, participants may receive a “bike rider’s license” and diploma. Prizes may also include bicycle helmets, reflective gear, water bottles, and stickers.

For more information, visit www.bicyclecoalition.org/files/Bike_Rodeo_Toolkit.pdf or www.ncdot.gov/bikeped/safetyeducation/manuals/ (Bicycle Rodeo Kit)

| HOW MUCH DOES THIS ACTIVITY COST? | | | |
|---------------------------------------|---------------------------|------------------|--|
| COSTS & PLANNING | TIME & MATERIALS | COST | |
| | FACILITY SPACE | \$0 (DONATIONS) | |
| | EVENT STAFF | \$0 (VOLUNTEERS) | |
| | PRINTING COSTS | \$0.10/PAGE | |
| | BICYCLE HELMETS | \$0-\$25/EACH | |
| | SIDEWALK CHALK | \$10/SET | |
| | TRAFFIC SAFETY CONES | \$12/EACH | |
| | PRIZES | RANGE | |
| | WHEN DOES PLANNING BEGIN? | | |
| | TASKS | TIMEFRAME | |
| COORDINATE WITH EVENT STAFF | 3-6 MONTHS IN ADVANCE | | |
| SECURE PARKING AREA | 3-6 MONTHS IN ADVANCE | | |
| PURCHASE/ACQUIRE MATERIALS AND PRIZES | 3-6 WEEKS IN ADVANCE | | |
| DEVELOP SAFETY HANDOUT | 2-4 WEEKS IN ADVANCE | | |
| DEVELOP/DISTRIBUTE MARKETING FLYERS | 2-4 WEEKS IN ADVANCE | | |
| SET UP COURSE AND HOLD EVENT | 1 DAY | | |

Activity Snapshot

Target E's

- § Education
- § Encouragement

Resources

- § Wilson Bicycle and Pedestrian Advisory Board
- § Bicycle advocates
- § Bike shop staff
- § Teachers
- § Event organizers
- § Art Council of Wilson
- § Community calendars

Materials

- § Parking lot
- § Sidewalk chalk/tape
- § Signs, cones
- § Wilson Pedestrian and Bicycle Safety Brochures
- § Helmets in various sizes
- § Loaner bikes (various sizes)
- § Marketing flyers
- § Prizes
- § Biker rider's license/diplomas

Funding Sources

- § Donations
- § NCDOT bicycle helmet program
- § School printing funds

Timeframe

- § 3-6 months of planning
- § 3-4 hour event

Project Team

- § Wilson County Schools
- § Wilson Parks & Recreation
- § Wilson Police Department
- § Wilson Bicycle and Pedestrian Advisory Board

Safe Houses/Places and Block Parents

Safe Houses/Places and Block Parents are an option in areas where crime, bullying, and fear of abduction fears may prevent parents from permitting their children to walk or bike to school.

Safe Houses/Places are residences or businesses along school routes that are available for shelter during inclement weather or in cases of fear from bullies or crime. The Safe Houses are managed by Block Parents. Block Parents are recruited through outreach efforts and organizations. Block Parents are prescreened by local police to ensure that they meet the proper requirements. In addition, Block Parents are trained to handle a variety of situations. Block Parents can be trusted to contact the appropriate emergency services, if necessary.

Safe Houses are typically indicated by a sign or the addresses are provided to children to memorize. Ongoing monitoring and training support the long-term sustainability of this type of program, as participants may change over time.

| HOW MUCH DOES THIS ACTIVITY COST? | | |
|--|--|------------------------|
| COSTS & PLANNING | TIME & MATERIALS | COST |
| | SAFE HOUSES/PLACES AND BLOCK PARENTS | \$0 (VOLUNTEERS) |
| | PRINTING COSTS (INFORMATIONAL MATERIALS) | \$0.10/PAGE |
| | SIGNAGE | \$50/EACH AND UP |
| | WHEN DOES PLANNING BEGIN? | |
| | TASKS | TIMEFRAME |
| | DETERMINE SAFE HOUSE/BLOCK GRANT AREA | 9-12 MONTHS IN ADVANCE |
| CONDUCT OUTREACH/RECRUIT BLOCK PARENTS | 6-8 MONTHS IN ADVANCE | |
| TRAIN/EDUCATE BLOCK PARENTS | 3-4 MONTHS IN ADVANCE | |
| INFORM CHILDREN OF SAFE HOUSE LOCATIONS/SERVICES | 1-2 WEEKS IN ADVANCE | |
| MONITOR PROGRAM AND PLAN FOR PERIODIC REFRESHER/NEW RECRUIT TRAINING | ONGOING | |

Activity Snapshot

Target E's

- § Education
- § Encouragement

Resources

- § School administrators
- § Teachers
- § Block parents
- § Focus groups
- § Neighborhood associations

Materials

- § Training materials
- § Signage
- § Wilson Pedestrian and Bicycle Safety Brochures

Funding Sources

- § Volunteers
- § SRTS grant funding
- § Community Development Block Grants
- § School printing funds

Timeframe

- § 9-12 months of planning
- § Ongoing event

Project Team

- § Wilson County Schools
- § Wilson Police Department
- § Neighborhood Associations
- § Wilson Community Development Department

Celebrate International Walk and Bike to School Day

International Walk and Bike to School Day is an international event that builds enthusiasm around active travel to and from school. The event is held annually on the first Wednesday in October. Celebrating this day is a great way to create awareness and kick-off educational and encouragement activities.

For students who cannot walk or bike to school due to distance or inadequate routes, carpooling and bus drop-off locations may be used to reach specific sites. Activities may be held throughout the day to promote biking/walking to school, including walking during recess or scheduled activities during gym class.

To effectively promote this event, flyers should be sent home with students at least 1 to 2 weeks in advance to inform parents of the school's specific activities and to request participation. Additionally, notifications should be posted on school signage and in bulletins, and a press release should be developed for local media outlets.

The spirit of this event can be extended throughout the year by holding Walk and Bike to School Days monthly with similar activities and promotions.

| HOW MUCH DOES THIS ACTIVITY COST? | | | |
|-------------------------------------|--|----------------------------|--|
| COSTS & PLANNING | TIME & MATERIALS | COST | |
| | EVENT STAFF | \$0 (VOLUNTEERS) | |
| | PRINTING COSTS | \$0.10/PAGE | |
| | GAMES/PRIZES | RANGE (DONATIONS POSSIBLE) | |
| | REFRESHMENTS | RANGE (DONATIONS POSSIBLE) | |
| | WHEN DOES PLANNING BEGIN? | | |
| | TASKS | TIMEFRAME | |
| | DEVELOP EVENT PLAN | 4-6 MONTHS IN ADVANCE | |
| | COORDINATE WITH EVENT STAFF | 3-4 MONTHS IN ADVANCE | |
| | COORDINATE WITH SCHOOL TRANSPORTATION DIRECTOR | 2-3 MONTHS IN ADVANCE | |
| PURCHASE/ACQUIRE MATERIALS | 3-6 WEEKS IN ADVANCE | | |
| DEVELOP/DISTRIBUTE MARKETING FLYERS | 2-4 WEEKS IN ADVANCE | | |
| CREATE AND DISTRIBUTE NEWS RELEASE | 1-2 WEEKS IN ADVANCE | | |
| SET UP PROGRAM | 1-2 DAYS | | |

Activity Snapshot

Target E's

- § Encouragement

Resources

- § School administrators
- § Teachers
- § Bus drivers
- § Public officials
- § Police officers
- § Parents
- § Biking organizations
- § Community calendars/websites

Materials

- § Marketing flyers
- § News release
- § Refreshments
- § Games
- § Prizes

Funding Sources

- § Volunteers
- § Donations
- § School printing funds

Timeframe

- § 4-6 months of planning
- § 1 day event

Project Team

- § Wilson County Schools
- § PTA
- § Wilson Bicycle and Pedestrian Advisory Board

Walk to School Parade

Walk to School Parades are joint community gatherings where parents, children and teachers join together to walk a designated route that ends at the school. Set starting times ensure that kids along the way can join the passing crowd and arrive at the school at the same time. Buses can drop students who live further away at a designated walk location.

Parades can include single or multiple routes. Single routes work best at schools with fewer walking routes. Multiple routes are a great way to introduce walking school buses or new routes from different neighborhoods. Prior to the event, school staff should conduct a walk and bike audit to determine the most accessible route to school. During the walk, parents may use a walkability checklist to highlight deficiencies in existing infrastructure.

Walk to School Parade activities may include playing and singing walking songs, inviting local celebrities and school mascots to participate, wearing school colors, and taking a tour of a fire truck or ambulance.

Volunteers assisting with the event should have a special designation to enhance visibility and increase awareness of the program.

Students may also participate by creating marketing materials (posters), T-shirts, or flyers to be sent home to parents. Event notifications may also be posted on school signage and in bulletins.

This event can be held in conjunction with Walk and Bike to School Day. Learn more online at www.walktoschool.org/eventideas/parade.cfm.

Activity Snapshot

Target E's

- § Encouragement

Resources

- § School administrators
- § Teachers
- § Bus drivers
- § Police officers
- § Parents
- § Community organizations
- § Community calendars/websites

Materials

- § Games/prizes
- § Refreshments
- § Balloons
- § Banner paper
- § T-shirts for volunteers
- § Marketing flyers

Funding Sources

- § Volunteers
- § Donations
- § School printing funds

Timeframe

- § 1-2 months of planning
- § 1-2 hour event

Project Team

- § Wilson County Schools
- § Wilson Bicycle and Pedestrian Advisory Board
- § PTA

HOW MUCH DOES THIS ACTIVITY COST?

| COSTS & PLANNING | TIME & MATERIALS | | COST |
|------------------|---|-----------------------|----------------------------|
| | EVENT STAFF | | \$0 (VOLUNTEERS) |
| | VOLUNTEER T-SHIRTS | | \$10/SHIRT |
| | PRINTING COSTS | | \$0.10/PAGE |
| | GAMES/PRIZES | | RANGE (DONATIONS POSSIBLE) |
| | REFRESHMENTS | | RANGE (DONATIONS POSSIBLE) |
| | PARADE MATERIALS | | RANGE (DONATIONS POSSIBLE) |
| | BALLOONS | | \$15 PER 100 |
| | BANNER PAPER | | \$10 FOR 25 SHEETS |
| | WHEN DOES PLANNING BEGIN? | | |
| | TASKS | TIMEFRAME | |
| | COORDINATE WITH EVENT STAFF | 1-2 MONTHS IN ADVANCE | |
| | COORDINATE WITH SCHOOL TRANSPORTATION DIRECTOR | 1-2 MONTHS IN ADVANCE | |
| | DETERMINE PARADE ROUTE(S) AND STOPS | 1 MONTH IN ADVANCE | |
| | PURCHASE/ACQUIRE MATERIALS AND PRIZES | 3-4 WEEKS IN ADVANCE | |
| | DEVELOP/DISTRIBUTE MARKETING FLYERS AND PRESS RELEASE | 2-4 WEEKS IN ADVANCE | |

School-Based Welcome

School-Based Welcome is an encouragement activity that includes greeting bikers and walkers with stickers, gifts, and/or refreshments. This event may be combined with other events including Walk and Bike to School Day or Walk to School Parade.

Aspects of the welcome may include inviting public officials to discuss walking/biking in the community. Parents may also be invited to discuss walking and educational issues.

The welcome can be formal (invite the press and serve breakfast) or informal (coffee/refreshments).

Students may participate by creating marketing materials (posters) and flyers to be sent home to parents. Event notifications may also be posted on school signage and in bulletins.

| HOW MUCH DOES THIS ACTIVITY COST? | | |
|-------------------------------------|---------------------------|----------------------------|
| COSTS & PLANNING | TIME & MATERIALS | COST |
| | EVENT STAFF | \$0 (VOLUNTEERS) |
| | PRINTING COSTS | \$0.10/PAGE |
| | GAMES/PRIZES | RANGE (DONATIONS POSSIBLE) |
| | REFRESHMENTS | RANGE (DONATIONS POSSIBLE) |
| | POSTERS | \$1/SHEET |
| | WHEN DOES PLANNING BEGIN? | |
| TASKS | TIMEFRAME | |
| COORDINATE WITH EVENT STAFF | 1-2 MONTHS IN ADVANCE | |
| PURCHASE/ACQUIRE MATERIALS | 3-4 WEEKS IN ADVANCE | |
| DEVELOP/DISTRIBUTE MARKETING FLYERS | 2-4 WEEKS IN ADVANCE | |
| CREATE AND DISTRIBUTE NEWS RELEASE | 1-2 WEEKS IN ADVANCE | |

Activity Snapshot

Target E's

- § Encouragement

Resources

- § School administrators
- § Teachers
- § Police officers
- § Parents
- § Community organizations

Materials

- § Games/prizes
- § Refreshments
- § Balloons
- § Banner paper
- § Marketing flyers

Funding Sources

- § Volunteers
- § Donations
- § School printing funds

Timeframe

- § 1-2 months of planning
- § 1-2 hour event

Project Team

- § Wilson County Schools
- § Wilson Bicycle and Pedestrian Advisory Board

Mileage Clubs and Contests

Mileage Clubs and Contests encourage children to begin walking and bicycling to school or increase their level of physical activity by making it fun, challenging, and rewarding. Contests also encourage students to try out new ideas and activities.

Mileage clubs include tracking the distances walked or biked for a period of time. Participants in the program receive a small gift, a chance to win a prize, or other rewards after the mileage goal is reached.

The following examples of contests and competitions have been successful in other communities.

Frequent Rider Miles

Marin County Bicycle Coalition

Children are issued tally cards to win points for walking, biking, carpooling, and busing. Two points are issued for walking/biking, one point for carpooling/taking the bus. When they've earned 20 points, students turn in their cards for a small prize and get another card. At the end of the contest, the school holds a raffle drawing with the completed tally cards for major prizes.

Greening of the Trees

"Way to Go" Initiative, British Columbia

Each child colors a leaf when they arrive to school. The color of the leaf is determined by the child's travel mode. Walking and biking students color leaves green, bus and carpool students color leaves a different shade of green, and children that traveled partly by car, but walked at least a block, color the leaf half yellow or brown and half green. Students who arrive by car (but not in a carpool) color a leaf brown. The leaves are then attached to a tree. The more the children walk or bike to school, the greener the tree becomes. A prize is awarded to the class with the greenest tree.

Walk and Bike Across America

"Way to Go" Initiative

Students keep track of the distance that they walk and bike to school by calculating how far they live from school and multiplying that by the number of one-way biking and walking trips. Children who are dropped off at a staging area near the school calculate the distance from the drop-off point. Similar counts are made from home to the bus stop.

Activity Snapshot

Target E's

- § Encouragement

Resources

- § School administrators
- § Teachers
- § Print shops
- § Businesses
- § Community organizations

Materials

- § Contest materials
- § Prizes
- § Marketing flyers

Funding Sources

- § Volunteers
- § Donations
- § School printing funds

Timeframe

- § 3-4 months of planning
- § Event timeframe (range)

Project Team

- § School officials
- § PTA representative

Each week at a designated time, the students add up the distance that the whole class traveled during that week and plot it on a map. Then they “travel” to a destination chosen by the class within those miles. Students become aware that they can travel great distances on foot or by bike. As the class continues to accumulate miles, students can research new destinations around the country. This contest also provides an opportunity to tie the competition to social studies lessons, as appropriate. At the end of a designated time, the class that has traveled the farthest gets a special reward, such as a video or field trip.



In a variation on this contest, schools can include carpools and bus passengers by adding bonus miles for every child who uses those modes. Note that students using motorized transportation can travel farther than those going on their own power. To include the actual miles would defeat the purpose of the exercise. As a solution, classrooms can add one mile to the class total for every child who carpools or rides the bus to school.

Walk & Bike Across North Carolina

This contest is a variation on the Walk & Bike Across America. Students still calculate the mileage they have traveled and total it for the class. The distances are then tracked on a map of North Carolina.

Art Contests

Art contests give children the opportunity to develop safety slogans and art while learning about better safety practices. Their artwork can then be used as signs or banners as part of a community-wide safety campaign or walk to school parade. Students in Hertfordshire, England, saw their own artwork transformed into “gateway” signs to alert drivers entering roads around schools. Other schools have used art contests for developing logos for their Walk/Bike to School Programs.

Essay Contests

Essay and creative writing contests give students an opportunity to address how transportation affects their community and the environment. Middle school students at the Lagunitas School in Marin County, California, met with school instructors to develop an essay that looked at two different scenarios: what would the world be like in 20 years if everyone drove as much as Americans?; and what would it be like if everyone rode bikes, walked, or used transit? The outcome “Nightmares and Sweet Dreams” was a thought-provoking essay on the choices the students face in their future. The essay was published in a number of newsletters.



Treasure Hunt

Create a list of objects, safety signs, and special landmarks and ask the children to locate them on their walk to school. Those who find all of the items get a prize.

Bookmark Contests

Bring out students' creativity while reinforcing Walk to School themes and safety messages. Sherwood Forest Elementary School in Winston-Salem, North Carolina, invited K-5 students to submit bookmark designs. A committee from the City reviewed the designs and selected one winner for each grade. The SRTS Committee then printed all of the bookmarks in color, with reasons for walking/biking to school listed on the reverse of each bookmark. Students who participated in Walk to School Day received their choice of a bookmark as a reward.

A Walk-a-Thon

Promote walking and raise funds at the same time. Children solicit pledges for every mile they walk (or bike) to and from school. At the end of the period, the student who raises the most money wins a prize.

For more ideas, visit the National Center for Safe Routes to School website: www.saferoutesinfo.org/guide/encouragement/index.cfm.

| HOW MUCH DOES THIS ACTIVITY COST? | | | |
|---|---|-----------------------|--|
| COSTS & PLANNING | TIME & MATERIALS | COST | |
| | EVENT STAFF | \$0 (VOLUNTEERS) | |
| | PRINTING COSTS | \$0.10/PAGE | |
| | PROMOTIONAL MATERIALS | RANGE | |
| | CONTEST MATERIALS | RANGE | |
| | PRIZES/REWARDS | \$0 (DONATIONS) | |
| | WHEN DOES PLANNING BEGIN? | | |
| | TASKS | TIMEFRAME | |
| | DETERMINE CONTEST/COMPETITION | 3-4 MONTHS IN ADVANCE | |
| | COORDINATE WITH EVENT STAFF | 2-3 MONTHS IN ADVANCE | |
| PURCHASE/ACQUIRE MATERIALS | 3-4 WEEKS IN ADVANCE | | |
| DEVELOP/DISTRIBUTE MARKETING FLYERS | 2-4 WEEKS IN ADVANCE | | |
| KICK-OFF CONTEST/COMPETITION | 1 DAY | | |
| PROMOTE PARTICIPATION/RECOGNIZE WALKERS | ONGOING (VARIES DEPENDING ON ACTIVITY SELECTED) | | |

Walking School Bus

A Walking School Bus refers to a group of children who walk to and from school with one or more adults. It can be as informal as children from two families walking together or as formal as designated routes along which the adult “bus driver” picks up children along the route to school. Walking school buses are particularly useful in areas where parents are concerned about crime, but they can be used successfully in other situations as well.

In addition to the health, environmental, and congestion-related benefits of active travel in general, Walking School Buses have many benefits:

- § Children have fun walking with their friends while learning about pedestrian safety.
- § Parents’ concerns about safety are addressed.
- § Physical activity helps students pay better attention in school.
- § Children develop a sense of independence and learn about safe pedestrian travel while still under adult supervision.
- § Adults can spread the duties of walking children to school.

Depending on the level of interest and volunteer availability, the Walking School Bus can operate daily, weekly, or just on special Walk to School Days.

More information can be found in the Walking School Bus Guide, available online at:
www.saferoutesinfo.org/guide/walking_school_bus/pdf/wsb_guide.pdf

| HOW MUCH DOES THIS ACTIVITY COST? | | | |
|--|---|----------------------|--|
| COSTS & PLANNING | TIME & MATERIALS | COST | |
| | EVENT STAFF | \$0 (VOLUNTEERS) | |
| | PRINTING COSTS | \$0.10/PAGE | |
| | SAFETY VESTS | \$15/EACH | |
| | TRAINER (IF NECESSARY) | \$400-\$600 | |
| | WHEN DOES PLANNING BEGIN? | | |
| | TASKS | TIMEFRAME | |
| | ASSESS NEED FOR WALKING SCHOOL BUS | 4 WEEKS IN ADVANCE | |
| | DEVELOP/DISTRIBUTE INFORMATIONAL FLYERS | 3-4 WEEKS IN ADVANCE | |
| | ASSESS PARENT/VOLUNTEER INTEREST | 2-3 WEEKS IN ADVANCE | |
| PLAN THE ROUTES AND STOP TIMES/LOCATIONS | 2-3 WEEKS IN ADVANCE | | |
| PLAN AND COMMUNICATE WITH PARENTS | 2 WEEKS IN ADVANCE | | |
| PRE-SCREEN VOLUNTEERS FOR INVOLVEMENT | 3 WEEKS IN ADVANCE | | |
| TRAIN VOLUNTEERS (1/2 DAY) | 2 WEEKS IN ADVANCE | | |
| OBTAIN WAIVERS/PERMISSION SLIPS | 1 WEEK IN ADVANCE | | |
| FOLLOW-UP AND DEBRIEF | 1 WEEK AFTER EVENT | | |

Activity Snapshot

Target E’s

§ Encouragement

Resources

- § Parents and/or adult volunteers
- § Teachers

Materials

- § Safety vests
- § Safety fact sheets
- § Training materials
- § Informational flyers

Funding Sources

- § Volunteers
- § Donations
- § School printing funds

Timeframe

- § 1 month of planning
- § Daily, weekly, or monthly event

Project Team

- § School representatives
- § Community members



Promotions at Community Events

In an effort to encourage walking and biking to school, related messages should be conveyed to the community directly at community events, fairs, and festivals, such as the Whirligig Festival and related 60K/100K Bike Tour sponsored by the Cyclists of Wilson (COW) organization. Booths, games, and promotional items can be used to raise awareness about walking and biking to school. Outreach materials can include fact sheets, brochures, maps, and displays highlighting:

- § Existing pedestrian and bicycle facilities
- § Community benefits of walking and biking, including increased physical activity, connections between groups of people, reduced traffic congestion, and cleaner air
- § Safe pedestrian and cycling behaviors and proper use of facilities
- § Safe driving behaviors around pedestrians and cyclists
- § Rights and responsibilities of motorists, cyclists, and pedestrians, including specific laws regarding their interactions
- § Volunteer opportunities to participate (leading bicycle trains, walking school buses, safe houses)

Students may participate by creating flyers to be sent home to parents. Event notifications may also be posted on school signage and in bulletins.

| HOW MUCH DOES THIS ACTIVITY COST? | | | |
|-------------------------------------|-------------------------------|------------------------|--|
| COSTS & PLANNING | TIME & MATERIALS | COST | |
| | BOOTH SPACE | RANGE | |
| | EVENT STAFF | \$0 (VOLUNTEERS)/STAFF | |
| | PRINTING COSTS | \$0.10/PAGE | |
| | TABLE | \$20/EACH (RENTAL) | |
| | DISPLAYS | \$100/DISPLAY AND UP | |
| | EASELS | \$50/EASEL | |
| | TENT | RANGE | |
| | GAMES/PROMOTIONAL ITEMS | RANGE | |
| | SCREEN/PROJECTOR | \$300 (RENTAL) | |
| | WHEN DOES PLANNING BEGIN? | | |
| | TASKS | TIMEFRAME | |
| | COORDINATE WITH EVENT SPONSOR | 3-6 MONTHS IN ADVANCE | |
| SCHEDULE EVENT STAFF | 3-4 WEEKS IN ADVANCE | | |
| DEVELOP DISPLAYS | 3-4 WEEKS IN ADVANCE | | |
| DEVELOP FACT SHEETS/BROCHURES | 3-4 WEEKS IN ADVANCE | | |
| SECURE EQUIPMENT/SUPPLIES | 2-3 WEEKS IN ADVANCE | | |
| DEVELOP/DISTRIBUTE MARKETING FLYERS | 2-3 WEEKS IN ADVANCE | | |
| TRAIN EVENT STAFF | 1-2 WEEKS IN ADVANCE | | |
| SET-UP AND STAFF EVENT | RANGE | | |

Activity Snapshot

Target E's

- § Encouragement

Resources

- § Booth staff (1-2 people)
- § Businesses
- § Community organizations
- § Art Council of Wilson
- § Community calendars/websites

Materials

- § Table(s)
- § Tent (weather permitting)
- § Displays
- § Easels
- § Games/promotional items
- § Sign-in sheets
- § Fact sheets
- § Wilson Pedestrian and Bicycle Safety Brochures
- § Screen/projector/electricity (if formal presentation)

Funding Sources

- § Volunteers
- § Donations
- § Operational budget for City's Public Affairs office
- § School printing funds

Timeframe

- § 3-6 months of planning
- § Event timeframe (range)

Project Team

- § Wilson County Schools
- § School representatives
- § Community event sponsor

Park and Walk

A Park and Walk program allows parents to drive to a designated parking lot (such as a nearby church, park or retail center), park their vehicle, and walk with their child the remaining distance to school. This strategy is beneficial for families who live far from school or do not have a safe route. The program can also be designed so that an adult volunteer meets the children at the designated parking lot during a specific timeframe and walks with them to school.

Park and Walk programs provide the following benefits:

- § Promotes neighborhood involvement
- § Encourages physical activity for parents and children
- § Reduces traffic congestion and pollution
- § Helps students pay better attention in school
- § Allows more participation in Walk to School events

Parents and volunteers should work to identify a suitable off-site gathering location for drop-off as well as a safe route from the parking area to the school. Written permission should be obtained from the parking lot owners in advance. Students may participate by creating flyers to be sent home to parents. Promotional information should also be posted in school bulletins. This event can be combined with the Walking School Bus and Walk to School events.

Learn more and download the Park and Walk Guide online:
www.saferoutesinfo.org/resources/encouragement_walking-school-bus-guide.cfm

| HOW MUCH DOES THIS ACTIVITY COST? | | | |
|-------------------------------------|--------------------------------------|--------------------|--|
| COSTS & PLANNING | TIME & MATERIALS | COST | |
| | PARKING LOT | \$0-RANGE | |
| | EVENT STAFF | \$0 (VOLUNTEERS) | |
| | PRINTING COSTS | \$0.10/PAGE | |
| | KICK-OFF EVENT MATERIALS | RANGE | |
| | TRAINER (IF NEEDED) | \$400-\$600 | |
| | WHEN DOES PLANNING BEGIN? | | |
| | TASKS | TIMEFRAME | |
| | IDENTIFY DESIGNATED PARKING LOTS | 1 MONTH IN ADVANCE | |
| | OBTAIN WRITTEN PERMISSION FROM OWNER | 1 MONTH IN ADVANCE | |
| COORDINATE VOLUNTEERS | 3-4 WEEKS IN ADVANCE | | |
| DEVELOP/DISTRIBUTE MARKETING FLYERS | 2-3 WEEKS IN ADVANCE | | |
| TRAIN VOLUNTEERS | 2-3 WEEKS IN ADVANCE | | |
| PLAN KICK-OFF EVENT | 2-3 WEEKS IN ADVANCE | | |
| HOLD KICK-OFF EVENT | 1 DAY | | |

Activity Snapshot

Target E's

- § Encouragement

Resources

- § School administrators
- § Teachers
- § Parents
- § Community organizations

Materials

- § Parking lot
- § Maps
- § Promotional flyers
- § Kick-off event food, refreshments, and promotional items

Funding Sources

- § Volunteers
- § Donations
- § School printing funds

Timeframe

- § 1 month of planning
- § Ongoing event

Project Team

- § School official
- § PTA representative
- § Parents
- § Teachers
- § Community representatives

Emergency Call Box

An emergency call box is a metal box that contains a direct line or other telecommunications connection that allows a caller to contact a dispatch center during an emergency situation. It is recommended that emergency call boxes be installed along school routes in areas with higher crime rates. Two common options include Blue light boxes and Wireless call boxes. Solar call boxes and phones are also becoming a popular option. Solar systems use sunlight to charge the internal call box battery.

The Blue light call box has been traditionally used on college campuses. The device is attached to a pole with a blue light. In an emergency situation, the student pushes a large button that activates a blue flashing light and initiates a call to an emergency dispatch office. There is two-way communication between the caller and the dispatcher until emergency personnel arrive. The flashing light is designed to deter a potential aggressor and to alert people in the area of an emergency situation. The call box is marked with a special number that allows authorities to know exactly where the caller is located. The student can also provide the dispatcher with the identifier number that is placed directly on the phone.

Wireless call boxes are a cost effective option because they do not require running cable to the unit, which can be expensive. Air-time and telephone service fees are not needed. Wireless call boxes run on radio frequencies. The person monitoring the unit carries a handheld radio that communicates directly to the box. The range extends several miles from the location of the box and an external antenna can be used to further extend the range.

The project team will need to determine which call box type best meets their needs. There may be opportunities to coordinate call monitoring with school security personnel or on-duty police officers during school hours. Monitoring costs should be of primary consideration.

| HOW MUCH DOES THIS ACTIVITY COST? | | |
|--|------------------------------------|-----------------------|
| COSTS & PLANNING | TIME & MATERIALS | COST |
| | EMERGENCY CALL BOX EQUIPMENT | \$800-\$1,100 PER BOX |
| | SIGNAGE, LIGHTING, AND ACCESSORIES | RANGE |
| | TRAINING | RANGE |
| | MONITORING/MAINTENANCE STAFF | RANGE |
| | WHEN DOES PLANNING BEGIN? | |
| TASKS | TIMEFRAME | |
| DETERMINE ROUTES THAT NEED CALL BOXES AND NUMBER OF BOXES NEEDED | 6-9 MONTHS IN ADVANCE | |
| COORDINATE WITH POLICE DEPARTMENT | 6-9 MONTHS IN ADVANCE | |
| INSTALL CALL BOXES | 2-3 MONTHS IN ADVANCE | |
| TEST CALL BOXES | 1-2 MONTHS IN ADVANCE | |

Activity Snapshot

Target E's

- § Enforcement

Resources

- § School administrators
- § Community watch groups
- § Community organizations
- § 9-1-1 Communications Center staff
- § Neighborhood associations

Materials

- § Emergency call box equipment
- § Signage
- § Lighting
- § Training materials
- § Electric/wiring plans

Funding Sources

- § SRTS funding
- § Wilson Capital Projects Fund

Timeframe

- § 6-9 months of planning
- § Ongoing event

Project Team

- § Wilson County Schools
- § Wilson Police Department
- § Wilson Fire/Rescue Service
- § Wilson Public Works
- § Wilson Information Technology
- § Wilson Safety Committee

Frequent Walker/Cyclist Program

A Frequent Walker/Cyclist Program encourages children to walk or bike to school on a regular basis. The program involves using a punch card to track student participation during Walk and Bike to School Days or related events.



SRTS Guide:
Lincoln Elementary School, Elmhurst, Illinois

On days of scheduled events, parent volunteers, and teachers meet children at set locations to punch their cards. One punch is made for each day the child participates in the program. After the child fills up the entire card, the student turns in the card and becomes eligible to win a prize.

As incentives for participation, walkers and bicycle riders receive small prizes and certificates throughout the program. Raffle drawings may also be used to award larger prizes. If the program continues through the entire school year, the school can set up different levels of prizes according to the number of punch cards completed. Year-end events can also be held to recognize children who have participated in the program.

This event can be combined with the Walk and Bike to School Day and other related events.

| HOW MUCH DOES THIS ACTIVITY COST? | | | |
|-----------------------------------|---|--------------------------|----------------------|
| COSTS & PLANNING | TIME & MATERIALS | COST | |
| | EVENT STAFF | \$0 (VOLUNTEERS) | |
| | PRINTING COSTS (INFORMATION MATERIALS) | \$0.10/PAGE | |
| | PAPER PUNCH WITH SHAPE OPTIONS | \$20/EACH | |
| | PRINTING/LAMINATING COSTS (PUNCH CARDS) | \$2/SHEET AND UP | |
| | WHEN DOES PLANNING BEGIN? | | |
| | TASKS | TIMEFRAME | |
| | COORDINATE VOLUNTEERS | | 3-4 WEEKS IN ADVANCE |
| | SECURE EQUIPMENT/SUPPLIES | | 2-3 WEEKS IN ADVANCE |
| | DESIGN/PRINT PUNCH CARDS | | 2-3 WEEKS IN ADVANCE |
| TRAIN VOLUNTEERS | | 2 WEEKS IN ADVANCE | |
| DISTRIBUTE CARDS | | 1 DAY BEFORE FIRST EVENT | |
| PROMOTE PARTICIPATION | | ONGOING | |
| HOLD EVENTS | | ONGOING | |

Activity Snapshot

Target E's

§ Encouragement

Resources

- § School administrators
- § Teachers
- § Parents
- § Volunteers
- § Community organizations

Materials

- § Punch cards (printed/laminated)
- § Hole punches (various shapes)
- § Program information

Funding Sources

- § Volunteers
- § Donations
- § School printing funds

Timeframe

- § 1 month of planning
- § Ongoing event

Project Team

- § Wilson County Schools
- § School officials
- § PTA representative
- § WilMed



Neighborhood Speed Watch Program

Neighborhood Speed Watch Programs encourage neighbors to take an active role in monitoring and changing driver behavior in neighborhoods and school zones. These programs help promote safe behaviors by raising public awareness and encouraging drivers to slow down. Documenting speeding incidence also helps identify the need for additional traffic calming measures.

Parents and/or adult residents monitor speeding vehicles during, before, and after school hours using speed detection equipment (radar guns). The person monitoring the vehicles is stationed at an intersection or other designated location along the school route where children can be found walking and biking to and from school. Volunteers record the speed, make, model, and license plate numbers of speeding motor vehicles. When a driver is caught speeding, a letter is sent to the driver by school officials or volunteers advising the driver of posted speed limits and encouraging him or her to slow down. The speed detection equipment can be borrowed from local law enforcement agencies or purchased from a vendor.

Trailer display units may also be used to display driver speeds as part of a broader traffic safety campaign. The unit displays the speed limit and the driver's actual speed, and volunteers record the speed.

Schools should partner with the Wilson Police Department to train neighborhood speed watchers on how to properly use the equipment, ensure it is calibrated, collect data, and interact with drivers. Educational brochures may also be distributed in the neighborhood to create awareness of the program.

| HOW MUCH DOES THIS ACTIVITY COST? | | |
|-----------------------------------|--------------------------------|-----------------------|
| COSTS & PLANNING | TIME & MATERIALS | COST |
| | EVENT STAFF | \$0 (VOLUNTEERS) |
| | PRINTING COSTS | \$0.10/PAGE |
| | RENTAL FEE FOR EQUIPMENT | \$2,500-\$3,000 |
| | WHEN DOES PLANNING BEGIN? | |
| | TASKS | TIMEFRAME |
| | DETERMINE MONITORING LOCATIONS | 1-2 MONTHS IN ADVANCE |
| | RECRUIT PARENTS/ADULT MONITORS | 1 MONTH IN ADVANCE |
| | PURCHASE/ACQUIRE MATERIALS | 2-3 WEEKS IN ADVANCE |
| | TRAIN PARENTS/ADULT MONITORS | 1-2 WEEKS IN ADVANCE |
| SET-UP EQUIPMENT | 1 DAY IN ADVANCE | |
| MONITOR | 48 TO 72 HOURS | |
| DRAFT AND SEND LETTERS | ONGOING | |
| COORDINATION WITH LAW ENFORCEMENT | ONGOING | |

Activity Snapshot

Target E's

- § Enforcement
- § Encouragement

Resources

- § Volunteers
- § Parents
- § Community watch groups
- § Neighborhood associations

Materials

- § Educational brochures
- § Training materials
- § Speed detection equipment (radar guns/trailer display units)
- § Tracking sheets

Funding Sources

- § School printing funds
- § Donations
- § SRTS grant funding

Timeframe

- § 1-2 months of planning
- § 48 to 72-hour event

Project Team

- § Wilson County Schools
- § Wilson Police Department
- § Wilson Safety Committee
- § PTAs



Crossing Guards/School Zone Monitors

Crossing Guards and School Zone Monitors help encourage and enforce safe driving practices near schools. They provide the following benefits:

- § Increase the safety of students walking and biking to and from school
- § Improve traffic flow in school zones
- § Build parent comfort levels about children walking/biking to school
- § Create awareness of safety issues

Crossing Guards are trained individuals who help assist children safely across the street by helping control traffic flow near schools. Crossing Guards are typically stationed at crossing areas with higher levels of pedestrian and bicyclist traffic, such as crosswalks and intersections. These individuals are usually hired to work during school drop-off and pick-up hours. Alternatively, Crossing Guards could be trained volunteers from the community.

School Zone Monitors are typically law enforcement officers who work during drop-off and pick-up hours to monitor the school zone and ensure safety laws are being followed. School Zone Monitors differ from Crossing Guards in that they are sworn officers able to enforce laws by writing tickets and making arrests.

Information to consider when choosing locations include the age of students, width and number of crossing lanes, sight distance, safe gaps in traffic, existing traffic control devices, vehicular speed, traffic volumes (pedestrian/bicyclist and vehicle), and crash history.

Download Crossing Guard guidelines online by visiting:
www.saferoutesinfo.org/guide/crossing_guard/.

Activity Snapshot

Target E's

- § Encouragement
- § Enforcement

Resources

- § Police officers or law enforcement officers
- § Crossing Guards

Materials

- § Training materials
- § Uniforms

Funding Sources

- § School printing funds
- § SRTS grant funding
- § Fundraisers

Timeframe

- § 3-6 months of planning
- § 3-4 hour event

Project Team

- § Wilson County Schools
- § Wilson Police Department

| HOW MUCH DOES THIS ACTIVITY COST? | | |
|--|----------------------------|-------------------|
| COSTS & PLANNING | TIME & MATERIALS | COST |
| | CROSSING GUARD HOURLY RATE | \$9-\$12/HOUR |
| | CROSSING GUARD UNIFORM | \$15-\$30/UNIFORM |
| | TRAINER (IF NEEDED) | \$400-\$600 |
| | PRINTING COSTS | \$0.10/PAGE |
| | WHEN DOES PLANNING BEGIN? | |
| TASKS | TIMEFRAME | |
| DETERMINE NEED/IDENTIFY LOCATIONS | 1 MONTH IN ADVANCE | |
| RECRUIT/HIRE GUARDS OR COORDINATE MONITORS | 3-4 WEEKS IN ADVANCE | |
| ORDER UNIFORMS | 2-3 WEEKS IN ADVANCE | |
| TRAIN GUARDS | 2 WEEKS IN ADVANCE | |
| MANAGE GUARDS/WEEKLY SCHEDULES | ONGOING | |



Increased Law Enforcement

Having a safe and secure route for children to walk and bike to school is an important community goal. Law enforcement helps promote safe behavior, enforces safe practices, helps make walking and bicycling safer for children, and increases parent comfort level.

Before choosing which method to use for law enforcement, school administrators or volunteers should evaluate current behaviors, driving practices, areas of crime, or areas where children feel danger exists to identify specific needs. Community members, school officials, and parents can provide input as to the perception of dangers, so that local law enforcement may increase safety for children traveling to school.

Potential law enforcement programs include the following:

- § Sting Operations
- § Traffic Complaint Hotlines
- § Photo Enforcement
- § "Pedestrian Decoy" Operations
- § Progressive Ticketing
- § Speed Enforcement in School Zones

Sting Operations

Sting Operations are used at locations that have significant safety issues that cannot be addressed through engineering or preventative measures. This activity can be geared toward pedestrians, bicyclists, and motorists. The police sting typically occurs at locations with high incidents of speeding, crash rates, traffic violations or crime. Sting locations are determined through coordination with local law enforcement, City staff, and parents.

Police officers wait near the chosen location to monitor and enforce laws and safety regulations. Sometimes, plain-clothed officers assist with the effort. Officers can provide educational materials related to the safety program, as well as ticket and arrest offenders.

Traffic Complaint Hotlines

A Traffic Complaint Hotline is a phone number that allows community members to report traffic problems directly to law enforcement. The hotline is used to identify the areas with significant traffic issues. Local law enforcement officers monitor the complaints and coordinates enforcement assignments. For those individuals that leave their contact

Activity Snapshot

Target E's

- § Enforcement

Resources

- § Police officers
- § School administrators
- § Teachers

Materials

- § Ranges

Funding Sources

- § Volunteers
- § Donations
- § Operational Budget for City of Wilson Police Department
- § School printing funds

Timeframe

- § Ranges

Project Team

- § Wilson County Schools
- § Wilson Police Department
- § Wilson County Sheriff
- § NC Highway Patrol
- § Wilson Planning and Development Services
- § Wilson Engineering



information, an officer returns the call with information for how enforcement was implemented.

Photo Enforcement

Automated Photo Enforcement is used to document speeders and aggressive drivers. The photo radar takes a real-time photo of traffic to record vehicle speeds and behaviors. When a violation occurs, the system captures speed data and images of the vehicle. Local law enforcement can issue citations through the mail to the registered owner of the vehicle. An alternative is a mobile speed unit carried in vans to provide citywide coverage for multiple schools. The mobile unit is operated by a vendor, and police review the photos and issue citations. It is essential to inform the community in advance of a photo speed enforcement effort.

Pedestrian Decoy Operations

This strategy involves using police officers dressed in civilian clothes posing as pedestrians. A hidden officer monitors driver interactions with the pedestrian officer crossing the street. If violations are made, the hidden officer pursues and apprehends the violator. Pedestrian Decoy Operations are used in pedestrian/bicyclist high-risk locations. The results of the study may highlight areas needing infrastructure and other improvements.

Progressive Ticketing

Progressive ticketing is used to introduce ticketing in a multi-stage process. Issuing tickets is typically the most successful strategy in a law enforcement program. This solution is typically used when other strategies fail to change behaviors or when threat levels remain high. The three main steps of this program are 1. Education, 2. Warning, and 3. Ticketing. Education and warning are key before ticketing to raise awareness of speeding and allow an opportunity for offenders to change their behaviors. Signs, official warnings, media coverage, and other methods can be used to warn the public before ticketing begins.

It is important to include ongoing monitoring in law enforcement programs. Following implementation, evaluate the success of the program by comparing behaviors, driving practices, and crime rates against the original conditions.

This activity can be combined with Crossing Guards, School Zone Monitors, and the Neighborhood Speed Watch Program.

| HOW MUCH DOES THIS ACTIVITY COST? | | |
|-----------------------------------|---------------------------|-----------|
| COSTS & PLANNING | TIME & MATERIALS | COST |
| | PROGRAM DEPENDENT | RANGE |
| | WHEN DOES PLANNING BEGIN? | |
| | TASKS | TIMEFRAME |
| | PROGRAM DEPENDENT | RANGE |



8. Solution Implementation

Implementing the projects listed in this Action Plan will take time and resources from numerous groups and organizations. It is important that all of the people and organizations involved remain diligent and active to ensure that the solutions are implemented. Table 14 identifies the projects and the lead organizations for implementing the projects. In some instances, a secondary organization is listed, if applicable.

Table 14 Lead Organizations for Implementing Projects

| Project Name | Lead Organization | Secondary Organization | Five E's |
|----------------------------|---|---|-------------|
| Sidewalk Improvements | City of Wilson – Planning and Development Services (Planning) | City of Wilson – Public Services (Funding, Construction, and Maintenance) | Engineering |
| Pedestrian Pathways/Trails | City of Wilson – Parks and Recreation Department | City of Wilson – Planning and Development Services (Planning) | Engineering |
| Crosswalk Improvements | City of Wilson – Planning and Development Services (Planning) | City of Wilson – Public Services (Design, Funding, Construction, and Maintenance) | Engineering |
| Traffic Calming Devices | City of Wilson – Planning and Development Services (Planning) | City of Wilson – Public Services (Design, Funding, Construction, and Maintenance) | Engineering |
| Designation of Bike Lanes | City of Wilson – Planning and Development Services (Planning) | City of Wilson – Public Services (Design, Funding, Construction, and Maintenance) | Engineering |
| Installation of Bike Racks | Individual Schools Administration/PTAs | Wilson County School District | Engineering |
| Street Lighting | City of Wilson – Public Services Department | Wilson Energy | Engineering |



| Project Name | Lead Organization | Secondary Organization | Five E's |
|---|---|---|---------------|
| Vacant Properties Initiative | City of Wilson – Community Development Division | City of Wilson – Planning and Development Services | Engineering |
| Community Awareness Program | City of Wilson – Bicycle and Pedestrian Advisory Board | Wilson County School District | Education |
| School Safety Campaign | City of Wilson – Bicycle and Pedestrian Advisory Board | Wilson Police Department | Education |
| Local Officials Walk the Routes | City of Wilson – Public Affairs | Wilson County School District | Education |
| School and Teacher Outreach | Individual school PTAs | Wilson County School District | Education |
| Bicycle Rodeo | City of Wilson – Parks and Recreation | City of Wilson – Bicycle and Pedestrian Advisory Board | Education |
| Safe Houses and Block Parents | City of Wilson – Community Development Division/Police Department | Neighborhood and Parent Associations, Individual schools | Education |
| Celebrate International Bike and Walk to School Day | City of Wilson – Bicycle and Pedestrian Advisory Board | Wilson County School District | Encouragement |
| Walk to School Parade | City of Wilson – Bicycle and Pedestrian Advisory Board | Wilson County School District, Wilson Police Department | Encouragement |
| School Based Welcome | City of Wilson – Bicycle and Pedestrian Advisory Board | Wilson County School District | Encouragement |
| Mileage Club and Contests | Wilson County Schools | PTAs, Wilson County School District Transportation Director | Encouragement |
| Walking School Bus | Individual school PTAs | Wilson County School District | Encouragement |



| Project Name | Lead Organization | Secondary Organization | Five E's |
|--------------------------------------|--|---|---------------------------|
| Promotion at Community Events | PTAs, City of Wilson – Bicycle and Pedestrian Advisory Board | Wilson County Schools, City of Wilson – Planning and Development Services | Encouragement |
| Park and Walk | Wilson County School District | PTAs | Encouragement |
| Emergency Call Box | Wilson Police Department | Wilson County School District | Enforcement/Encouragement |
| Frequent Walker/Cyclist Program | WilMed/PTAs | Wilson County School District | Encouragement |
| Neighborhood Speed/Watch Program | PTAs | Neighborhood Associations, Wilson Police Department | Enforcement |
| Crossing Guards/School Zone Monitors | Wilson Police Department | Wilson County School District | Enforcement |
| Step Up Law Enforcement | Wilson Police Department | N/A | Enforcement |

9. Program Sustainability

Maintaining enthusiasm for pedestrian and bicycling programs in Wilson will require the support of the community and the diligence of local partners. Ongoing responsibility should be spearheaded by City and school staff and members of the SRTS Task Force. After the SRTS Action Plan is implemented, the Task Force should revisit the plan annually to identify any new barriers or community needs and to develop solutions for possible additions or modifications to the program.

9.1 Evaluation and Monitoring

9.1.1 Evaluation

Evaluation of the SRTS program will focus on an annual assessment of effectiveness and level of community support. This can be accomplished by recording and tracking issues and concerns with program initiatives throughout the year via an online comment database. The results of this evaluation process can be used to determine the success of the program and also serve as a guide for modifications and/or additions to activities.

The following key tasks should also be implemented:

- § Schools should repeat the Parent Survey and In-Class Student Tally Sheet survey each spring to identify the new number of students walking and bicycling to school and to monitor continuing or shifting concerns from parents.
- § The SRTS Task Force should monitor bus ridership and evaluate decreases in ridership to determine the effect of the City's walking and bicycling programs.
- § The SRTS Task Force should host the Annual meetings to gather input and feedback from parents, city and school staff, emergency responding agencies, partners, and city officials.

Evaluation activities and measures should be tied to the goals and objectives established in Chapter 2 of this Action Plan. Potential measures that relate to these goals could include:

- § **Evaluation**
 - Number of students traveling to school by each mode
 - Number of parent/adult volunteers participating in program each school year
- § **Engineering**
 - Linear feet of sidewalks installed
 - Linear feet of bicycle lanes installed
 - Number of bicycle racks installed per school
 - Number of traffic control and/or calming projects completed
- § **Education**
 - Change in parent perceptions regarding safety and acceptability of active travel to school (as gauged through ongoing Parent Surveys)

- Number of students, parents, and community members reached through education activities
- § **Encouragement**
 - Number of students, parents, and community members reached through encouragement activities
 - Number of handouts, flyers, maps, etc. distributed at community events
 - Number of students participating in encouragement programs
 - Number of miles walked/bicycled by students participating in mileage club activities
- § **Enforcement**
 - Number of crossing guards placed at key intersections
 - Change in motor vehicle speeds during school hours (as determined through speed studies)
 - Change in vehicle/pedestrian/bicycle crash rates within one mile of each school

Project-specific evaluation tasks should occur during and after projects are completed. Effective evaluation will require updating data and gathering relevant statistical data for each school. Using a comparison of before and after data will help to determine the effectiveness of each strategy employed.

Potential questions to ask during the evaluation process include the following:

- § Are the surveys reaching the target audience?
- § Is the response rate of the parent survey enough to reflect an appropriate sampling of the student population? If not, are there any campaign strategies that can be deployed to encourage more participation in the survey, i.e., giveaways, school fair etc.,
- § Is the data used during the evaluation from a reliable source, accurate, and up to date?
- § Is each project working effectively? If not, what changes should be made for future projects?

Other evaluation tools may include the following:

- § Pedestrian counts
- § Bicycle counts
- § Visual observation of crosswalk and sidewalk usage
- § Review of crash statistics
- § Traffic monitoring, including volumes and speed information
- § Reduced traffic law violations
- § Identifying changes that have occurred as a result of the program

The National Center for Safe Routes to School website offers tally sheets, survey tools, and other tools to assist with generating reports and results summaries. Evaluation procedures should involve school principals, program partners, students, parents, and the SRTS program leader.

9.1.2 Monitoring

Throughout the program process, actions should be monitored and modified, if necessary, for maximum effectiveness. To this end, a task monitoring timeline should be developed. This timeline should include dates for travel plan updates, survey updates, data updates, and working group meeting dates for project review.

9.2 Potential Funding Sources and Partnership Opportunities

9.2.1 Funding Sources

Financial support for SRTS projects comes from both public and private resources. Funding is typically divided into capital (infrastructure) and operations (program management). Many of the potential capital expenses could be financed through the implementation of a local government's capital improvement program. Operations budgets could require annual or one-time contributions from the private sector and/or nonprofit organizations. This will require ongoing cooperation with the state and respective local governments.

A combination of federal, state, and regional funding sources is available to finance capital improvements associated with SRTS. Sources may include the following:

- § Federal Transportation Enhancement funds from the Transportation Equity Act for the 21st Century (TEA-21)
- § Federal SRTS Program through NCDOT allotments
- § State Transportation Improvement Program (STIP)
- § State bicycle and/or pedestrian funding accounts available on a competitive basis
- § State FIT Community Grants administered by Active Living by Design (www.fitcommunitync.com)
- § North Carolina Health and Wellness Trust Fund (www.hwtfc.org)
- § Surface Transportation Program Direct Attributable funding through North Carolina Department of Transportation
- § Other federal and state funding sources can be browsed at <http://www.ncdot.gov/bikeped/funding/default.html>

Specific local capital funding sources could include the following:

- § City and County Capital Improvement Programs through the grant application process
- § Sales tax funding; requires voter referendum

Funding may also be necessary for support of the overall program, including operational budgets for employees, facilities, materials/supplies, and public outreach. Typically, these expenses require annual or one-time contributions from corporations, businesses, individuals, and/or foundations.



The following are potential sources of program funding:

- § Corporations/businesses/hospitals
- § Transportation, health, environment, and community building foundations including:
 - Ø The Bank of America Foundation
 - Ø The Duke Endowment
 - Ø Golden LEAF Foundation
 - Ø The Wachovia Wells Fargo Foundation
 - Ø The Burroughs Welcome Fund
 - Ø Foundation For The Carolinas
 - Ø Z. Smith Reynolds Foundation, Inc.
 - Ø The Duke Energy Foundation
 - Ø Champion McDowell Davis Charitable Foundation
 - Ø Lowe's Charitable and Educational Foundation
 - Ø The Cannon Foundation, Inc.
 - Ø North Carolina Community Foundation
 - Ø Mary Reynolds Babcock Foundation, Inc.
 - Ø Blue Cross and Blue Shield of North Carolina Foundation
 - Ø Progress Energy Foundation, Inc.
 - Ø John Motley Morehead-Cain Foundation
 - Ø Janirve Foundation
 - Ø Cherokee Preservation Foundation
 - Ø Kate B. Reynolds Charitable Trust
 - Ø The Joseph M. Bryan Foundation
 - Ø North Carolina GlaxoSmithKline Foundation
 - Ø Cape Fear Memorial Foundation
 - Ø R.J. Reynolds Foundation
 - Ø The Belk Foundation
 - Ø The Thoresen Foundation
 - Ø Weaver Foundation, Inc.
 - Ø Blanche and Julian Robertson Family Foundation, Inc.
 - Ø The Cemala Foundation, Inc.
 - Ø Broyhill Family Foundation, Inc.
 - Ø A.E. Finley Foundation, Inc.
 - Ø The Mary Duke Biddle Foundation



- § Special fund-raising events such as concerts, fitness competitions, bake sales, talent shows, etc.
- § Parent Teacher Associations
- § City and County operational budgets
- § Federal Highway Safety Funds (“402 Funds”)

9.2.2 Partnership Opportunities

Solidifying local partnerships is a good way to ensure the success of SRTS programs that goes beyond the contribution of funds. Safe routes to school benefit the local business community both along the route and within the individual school’s district. Businesses are more willing to remain in and are more attracted to locations that provide efficient access and mobility for all modes of transportation. For this reason, SRTS programs can be leveraged through various organizations, such as Wilson’s Downtown Development Corporation, Chamber of Commerce, Economic Development Council, and Weed and Seed Program. In addition, many cities, including Wilson, have neighborhood and community revitalization efforts underway within inner-city areas. Combining both financial and political resources associated with these efforts and the SRTS program can accomplish mutual goals and objectives.

