

Martin Elementary School: Safe Routes to School Workshop Summary

Prepared for: The Martin Elementary School Community

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Intrepid walk auditors, April 28, 2022



Background

Members of the Martin Elementary School community and surrounding area, including members of the school safety patrol, faculty advisor and administrators, parents, advocates, other area residents, and city leaders and staff, as well as representatives of the San Mateo County Department of Education and Department of Public Works, were invited to take part in a Safe Routes to School walk audit and discussion, held April 28, 2022 at the elementary school. The goal was to learn from the members of the outstanding safety patrol at the school, to develop recommendations for action to encourage more safe walking and bicycling to school by those students who live close enough to realistically do so, and to improve pedestrian and bicycle safety for all. Facilitator Mark Fenton summarized for the group characteristics of environments that are known to increase walking, bicycling, and the use of transit (together called “active transportation”):

A. Mixed land use patterns: Compact development with different land uses and activities close together provides varied types of destinations within walking, cycling, and transit distance. Neighborhood schools, parks, and traditional town centers are characteristic of such “walkable” development.



B. Active transportation facilities: A comprehensive and connected network of pedestrian, bicycle, and transit facilities, such as sufficiently wide sidewalks, bicycle lanes, and non-motorized pathways, as well as frequent, affordable transit service (as appropriate) are key to encouraging non-motorized travel.



C. Functional site designs: Destinations and routes are designed to reward those who travel on foot, by bike and transit, such as buildings near the sidewalk, with parking on-street or behind, and elements such as street trees, landscaping, planters, benches, bicycle parking, shade structures, awnings, lighting, way-finding signs, safe and appealing transit stops, public art, and similar “street furnishings.”

D. Safety and access for people of all ages, backgrounds, incomes, physical abilities and disabilities, including Americans with Disabilities Act (ADA) compliant design, high visibility crosswalks and signs; and features to help slow traffic such as curb extensions, median islands, small roundabouts, chicanes, and lane reductions and narrowing.

During and after the walk, the group discussed activities and potential improvements to the environment that might help increase the safety, viability, and appeal of active transportation (walking and bicycling). The group considered approaches using all of the “three Ps:”

- **Programs.** Events, outreach, education, encouragement, and promotional activities.
- **Projects.** Physical changes to infrastructure and the built environment to support walking and bicycling.
- **Policies.** Rules, ordinances, guidelines, practices, and procedures supporting the active travel modes.

The group discussed both short-term ideas that could be executed on the order of weeks to months, and longer-term initiatives that might cost more and take months to even years. This was to assure that we identified some low cost, near term actions that can be pursued quickly to build momentum and begin making it safer for students immediately. The ideas developed are fully summarized in a table at the end of this memo. All of these recommendations have merit, and taken together they comprise a very comprehensive approach to making a safer community for walking and bicycling for all residents, not just those traveling to/from school. Thus it is recommended that a working group be created to continue to work on implementation of these priorities, as it is not the sole responsibility of the schools to carry out these goals.

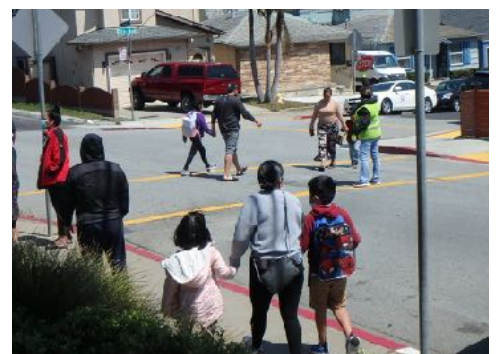
Priority Recommendations

At the end of this report is a table with the full list of programmatic, project, and policy recommendations. Following is a summary of specific actions that were identified as high priorities, based on the discussion during the in-person walk audit and their relative ease of implementation. These recommendations are particularly noteworthy because they could lead to some fairly, quick positive outcomes for safe walking and bicycling near the school, and in the community generally. Many of these recommendations could be the first phase of more comprehensive long-term activities, as noted.

1. Maximize safety on School Street at arrival/dismissal with a redesign & safer procedures.

At the end of our walk, the workshop participants observed school dismissal guided by members of the school safety patrol. We observed many students leaving the school grounds as pedestrians, some to continue to walk home, but many walking with parents to vehicles that were parked on nearby streets. Other children waited in front of the school for their ride to pull into the area near the front of the school. It is particularly notable that School Street is currently operating as if it has four lanes: a parking lane on the residential (south) side of the road

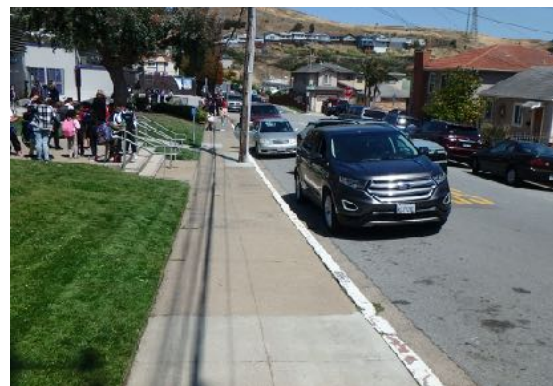
opposite the school; two travel lanes (because it is a two-way street); and an active loading lane along the curb in front of the school. It was very obvious (as illustrated by the photo at left) that the street is not, in fact, wide enough for two-way traffic when there are vehicles parked on both sides of the street. It definitely



cannot handle two-way traffic and vehicles pulling in and out of the loading lane along the front of the school, which, we observed, could bring traffic to a complete standstill. Therefore, it is recommended that first the school work with parents to assure the safest possible procedures for all vehicles pulling in front of the school at the loading curb; and second the school work with residents of the nearby neighborhood and city officials to select (or at least test) one of two possible approaches to allocating the space on School Street in front of the school. These recommendations are outlined below.

- **Require the safest possible procedures at vehicle drop-off and pick-up times:** For the line of vehicles pulling up to the curb in front of the school at arrival and dismissal time there should be extremely clear rules and expectations regarding the safety procedures that all are expected to follow. Specifically, all vehicles should follow these rules:

- **Drop-off and pick-up only at the curb.** Students should never step into the road or through a lane of traffic; they should only exit and enter a vehicle on the right side of a vehicle *at the curb*. This is the safest place for young pedestrians!
- **Vehicle should stay in sequence, and pull all the way forward along the curb.** It is dangerous and can create significant delays for all when vehicles pull into and out of the curb line out of sequence, as no one can be sure when a vehicle might suddenly pull out after a student exits or enters the vehicle. Some schools actually place cones along the drop-off/pick-up lanes to assure that vehicles stay in the line along the curb, and that is recommended for the white curb along School Street. It is therefore also crucial that vehicles pull all the way forward into the empty space along the curb when the vehicles in front of them pull forward out of the drop-off/pick-up area.



- **Drivers must stay in the vehicle.** Getting in and out of the driver's side of the vehicle is dangerous, and leaving the vehicle will bring the line to a standstill; drivers must stay in the vehicle.
- **Adults or older students (e.g. safety patrol) can act as valets, opening car doors at the curb.** To maintain a smooth flow and keep drivers in the vehicles, many schools have adult "valets" on the curb open the vehicle doors, especially to help younger students get in and out of vehicles. Some schools utilize safety patrol students to act as valets, with the understanding that these students open and close vehicle doors but never leave the curb.
- **Have student name placards in vehicle windows at dismissal.** For efficiency, this may require that cars in the afternoon pick-up lane place a sign (half of a manila folder works well) with the students' names in the car window so that students can be quickly and efficiently directed to their vehicles.

- **Extend the vehicle queue down School Street.** The line of vehicles waiting to pull up to the loading zone in front of the school can extend west on School Street, along the red curbed section. This could also be delineated by cones in the street marking off this lane.

There are two possible approaches to dealing with the fact that School Street is really not wide enough for two-way traffic with a parking lane on the south side and drop-off/pick-up lane on the north (school) side. (See the photo at right, illustrating space for three, not four vehicle widths.)



- **Alternative A: Make School Street a one-way street, from Hillside Blvd. to Maple Ave.** If School Street is one-way, from Hillside toward Maple, then there is only one travel lane and room for parking on the residential side of the street (opposite the school) and for the active loading lane on the school side of the street. Traffic coming from Olive Ave. onto School Street would be allowed to turn left only. Obviously this approach would need to be studied by city transportation officials, and would require the support of neighborhood residents, particularly on School Street. However it would be fairly easy to test this approach by placing signs and putting temporary lane markings in place to indicate the one one-way traffic, the parking lane, and the school loading lane.
- **Alternative B: Eliminate the parking lane on the residential (south) side of School Street.** Removing the parking on the side of School Street opposite the school would leave ample room for two-way traffic flow and an active loading lane in front of the school. It appears this might eliminate as few as six or seven parking spaces in front of the residences opposite the school. It's notable that we observed vehicles picking



up students using these spaces, which means that adults and students had to cross the street to get to and from the school. Again, this approach should only be considered after engaging residents of the homes opposite the school, but they may actually prefer this approach to reduce some of the chaos at school arrival and dismissal. This also could be tested fairly easily by putting temporary no-parking signs in place, and creating temporary lane markings on School Street.

2. Launch a comprehensive safety education and walk- and bike-to-school encouragement program, targeting students *and* adults.

One of the central messages provided by the safety patrol students was that all members of the school community would benefit from additional safety training. That includes students that are walking onto school grounds, and adults driving vehicles. Thus the school should embark on a comprehensive and on-going program to encourage drivers to adhere to the safety measures for drop-off and pick-up outlined in recommendation #1. This includes curbside only, sequential drop-off and pick-up; drivers pull as far forward in the lane as possible before student exit/entry; and drivers stay in the vehicle. Students should also be taught these measures, so they can reinforce these rules to the drivers of their cars. Other pedestrian safety rules should also be reinforced, such as only crossing at marked crosswalks; and always stopping, looking, and listening for vehicles before crossing. However, the focus that is most needed is a concerted and sustained effort to increase the number of students actually walking to and from school, to help reduce motor vehicle traffic. Many of the students live close enough to walk, but are still being driven to school. The following approaches were suggested by the group.

- **Promote “Meteor Miles” - recommended walking and bicycling routes to Martin Elementary.** The safety patrol and adult partners can assess routes from Martin students’ neighborhoods to the school



grounds, and identify those routes with the best sidewalks, the fewest and safest street crossings, and the fewest other conflicts with vehicles (e.g. driveways, loading docks). These routes can then be designated as Meteor Miles, promoted to students and parents as good options for those interested in walking or bicycling to school, and identified with signs and even pavement markings created by the students. The picture at left shows simple chalk sidewalk drawings; at right is a crosswalk painted by students with the support of the local public works department (in Weslaco TX).



- **Consistently promote walking to school.** Encourage as many students as possible to walk (and for older children to bicycle) to school. Make clear to parents/caregivers the myriad benefits, particularly evidence that physically active students perform better academically and have fewer disciplinary problems.
- **Do not treat this as a one-time promotion.** At every opportunity, continually reiterate the goal of having the maximum number of students possible walking to school, emphasizing the health, academic performance, and behavioral benefits to students; the safety benefits to absolutely everyone; and the potential congestion reduction and air quality benefits to the entire community.

- **Institutionalize school support** and provide administrators and teachers with ways to recognize students who are frequent walkers – a classroom tally board, modest prizes, recognition at assemblies, walk parties, etc.
- **Launch walking school buses and bicycle trains.** A walking school bus is a designated route to school that an adult will walk, picking students up along the way. Typically there is a schedule (the “bus” will be at particular locations at designated times), and adults have scheduled days that they’ll be the bus leader. Bicycle trains are the same idea, but typically with two adults so that one can ride at the front of the group and the other at the rear. Some walking school buses are quite informal, with neighborhood residents just collaborating to assure there’s always one adult walking with their children. Others are more formal and organized by the school, with background checks and training for walk leaders.
- **Promote walking and bicycling to school through the rear path by the baseball field.** Recommendation #4 below includes a number of measures to make it easier and safer for students coming from areas north and east of the school to walk and bicycle to school. It also suggests creating an additional curb for vehicle drop-off and pick-up of students along Hillside Blvd. Because this entry for pedestrians and bicyclists and alternative for vehicles is new, it should be heavily promoted until adults and students are fully aware of the option. Students can help promote this option by decorating the route (such as the helium balloons along the walk to school route, at left) on the walkway from Hillside Blvd. along the ballfields to the rear of the school grounds.



A “Golden Shoe” can be awarded to the class that accumulates the most days walked to school.



3. Improve the Hillside Blvd. & School Street intersection for pedestrians.

During the walk audit it was observed that high visibility crosswalks have been painted across Hillside Blvd. at School Street/Spruce Avenue, Arden Avenue, and Belmont Avenue. These are important improvements for students walking from the neighborhoods across Hillside Blvd., as are the rectangular rapid flashing beacons (RRFB) placed at the Belmont crosswalk. However, we observed that in several of these locations cars are able to park in a parking lane quite close to these crosswalks; even if there is a red painted ‘no parking’ curb, a vehicle can still physically pull into these locations. This can create a situation where a student is stepping out into the crosswalk from behind a vehicle large enough to fully obscure a view of the student to oncoming traffic. The photo at right, on the northeast corner of the Hillside and School/Spruce intersection, illustrates this issue well. The red vehicle parked quite close to the intersection means





that a student has to step well into the crosswalk before they can see and be seen by approaching vehicles; the same problem exists on the other side of the street. A solution is to create a curb extension (or “bump-out”) of the sidewalk. The picture at left, from the intersection of School Street and Maple Avenue just uphill from the school, is an excellent example. This assures that vehicles are physically not able to park too close to the crosswalk, and a pedestrian can step forward and see and be seen by traffic while showing their intent to cross. It also shortens the crossing distance and amount of time the pedestrian is actually in the roadway.

- Phase 1a. Construct low-cost curb extensions with paint and curb stops, planters, and/or flexible delineators on both sides of the Hillside crosswalk at the School/Spruce intersection.**



The image at left is an example of a demonstration school crosswalk from Billings MT, with curb extensions created using paint, curb stops attached to the pavement, and pedestrian crossing signs. The picture on the right is an example that used flexible delineators and large planters to create the safe space and improved visibility for pedestrians entering the crosswalk. It would be appropriate to install curb extensions on both ends of the crosswalk across Hillside Blvd. at the School/Spruce intersection.



These extensions can be the full width of the parking lanes on Hillside Blvd. but should *not* extend into the bicycle lanes on the roadway.

- Phase 1b. Paint a crosswalk across School Street, at Hillside Blvd.** It was pointed out by the group that many students walk down School Street to Hillside Blvd., and then turn right to cross School Street and continue down Hillside toward La Hacienda Market and Linden Avenue to meet vehicles or to walk home (photo at left, on street parking near the market).

However there is no high-visibility crosswalk on School Street (photo at right). It is therefore an urgent priority to paint a high visibility crosswalk across School Street at Hillside. It would also be an ideal location to place a small (perhaps three to four foot wide) curb extension on the north side corner, by the Boys and Girls Club, as part of the curb extension on Hillside Blvd. This shortens the crossing distance on School Street, and



makes a pedestrian's intent to cross when standing in the curb extension more apparent to drivers. This curb extension would also help define the beginning of a lane along the red curb on School Street (photo at right) for vehicles as they are queuing to enter the active loading zone in front of the school. Note that active loading and unloading of students should not be allowed along this red curbed section of School Street.



- Phase 2. Measure the effectiveness of the curb extensions, adjust, and make them permanent.** Observe if the curb extensions are sufficient to improve pedestrian safety. Are pedestrians using the crosswalks and curb extensions? Are they more visible to cars, and able to see vehicles more easily? Are vehicles more likely to yield for pedestrians who are standing in the curb extension, showing their intent to cross the street? It is even likely that the narrowing of the road created by curb extensions will tend to slow traffic somewhat, so measuring the speed of vehicles in this area can be an effective measure of this infrastructure's impact. All of these observations should be made under the current conditions to obtain baseline data, and then after demonstration curb extensions have been installed for comparison. This type of data has been effectively collected by students at other schools, and can be part of an outstanding fourth and fifth grade math and civics project. Note that students making observations such as counting pedestrians, the number of cars that pass before a pedestrian is able to cross, and collecting speed data with a radar gun should be positioned unobtrusively so that they are not highly visible to drivers and thus are less likely to alter driver behavior by their presence. Data such as this can be used by city officials to validate the effectiveness of the improvements, and support efforts to improve and make the installations permanent.

4. Create safe access to a backside entry to the school; move some arrival/dismissal traffic to Hillside Boulevard; seek other satellite drop-off/pick-up locations.

A simple approach to reducing the traffic congestion in front of the school *and* providing at least a short walk for students who are being driven to school is to identify satellite drop-off and pick-up areas that are a safe walking distance from the school. Some adults are already doing this, for example meeting their students after school on the street or at the parking lot near La Hacienda Market on Hillside Blvd., just around the corner



from the school. (This is one reason the improved crosswalk on School Street at Hillside is so important.) Other drivers do this in other locations throughout the neighborhood near the school, such as along Olive Avenue. A path from the northeast corner of the school playground to Hillside Blvd. (photo at left) provides another possible area for vehicle loading/unloading, on Hillside between Claremont and Belmont Avenues. Several steps are suggested to implement this approach: opening the gate at the rear of the school grounds so students can walk in along the "back

path” from Hillside Blvd.; add an additional crosswalk and curb extension across Hillside at Claremont; create a white painted active loading curb on Hillside; and add curb extensions at the Belmont Ave. crosswalk. The effectiveness of these safety measures should be evaluated, and the speed feedback sign in this area on Hillside Blvd. could provide some informative data.

- **Open the gate at the rear of the school grounds during arrival and dismissal hours.** In the back (northeast) corner of the school yard playground there is a gate that is currently always locked. However this gate opens onto a pathway along the baseball field that connects Hillside Blvd. to a small neighborhood walking path (photo previous page). It is possible to encourage students to use this route to walk to/from neighborhoods across Hillside Blvd., and to cars parked along Hillside. An adult would have to unlock the school gate each morning and afternoon, locking it following an arrival and dismissal window of time. This adult—perhaps a parent volunteer, or a rotating school staff member—could also walk up the path and provide adult oversight of vehicle drop-off/pick-up activities along Hillside.

- **Construct a crosswalk with curb extensions across Hillside Blvd. at Claremont Avenue.** Currently there is no crosswalk across Hillside at Claremont. If the rear school gate is opened it is expected that more students will walk to school from this direction, so a high visibility crosswalk at Claremont, similar to those at Belmont and Arden Avenues, would be very beneficial. This should also include a curb extension at least on the school side of Hillside Blvd., but ideally on both sides of the street. Initially this can be a quick-build curb extension as described previously (example photo at left), consisting of paint, flexible delineators, planters, and/or curb stops, and pedestrian crossing signs. These curb extensions should be the full width of the parking lane, but not extend into the bicycle lanes on Hillside.



- **Construct quick-build curb extensions at the Belmont Avenue crosswalk.** The Belmont Avenue crosswalk has rectangular rapid flashing beacons (RRFB), suggesting that traffic engineers and planners recognized this was an area where crossing pedestrians would benefit from additional safety measures. The speed feedback sign in this area indicates that vehicle speeds entering the school zone may also be an issue. Therefore, while low-cost curb extensions are being constructed on Hillside Blvd. at the School/Spruce intersection and at Claremont Avenue, similar curb extensions should also be constructed on both sides of the Hillside crosswalk at Belmont Avenue (demonstrated by the walk audit group in the photo at right). These are essential to assure that vehicles do not park in or dangerously close to the existing crosswalk, and greatly enhances the safety of pedestrians at this crossing.



- Designate the curb on the school side of Hillside Blvd. as an active loading zone.** This designation is initially recommended for the school (south) side of Hillside Blvd., between the curb extensions created for the crosswalks at Claremont and Belmont Avenues. It requires painting the curb white, and signs indicating that during arrival and dismissal hours no parking, only active loading/unloading is allowed (photo page 4). If this is successful, the section of curb from the Belmont Avenue crosswalk to the school teacher parking entry driveway could also be designated as an active loading curb.
- Collect data on the effectiveness of these measures.** The goal of this recommendation is to increase the number of students walking and bicycling to school by improving the safety of crossings of Hillside Blvd. and opening the rear entrance to the school grounds. The existing speed feedback sign on Hillside Blvd. provides an excellent opportunity for students at the school to very simply collect data on the performance of this approach, and of any safety measures installed on Hillside (such as the recommended curb extensions and crosswalk at Claremont Avenue). As mentioned earlier, students should first make observations with the current conditions, and then again after all of the recommended measures (open rear school gate; new curb extensions and crosswalk at Claremont; active loading curb on Hillside) are put in place. Teams of students stationed unobtrusively near the entrance to the rear entry path to the school should be able to observe all of the following:

 - The number of students arriving in this area on foot and by bicycle.
 - Once the rear school gate is open, the number of students using this back entrance.
 - The number of students crossing Hillside at the Belmont Ave. crosswalk.
 - The number of students crossing Hillside at the Claremont Ave. crosswalk (when installed).
 - The number of students arriving by motor vehicle.
 - The number of vehicles adhering to the recommended safety measures (sequential curbside drop-off; pull all the way forward; driver stays in vehicle) versus those that are not.
 - The number of vehicles driving southeast along Hillside, during arrival/dismissal time.
 - The *speed* of vehicles driving southeast along Hillside, during arrival/dismissal time (observing the values on the posted speed feedback sign).
- Share the data, and adjust the program and infrastructure based on what is learned.** The evaluation recommended here may provide important insights. For example, if many drivers do not follow safety rules during loading/unloading on Hillside, then perhaps adult supervision is needed at this curb. If speeds are still excessive after curb extensions are installed, it may be necessary to work with city officials on additional traffic calming measures.



Summary

The community has identified a wide array of ideas that will make the Martin Elementary School area more walk- and bike-friendly for all, and particularly for children walking and bicycling to school. It's suggested that a small working group convene to review the complete list of recommendations on the following pages, and agree on some of the easier low cost actions to pursue immediately. Simple changes along School Street, for example, will not only make students safer but also build momentum and community interest in more substantial changes over time. Note that some people may be concerned that safety procedures at drop-off/pick-up in front of the school may appear to slow that process, such as requiring cars to queue along the street, pull all the way forward, and only actively unload and load along the white curb in front of the school. This may be the case, but it will also dramatically improve safety for students and adults throughout the area, and also create some incentive for students and their caregivers to explore options such as using satellite drop-off/pick-up locations (e.g. along Hillside Blvd.), or even better to join walking school bus or bicycle trains traveling to the school. Some actions will also be opportunities for fuller engagement with residents of the nearby neighborhood. For example, parents, students, and neighbors in Maui helped artistically paint curb extensions installed to improve safety on their walk-to-school routes, helping to build overall community awareness (pictures below). It is critical to take advantage of any planned construction by public works or private sector developers in the area that could include Safe Routes to School improvements while that work is being done. Finally, Safe Routes to School infrastructure funding can be pursued to complete some of the specific safety measures identified in this memo, such as the cost of materials and installation of flexible delineators and curbing for initial curb extensions at crosswalks along Hillside Boulevard; the painting of crosswalks across Hillside at Claremont, and across School Street at Hillside; and the signs and paint needed to convert School Street to the chosen three-lane alignment (alternative A or B on page 5).



Program, project, & policy recommendations from the workshop and *Our Voice* photos.

	Short Term	Long Term
Programs (e.g. events, outreach, education, promotions)	<ul style="list-style-type: none"> • Launch parent education program; focused on overall transportation safety (including but not limited to drop-off and pick-up procedures). <ul style="list-style-type: none"> • Students to act as SRTS ambassadors to adults with a focus on: <ul style="list-style-type: none"> • Walk & bike encouragement efforts. • Walking school buses & bicycle trains. • Preferred walk and bike to school routes (Meteor Paths?). • Proper driver behavior at arrival and dismissal & safe driving in the community in general. • Councilor Flores offered to participate in & support school safety events. • Use back to school night to engage; students to develop a video. • Have a rainy day schedule that assumes even greater traffic. • Law enforcement to support safety education assemblies at the school . . . <ul style="list-style-type: none"> • Beginning of the year. • Refresh key lessons mid-year. • Set up walking school bus from nearby neighborhoods <ul style="list-style-type: none"> • Could be informal groups, younger and older kids walking together. • Could be more formalized, with adults walking with groups of students. • Launch a 4th/5th grade math project to collect speed data on Hillside Blvd. <ul style="list-style-type: none"> • Use the speed feedback sign on Hillside for data collection. • Develop a data collection plan (observation methods, times, dates, to assure representative data). • Students to analyze (e.g. create histograms of speed data) and share data with adults, officials. • Safety patrol to give drivers citations or awards for good behavior; thank drivers for modeling the best behavior. 	<ul style="list-style-type: none"> • Launch a comprehensive bicycle safety and skills education program. <ul style="list-style-type: none"> • Build on the “Every Kid Deserves a Bike” program. • Extend to include a bicycle recycling program; teach bike construction and maintenance skills, allowing students to build/rebuild a bike to keep. • Middle School peer-teaching opportunity – train the kids who ride for fun and do stunts to actually teach bike-riding skills and safety to younger riders. • School must continue to apply for funding from SRTS . . . <ul style="list-style-type: none"> • Already successfully repaired sidewalk at teacher parking lot. • Continue with additional infrastructure improvements and supportive programs. • Can include materials for pop-up and demonstration projects such as low-cost quick-build curb extensions. • Apply for Community Development Block Grant (CDBG) funds to be used for infrastructure improvements, including quick-build demonstration projects.

	Short Term	Long Term
<p>Projects (e.g. changes to physical infrastructure & the built environment)</p>	<ul style="list-style-type: none"> • Discourage parking in the no-parking curb areas at the Hillside Blvd. & School Street intersection. • Start with red paint along existing curbs near crosswalks. • Install demonstration curb extensions with paint, flexible delineators, perhaps planters. • Develop a plan, collect objective data at the crossings with curb extensions: vehicle speeds, yielding behaviors, pedestrian wait times, etc. • Note: Planters must have sponsors who help to maintain plantings, remove trash. • Improve safety of raised red curb along lower School Street: students often walk on it as a balance beam! <ul style="list-style-type: none"> • Add something taller to keep kids from walking on the beam. • Occasional posts or signs. • Ideally create a sidewalk behind the curb at full curb height. • Paint a high visibility crosswalk across School Street at Hillside Blvd.; many students walk down School Street then go toward the market & Linden Ave. and this is the natural crossing point. • Add a crosswalk on Hillside Blvd. at Claremont Ave., near to path to the rear entrance of the school area (at the ball field gate). <ul style="list-style-type: none"> • Include a sign and barrier to discourage pedestrians from crossing directly at the path outlet and gate. • Safely direct students to the Claremont crosswalk with a sign, physical barrier, even sidewalk paint. 	<ul style="list-style-type: none"> • Create permanent (concrete) curb extensions for crosswalks at the Hillside Blvd. and School Street intersection. • Deal with flooding/drainage problem (during rain) on School Street at the upper end, near the new curb extension & rectangular rapid flashing beacon (RRFB) that has been installed. Street & sidewalk interface may need to be re-graded. • Create an active drop-off/pick-up lane

	Short Term	Long Term
<p>Policies (e.g. rules, ordinances, guidelines, practices, & procedures)</p>	<ul style="list-style-type: none"> • Allow/encourage fourth & fifth grade drop/pick on Hillside Blvd., using the backside entrance by the ball field for those students (and younger siblings). <ul style="list-style-type: none"> • Create a white-curbed area for active loading/unloading at school arrival/dismissal. • Visit Sunset Ridge Elem. to see their use of a back path & drop-off/pick-up on Hickey Blvd. • Consider other satellite pick-up/drop-off locations; walk groups of students to these locations. <ul style="list-style-type: none"> • Grocery store • Fruit market • Hillsdale/Linden green space • DPW to explore opportunities to include SRTS projects in existing or on-going projects in the area. <ul style="list-style-type: none"> • Can't fully change the scope of a project, but may be able to incorporate SRTS improvements. • Create a more safe, active loading zone in front of the school: <ul style="list-style-type: none"> • Cars pull all the way forward for sequential curbside only drop-off/pick-up along white curb. • Queuing allowed along red curb. • Cars have student name placards in the window during pick-up. • Spruce has enough width for only three vehicle lanes. Modify the street to match this width with one of two approaches to address this: <ul style="list-style-type: none"> • Alternative 1: • Mark School Street a one-lane, one way uphill (westbound) street; continue parking on the residential side of the street; & have an active loading lane on the school side. • Alternative 2: • Retain two-way travel, but remove parking on residential side of the street, & retain an active load/unload lane on the school side. 	<ul style="list-style-type: none"> • Big Audacious Idea: Preclude any drop-off and pick-up in front of the school on Spruce Street, to ease the tremendous traffic congestion (and accompanying deterrent to pedestrians) that occurs there daily. <ul style="list-style-type: none"> • Encourage walking and bicycling to school as the first best alternative. • Identify a number of community drop-off/pick-up locations for those who choose to drive. • Could delineate these areas by grade level. E.g. youngest students at the nearest location, such as on Hillside Blvd.; 2nd & 3rd graders at next nearest location; 4th & 5th graders at a third location. • Collaborate and routinely connect with County DPW and City staff on any road and infrastructure projects in the pipeline; always look for opportunities to include quality pedestrian and bicycle facilities for SRTS as part of that work (as was done on Hillside Blvd.). • Work with the Boys & Girls Club (at the corner of Hillside Blvd. & School St.) around possible shared use of their playground and school outdoor areas, and possible shared activities.

References and Resources

The National Center for Safe Routes to School; extensive practical traffic safety and programmatic information downloadable resources: www.saferoutesinfo.org

The Safe Routes to School National Partnership; coalition of organizations and experts providing great implementation support to schools & communities: www.saferoutespartnership.org

Complete Streets: National coalition working for streets that work for pedestrians, bicyclists, transit riders, and drivers of all ages, incomes, and abilities: <http://www.completestreets.org>

The Pop-Up Placemaking Tool Kit, an exceptionally practical how-to guide for low-cost traffic calming, safety, and place-making demonstrations from the AARP. <https://www.aarp.org/livable-communities/tool-kits-resources/info-2019/pop-up-tool-kit.html>

Slow Your Street: A How-to Guide for Pop-Up Traffic Calming. Trailnet's excellent practical guide with design, implementation, promotion, and evaluation tips on demonstration projects. <https://trailnet.org/tag/plan4health/>

The Tactical Urbanist's Guide to Materials & Design, by the Streets Plan Collaborative. Downloadable for free. <http://tacticalurbanismguide.com>

Small Town and Rural Multi-Modal Networks. Outstanding resource for low cost neighborhood-scale traffic calming and safety measures, with lots of relevant images and information. (Federal Highway Administration 2017.) Downloadable for free. <https://www.ruraldesignguide.com>

Urban Street Design Guide and the *Urban Bikeway Design Guide* of the National Association of City Transportation Officials (NACTO; ~\$50 each). <https://nacto.org/publication/urban-street-design-guide/>

Guidebook for Developing Bicycle and Pedestrian Performance Measures (Federal Highway Administration 2017). Downloadable for free. https://www.fhwa.dot.gov/environment/bicycle_pedestrian/publications/performance_measures_guidebook/pm_guidebook.pdf

Costs for Pedestrian & Bicycle Infrastructure Improvements, Quick resource for rough estimates of infrastructure costs. Pedestrian & Bicycle Information Center (PBIC), 2013. http://www.pedbikeinfo.org/cms/downloads/Countermeasure_Costs_Summary_Oct2013.pdf

Better Block initiative. Resources to educate, equip, and empower communities and their leaders to reshape and reactivate streetscapes to promote the growth of healthy and vibrant neighborhoods. www.betterblock.org