



June 2017

Piedmont Elementary Safe Routes to School Plan



Prepared by the:

Arrowhead Regional Development Commission (ARDC) and the
Duluth-Superior Metropolitan Interstate Council (MIC)



Duluth Piedmont Elementary
Safe Routes to School Plan
June 2017

Prepared for:

*Duluth Piedmont Elementary School
& Independent School District 709*

Prepared by:

*The Arrowhead Regional Development Commission
&
The Metropolitan Interstate Council*

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Introduction

SRTS Program Overview

The Safe Routes to Schools Program is a Federal-Aid program of the U.S. Department of Transportation's Federal Highway Administration (FHWA). The Program was created by Section 1404 of the *Safe, Accountable, Flexible, and Efficient Transportation Equity Act: A Legacy for Users Act (SAFETEA-LU)*. The SRTS Program is administered by State Departments of Transportation (DOTs).

The Program provides funds to the States to substantially improve the ability of primary and middle school students to walk and bicycle to school safely. The purposes of the program are:

- To enable and encourage children, including those with disabilities, to walk and bicycle to school
- To make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and
- To 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 (approximately 2 miles) of primary and middle schools (Grades K-8).

Each State administers its own program and develops its own procedures to solicit and select projects for funding. The program establishes two distinct types of funding opportunities: infrastructure projects (engineering improvements such as sidewalk improvements and street crossings) and non-infrastructure related activities (such as education, enforcement and encouragement programs).

Plan Development: Why Develop SRTS Plans?

The SRTS program addresses a number of issues at and around schools including traffic safety, children's health, education, and funding. Without an adopted vision and plan to improve these problems, obtaining funding for improvement projects and programs would be difficult. A SRTS plan can help a school district and community to plan for and address issues that hinder biking and walking opportunities to school. Additionally, having a SRTS plan in place better positions a school to pursue and be awarded related funding opportunities for project implementation when they become available.

Following is an overview of factors which support the importance of planning for Safe Routes to School.

National Trends

In the 1960s, more than 65% of children walked or rode their bikes to school. Today, that figure is closer to 10%. The impacts of this change are quite dramatic:

Almost half of young people are not vigorously active on a regular basis; one in eight is overweight or obese. More than 10% of all trips are "escort" trips, children being driven around by adults; this rises to almost one-third of trips in the morning rush hours. Children today have much less independence, freedom to move around, and opportunities to "discover" their world than any previous generation.

Children in the U.S. spend an average of more than one hour in a car every day and between three and four hours a day watching television. Parents report the primary barriers to their children aged 5-18 years walking to or from school as (1) distance to school and (2) traffic-related danger. To address these issues,

comprehensive Safe Routes to School (SRTS) initiatives focus on behavioral, environmental and policy strategies in an effort to increase the percentage of children who walk and bike to school.

Obesity

During the past 20 years there has been a dramatic increase in obesity in the United States. The Centers for Disease Control and Prevention estimates that 34% of Americans over the age of 20 are obese. Obesity is a serious health concern for children and adolescents. Data from National Health and Nutrition Examination surveys (1976–1980 and 2003–2006) show that the prevalence of obesity has increased: for children aged 2–5 years, prevalence increased from 5.0% to 12.4%; for those aged 6–11 years, prevalence increased from 6.5% to 17.0%; and for those aged 12–19 years, prevalence increased from 5.0% to 17.6%.

Obese children and adolescents are at risk for health problems during their youth and as adults. For example, during their youth, obese children and adolescents are more likely to have risk factors associated with cardiovascular disease (such as high blood pressure, high cholesterol, and Type 2 diabetes) than are other children and adolescents. The 2008 Trust for America's Health and the Robert Wood Johnson Foundation report ranks Minnesota 30th, with 24.8 percent of its adults being clinically obese. That's up from 23.7 percent in the 2007.

Physical Activity

The United States has seen a decrease in the number of children who are physically active and an increase in the number of children who are overweight. Statistics from the Centers for Disease Control (CDC) report nearly half of young people aged 12-21 years in the U.S. are not vigorously active on a regular basis and 14% of young people report no recent physical activity. In turn, overweight children are more likely to become obese adults at risk for a variety of diseases.

Based on successes in Europe and the drastic decline in the number of U.S. students who are walking and biking to school as their parents once did, the CDC and other groups across the nation have been promoting “Kids Walk-to-School” programs that encourage physical activity as an integral part of a child’s daily routine. It assumes that teaching children the importance and pleasure of walking and bicycling to and from school may help to increase the likelihood that they will engage in other forms of physical activity. In addition to the physical benefits, data shows that physical activity may improve academic performance and alertness in youth.

Traffic Safety

The number one reason parents do not allow their children to walk to school is a fear for their safety. The safety of children as pedestrians is a real concern. Data from the National Highway Traffic Safety Administration’s 2011 *Traffic Safety Facts* report show that children aged less than 5 up to 15 years old had high rates of injuries or fatalities occurring in non-intersection areas. Following is data on the non-intersection injuries or deaths pulled from Table 96 - Pedestrians Killed or Injured, by Age and Location (see Figure 1).

Age Group	Number of Cases	Percent
>5 years	50 cases	71.4%
5-9 years	44 cases	69.8%
10-15 years	91 cases	69.5%

This data points to the critical need to teach on-going good pedestrian skills to children and young adults, stressing the importance to cross at intersections and at identified crosswalks when provided. The younger children in this age group have not developed the skills and experience to navigate traffic safely, including the ability to judge speed and distance. It is important to teach and practice safe pedestrian skills with our children as well as provide responsible adult supervision as they travel to and from school.

Figure 1. Source: National Highway Traffic Safety Administration

Table 96
Pedestrians Killed or Injured, by Age and Location

Age (Years)	Location						Total	
	Intersection		Non-Intersection		Other			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pedestrians Killed								
<5	10	14.3	50	71.4	9	12.9	70	100
5-9	14	22.2	44	69.8	5	7.9	63	100
10-15	27	20.6	91	69.5	13	9.9	131	100
16-20	34	13.5	185	73.4	29	11.5	252	100
21-24	42	13.8	236	77.4	26	8.5	305	100
25-34	70	11.2	495	79.2	56	9	625	100
35-44	73	12.9	432	76.6	50	8.9	564	100
45-54	172	19.2	624	69.6	94	10.5	896	100
55-64	148	22.6	447	68.1	50	7.6	656	100
65-74	118	28.9	242	59.2	46	11.2	409	100
>74	145	33.3	243	55.7	45	10.3	436	100
Unknown	5	20	18	72	1	4	52	100
Total	858	19.4	3,107	70.1	424	9.6	*4,432	100
Pedestrians Injured								
<5	1,000.0	47.1	1,000.0	47.0	**	5.9	2,000.0	100.0
5-9	1,000.0	32.5	2,000.0	64.7	**	2.7	4,000.0	100.0
10-15	3,000.0	39.0	4,000.0	53.6	**	4.0	7,000.0	100.0
16-20	5,000.0	51.4	3,000.0	37.3	1,000.0	8.2	9,000.0	100.0
21-24	3,000.0	57.6	2,000.0	34.6	**	7.3	6,000.0	100.0
25-34	5,000.0	56.8	3,000.0	31.0	1,000.0	10.9	10,000.0	100.0
35-44	3,000.0	37.7	4,000.0	51.9	1,000.0	10.3	8,000.0	100.0
44-54	4,000.0	40.7	4,000.0	47.2	1,000.0	9.3	9,000.0	100.0
55-64	4,000.0	49.8	3,000.0	37.8	1,000.0	9.6	8,000.0	100.0
65-74	3,000.0	73.1	1,000.0	20.4	**	6.5	4,000.0	100.0
>74	2,000.0	55.4	1,000.0	25.4	1,000.0	19.2	3,000.0	100.0
Total	34,000.0	48.7	28,000.0	41.0	6,000.0	8.6	***69,000	100.0

* Includes 43 pedestrians killed at unknown locations

** Less than 500

*** Includes 1,000 pedestrians injured at unknown locations

SRTS “5-E” Planning

The Safe Routes to School planning approach to pedestrian and bicycle safety is effective because it is done comprehensively and covers five key areas, referred to as the “5-Es”: Engineering, Education, Enforcement, Encouragement and Evaluation. Research has shown the most successful way to increase bicycling and walking is through a comprehensive approach that includes the “5-Es” directly or indirectly. Following is an overview of each of the “5-Es”.

Engineering

The engineering approach of SRTS addresses operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safe and fully accessible crossings, walkways, trails, and bikeways.



Addressing school zone traffic separation and traffic calming is a common engineering application in SRTS planning. Schools now face the demands of students arriving by bus and an increasing number of parents who choose to drop off their children at the school entrance. Traffic separation and calming around schools addresses the functionality of traffic circulation as well as improves critical safety measures for pedestrians and bicyclists. Examples of this engineering approach for traffic volume and speed can include establishing school speed zones and separating bus and parent drop-off/ pick-up zones.

For streets that are wide, a narrowing approach can be used to both slow down traffic speeds and lessen the street crossing distance for pedestrians. Engineering applications for narrowing can include things such as bump outs of sidewalk corners to constrict a roadway or installing a pedestrian island for a safe half way point for crossing a road.

Encouragement

Encouragement and education combine to increase the number of children who walk and bicycle to school safely. Promotion activities also play an important role moving the overall SRTS program forward because they build interest and enthusiasm, which can maintain support for changes that might require more time and resources, such as constructing a new sidewalk.

Using events and activities to promote walking and bicycling encourages these as exciting choices for students. For example, many schools participate in organized events such as a walking school bus in the community or partake in International Walk to School Day on an annual basis. Some communities may highlight a day out of the week to celebrate biking and walking to school (e.g., “Walk & Wheel Wednesdays”).

Enforcement

Examples of enforcement measures can include partnering with local law enforcement to ensure traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and bicycling behaviors), and initiating community enforcement such as

crossing guard programs. Enforcement can also occur at the school level, with Principals and teachers requiring that students abide by safe pedestrian and bicyclist behavior (i.e., crossing at designated crosswalks to get to school, wearing a bicycle helmet). School staff can also enforce any rules established for traffic control such as making sure parents abide by rules of the vehicle drop-off/pick-up zone.

The importance of enforcement should not be overlooked in developing and implementing a SRTS plan. The process of engaging law enforcement, school personnel, and community members to emphasize the seriousness of school safety to the community is key to improving walking and biking for students (and in fact, everyone!).

Evaluation

Evaluation is important to the SRTS program in order to make certain that the previously described approaches are having the desired effect of more active children, less traffic, cleaner air and fewer injuries because of efforts within the community. Evaluation does not have to be complicated, but it should be done on a regular basis so changes can be made in the SRTS program as needed.

Evaluation also consists of monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after improvements are made. For example, if bicycle racks are installed, the school can count the number of bicycles per day to gauge student use or if rules for parent drop-off/pick-up zones are changed, parents might be quickly interviewed during the transport times to gather their feedback on the changes.

State and Federal Support for SRTS

In December 2012, Congress passed a federal two-year transportation bill, *Moving Ahead for Progress in the 21st Century* (MAP-21). MAP-21 established a consolidated program that provides funding for a variety of alternative transportation projects, including SRTS that were previously separate programs. The SRTS program was combined with other bicycling and walking programs into the Transportation Alternatives Program (TAP).

In December 2015, the new transportation bill *Fixing America's Surface Transportation Act (FAST Act)* was signed. The FAST Act is a five year surface transportation law that provides long-term funding certainty for federal fiscal years 2016-2020. With the signing of the new bill, TAP has become a set-aside program of the Surface Transportation Block Grant Program and has been renamed as Transportation Alternatives (TA).

Minnesota has an established a SRTS program with State allocated funding in addition to the federal TA funds for non-infrastructure and infrastructure projects. The Minnesota Department of Transportation (MnDOT) has also facilitated the creation of the *Minnesota Safe Routes to School Resource Center* which provides various resources of information to plan, create, and implement SRTS efforts and programs in Minnesota. The Resource Center can be accessed at the following website:

<https://www.dot.state.mn.us/mnsaferoutes/>.

Community Profile and Goals

Piedmont Elementary School is located at 2827 Chambersburg Avenue, Duluth, Minnesota's Piedmont neighborhood. As of 2016 there were 459 students enrolled in grades in pre-kindergarten through fifth. It is included within Independent School District's (ISD) 709's Student Transportation Eligibility Policy that students are eligible for transportation if they live .7 miles or further from school.

The school hosts extended programs such as the K.E.Y. Zone. These programs are neighborhood based after school programs to help kids stay physically active through a variety of indoor and outdoor games and adventures. Students also learn leadership skills and how to make positive contribution to their community.

Goals and Planning Process

2017 General Piedmont Elementary School Goals

The SRTS planning team is comprised of the Metropolitan Interstate Council (MIC), St. Louis County Public Health, and the Arrowhead Regional Development Commission (ARDC). As the planning process progressed, three goals were identified as the following:

1. Piedmont Elementary School will work to increase the education opportunities and support for walking, biking and SRTS with the school, parents, and the community.
2. Address pedestrian and bicycle safety concerns and physical improvement opportunities within a one-mile radius of the school.
3. Piedmont Elementary will complete and continue ongoing evaluations of SRTS efforts.

Planning Process

The MIC, in partnership with St. Louis County Public Health and ARDC initiated the SRTS planning process. There was a total of *four meetings during the process*.

The first meeting was held in October 10th, 2016. Staff met with the SRTS team about the SRTS planning background, the objectives of the "5-E's", and the planning timeline. At this first meeting, A presentation was given that included an overview of the SRTS Program, key health trends and considerations, teacher tally and parent survey results, and planning process/timeline. A mapping exercise was conducted in which the meeting participants were asked to label their concern areas on the oversized map.

The second meeting was held on November 2nd, 2016, in which the SRTS team had participated in morning and afternoon observations and discussion. The team separated and each took a specific location where there would be a good vantage point to see how arrival and dismissal functioned at the school and in the neighborhood. This was a great way for the team to get an on the ground look and feel for what the conditions were like. This helped with member buy-in and a sense of what the situation was. After each observation shift, the team would discuss what they had seen & potential solutions.

A third meeting was held with the SRTS team on January 24th, 2017. The third meeting focused on recapping progress to date, introducing the 5 E's, and brainstorming Piedmont Elementary specific 5 E action items and recommendations. The SRTS team had an exercise where team members wrote their

ideas on boards that had each E listed on them. By the end of the meeting staff had a list of project ideas for each of the E's.

A fourth meeting was held on *April 17th, 2017*. Staff brought a draft action plan to review with the SRTS team and discussed next steps. The planning team presented education, encouragement, enforcement, evaluation, and engineering recommendations that were reviewed for potential implementation. Suggestions were taken and incorporated into the action plan.

Assessment of Existing Conditions

Assessment methods used to assess the existing conditions for students to walk and bike to school included a review of existing plan documents, upcoming roadway projects, crash data analysis, school site observations, parent surveys/student's classroom tallies, field observations, arrival and dismissal observations, and current programs or activities related to SRTS.

Neighborhood Assessment & Field Observation

The SRTS planning team observed activity at Piedmont Middle School on November 2, 2016, between 7:15-7:45 a.m. and 2:00-2:30 p.m. Traffic behaviors, the functionality of the bus loading and parent zones, and the ease of students walking and biking to school were examined. Overall the planning team reviewed the existing conditions at the school site and the surrounding area.

Some key points from the observation where:

1. There were no bicyclists that were observed all day and very few walkers.
2. There were instances where distracted driving was observed.
3. Many students participate in an after-school program – more than 100 students, in which parents pick-up and busing is provided.
4. The school doesn't have enough enforcement for the parking lot and is trying to encourage more drop offs in the back of the school building.
5. The school has a taxi fund due to many parents using taxi services as result of the hill serving as a barrier.
6. Any congestion was short-lived. Maybe a 5-8-minute peak.

Piedmont Elementary School can be accessed from Chambersburg Ave and Ensign St, near Piedmont Ave. Ensign St is primarily a street with a residential feel. Chambersburg on the other hand has higher volumes with an Annual Average Daily Traffic (AADT) volume of 1850 vehicles, and Piedmont Ave even higher at 6900 vehicles. Chambersburg Ave is major collector street, has a posted speed limit of 30 MPH, is a two-lane road (one lane of traffic in both directions), and has no shoulder. Piedmont Ave is a minor arterial, has a posted speed limit of 30 MPH, is a two-lane road is a two-lane road (one lane of traffic in both directions), and has wide shoulders for parking (although not much usage.) Both Chambersburg Ave and Piedmont Ave have been mentioned as barriers to walking and biking to school.

Piedmont 's main entrance and parking lot is located off Chambersburg Ave. The parent vehicle pick-up and drop-off zone is in the main parking lot and some parents' pick-up/drop-off on Ensign St. The pick-up/drop-off zone allows for curbside drop-off and loading from students.

Classroom Tallies and Parent Surveys

One of the main activities of this planning process was to administer classroom tallies and parent surveys of student at Piedmont Elementary School. The student and parent survey tools were developed by the National Center for Safe Routes to School. Students participated in classroom tallies, which asked them how they traveled to and from school for two consecutive days. Parents/guardians completed a 16-question survey distributed to students in all kindergarten through fifth grade classrooms. Parent surveys were sent home with students, as they asked for information regarding current travel mode behavior and safety perceptions.

The purpose of these surveys was to obtain a baseline of information to identify and measure student travel behaviors and parental attitudes. The results also helped the SRTS planning team identify strategy to increase the number of children walking and biking to school. This section shows the results of selected survey responses. A copy of the student and parent surveys for this analysis can be found in Appendix A. Copies of the completed survey reports can be found in Appendix B.

Classroom Tally Results

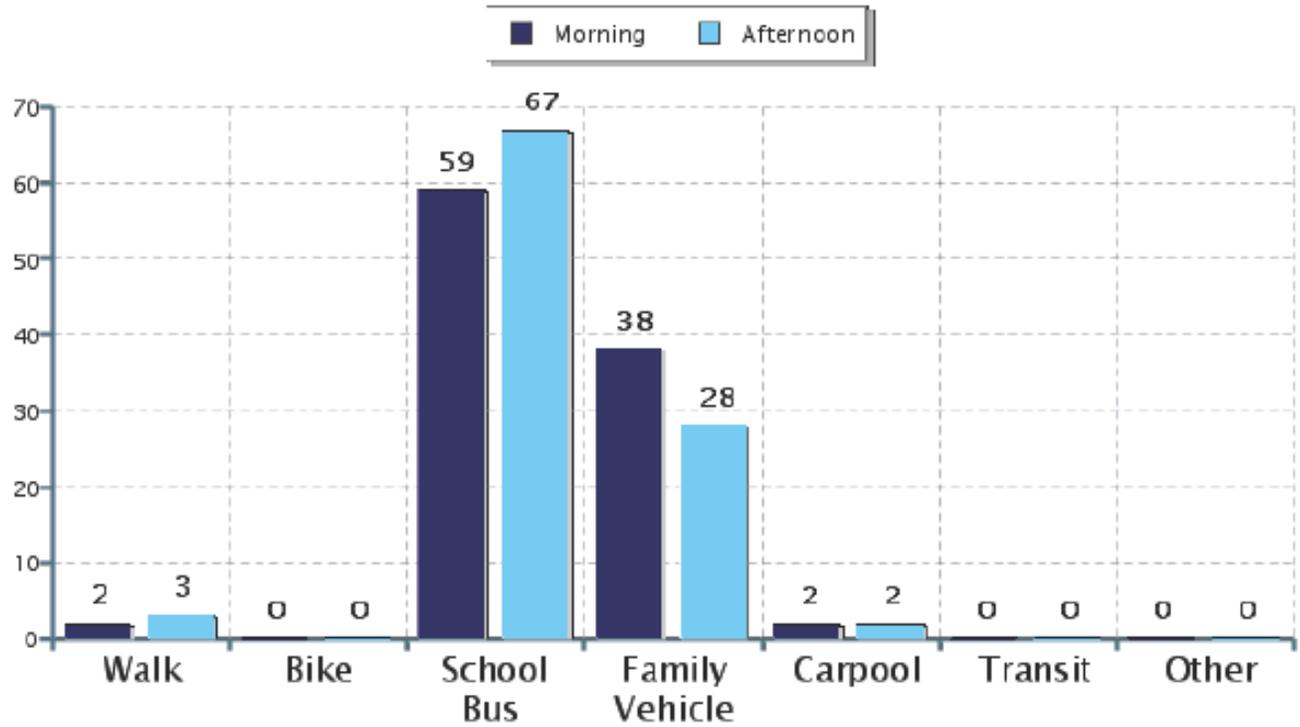
Teachers administered a classroom tally in which nine classrooms from kindergarten through fifth grade students during the week of May 2016. Students were asked to report how they traveled to school for two consecutive days midweek, including any differences between mode of travel for arrival to school and departure from school.

Students answered questions: “How did you arrive at school today?” and “How do you plan to leave for home after school?” The majority of students indicated that they traveled to and from school by school bus and family vehicles. 59% of students were tallied that they utilize the school bus for morning arrival, while 67% take the bus home after dismissal.

Also, 38% arrive to school by family vehicle while 28% use their family vehicle to go home after dismissal. 2-3% of students indicated that they walk to and from school in the morning and afternoon, respectively.

Figure 2

Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

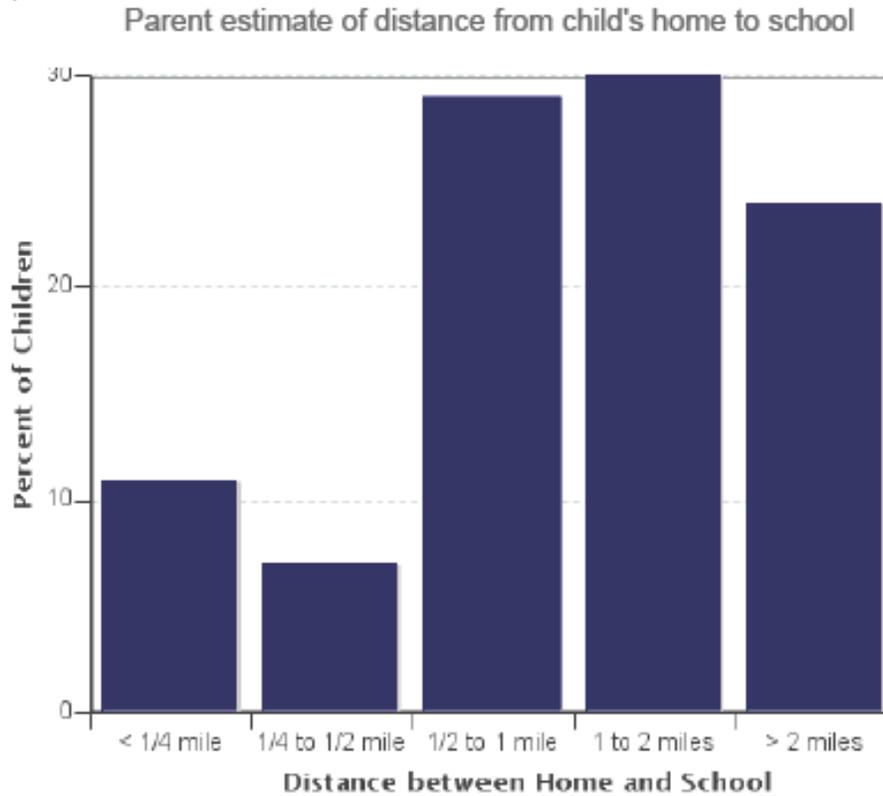
	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	434	2%	0%	59%	38%	2%	0%	0%
Afternoon	445	3%	0.4%	67%	28%	2%	0%	0%

Percentages may not total 100% due to rounding.

Parent Survey Results

Parent surveys were distributed in May 2016 in which 97 surveys were completed. Of the respondents, the highest number of returns came from parents/guardians that lived 1 mile up to 2 miles away from school (30%). 29% of the survey respondents that lived ½ mile to 1 mile away from Piedmont.

Figure 3



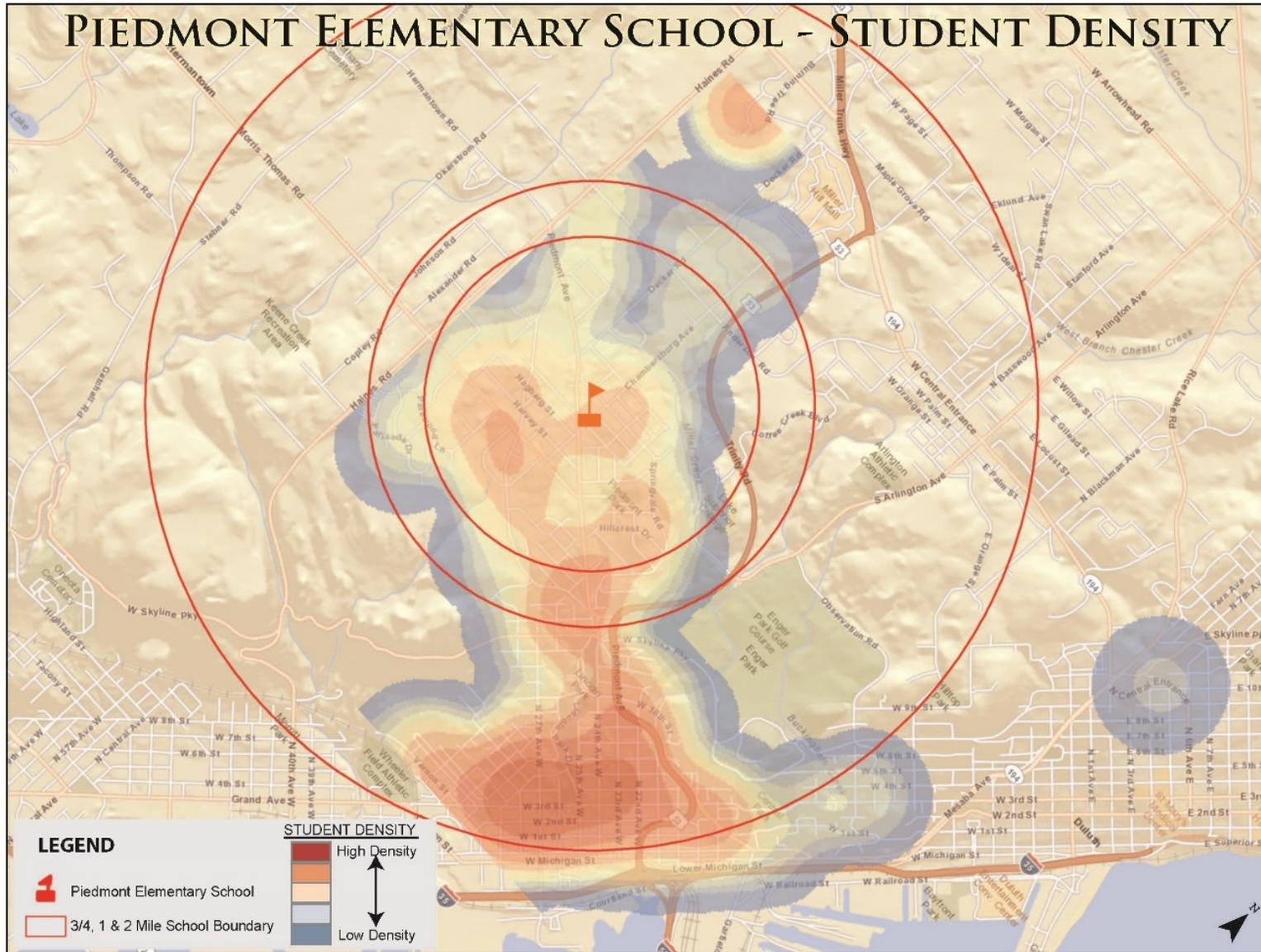
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	10	11%
1/4 mile up to 1/2 mile	6	7%
1/2 mile up to 1 mile	26	29%
1 mile up to 2 miles	27	30%
More than 2 miles	22	24%

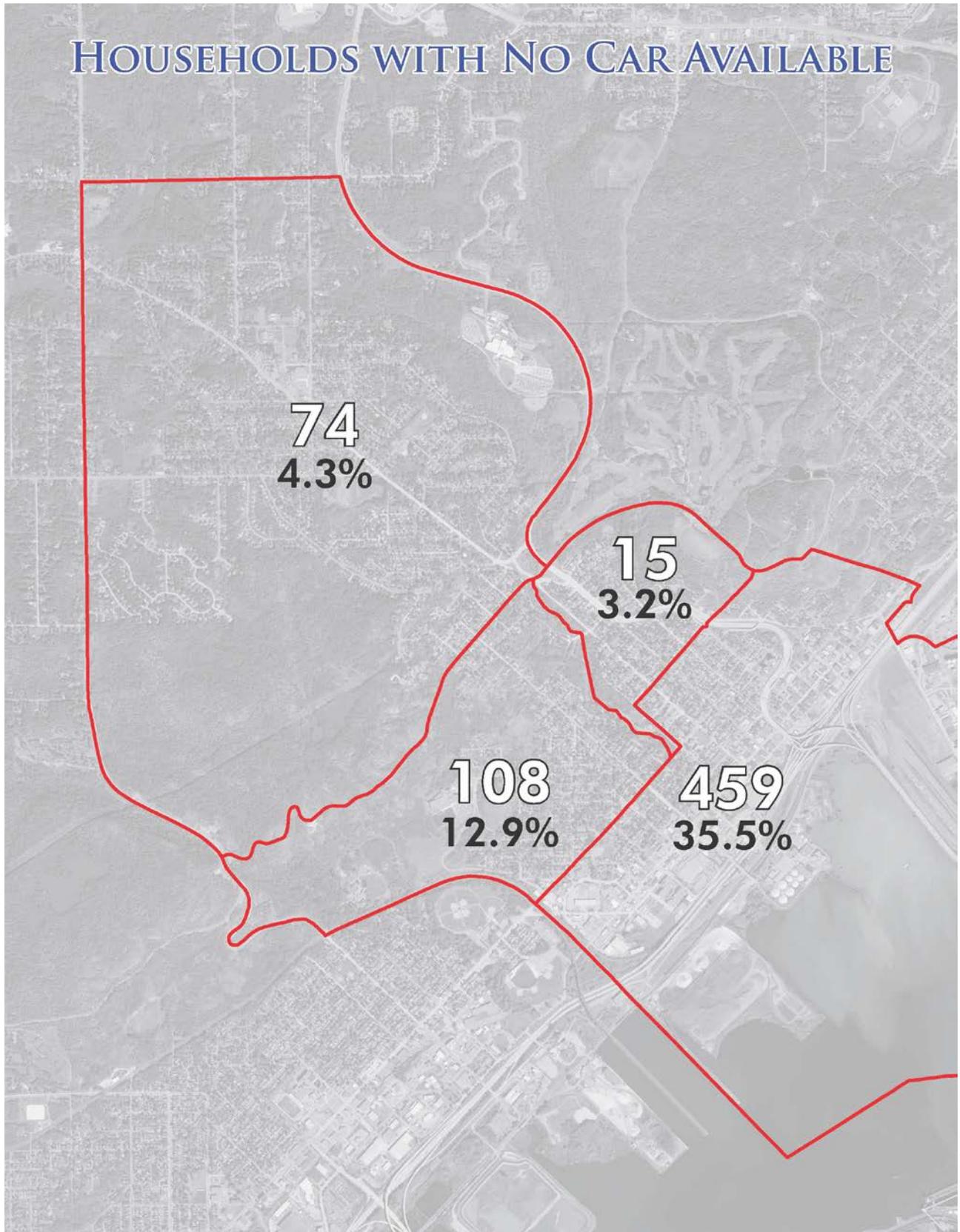
Don't know or No response: 6
 Percentages may not total 100% due to rounding.

11% of parents reported that their family lived less than $\frac{1}{4}$ mile away from school. Only 20% of those who lived less than $\frac{1}{4}$ mile from the school said they walked to school in the morning, while 50% walked in the afternoon. The survey results indicated that these are the primarily the only students that walked to school, as only 5% living more than 2 miles away walked, and only in the afternoon.

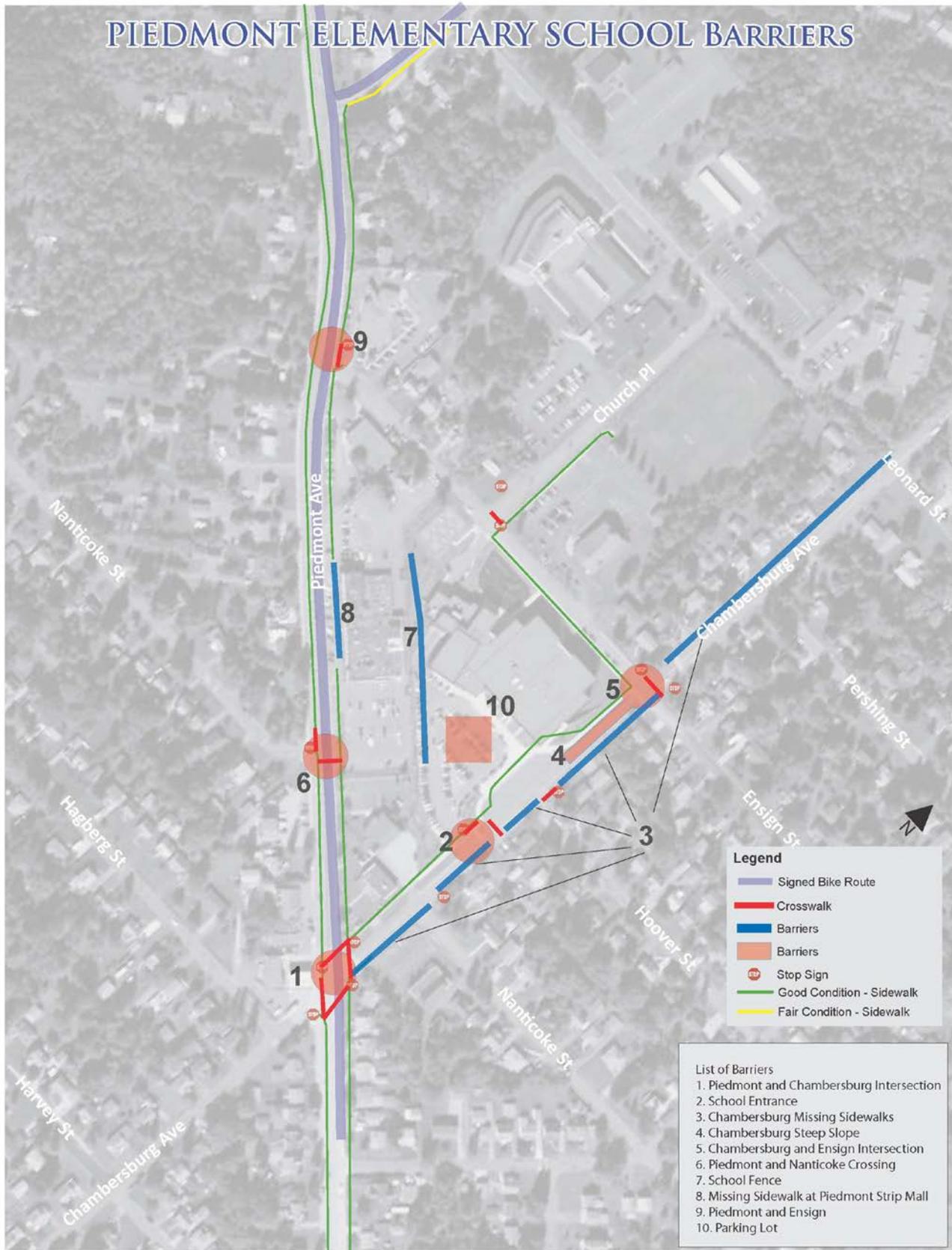
Map 1



Map 2



Map 3



Piedmont Elementary School “5-E” Recommended Strategies

The Piedmont Elementary School SRTS Plan is meant to guide the implementation of their SRTS Program. The barriers to walking and bicycling to school were identified in the parent surveys and during the existing conditions assessment, illustrate the need for a set of comprehensive strategies to reach their SRTS goals. The recommendations encompass the “5-E” approach areas and vary by implementation effort level.

The engineering recommendations are intended to improve the safety of the school site and the community with both short and long-term recommendations. Education and encouragement recommendations focus on raising community awareness and targeted training on walking/biking skills and safe parent drop-off and bus loading zones conduct. Community enforcement recommendations emphasize street intersection safety and traffic speed monitoring. Finally, the evaluation recommendations include routine SRTS meetings, and conduct parent surveys and classroom tallies to monitor changes in travel behavior and awareness for safe routes to school as strategies are implemented.

Problem Statements

- There is a perception of crime and fear of walking alone
- Ice/snow is a barrier around the neighborhood
- Need for more education and encouragement activities for students & parents
- Dangerous intersection-Piedmont/Chambersburg
- Lack of local advocate to encourage & carryout bicycling activities
- Missing sidewalk segments, specifically on Chambersburg and in front of strip mall.

Education

Education includes identifying safe routes safe routes, teaching students to look both ways at intersections, and how to handle potentially dangerous situations. These strategies are often closely tied to Encouragement strategies which encourage students to begin/continue walking and biking to school.

Currently, there is a lack of education for young people for biking and walking. Lack of education for drivers about observing pedestrian and bicyclist rights is also an issue. In addition to the education about safe travel, increased education about the health benefits of active living may encourage it. There is concern that all road users, pedestrians, bicyclists and motorists are unclear as to how to safely share the road. Drivers generally do not yield to pedestrians at street intersections and don't always give bicyclists proper space on major roads with limited shoulders. There is a lack of education on how pedestrians and bicyclists should correctly use streets without sidewalks safely.

Goal 1: Education, Encouragement, & Enforcement Goal – Piedmont Elementary School will work to increase the education opportunities and support for walking, bicycling and SRTS with the school and community.

Piedmont Elementary School SRTS Education Strategies

Strategy 1.1: Implement the *Walk! Bike! Fun!* Curriculum.

The *Walk! Bike! Fun!* Curriculum was developed by the Bicycle Alliance of Minnesota through a federal Safe Routes to School grant provided by the Minnesota Department of Transportation (MnDOT) and in collaboration with the Center of Prevention at Blue Cross and Blue Shield of Minnesota. It is a two-part curriculum designed specifically for Minnesota’s schools and is structured to meet Minnesota education standards.



1Walk! Bike! Fun! Logo

Walk! Bike! Fun! will help children ages five to thirteen develop life-long skills through fun classroom activities and on-foot and on-bike skills practice. Students will learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community.

Decisions should be made about how the curriculum will be implemented. Instructors can be sent to Bike Minnesota curriculum trainings as well as participation in a local Traffic Skills 101 class. Once instructors have been trained, the curriculum may be implemented by utilizing the bicycle fleet. The bicycle fleet was awarded to the Duluth YMCA, courtesy of MnDOT’s Bicycle Fleet solicitation.

Strategy 1.2: Publish school patrol schedules and locations.

- Coordinate with school patrol volunteers to insure they stick to schedule to be available for all possible students in need of assistance.

Strategy 1.3: Participate with ARDC or similar sponsor’s helmet hero program.

Strategy 1.4: Utilize parent/teacher conferences, open house, kindergarten round-up, and other special events and other similar activities to provide additional SRTS information and promote healthy and safe biking and walking habits.

- Also an opportunity to hold family bike class or driver education workshops

Strategy 1.5: Develop and create a Walk & Bike to School Route Map.

- A draft map is contained in this plan.

Strategy 1.6: Have students develop their own educational posters/videos/art encouraging bicycling and walking.

Strategy 1.7: Strive to integrate bicycle and pedestrian skills/safety into physical education curriculum.

Encouragement

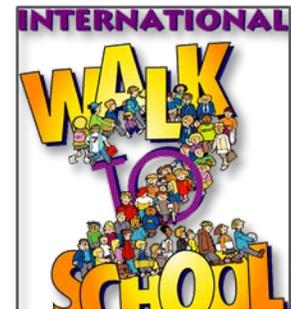
Encouragement combines the results to the other “E’s” to improve knowledge, facilities, and enforcement to encourage more students to walk or ride safely to school. Most importantly, encouragement activities build interest and enthusiasm. Programs may include “Walk to School Days”

or mileage clubs and contests with awards to motivate students. Encouragement will be a powerful tool to get students walking and biking to Piedmont Elementary School. Due to barriers such as Grand Avenue, Cody Street as well as other identified barriers, it will be important to continue encouragement of a healthy walking and biking lifestyle.

Piedmont Elementary School SRTS Encouragement Strategies

Strategy 1.8: Participate in the International Walk to School Day event.

International Walk to School Day is a global event that is held every year in October. It began in 1997 as a one-day event in the United States to build awareness for walkable communities. Over time, it has progressed into a mass celebration of active transportation and its related issues, used to introduce communities to SRTS.



2-Walk to School Day Logo

- Utilize remote drop-off location in order to allow all students to participate in activity if desired. (Piedmont Community Center possible starting location.)

Strategy 1.9: Organize and promote other ongoing Walk & Bike (can be in may) to school events.

- (i.e. a week-long event, 'walking Wednesday club', or 'golden boot' program, along with others)
- Evaluate using safety program incentives from local sponsors for prizes and gift cards (i.e. Subway sandwiches, DQ, etc.), stickers, bracelets, etc. could also be used as prizes.

Strategy 1.10: Publish educational articles related to walking and biking in parent newsletters.

Strategy 1.11: Share and celebrate stories with photos of kids who bike and walk to school on a wall in the building.

Strategy 1.12: Investigate programming opportunities to provide kids with easy to use bike locks.

Enforcement

Enforcement includes policies and activities that address safety issues such as speeding or illegal turning, but also includes getting community members to work together to promote safe walking, bicycling, and driving. Enforcement is critical in establishing a community that is perceived as safe for those bicycling and walking.

Piedmont Elementary School SRTS Enforcement Strategies

Strategy 1.13: Pilot Program: 2-week encouragement program during the beginning and end of the year; can include placing signage on the sides of roads surrounding campus to notify drivers of school zone and slow traffic.

Strategy 1.14: Install pedestrian crossing warning beacon, specifically the Rectangular Reflective Flash Beacon (RRFB) to increase driver yielding behavior and supplement the standard pedestrian crossing warning signage and pavement markings at identified locations (see map)

Strategy 1.15: Explore opportunities for adult crossing guards to provide safe presence in and around school. (May include volunteer citizens, AAA provided training, etc.) include student crossing guards as well to be a part of it.

Strategy 1.16: Evaluate placing cones in tire lanes to discourage people from parking there (specifically after school.

Strategy 1.17: Locate crossing guards at the intersections of Ensign St and Chambersburg Ave, driveway to the school, and Chambersburg Ave and Piedmont Ave

Engineering

Engineering can improve children’s safety to enable more children to walk and bike to school safely. The relationship of the School building to sidewalks and street crossings can determine the level of comfort and safety a pedestrian or bicyclist experiences. It is important to note that all of these elements are interconnected: the street is connected to the sidewalk and the sidewalk is connected to the building. Engineering strategies are best used in conjunction with education, encouragement, and enforcement activities, as they complement these strategies. Additional detail for each of the following action items can be found in Appendix C.

Goal 2: Engineering Goal - Piedmont will address pedestrian and bicycle safety concerns and physical improvement opportunities with a one-mile radius of the School.

Piedmont Elementary School Engineering Strategies

Piedmont Ave and Chambersburg Ave Intersection

(St. Louis Co. and City of Duluth)

- 2.1 Complete an Intersection Control Evaluation at the intersection of Piedmont Ave and Chambersburg Ave to determine what pedestrian safety improvements could be done at this intersection.**
 - This intersection was mentioned as a major safety concern for parents.
- 2.2 Consider and test Bump-outs at Piedmont Ave and Chambersburg Ave in the interim.**
 - Bump-outs help shorten crossing distances, make the pedestrian more visible, cut down on points of conflict from vehicle traffic, and make the turning movements more predictable.
 - Test with a demonstration project before making a permanent change.

Piedmont Ave

(St. Louis Co.)

- 2.3 Improve Safety at the intersection of Piedmont Ave and Ensign St. Some typical treatments the SRTS committee looked at and would like to be considered include the following:**
 - Install Bump-outs at crossings.

- Paint high-visibility crosswalk with a ladder design.
 - Add Rectangular rapid flashing beacons (RRFBs) for crossing Piedmont Ave.
- 2.4 Create a more direct and pedestrian friendly crossing at Piedmont Ave and Nanticoke St. Some typical treatments the SRTS committee looked at would like to be considered include the following:**
- Paint high-visibility crosswalk with a ladder design
 - Install an In-street crosswalk sign to make the crosswalk more visible and increase driver yielding.
 - Add Rectangular rapid flashing beacons (RRFBs) for crossing Piedmont Ave.
 - ❖ Consider obtaining an easement and build a pathway connecting the current crossing at Piedmont Ave and Nanticoke St to the school’s main parking lot. There should be a pedestrian walkway that cuts through the parking lot with the new layout design.
- 2.5 Add sidewalk connection in missing segment/gap on Piedmont Ave in front of the Piedmont Plaza strip mall**
- 2.6 Improve lighting at**
- Intersection of Piedmont Ave and Chambersburg Ave
 - Intersection of Piedmont Ave and Ensign St
 - Intersection of Piedmont Ave and Nanticoke St
- 2.7 Calm Piedmont Ave traffic speeds (especially from Chambersburg Ave to Decker Rd.) by:**
- Conducting a speed study. Install speed feedback signs if found that speeding is a problem.
 - Create a better pedestrian atmosphere with safe infrastructure and amenities.
 - Add trees and planters.
 - Keep and add to the human/neighborhood scaled lighting.
 - Consider narrowing driving lanes.
 - Add space between the sidewalk and the curb.

Chambersburg Ave

(City of Duluth)

- 2.8 Improve safety at the intersection of Chambersburg Ave and Ensign St. Some typical treatments the SRTS committee looked at and would like to be considered include the following:**
- Paint high-visibility crosswalk with a ladder design
 - Consider traffic calming and possible intersection control (perform a study here to determine best solution).
- 2.9 Add pedestrian and bicycle facilities along Chambersburg Ave**
- 2.10 Add sidewalk along Chambersburg Ave on the East side from Leonard St to Piedmont Ave.**
- 2.11 Add an 8-10Ft wide multi-use path or a wide sidewalk along Chambersburg Ave on the West side from Anderson Rd to Morris Thomas Rd.**
- 2.12 Conduct a speed study. Install speed feedback signs if found that speeding is a problem.**
- 2.13 Add lighting at the entrance to the main parking lot along Chambersburg Ave.**

Main Parking Lot

(ISD 709)

- 2.14 Restripe main parking lot for additional parking spaces and traffic calming. Add a safe walking space through the middle of the parking lot to make students and parents more visible (instead of walking between cars.)**
- 2.15 Improved markings and signage in no-park areas that are an issue (have an adult supervisor enforce).**
- 2.16 Create a plan from snow storage and removal, make sure sightlines are maintained for all users. Consider moving snow to a designated area.**
- 2.17 Add lighting at the entrance to the main parking lot along Chambersburg Ave.**

Morris Thomas Rd

(St. Louis Co.)

- 2.18 Add sidewalk along Morris Thomas Rd from Piedmont Ave to Haines Rd preferably on the northern side.**

Other New Sidewalks

(City of Duluth)

- 2.19 Add sidewalk along**
 - Leonard St from Decker Rd to a little past Church Pl – preferred on both sides if possible or just the southern side.
 - Church Pl from Leonard St to Ensign St – Preferred both sides if possible or the eastern side.
 - Ensign St from Piedmont Ave to Church Pl – Preferred on both sides if possible or the northern side.

Piedmont Park

(City of Duluth)

- 2.20 Consider building a natural surface trail through Piedmont Park from the Northern edge to W 24th St and connect through to Nanticoke St using existing public right-of-way .**

Crossings Over Driveways

- 2.21 Create safer crossings over driveways. Some typical treatments the SRTS committee looked at and would like to be considered include the following:**
 - All new crossings through driveways should be raised, giving priority and importance to pedestrians.

Evaluation

Evaluation is instrumental to the success of Piedmont Safe Routes to School goals. Evaluation includes reviewing the implementation of strategies and addressing new concerns and issues as they arise, and continuing to promote planning for safe walking and biking.

Goal 3: Evaluation Goal – Piedmont will complete ongoing evaluations of Safe Routes to School efforts.

Piedmont Elementary School Evaluation Strategies

Strategy 3.1: Form an active Safe Routes to School team.

It is recommended that Piedmont Elementary School form an active Safe Routes to School team and hold regular meetings. Meetings should be held at least on an annual basis or more if additional meetings are needed.

Strategy 3.2: Review progress of Safe Routes to School implementation.

It is recommended that the Safe Routes to School Plan be reviewed annually to track the progress of implementation. An annual meeting should be scheduled to conduct an action plan review. Strategies should be updated as needed. Conducting annual classroom tallies and monitoring bicycle counts is part of the evaluation tracking process.

Strategy 3.3: Hold an annual meeting/workshop between SRTS partners.

It is recommended that an annual meeting/workshop be held between SRTS partners. The information sharing and discussion session will involve stakeholders such as government entities (MnDOT, MIC, St. Louis County, cities) school district administration, and representatives from participating schools. Topic should include information on the latest funding opportunities, prioritizing updates and an overview of the 5E programs and activities that are being implemented currently and in the future for evaluation.

Strategy 3.4: Metropolitan Interstate Council (MIC) review of the Safe Routes to School Plan.

The MIC will review the Safe Routes to School Plan every five years to evaluate bicycle and pedestrian counts, policies, and programs in place after completion of the Safe Routes to School Plan.

Map 4



Appendix A: Safe Routes to School Classroom Tallies and Parent Surveys Example

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

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

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

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

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

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

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

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

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

- Strongly Encourages Encourages Neither Discourages Strongly Discourages

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

- Very Fun Fun Neutral Boring Very Boring

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

- Very Healthy Healthy Neutral Unhealthy Very Unhealthy

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

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

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

16. Please provide any additional comments below.

Appendix B: Safe Routes to School Classroom Tallies and Parent Survey Results

Student Travel Tally Report: One School in One Data Collection Period

School Name: Piedmont Elementary School

Set ID: 20984

School Group: Duluth SRTS

Month and Year Collected: May 2016

School Enrollment: 0

Date Report Generated: 07/25/2016

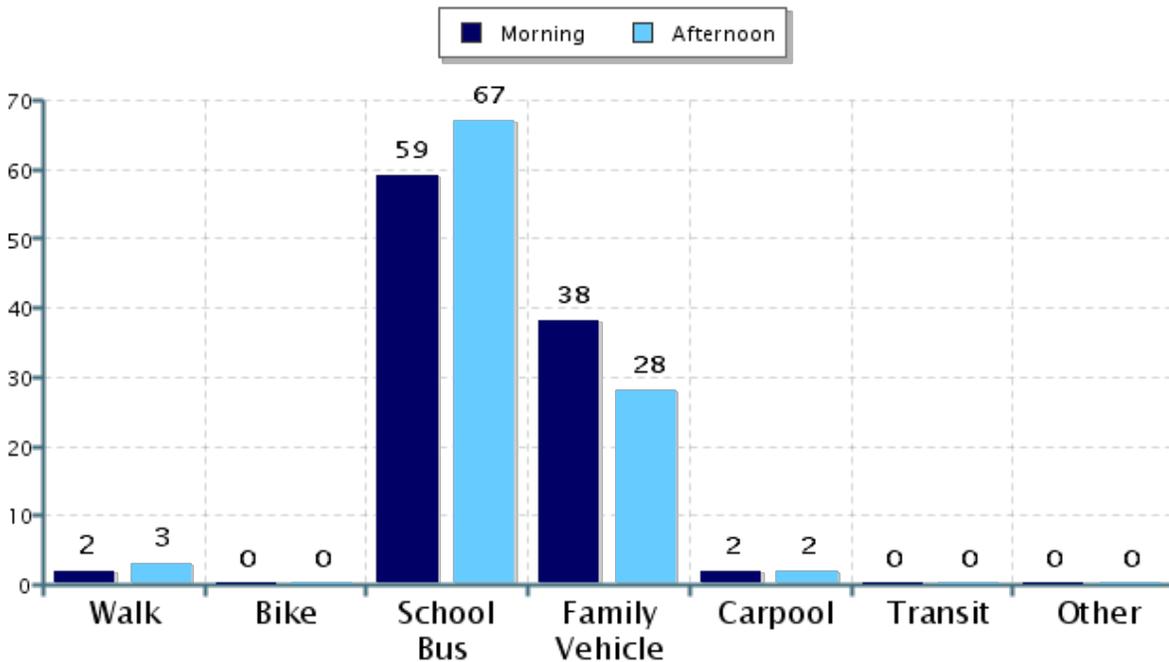
% of Students reached by SRTS activities: Don't Know

Tags:

**Number of Classrooms
Included in Report:** 10

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison



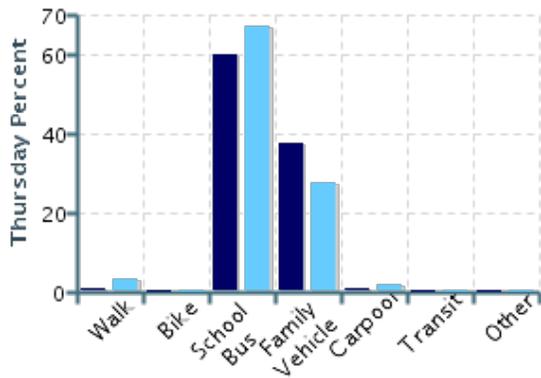
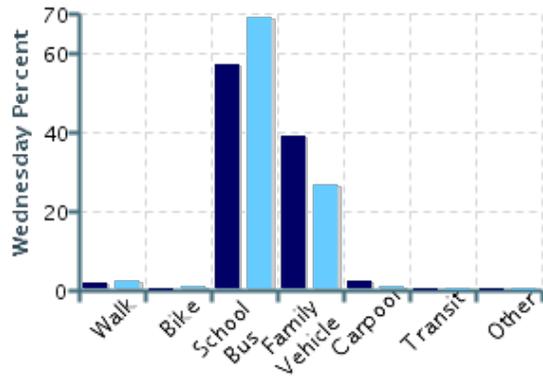
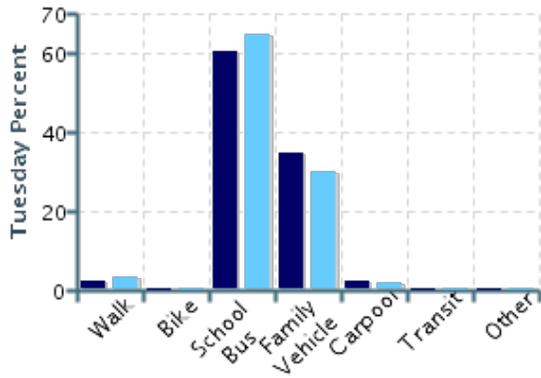
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	434	2%	0%	59%	38%	2%	0%	0%
Afternoon	445	3%	0.4%	67%	28%	2%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

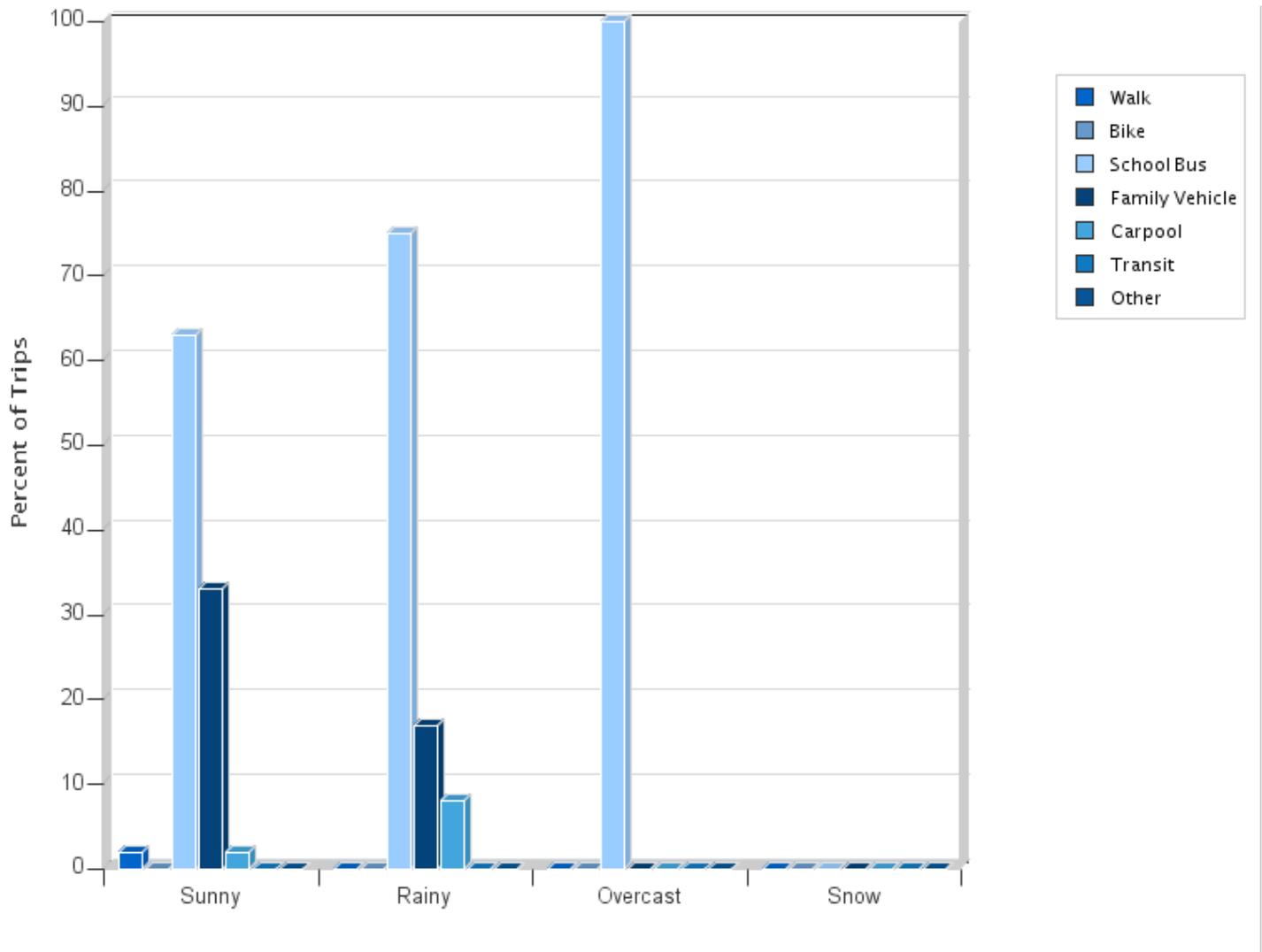


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	83	2%	0%	60%	35%	2%	0%	0%
Tuesday PM	94	3%	0%	65%	30%	2%	0%	0%
Wednesday AM	175	2%	0%	57%	39%	2%	0%	0%
Wednesday PM	177	2%	1%	69%	27%	1%	0%	0%
Thursday AM	176	1%	0%	60%	38%	1%	0%	0%
Thursday PM	174	3%	0%	67%	28%	2%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	759	2%	0.3%	63%	33%	2%	0%	0%
Rainy	24	0%	0%	75%	17%	8%	0%	0%
Overcast	1	0%	0%	100%	0%	0%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Parent Survey Report: One School in One Data Collection Period

School Name: Piedmont Elementary School

Set ID: 14974

School Group: Duluth SRTS

Month and Year Collected: May 2016

School Enrollment: 0

Date Report Generated: 07/25/2016

% Range of Students Involved in SRTS: Don't Know

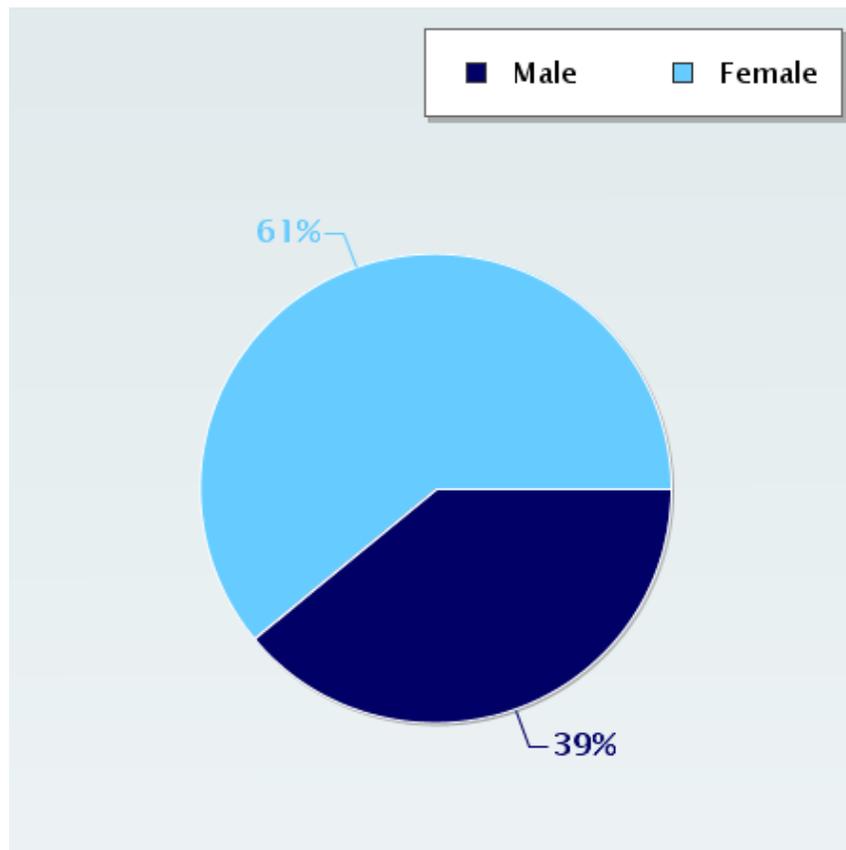
Tags:

Number of Questionnaires Distributed: 9

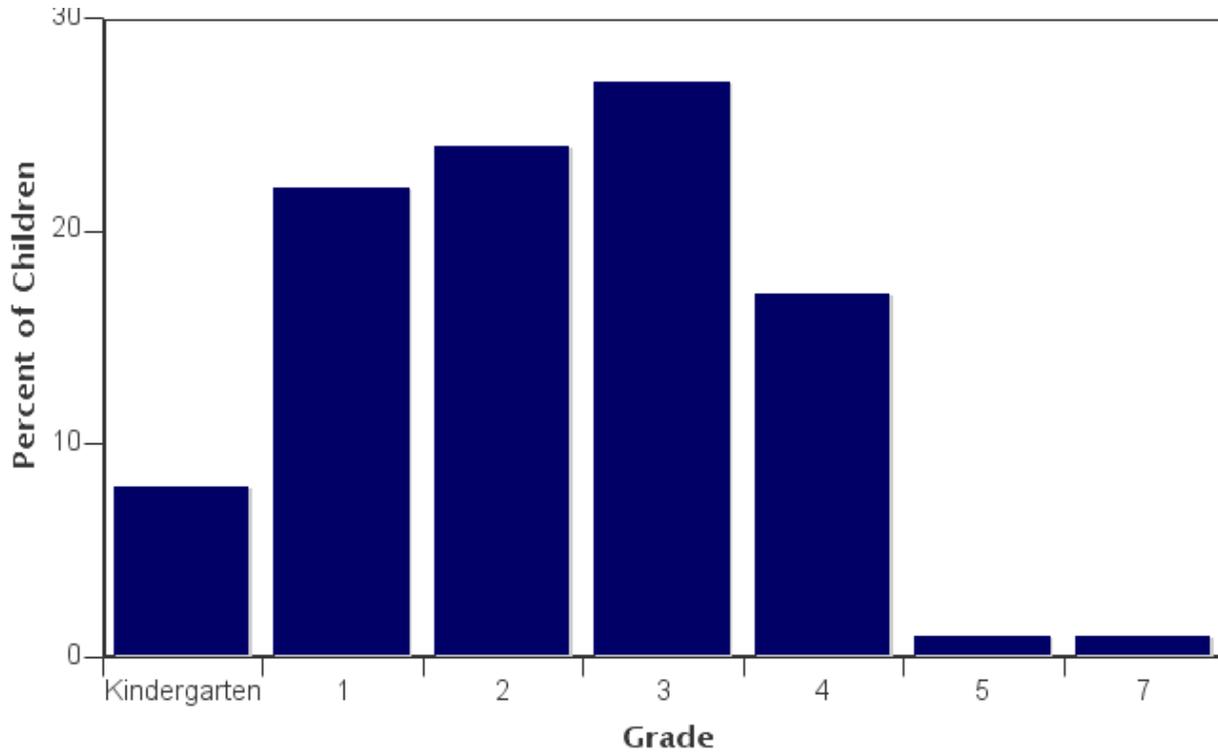
Number of Questionnaires Analyzed for Report: 97

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

Sex of children for parents that provided information



Grade levels of children represented in survey



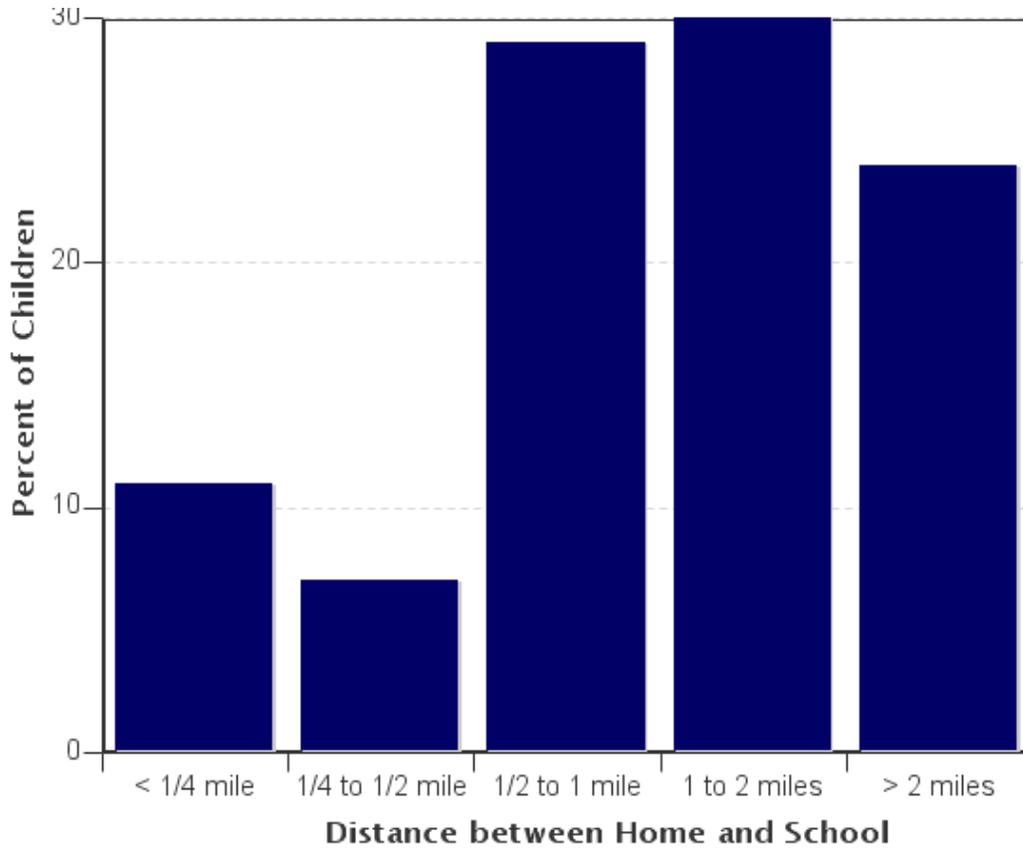
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	8	8%
1	21	22%
2	23	24%
3	26	27%
4	16	17%
5	1	1%
7	1	1%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

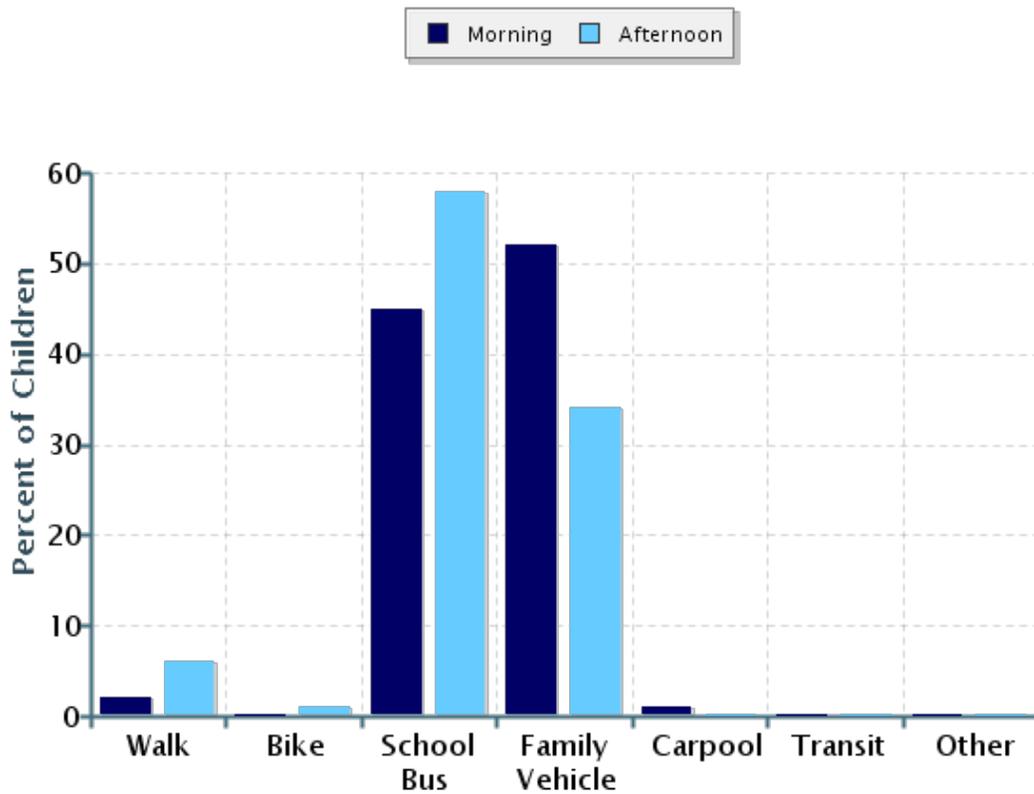


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	10	11%
1/4 mile up to 1/2 mile	6	7%
1/2 mile up to 1 mile	26	29%
1 mile up to 2 miles	27	30%
More than 2 miles	22	24%

Don't know or No response: 6
 Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	96	2%	0%	45%	52%	1%	0%	0%
Afternoon	93	6%	1%	58%	34%	0%	0%	0%

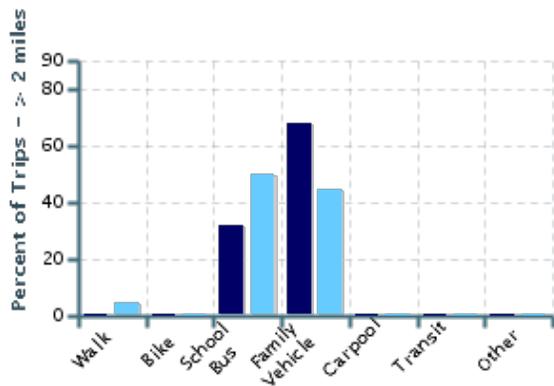
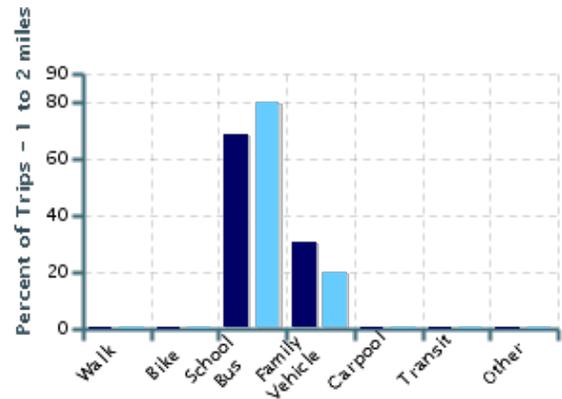
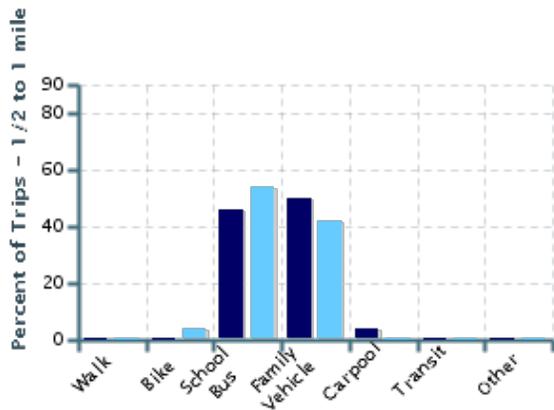
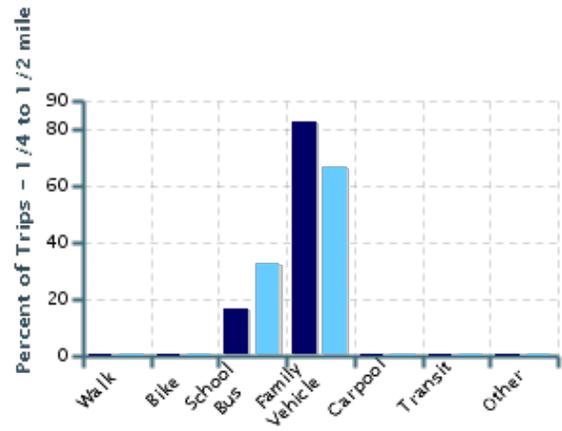
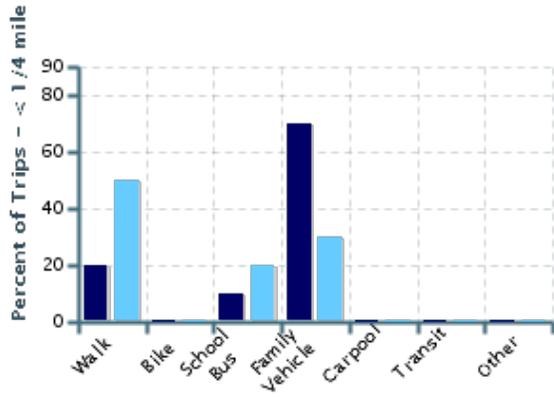
No Response Morning: 1

No Response Afternoon: 4

Percentages may not total 100% due to rounding.

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

■ Morning ■ Afternoon



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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	10	20%	0%	10%	70%	0%	0%	0%
1/4 mile up to 1/2 mile	6	0%	0%	17%	83%	0%	0%	0%
1/2 mile up to 1 mile	26	0%	0%	46%	50%	4%	0%	0%
1 mile up to 2 miles	26	0%	0%	69%	31%	0%	0%	0%
More than 2 miles	22	0%	0%	32%	68%	0%	0%	0%

Don't know or No response: 7

Percentages may not total 100% due to rounding.

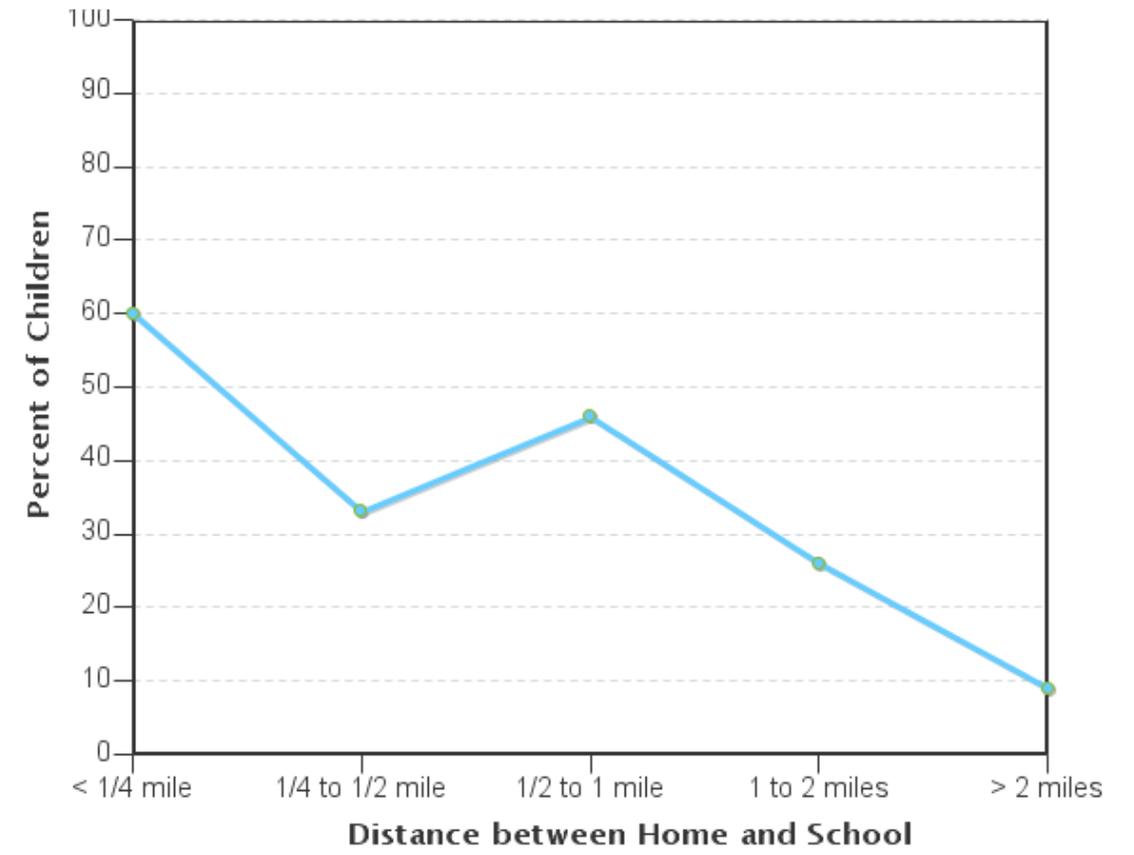
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	10	50%	0%	20%	30%	0%	0%	0%
1/4 mile up to 1/2 mile	6	0%	0%	33%	67%	0%	0%	0%
1/2 mile up to 1 mile	24	0%	4%	54%	42%	0%	0%	0%
1 mile up to 2 miles	25	0%	0%	80%	20%	0%	0%	0%
More than 2 miles	22	5%	0%	50%	45%	0%	0%	0%

Don't know or No response: 10

Percentages may not total 100% due to rounding.

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

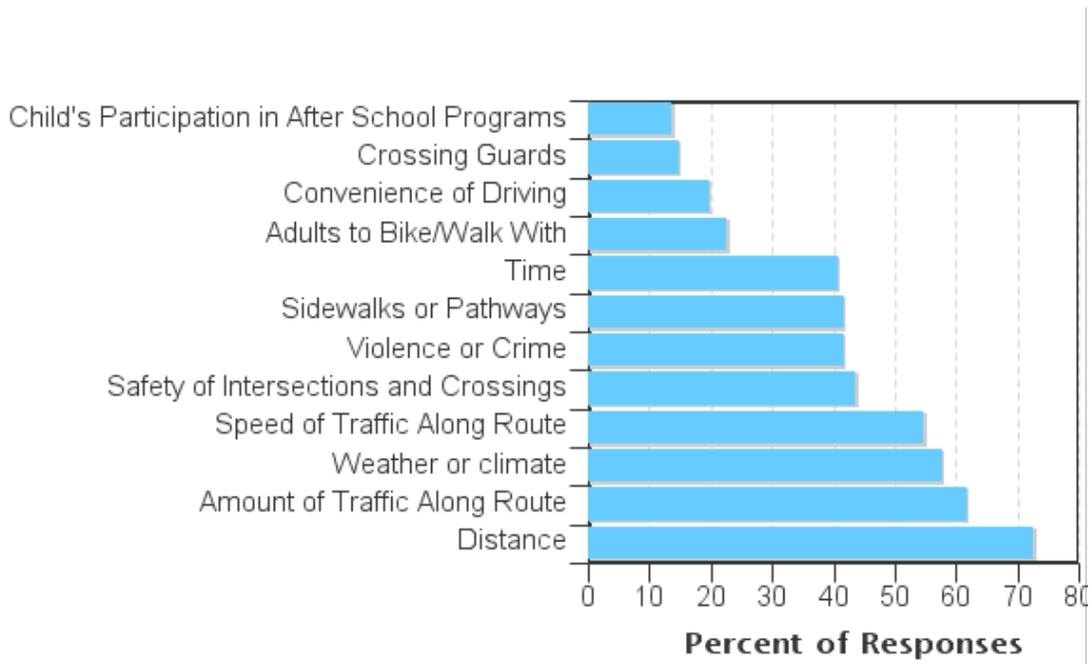


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

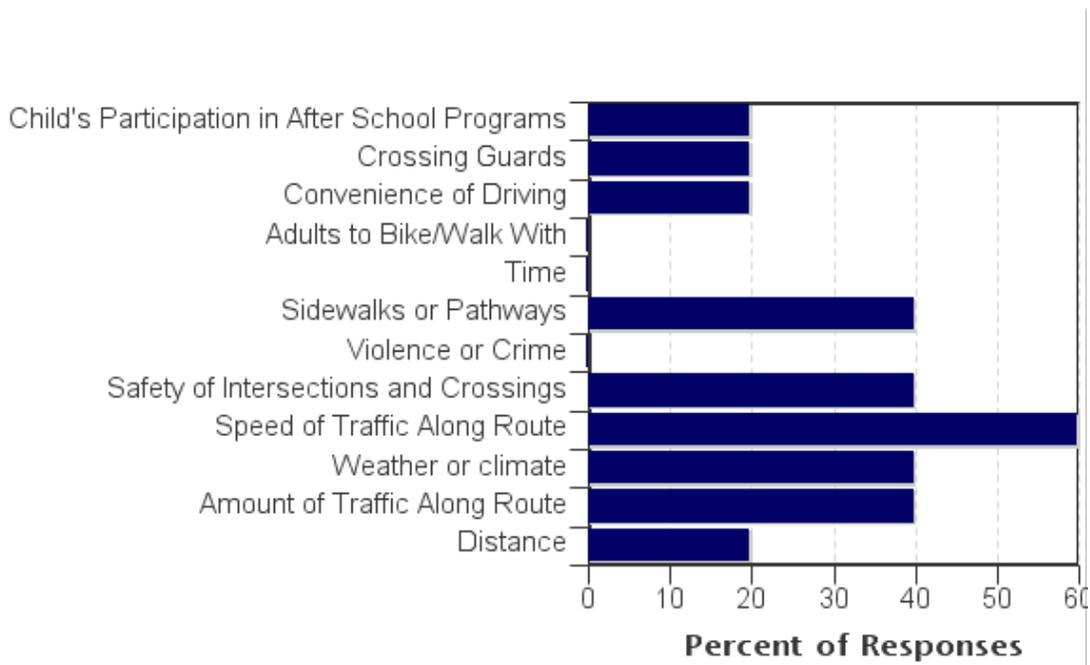
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	29	60%	33%	46%	26%	9%
No	62	40%	67%	54%	74%	91%

Don't know or No response: 6
 Percentages may not total 100% due to rounding.

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



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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	73%	20%
Amount of Traffic Along Route	62%	40%
Weather or climate	58%	40%
Speed of Traffic Along Route	55%	60%
Safety of Intersections and Crossings	44%	40%
Violence or Crime	42%	0%
Sidewalks or Pathways	42%	40%
Time	41%	0%
Adults to Bike/Walk With	23%	0%
Convenience of Driving	20%	20%
Crossing Guards	15%	20%
Child's Participation in After School Programs	14%	20%
Number of Respondents per Category	66	5

No response: 26

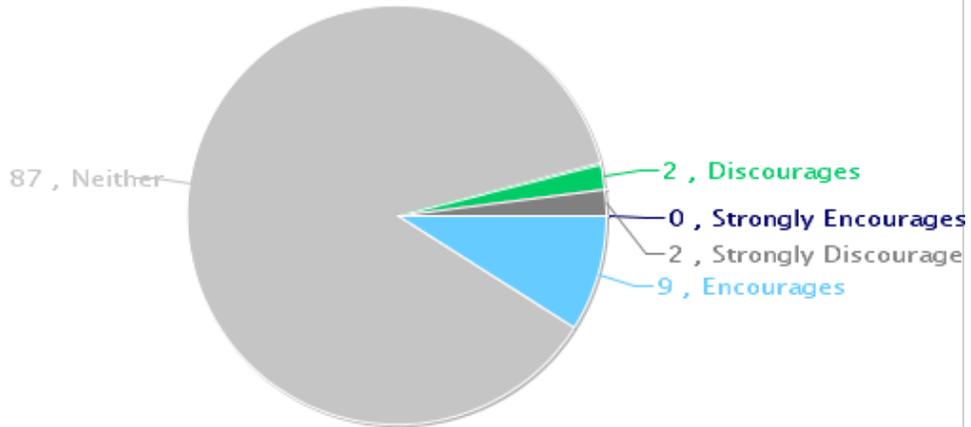
Note:

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

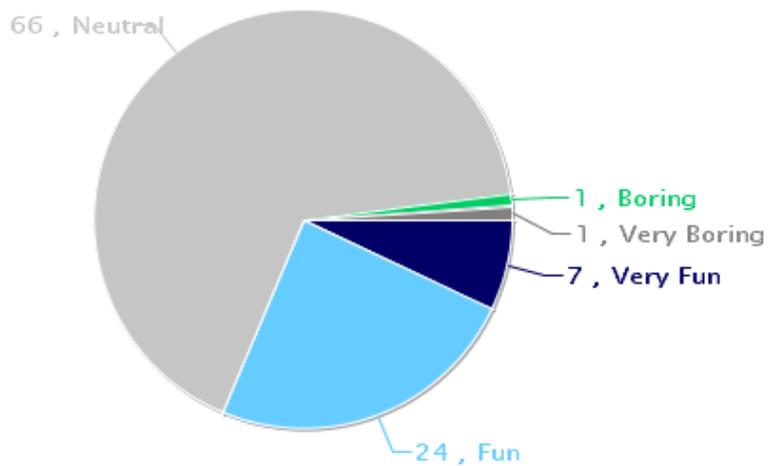
--Each column may sum to > 100% because respondent could select more than issue

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

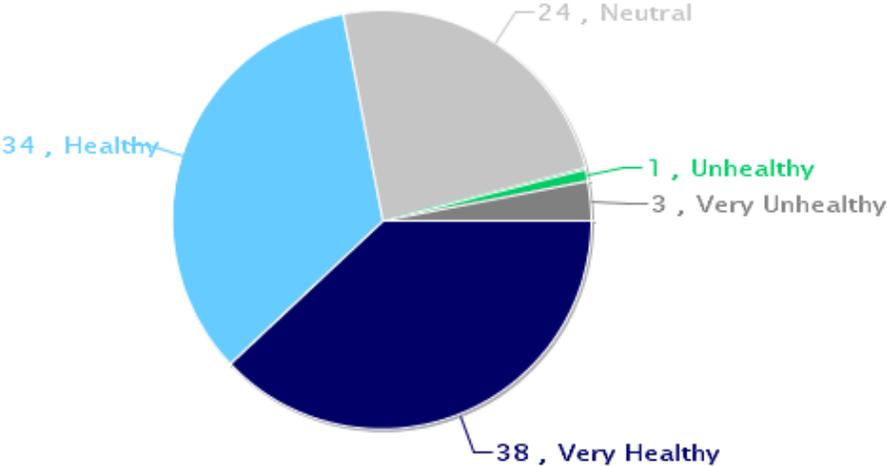
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1448600	Living in Lincoln Park, it's too difficult to bike to Piedmont and too dangerous to bike home. When she reaches 7th grade Lincoln Park middle School she can and will, but only because we live north of 3rd st. If she had to cross 3rd st., i might rethink letting her walk/bike.
1448602	regarding question 6: (leaving school)she takes the bus to the boys and girls club. regarding question 7: (travel time from school) two boxes were checked, if she is riding to the boys and girls club the bus ride is less than 5 minutes; but if she is going home the bus ride is 11-20 minutes. "the main reason our daughter doesn't walk/ride bike to school is the distance. we would most likely do so if we lived closer and had time in the mornings (+had an adult walk with her)"
1448604	Piedmont does not have sidewalks and weather and early start times in the winter affect my decision to let my daughter walk to/from school. It is dark and the roads are snowy in the mornings at times, so we drive to school most of the year. I allow walking home as it is light out and traffic is lighter at that time of day.
1448615	Parent drop off seems unorganized and possibly dangerous-perhaps a topic for a different survey
1448620	Morris Thomas is a busy road with fast traffic and an almost blind hill.
1448630	I think your crossing guard do an excellent job everyday, but we live so close and the path to school is a busy street and I'm afraid of her getting abducted that I prefer to drive her.
1448658	Busy roads, no sidewalk. 0.7 miles from school- BUS should transport
1448664	We live down the "hill" and this makes biking hard in the mornings. We have met the kids at school and allowed them to bike home. Winter is hard because sidewalks are not cleared.
1448666	We live outside boundaries of Piedmont but daycare is on 22nd ave w and 7th st
1448683	We have seen Myers-Wilkens students biking to school when we've stayed at Grandma's and my daughter mentioned how much fun it would be.
1448684	My children are in K & 2nd grade- so haven't looked into this much as I feel they are too young to walk alone and it is on my way and convenient for me to drop them off on my way to work each morning.
1448634	I offered to have my child walk home from school just to the busy intersection where I would meet him and help with crossing a busy street, but his teacher would not allow it.
1448671	Everyday dropping and picking up my kids i notice that the crossing guards are NOT very professional AT ALL! They are not at the corners/intersections waiting for the students. They are coming with the walkers. I remember when i was a crossing guard we had training on how to stand- hold the pole, how to "flag off" when leaving the corner.
1448606	If we lived a couple block from the school the kids would walk to school. Distance and disabilities prevent them from walking.
1448799	I feel question 15 holds no _____ in the safety of my children
1448626	I love the idea of this program at Piedmont. I would love to see my children walking and to school most days.

1448651	The crossing guards are unreliable, it is a dangerous crosswalk over that hill and the ONLY way i would let my kids walk is if I knew I could count on the crossing guards to be there. Seems to me, some days they might be out for 5 minutes. They have no set time you can count on them to be there. When i grew up, the crossing guards stayed at their posts until the warning bell rang. These kids have left when the poor kids on the corner were clearly walking toward them to cross. The crossing guards should be there IMO 7:25-7:40 each am.
1448679	Duluth closed our neighborhood school which makes it nearly impossible for Lincoln Park residents to walk or bike to school due to the fact Piedmont is at the top of the hill and further away.
1448633	We live far enough away there is no way to ride her bike or walk to school
1448652	I believe walking would be beneficial; however, location is not student friendly. Biking would be difficult to being all up hill and lack of bike path.
1448593	regarding question 11: "I don't believe the safety could be improved enough to where i would feel it was safe enough." regarding question 10, under adults to walk or bike with: "Only if it was me or someone i know and trusted" "I would never allow my elementary student to walk that far or cross traffic!"
1448605	The route my children would have to take would be to walk along chambersberg. There are no sidewalks and with all the traffic it is not safe. My older child takes the activity bus from school occasionally and has to walk along Anderson rd to get home. There are sidewalks but most of it is not cleared of snow. That doesn't make it easy to walk or safe if the shoulder/bike path.
1448631	Sidewalks and pathways are the biggest issue
1448611	One child already walks, but not this child. Bike routes are hazardous and no bike racks at school for storage.

Appendix C: Safe Routes to School Meeting Summaries

**Piedmont Elementary Safe Routes to School (SRTS)
Kick-off Meeting Summary
October 10, 2016 – 5:00 p.m. Piedmont Elementary School**

Summary

The meeting began at 5 p.m. at Piedmont Elementary School with introductions from Josh Gorham (St. Louis County Public Health), Chris Belden (MIC), and Jarrett Valdez (ARDC) to the meeting attendees. A presentation was given that included an overview of the SRTS Program, key health trends and considerations, and planning process/timeline. A mapping exercise was conducted in which the meeting participants were asked to label their particular concern areas on the oversized map. Below is a summary of discussion items discussed during the meeting:

- Drivers do not stop at stop signs at the intersection of Piedmont Ave and Chambersburg Ave
 - Need for more enforcement or traffic control whether there it's a police officer, flashing signs, or stop light, etc.
- The group acknowledged appreciation for the newer sidewalks that are in place around the school.
- Chambersburg Avenue and Ensign Street intersection was identified as a problem for crossing.
 - Sidewalks are only located at one quadrant of the intersection.
- There has been a 12% increase in student enrollment which has resulted in a parking issue.
- Chambersburg Avenue is concerning as it is in rough shape and has no sidewalks.
- Parents drop off students early in the morning during the winter months due to the dark early mornings – parents don't want their students walking in the dark.
- One parent mentioned that maybe students are unaware if whether or not they were allowed by the school to bike to school.
- Students biking on the sidewalks were mentioned:
 - A question was raised if elementary-aged students are allowed to bike on the sidewalks.
 - Middle school-aged students may be the cut-off for allowance to bike on the sidewalks.
- Snow removal and placement has been an issue in past years posing safety concerns for students and older adults.
 - The pileup of snow has also decreased sightlines for drivers at intersections.
- Questions and comments were raised about the school's crossing guards.
 - Where are the crossing guards and when do they come out?
 - Do 5th graders make good crossing guards? Responsibility issue?
 - The Principal stated that the student crossing guards receive training from police officers
 - The school is actually overstaffed with crossing guards this school year as opposed to previous years.
- There may be an opportunity for installation of a warning signal near the Chambersburg Avenue hill.

Next Steps

- The meeting summary will be sent out to those who attended the meeting and are interested in being part of the SRTS Team.
- A doodle poll link will also be sent along with the meeting summary to determine availability for morning and afternoon site observations for those who wish to participate.

Piedmont SRTS Observation Notes

November 2, 2016

Morning Weather: Clear & Dark/Sunrise, 40 Degrees - Afternoon Weather: Partly Cloudy & Warm, 60 Degrees

Map	Inter-section	Time	Walking Conditions	Street Conditions	Driver Behaviors	Bicycle Conditions	Pick-Up/Drop-Off Zone	Supervision
1	Piedmont Ave & Chambersburg Ave	Morning Arrival (7:15 - 7:45 a.m.)	* Curb ramps didn't align with Crosswalks and sidewalks alongside the road * Dark with little lighting * Lot of exhaust from cars at intersection - poor air quality * 7 walkers identified	* Hard to see below hill (eastbound Piedmont) * Crosswalks were visible * Turn radius for buses could be less - potential for bulb outs	* Cars observed pulling up to the intersection fast * Drivers sped uphill using shoulder as turn lane intersection * Most drivers stopped before crosswalk bar * People driving in cars with foggy windows * Intersection not clear of pedestrians before next car goes, not letting pedestrians get far in crosswalk * Near accident at intersection	* No bicyclists observed	* N/A	* No supervision observed * Sherriff drove through intersection at 7:40 a.m.
		Afternoon Departure (2:00 - 2:30 p.m.)	* Some cracks in road, not bad * Curbs are starting to crumble in few places	* Very busy intersection with good visibility	* Several drivers observed rolling through intersection stop sign instead of completely stopping. * Presence of crossing guards was instantly noticed at intersection by drivers * Driver went through crosswalk while pedestrian was crossing	* No bicyclists observed	* N/A	* There was 1 staff member, 3 crossing guards/school patrol present * 1 parent that was observed walking with their child
2	School Parking Lot Entrance	Morning Arrival (7:15 - 7:45 a.m.)	* Beautiful on school side - nonexistent on other side * Nice bulb-outs * Boulevard is wide	* Hill on Chambersburg limits visibility * Very congested * Seemed dark at crossing - potential to add street light to pole across street	* Near accident from non-school car not stopping for car turning into school * Most cars driving at decent speeds but an occasional car really fast * Cars turning into school used appropriate signals	* No bicyclists observed * Bike rack located near the front entrance of school	* N/A	* Group of school patrol not at intersection by bus drop-off * Parent crossing with child - no school patrol * At 7:40, no staff/school patrol in sight * Safety patrol staff noted snow is plowed from bus loading zone towards driveway to main entrance - impedes visibility between drivers and pedestrians * Asked about school patrol process - where an when stationed? Response: - We know all the walkers, but as mom to a kindergartener who lives 4 blocks away, no one asked us if we would be walking and school patrol have never been out when we walked here * Potential to have walking monitors out at specific locations and times designated
		Afternoon Departure (2:00 - 2:30 p.m.)	* N/A	* N/A	* N/A	* N/A	* N/A	* N/A

Map	Inter-section	Time	Walking Conditions	Street Conditions	Driver Behaviors	Bicycle Conditions	Pick-Up/Drop-Off Zone	Supervision
3	Piedmont Ave & Nanticoke St	Morning Arrival (7:15 - 7:45 a.m.)	* A few cracks in the road but very pleasant neighborhood	* The road itself is fine * Clear view from all sides * A few bad drivers	* Foggy windows were observed * DTA bus stopped on shoulder as cars passed blindly into crosswalk * Driver was observed texting - distracted driving * Cars were passing on shoulders	* No bicyclists observed	* Constant flow of traffic * People observed parking in no parking zones	* No supervision observed
		Afternoon Departure (2:00 - 2:30 p.m.)	* Sidewalk along Piedmont - Good condition but not wide - Abuts along road - Sidewalk ends at the strip mall-gap at pet spa * No one used intersection to cross	* Intersection mostly safe to cross * Clear view of traffic	* Fast driving observed * Distracted driving observed - drivers looking at phones	* No bicyclists observed	* N/A	* No supervision observed
4	Ensign St & Chambersburg Ave	Morning Arrival (7:15 - 7:45 a.m.)	* No sidewalks on three corners of the intersection * Dark, square hole around pipe on sidewalk	* One crosswalk - a walker had to access street to access the crosswalk * Potential to make intersection a 4-way stop, brighter street light * Hole should be fixed	* Cars seemed to be driving fast * Could be an opportunity for a four way stop sign at intersection	* No bicyclists observed * No sidewalks in 3 directions	* Congested at peak time before school, around 7:40 a.m. - <i>Not a big problem as cars get out quickly</i> - <i>Backed up to 9 deep to school was the worst it got, quickly cleared</i>	* Crossing guard staff * Parent crossing with students
		Afternoon Departure (2:00 - 2:30 p.m.)	* Large hole on school-side of sidewalk around pipe * No sidewalks other than one on school property	* Crosswalk on south-side of intersection, crossing Chambersburg directly to school * Trees, hill, buses block sight into traffic	* Presence of buses slowed down drivers, but when bus traffic subsided, cars increased their speed and consciousness of their surroundings decreased * Visibility at Ensign makes it hard to see traffic on Chambersburg - cars creeping into traffic to see and not yielding to kids	* No bicyclists observed	* No students picked up or dropped off at the intersection * It was congested with bus traffic around 2:00 p.m.	* Crossing guard present * Family lives on corner. Guards informed that the kids were almost hit after crossing there over Chambersburg as the kids cross themselves over to the house. The mom was out there today telling them to watch for cars. Dad came after crossing guards left with his kids. The crossing guard had to cross herself after.
5	Ensign St & Piedmont Ave	Morning Arrival (7:15 - 7:45 a.m.)	* No sidewalk or light on Ensign * Ensign is quiet but is a school bus enhance route * Good sidewalks on Piedmont Ave * Hard to cross Piedmont Ave from Ensign	* No crosswalks or curb cuts on west side of intersection * No clear view of traffic on Piedmont Ave * Vision barriers at intersection	* Speed is fast and drivers don't see/expect pedestrians or Piedmont - less conscious pedestrians * Cars didn't stop at crosswalks * Driver was observed to be using a cell phone - distracted driving * Local business parking access - traffic increases around 7:40 a.m. and more conflicts at intersection	* Good shoulder space on Piedmont with few driveway barriers * No bicyclists observed	* N/A	* No supervision observed

Map	Inter-section	Time	Walking Conditions	Street Conditions	Driver Behaviors	Bicycle Conditions	Pick-Up/Drop-Off Zone	Supervision
5	Ensign St & Piedmont Ave	Afternoon Departure (2:00 - 2:30 p.m.)	* Sidewalk is abutting along Piedmont Ave but in good shape * No boulevards, no trees * No peds/students and no bikes * Missing curb cuts on other side of Piedmont to cross Ensign * Snow banks	* No much traffic developed - Ensign had little traffic and Piedmont wasn't too busy	* N/A	* No bicyclists observed	* N/A	* No supervision observed
6	Church Pl & Ensign St.	Morning Arrival (7:15 - 7:45 a.m.)	* Sidewalk on east side of Church St. and not much of a boulevard * Walkers on left side Ensign St. to Piedmont Dental or Bottle Shop from the church parking lot * Slight hill on Ensign St that could be difficult for drivers to see walkers	* Road pavement is worn * Yellow crosswalk crossing Ensign St.	* Couple buses traveled eastbound on Ensign to Chambersburg * Most of traffic was calm through the intersection * U-turns made in the church parking lot and a couple at the intersection * Observed a number of drivers turning form eastbound Ensign St into the church parking lot access, adjacent to intersection - loose corner and fast turning movement	* No bicyclists observed * No bicycle racks located in back of building	* A couple of buses parked along Ensign St. along with cars dropping off students on school-side of street - creating a few conflicts * A few parent vehicles were parked in no parking zone	* No supervision located in back of building - just playground staff
		Afternoon Departure (2:00 - 2:30 p.m.)	* Sidewalk on school property * 4 crossing guards walk to Chambersburg * Walkers out after crossing guards left	* Good visibility and low traffic	* N/A	* No bicyclists observed	* No parking zone on both sides * Parent pick-up in church parking lot along school sidewalk - low volume * School buses drive through Ensign St. and leave before 2:15 p.m.	* No supervision observed
7	Front of School/Drop-off & Pick-up Zone	Morning Arrival (7:15 - 7:45 a.m.)	* Few/no trees, new sidewalks and no boulevards at the main entrance of the school * 11 students observed walking * Need of direct/shortest point from front door * People running thru 3 drive lanes	* Transit stops on Piedmont	* Drivers all move slow with caution	* No bicyclists observed * No bicycle racks located in back of building * Bike racks located near the front entrance of school	* People running thru 3 driving lanes - all move slow with caution * People headed directly for main doors * Need of direct/shortest point from front door * Nice bus drop off - too bad all parents dropping off have to pull into parking lot * A lot of turning movements	* Parents walking with students * Staff presence
		Afternoon Departure (2:00 - 2:30 p.m.)	* N/A	* N/A	* Drivers seemed observant and were driving slow * Parked on both sides of front entrance just leaving center drive	* No bicyclists observed	* Parents parking across from bus drop-off and crossing there	* Crossing guards came out at 2:20 p.m. and went back in at 2:26 and 2:30 p.m.

The SRTS Team engaged in a debrief session with a school representative (Principal?):

- * Many students participate in an after school program - more than 100 students, in which parents pick-up students and busing is provided
- * The school doesn't have enough enforcement for the parking lot and is trying to encourage more drop offs in the back of the school building
- * Jen can confirm with the City on when Chambersburg will be reconstructed - to hopefully include a sidewalk
- * The school has a taxi fund - many parents taxi to the school as a result of hill serving as a barrier.

**Piedmont Elementary SRTS
Observations Summary
Nov. 2nd, 2016**

Observation Results

On November 2, 2016, the Piedmont Elementary SRTS planning team met to observe how various attributes such as walking and street conditions, driver behaviors, and supervision, etc. effect students walking and biking to school. Seven intersections were examined during both the morning arrival (7:15-7:45 a.m.) and afternoon departure (2:00-2:30 p.m.). The morning weather was clear, dark/sunrise with a temperature approximately 40 degrees, while the afternoon weather was partly cloudy and warm with a temperature approximately 60 degrees. Highlights from each intersection are as followed below:

Piedmont Ave & Chambersburg Ave

- Curb ramps didn't align with crosswalks and sidewalks alongside road.
- Intersection was dark with little lighting.
- Drivers were observed pulling up at the intersection fast, rolling through intersection stop sign, not letting pedestrians get far in crosswalk before another vehicle proceeds.
- Potential for bulb outs.
- There were crossing guards and school patrol staff present.

School Entrance Parking Lot

- Hill on Chambersburg limits visibility.
- There are bulb outs and the boulevard is wide.
- Most cars drove at a decent speed, however there was almost a near accident from a car not stopping for another car turning into school.
- Bike racks are located near the front entrance of school.
- Seemed dark at the crossing – potential to add street light to pole across street.
- Very congested.

Piedmont Ave & Nanticoke St

- The sidewalks along Piedmont Ave abut and are good condition but not wide.
- The intersection seems mostly safe to cross and a clear view of traffic.
- People were observed parking in no parking zones.
- DTA bus stopped on shoulder as cars passed blindly into crosswalk.
- Cars were observed passing on shoulders.

Ensign St & Chambersburg Ave

- Large hole on school-side of sidewalk around pipe – the hole should be fixed.
- No sidewalks other than one on school property – none on 3 corners of intersection.
- Could be an opportunity for a four way stop sign at intersection.
- Congested at both a.m. and p.m. peak times.
- Presence of buses slowed down drivers.
- Visibility at Ensign makes it hard to see traffic on Chambersburg.

Ensign St & Piedmont Ave

- No crosswalks or curb cuts on west side of intersection and sidewalks abut along Piedmont Ave but are in good shape.
- No boulevards and trees.
- Vision barriers at intersection – no clear view of traffic on Piedmont Ave.
- Local business parking access – traffic increases around at 7:40 a.m., creating more creating conflicts at intersection.

**Piedmont Elementary SRTS
Observations Summary
Nov. 2nd, 2016**

Church Pl & Ensign St

- Sidewalk on east side of Church St and not much of a boulevard.
- Road pavement is worn.
- Good visibility and low traffic.
- U-turns made in the church parking lot and a couple at the intersection.
- A few buses parked along Ensign St along with cars dropping off students on school-side of street which created a few conflicts.
- Parent pick-up in church parking lot along school sidewalk.
- A few parent vehicles were parked in a no parking zone.

Front of School/Drop-off & Pick-up Zone

- Few/no trees, new sidewalks and no boulevards at the main entrance of the school.
- 11 students were observed walking – need shortest/direct point from the front door.
- People running through 3 driving lanes.
- Drivers seemed to drive slowly with caution – a lot of turning movements.
- Bike racks located near the front entrance of school.
- Nice bus drop off – too bad all parents dropping off have to pull into parking lot
- Crossing guards present.

Other Observations & Notes

- There were no bicyclists that were observed all day.
- There were instances where distracted driving was observed.
- Many students participate in an after school program – more than 100 students, in which parents pick-up and busing is provided.
- The school doesn't have enough enforcement for the parking lot and is trying to encourage more drop offs in the back of the school building.
- The school has a taxi fund due to many parents using taxi services as result of the hill serving as a barrier.
- Jen can confirm with the City on when Chambersburg will be reconstructed which could include a sidewalk.

Piedmont SRTS Observation Notes

November 2, 2016

Morning Weather: Clear & Dark/Sunrise, 40 Degrees - Afternoon Weather: Partly Cloudy & Warm, 60 Degrees

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Map	Inter-section	Time	Walking Conditions	Street Conditions	Driver Behaviors	Bicycle Conditions	Pick-Up/Drop-Off Zone	Supervision
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		Afternoon Departure (2:00 - 2:30 p.m.)	* N/A	* N/A	* Drivers seemed observant and were driving slow * Parked on both sides of front entrance just leaving center drive	* No bicyclists observed	* Parents parking across from bus drop-off and crossing there	* Crossing guards came out at 2:20 p.m. and went back in at 2:26 and 2:30 p.m.

The SRTS Team engaged in a debrief session with a school representative (Principal?):

- * Many students participate in an after school program - more than 100 students, in which parents pick-up students and busing is provided
- * The school doesn't have enough enforcement for the parking lot and is trying to encourage more drop offs in the back of the school building
- * Jen can confirm with the City on when Chambersburg will be reconstructed - to hopefully include a sidewalk
- * The school has a taxi fund - many parents taxi to the school as a result of hill serving as a barrier.

**Piedmont Elementary Safe Routes to School (SRTS)
Observation Review/Action Plan Input Meeting Summary
January 24th, 2017 – 4:30 p.m. Piedmont Elementary School**

Summary

The meeting began at 4:30 p.m. at Piedmont Elementary School with introductions from Josh Gorham (St. Louis County Public Health), Chris Belden, James Gittemeier (MIC) and Justin Otsea (ARDC) to the meeting attendees. A presentation was opened by Chris that included an overview of the SRTS Program, reviewed parent survey results and classroom tally results, and also briefly reviewed existing conditions. Some highlights included that 102 students were identified by the student density map as being within $\frac{3}{4}$ of a mile of the school, and 74 individuals in an adjacent census block lacked access to a vehicle according to recent U.S. census data. Added to the existing conditions concerns, were the irregularity of the crossing guards presence in the morning.

Josh Gorham followed with a detailed presentation outlining existing Education and Encouragement programming happening at other schools he's worked with in Duluth. Enforcement, Engineering, and Evaluation examples were also described to meeting attendees. Following the presentation, staff facilitated an exercise which meeting participants were asked to provide input for ideas under each of the separate 5 E's. Additional context for each of the 5 E examples can be found on the projects webpage: www.ARD.org/Piedmont

Below is a summary of the ideas generated under each of the 5 E's during the meeting:

Education

- Bike Education
 - Bike Rodeo
 - Sharing Info (SRTS maps could be sent home with families)
- Talk about benefits of exercise in all classes
- Bike riding skills/safety and walking safety in Phy Ed Classes
- Parent workshop-in conjunction with open house the week before school
- Materials/table on routes to school at kindergarten round-up
- Have kids make their own educational posters/videos/art encouraging people to bike and walk

Encouragement

- Plan a bike/walk to school day. Drop off at close location/walk on bike from there. Piedmont Community Center might work as a drop-off location.
- Publish school patrol schedules and locations
- Write educational articles in parent news letters
- Share stories and photos of kids who walk and bike on a wall in the school
- Offer prizes/discounts from local businesses for walking and biking
- Bike locks. Education and resources/access to easy to use ones
- Stickers/bracelets for walking biking

Evaluation

- Have surveys before and after educational sessions
- Yearly follow-up surveys

**Piedmont Elementary Safe Routes to School (SRTS)
Observation Review/Action Plan Input Meeting Summary
January 24th, 2017 – 4:30 p.m. Piedmont Elementary School**

Enforcement

- Yard signs
- Solar flashing lights on crosswalk signs. Hit button to flash lights.
- Add temporary folding stop signs near busy intersections.
- Adult volunteers to be present at intersections
- Consider placing cones in tires lanes to discourage people from parking there, especially after school

Engineering

- When Chambersburg reconstructed-sidewalk (!) preferably on “neighborhood” (east side) so students don’t cross until at Ensign
- Make Chambersburg and Ensign a 4-way stop
- Bumpouts at Chambersburg and Piedmont
- Restripe parking lot for parking spaces and traffic calming (see Jenn’s ideas)
- Install extra lighting on street light at parking lot entrance
- Improved markings at crosswalks
- Improved markings and signage in no-park areas that are an issue
- Better lighting at Piedmont and Chambersburg?
- Add sidewalk connection in missing segment/gap on Piedmont

Conclusion

Brief discussion summarizing each of the pages which contained meeting attendee ideas for programing that would work for their school took place after the exercise. Chris closed the meeting by outlining next steps for the planning project.

Next Steps

- The meeting summary will be sent out to those who attended the meeting and are interested in being part of the SRTS Team.
- Input from the meeting will be utilized to outline recommendations in the action plan that will be included in the planning document. Once developed, a draft action plan will be sent out to the SRTS team for review and prioritization.
- The planning document will be drafted and presented at the next SRTS meeting tentatively set for