

# CHARLOTTESVILLE CITY SCHOOLS

## *SAFE ROUTES to SCHOOL* ACTIVITIES AND PROGRAMS PLAN

[February, 2019]



## SECTION 1: OUR SCHOOL/S AND SRTS TEAM

### 1A. Identify Target Schools

The City of Charlottesville has a Safe Routes to School Program that dates back to the early 2000's. Since that time the City has implemented numerous infrastructure and planning projects to support Safe Routes to School. For much of that time, the Alliance for Community Choice in Transportation (ACCT) was the primary organization dedicated to working with administrators, faculty, parents, volunteers and neighborhood groups to create a variety of Safe Routes to School programs. ACCT disbanded in 2012 and while many of their program efforts succeeded to varying degrees, the City no longer has a champion dedicated to the education, encouragement, enforcement, and evaluation activities needed to support active transportation for K-8 students.

In examining our division's needs closely, we believe that establishing a part-time coordinator who can manage, train, and expand Safe Routes to School programming city-wide will be the most effective way to create meaningful and lasting progress.

The Charlottesville City Schools SRTS program coordinator will target comprehensive education, encouragement, enforcement and evaluation programs across all K-8 public schools in the Charlottesville City Schools district, including two Middle School (grades 7-8), six Elementary Schools (grades K-4), one Upper Elementary (grades 5-6), and one combined Elementary/Middle School (grades K-8). Five of these eight schools receive Title I funding.

School Division	School Name	School Address	Grades served	Title 1 Status
Charlottesville	<a href="#">Buford Middle School</a>	1000 Cherry Avenue Charlottesville, VA 22903	7-8	No
Charlottesville	<a href="#">Burnley-Moran Elementary</a>	1300 Long St. Charlottesville, VA 22901	Pre-K-4	Yes
Charlottesville	<a href="#">Clark Elementary</a>	1000 Belmont Avenue Charlottesville, VA 22902	Pre-K-4	Yes
Charlottesville	<a href="#">Greenbrier Elementary</a>	2228 Greenbrier Drive Charlottesville, VA 22901	Pre-K-4	Yes
Charlottesville	<a href="#">Jackson-Via Elementary</a>	508 Harris Road Charlottesville, VA 22903	Pre-K-4	Yes
Charlottesville	<a href="#">Johnson Elementary</a>	1645 Cherry Avenue Charlottesville, VA 22903	Pre-K-4	Yes
Charlottesville	<a href="#">Venable Elementary</a>	406 14th Street Charlottesville, VA 22903	Pre-K-4	No
Charlottesville	<a href="#">Walker Upper Elementary</a>	1564 Dairy Road Charlottesville, VA 22903	5-6	No

Charlottesville	<a href="#">Village School</a>	215 E High St Charlottesville VA 22902	5-8	No
Charlottesville	<a href="#">Charlottesville Day School</a>	320 10 <sup>th</sup> St NE Charlottesville VA 22902	K-8	No

## 1B. Community Stakeholders and the Safe Routes to School Team:

### Our SRTS Team Members Include:

#### School Representatives:

Name	Email address	5 E Role:
Jennifer McKeever, City School Board Member	<a href="mailto:jennifer@jennivermckeeper.com">jennifer@jennivermckeeper.com</a>	Education, Encouragement, Evaluation
Ed Gillaspie, City Schools Transportation Coordinator	<a href="mailto:gillase1@charlottesvilleschools.org">gillase1@charlottesvilleschools.org</a>	Evaluation

#### Community Representatives:

Name	Email address	5 E Role:
Peter Ohlms, Parent at Clark Elementary and member of the Bicycle and Pedestrian Advisory Committee	<a href="mailto:pohlms@gmail.com">pohlms@gmail.com</a>	Education, Encouragement
Brian Becker, Parent at Jackson-Via Elementary	<a href="mailto:fsna.vicepresident@gmail.com">fsna.vicepresident@gmail.com</a>	Education, Encouragement
Shelly Stern, Community Bicycle Activist	<a href="mailto:shellbellding@gmail.com">shellbellding@gmail.com</a>	Encouragement

#### Local Government Representatives:

Name	Email address	5 E Role:
Amanda Poncy, City Bicycle and Pedestrian Coordinator	<a href="mailto:poncy@charlottesville.org">poncy@charlottesville.org</a>	Engineering, Education, Encouragement, Evaluation
Chris Gensic, City Parks and Trails Planner	<a href="mailto:gensic@charlottesville.org">gensic@charlottesville.org</a>	Engineering, Education, Encouragement, Evaluation
Susan Elliott, Climate Protection Program Coordinator	<a href="mailto:elliottse@charlottesville.org">elliottse@charlottesville.org</a>	Education, Encouragement
Tatiana Marquez, Environmental Sustainability Program Assistant	<a href="mailto:marquezt@charlottesville.org">marquezt@charlottesville.org</a>	Education, Encouragement
Heather Hill, Vice Mayor	<a href="mailto:hhill@charlottesville.org">hhill@charlottesville.org</a>	Education, Encouragement, Evaluation

#### Education Representative:

Name	Email address	5 E Role:
Jessica Brantly, Health and Physical Education Coordinator	<a href="mailto:brantlyj1@charlottesvilleschools.org">brantlyj1@charlottesvilleschools.org</a>	Education, Evaluation
Shannon Tevendale, Cycling Programs Manager with the Central VA Boys and Girls Club	<a href="mailto:stevendale@bgclubcva.org">stevendale@bgclubcva.org</a>	Education, Encouragement

### Health Representatives:

Name	Email address	5 E Role:
Elizabeth Beasley, Virginia Department of Health and Thomas Jefferson Health District	<a href="mailto:Elizabeth.Beasley@vdh.virginia.gov">Elizabeth.Beasley@vdh.virginia.gov</a>	Education, Encouragement, Evaluation
Diamond Walton, Injury Prevention, University of Virginia Health System	<a href="mailto:diamond.walton@virginia.edu">diamond.walton@virginia.edu</a>	Encouragement, Education, Evaluation
Kathryn West, UVA Children's Hospital Safety Program Coordinator	<a href="mailto:klwgg@virginia.edu">klwgg@virginia.edu</a>	Encouragement, Education, Evaluation

### Public Safety Representatives:

Name	Email address	5 E Role:
Sgt. Tito Durette, City Policeman	<a href="mailto:durette@charlottesville.org">durette@charlottesville.org</a>	Enforcement, Evaluation

### 1C. Lead contact.

The lead contact for our Plan is:

Name:	Amanda Poncy
Affiliation:	City of Charlottesville Bicycle & Pedestrian Coordinator
Phone Number:	434-970-3720
Email address:	<a href="mailto:poncy@charlottesville.org">poncy@charlottesville.org</a>
Mailing address:	610 East Market Street, Charlottesville, VA 22902

## SECTION 2: OUR SRTS VISION

### OUR SRTS VISION:

*We envision a city in which active, healthy children choose to safely walk and bike to school, supported by a community that is more aware of alternative transportation modes and served by infrastructure that better connects home and school.*

*Mission:*

*The City of Charlottesville Safe Routes to School Initiative aims to...*

- 1. Increase the number of students using active transportation to get to & from school, especially among those living within one mile of their school.*
- 2. Reduce the number of injuries suffered by school-age students walking & biking.*
- 3. Raise awareness of the benefits of active transportation to students, parents, & the community at large.*
- 4. Reduce traffic congestion & greenhouse gas emissions.*
- 5. Promote lifelong healthy habits.*

## SECTION 3: CURRENT STUDENT TRAVEL

Data for this section includes 353 Parent Survey responses; student address and school bus ridership and dismissal policies provided by Charlottesville City Schools; and crash and speeding ticket statistics from the Charlottesville Police Department. Past school walkabouts and student travel plans were also examined when available to inform this and the following section.

### BUFORD MIDDLE SCHOOL

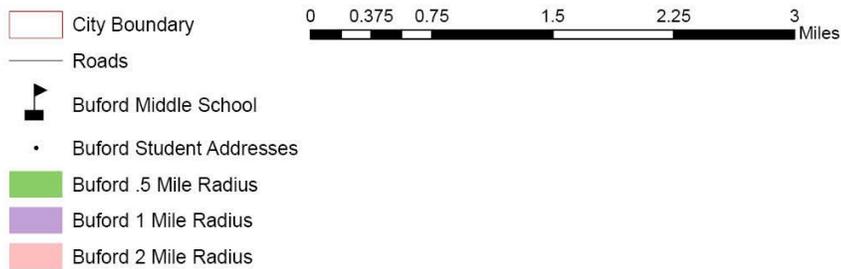
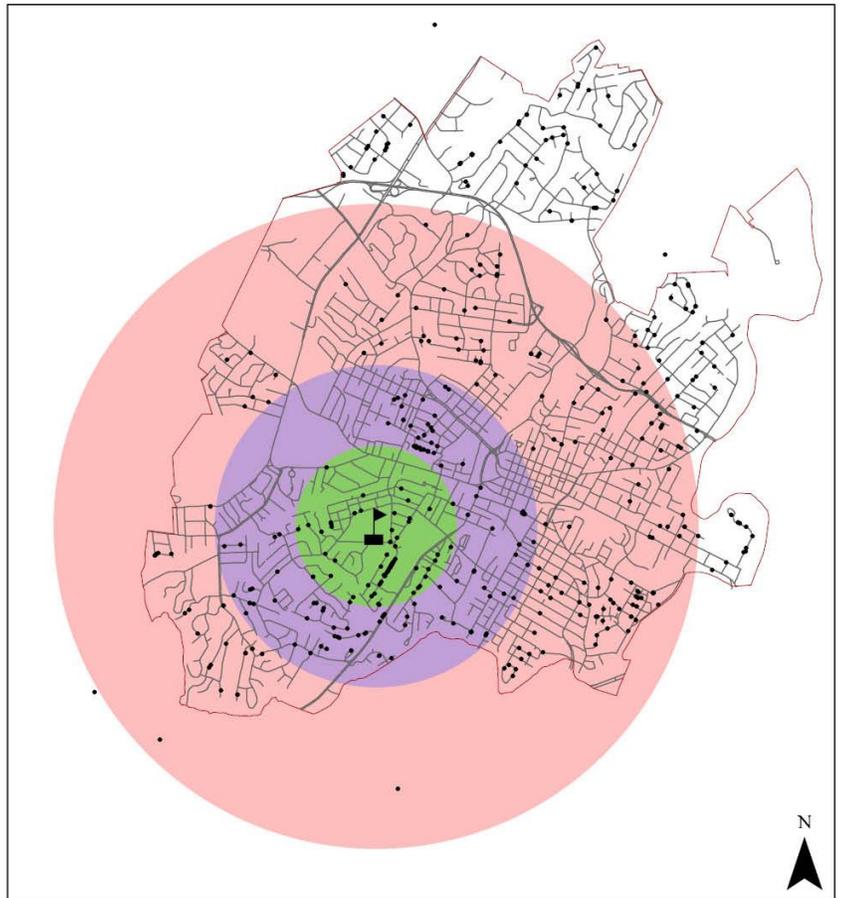
3A. How many students live within walking and bicycling distance of school?

Distance From School	Number of Students	% of Student Body
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Within 1/4 mile of school	14	3%
Within 1/2 mile of school	71	14%
Within 1 mile of school	207	41%
Within 2 miles of school	380	76%

## Safe Routes to School

Buford Middle School, Charlottesville Public Schools, Charlottesville VA



**3B. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?**

A Student Travel Tally has not yet been conducted for Buford Middle School. However, according to data provided by the Department of Transportation at Charlottesville City Schools, **406 out of 501** (or 81% of) Buford students take the bus to school in the morning and 420 do in the afternoon. This closely aligns with the results gathered via the Parent Survey. Thus, we felt it appropriate to use the results of the Parent Survey to estimate travel modes, despite the smaller sample size (58 respondents), but report percentages rather than tallies.

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)	4%	0%*	80%	16%	0%	0%
Number of students (afternoon trips)	2%	2%	81%	11%	4%	0%
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>• Along Elliott Avenue, which becomes Cherry Avenue</li> <li>• Through Forest Hills Park</li> <li>• Roosevelt-Brown Boulevard/9<sup>th</sup> Street SW</li> </ul>					
*A number of students currently bike to school, but the small sample size fails to reflect this.						

**3C. Are there any school or Division policies that impact students walking or bicycling to school?**

Division Bus Policies
<i>Policy:</i> The Charlottesville School Division does not provide school bus service to students living within 3/10ths of a mile of their school.
<i>How it affects student travel modes (3-5 sentences):</i> This policy makes biking and walking to school the most convenient available mode for students living within 3/10-miles of school, which <i>encourages</i> active transportation. Enlarging the no-service area would do still more to favor active mode choices, but the school division finds that existing pedestrian and bicycling

infrastructure is not adequate to support such a policy.

### School Travel Policies (Division or school)

*Policy:* Any Buford student planning to walk to and/or from school must have parent permission indicated on the transportation form filed with the front office. Students may not walk to another school to obtain a ride.

*How it affects student travel modes (3-5 sentences):* The first policy helps make parents aware of their children's travel choices. The second may discourage walking, since Johnson Elementary School is less than a mile away, and students with younger siblings might very well walk there to collect them, were it not for this policy.

### 3D. School Arrival and Dismissal Process.

**Do school buses and parent vehicles use the same driveway for arrival and dismissal?**

- Yes, all vehicles use the same driveway.
- No, there are separate driveways for family vehicles and school buses.

*Buses enter through the Cherry Avenue entrance and parent vehicles enter through 9th Street SW entrance.*

**Do all students use the same entrance to the school building in the morning?**

- Yes, all students enter the building at the same location.
- No, students can use different entrances.

*Before 8:20am, all students use the same doors.*

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*School staff monitor pedestrian and bus traffic in the bus loop and in front of the school.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

**If yes**, please list the locations for each adult crossing guard:

*There is a crossing guard (or, in the a.m., a police officer) posted at the intersection of Cherry Avenue and 9<sup>th</sup> St SW.*

**Are there police officers that help with arrival or dismissal procedures at this school?**

- No we do not have police officers who help direct traffic around the school.
- Yes, we have at least one police officer helping direct traffic around our school.

**If yes**, in two sentences or less, explain how many officers help and what role they play in arrival or dismissal:

*The school resource officer directs bus traffic in the bus loop.*

**Are students involved in any arrival or dismissal process (i.e. student safety patrol)?**

- No, we do not have a student safety patrol.
- Yes, we have a student safety patrol.

**3E. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

Reasons for not allowing children to walk or bicycle to school:
1. Distance (38)
2. Traffic volume on the route to school (32)
3. Traffic speed on the route to school (31)
4. Intersections/crossings (28)
5. Sidewalks/pathways (23)

**3F. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

Parents cite the heaviness of their children’s backpacks, instruments, gym clothes, and etc. as a barrier to walking or biking to school—they ask for lockers to be installed in schools so that at least some items can be left at school on most days.

Other common concerns are the lack of bike lanes, infrequent or unsafe crossings, incomplete sidewalks, the dangers of walking home in the dark, and the traffic volume on roads around Buford Middle school.

Finally, some parents report that their children were not interested in walking or biking to school and they feel the school is not doing enough to promote these activities.

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## CRASH STATISTICS

According to Virginia Department of Motor Vehicle records:

There were **592** total crashes within the City of Charlottesville (for the period January 1, 2015 – December 15, 2015).

The crashes resulted in **255** injuries and **0** fatalities.

The number of crashes that involved bicycles was **15**.

The number of crashes that involved pedestrians was **30**.

According to Charlottesville Department of Police records:

There were **238** crashes with injury within the City in 2014, and **198** in 2015.

The number of crashes that involved bicycles was **21** in 2014 and **11** in 2015.

The number of crashes that involved pedestrians was **33** in 2014 and **32** in 2015.

In addition, there were **211** speeding tickets issued in school zones in 2014, and another **207** in 2015.

### 3G. Walking and bicycling encouragement activities at the school.

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
Pedestrian and bicycle health education (2004)	The Alliance for Community Choice in Transportation led an initiative to integrate pedestrian and bicycle health education into health classes and 25 bicycles were purchased for student use. Students learned rules of the road and were able to practice basic safety tactics. However, this effort now lacks leadership.
Youth Council walking tour (2014)	A Charlottesville Youth Council composed of Charlottesville High School and Buford Middle School students discussed bicycle and pedestrian safety and took a walking tour led by the City's Bicycle and Pedestrian Coordinator and the Parks and Trails Planner.
Boys and Girls Clubs of Central VA Cycling Challenge (2015)	On September 15, the clubs hosted its tenth annual cycling challenge in Old Trail Village, Crozet. A "Challenger Team" of boys and girls trained three weeks for the challenge ride. An 8-mile family fun ride monitored by police and had a drink and snack station; children had a chance to ride with their friends and parents in a fun, safe environment.
Walk to School Day T-Shirt Design Contest (2013)	As part of a social marketing campaign efforts to encourage residents to "Walk. Bike. Dance. Play. 30 minutes every day!", the Move2Health Charlottesville City Schools partner planner helped launch a t-shirt design contest among summer art camp students. The winning t-shirt design was printed on enough shirts for every single CCS student to wear on National Walk to School Day.

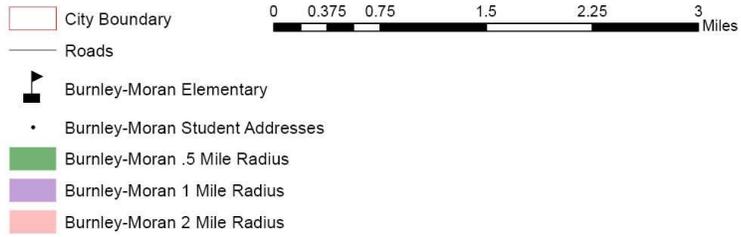
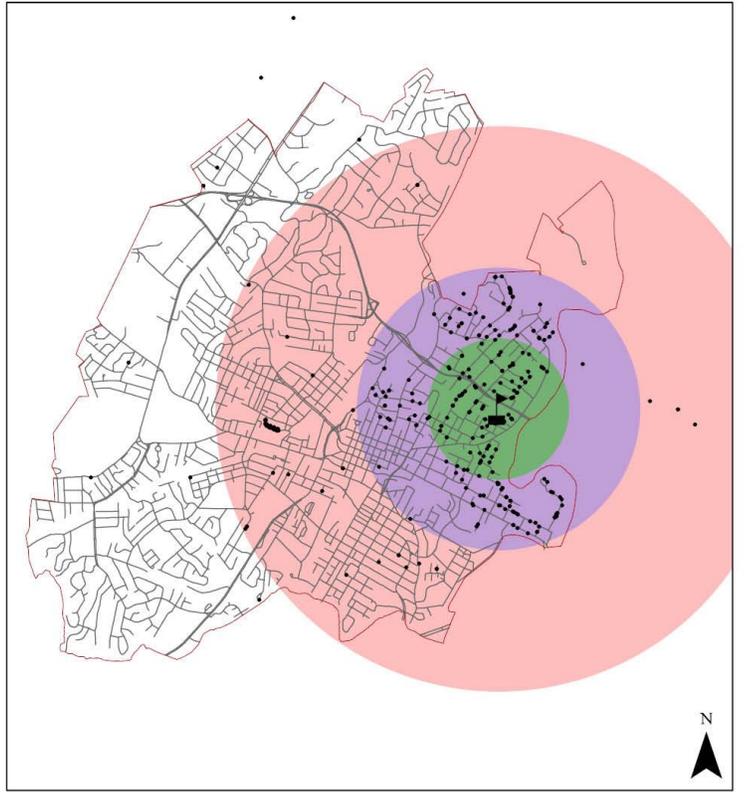
## BURNLEY-MORAN ELEMENTARY SCHOOL

### 3A. How many students live within walking and bicycling distance of school?

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	34	9%
Within 1/2 mile of school	103	28%
Within 1 mile of school	248	70%
Within 2 miles of school	345	94%

# Safe Routes to School

Burnley-Moran Elementary School,  
Charlottesville Public Schools, Charlottesville VA



**3B. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?**

A Student Travel Tally has not yet been conducted for Burnley-Moran Elementary School. However, according to data provided by the Department of Transportation at Charlottesville City Schools, **105 out of 366** (or 29% of) Burnley-Moran students take the bus to school in the morning and 103 do in the afternoon. In the absence of a full mode tally, we have presented the results gathered via the Parent Survey, despite the smaller sample size (49 respondents).

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)	15%	0%*	57%	22%	6%	0%
Number of students (afternoon trips)	11%	0%*	48%	37%	4%	0%
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>• East High Street</li> <li>• Hazel Street</li> <li>• St. Clair Avenue</li> <li>• Locust Avenue</li> </ul>		<ul style="list-style-type: none"> <li>• Chesapeake Street</li> <li>• Meade Avenue</li> <li>• Grove Avenue</li> <li>• Park Street</li> </ul>			
*A number of students currently bike to school, but the small sample size fails to reflect this.						

**3C. Are there any school or Division policies that impact students walking or bicycling to school?**

Division Bus Policies
<i>Policy:</i> The Charlottesville School Division does not provide school bus service to students living within 3/10ths of a mile of their school.
<i>How it affects student travel modes (3-5 sentences):</i> This policy makes biking and walking to school the most convenient available mode for students living within 3/10-miles of school, which <i>encourages</i> active transportation. Enlarging the no-service area would do still more to favor active mode choices, but the school division finds that existing pedestrian and bicycling infrastructure is not adequate support such a policy.
School Travel Policies (Division or school)

Policy: N/A

How it affects student travel modes (3-5 sentences): N/A

### 3D. School Arrival and Dismissal Process.

**Do school buses and parent vehicles use the same driveway for arrival and dismissal?**

- Yes, all vehicles use the same driveway.
- No, there are separate driveways for family vehicles and school buses.

*Buses arrive in front of the school and parent drop-off is in the back of the school.*

**Do all students use the same entrance to the school building in the morning?**

- Yes, all students enter the building at the same location.
- No, students can use different entrances.

**If no**, in three sentences or less, describe how students enter the building:

*Bus riders use the two front doors while students dropped off via car use the back door and walkers use a side door.*

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**If no**, in two sentences or less, describe how dismissal is staggered at your school:

*Students are released at 1-2 minute intervals by grade-level.*

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*School staff monitor students getting onto and off of buses in in front of the school.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

**Are there police officers that help with arrival or dismissal procedures at this school?**

- No we do not have police officers who help direct traffic around the school.
- Yes, we have at least one police officer helping direct traffic around our school.

**Are students involved in any arrival or dismissal process (i.e. student safety patrol)?**

- No, we do not have a student safety patrol.
- Yes, we have a student safety patrol.

**3E. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

**Reasons for not allowing children to walk or bicycle to school:**

**1. Intersections and crossings (33)**

**2. Traffic volume (26)**

**3. Traffic speed (25)**

**4. Adults to accompany (21)**

**5. Sidewalks/pathways (20)**

**3F. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

Parents were most concerned about the absence or poor condition of sidewalks on East Market St, Riverdale Drive, Little High St, 10<sup>th</sup> St, St. Charles Ave, and parts of Long St and St. Clair Ave. Another major concern was the number of busy and complex street crossings, especially over High St at Hazel St and on Locust Ave where it bridges over U.S. 250. Many suggested that crossing guards, separated paths, and improved crosswalk visibility and sidewalk continuity would make the route to school safer. Other worries included crime, speeding and high traffic volume, and drivers' disregard for bicyclists. A lack of signage alerting motorists to the proximity of an elementary school, for instance on St. Clair Avenue, contributed to the problems.

**3G. Walking and bicycling encouragement activities at the school.**

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
Walk for Wellness Walk-a-thon (2012)	Students trained for a month, walking or running laps each week with their homeroom classes. They collected pledges for each lap or distance they planned to complete. The school-wide wellness event served as a fundraiser for enrichment opportunities for students to continue activating their bodies and minds, and was sponsored by the Burnley-Moran PTO.
Friday Walk Days	The school has designated Friday mornings as weekly walk-to-school days. Students (and their families) who could not walk to school are invited to walk laps on the school track.

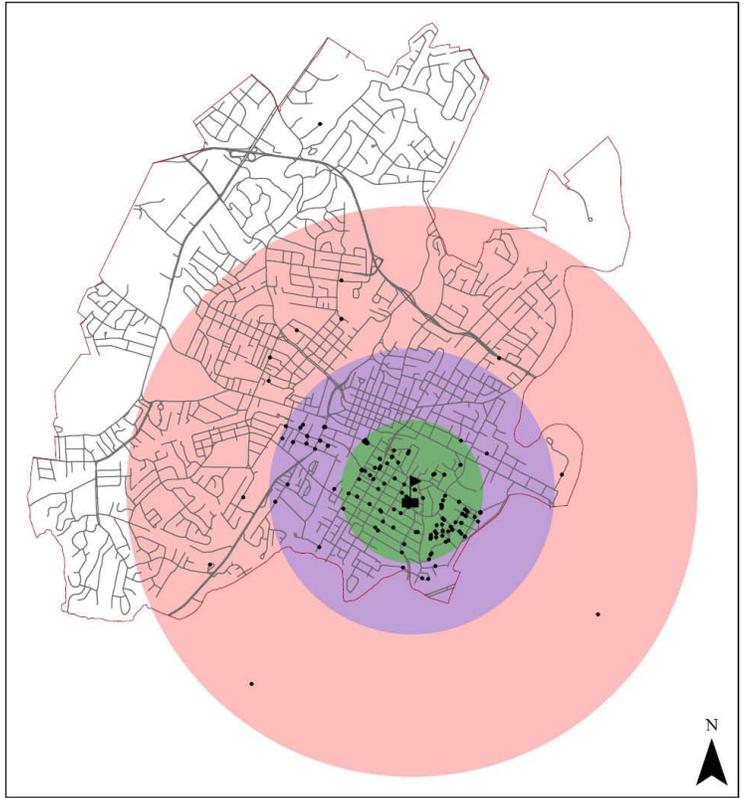
## CLARK ELEMENTARY SCHOOL

**3A. How many students live within walking and bicycling distance of school?**

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	36	10%
Within 1/2 mile of school	259	75%
Within 1 mile of school	322	93%
Within 2 miles of school	340	99%

# Safe Routes to School

Clark Elementary School,  
Charlottesville Public Schools, Charlottesville VA



-  City Boundary
-  Roads
-  Clark Elementary
-  Clark Student Addresses
-  Clark .5 Mile Radius
-  Clark 1 Mile Radius
-  Clark 2 Mile Radius

**3B. Are there any school or Division policies that impact students walking or bicycling to school?**

<b>Division Bus Policies</b>
<i>Policy:</i> The Charlottesville School Division does not provide school bus service to students living within 3/10ths of a mile of their school.
<i>How it affects student travel modes (3-5 sentences):</i> This policy makes biking and walking to school the most convenient available mode for students living within 3/10-miles of school, which <i>encourages</i> active transportation. Enlarging the no-service area would do still more to favor active mode choices, but the school division finds that existing pedestrian and bicycling infrastructure is not adequate support such a policy.
<b>School Travel Policies (Division or school)</b>
<i>Policy:</i> N/A
<i>How it affects student travel modes (3-5 sentences):</i> N/A

**3C. School Arrival and Dismissal Process.**

<p><b>Do school buses and parent vehicles use the same driveway for arrival and dismissal?</b></p> <p><input type="checkbox"/> Yes, all vehicles use the same driveway.</p> <p><input type="checkbox"/> No, there are separate driveways for family vehicles and school buses.</p> <p><i>Car-riders are dropped off and picked up on the Monticello Avenue side of the building; buses load and unload on the Belmont Avenue side of the building.</i></p>
<p><b>Do all students use the same entrance to the school building in the morning?</b></p> <p><input type="checkbox"/> Yes, all students enter the building at the same location.</p> <p><input type="checkbox"/> No, students can use different entrances.</p> <p><b>If no</b>, in three sentences or less, describe how students enter the building:</p> <p><i>Car-riders enter and exit the building through the Monticello Avenue doors; bus riders enter and exit the building through the Belmont Avenue doors. Pedestrians may enter either door.</i></p>

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**If no**, in two sentences or less, describe how dismissal is staggered at your school:

*Pre-K, K, 1st grade bus-riders, car-riders, and all students who walk home are released at 2:25 p.m.; 2nd through 4th grade bus & car-riders are released at 2:30 p.m. Pedestrians and car-riders are sent out the Monticello Avenue doors while bus riders exit via the Belmont Avenue doors.*

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*School staff is posted at several locations before and after school, including at the Belmont Avenue foyer, doors, and bus loading area, as well as at the Monticello Avenue foyer, doors, and car-rider pick-up area.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

**If yes**, please list the locations for each adult crossing guard:

*There is a crossing guard at the Monticello Avenue crossing directly adjacent to the school.*

**Are there police officers that help with arrival or dismissal procedures at this school?**

- No we do not have police officers who help direct traffic around the school.
- Yes, we have at least one police officer helping direct traffic around our school.

**Are students involved in any arrival or dismissal process (i.e. student safety patrol)?**

- No, we do not have a student safety patrol.
- Yes, we have a student safety patrol.

**If yes**, in two sentences or less, describe the role of the student safety patrol at both arrival and dismissal:

*During the morning arrival process, 4<sup>th</sup> grade student safety monitors are posted throughout the building, primarily on the Belmont Avenue side and cafeteria; during dismissal, student monitors hold bus signs and direct students on the Belmont Avenue side.*

**3D. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?**

A Student Travel Tally has not yet been conducted for Clark Elementary School. However, according to data provided by the Department of Transportation at Charlottesville City Schools, **136 out of 345** (or 40% of) Clark students take the bus to school in the morning and 138 do in the afternoon. In the absence of a full mode tally, we have presented the results gathered via the Parent Survey, despite the small sample size (22 respondents).

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)	41%	9%	18%	32%	0%	0%
Number of students (afternoon trips)	36%	5%	14%	45%	0%	0%
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>• Monticello Ave</li> <li>• Avon Street</li> <li>• Rialto Street</li> </ul>		<ul style="list-style-type: none"> <li>• Belmont Ave</li> <li>• Monticello Rd</li> <li>• Carlton Rd &amp; Ave</li> </ul>			

**3E. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

Reasons for not allowing children to walk or bicycle to school:
1. <b>Traffic speed on route to school (9)</b>
2. <b>Traffic volume on route to school (9)</b>
3. <b>Intersections and crossings (8)</b>
4. <b>Violence and crime (7)</b>
5. <b>Adults to accompany (5)</b>

**3F. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

Parents found the area around Clark Elementary walkable and appreciated the presence of an adult crossing guard. The main concern regarded pedestrian crossings. Parents felt the traffic patterns were unclear, that cars failed to stop, that high visibility crosswalks were needed (especially along Avon St and Belmont Ave). Suggestions included a four-way stop at Belmont Ave/Meridian St and neck-downs to shorten crossing distances along Rialto and Monticello avenues.

Another parent said that the lack of street connectivity—specifically the interruption to Meridian St for an entire block between Elliot St and Montrose Ave—prevented her children from walking to school due to muddy conditions during rainy weather.

**3G. Walking and bicycling encouragement activities at the school.**

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
Clark Community Annual Fun Run/Walk 5K (“Buzz by Belmont”)	The event is designed to raise awareness of the benefits of active lifestyles and transportation. It is extremely popular, draws many community members, and uses neighborhood streets.
Books on Bikes Bike Parade	This community outreach and literacy program, created by Charlottesville City School librarians and teachers, to bring books to children via cargo bike even when school is not in session. The summer season begins with a Bike Parade from Clark Elementary to the central library. The program connects bikes with learning and fun for children.
Girls on the Run (2015)	<i>Girls on the Run</i> is a program for 3rd-8th graders created to empower young women to be healthful and confident. The girls met twice a week during the semester to prepare for a 5K. Since one of the emphases is to promote a healthy lifestyle, the program indirectly encourages walking and biking to school.

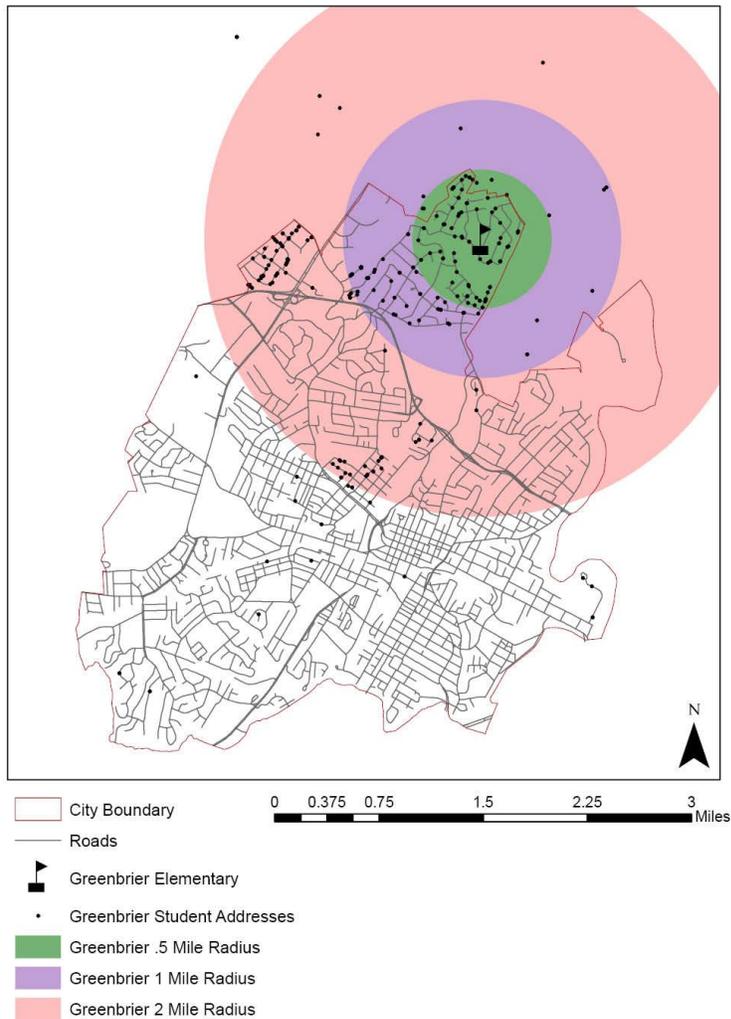
**GREENBRIER ELEMENTARY SCHOOL**

**3A. How many students live within walking and bicycling distance of school?**

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	42	8%
Within 1/2 mile of school	100	12%
Within 1 mile of school	213	59%
Within 2 miles of school	321	89%

# Safe Routes to School

Greenbrier Elementary School,  
Charlottesville Public Schools, Charlottesville VA



### 3B. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?

A Student Travel Tally has not yet been conducted for Greenbrier Elementary School. However, according to data provided by the Department of Transportation at Charlottesville City Schools, **177 out of 360** (or 49% of) Greenbrier students take the bus to school in the morning and 172 do in the afternoon. In the absence of a full mode tally, we have presented the results gathered via the Parent Survey, despite the small sample size (36 respondents).

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)	29%	9%	23%	37%	2%	0%
Number of students (afternoon trips)	20%	6%	29%	43%	2%	0%
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>Greenbrier Drive</li> <li>Yorktown Drive</li> </ul>		<ul style="list-style-type: none"> <li>Kerry Lane</li> <li>Meadowbrook Heights Road</li> <li>Brandywine Drive</li> </ul>			

### 3C. Are there any school or Division policies that impact students walking or bicycling to school?

Division Bus Policies
<i>Policy:</i> The Charlottesville School Division does not provide school bus service to students living within 3/10ths of a mile of their school.
<i>How it affects student travel modes (3-5 sentences):</i> This policy makes biking and walking to school the most convenient available mode for students living within 3/10-miles of school, which <i>encourages</i> active transportation. Enlarging the no-service area would do still more to favor active mode choices, but the school division finds that existing pedestrian and bicycling infrastructure is not adequate support such a policy.
School Travel Policies (Division or school)
<i>Policy:</i> N/A
<i>How it affects student travel modes (3-5 sentences):</i> N/A

### 3D. School Arrival and Dismissal Process.

<p><b>Do school buses and parent vehicles use the same driveway for arrival and dismissal?</b></p> <p><input type="checkbox"/> Yes, all vehicles use the same driveway.</p> <p><input type="checkbox"/> No, there are separate driveways for family vehicles and school buses.</p> <p><i>While parent vehicles can use the bus driveway for arrival and dismissal, they may not do so during bus loading/unloading times. Parents can also use the front entrance for drop-off at certain times.</i></p>
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**Do all students use the same entrance to the school building in the morning?**

- Yes, all students enter the building at the same location.
- No, students can use different entrances.

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

*All students, regardless of grade level or travel mode, are released at 2:30pm.*

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*A teacher is on-duty at the front entrance for parent drop-off. Teachers also guide students through the halls and onto the buses at dismissal time.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

**If yes**, please list the locations for each adult crossing guard:

*There is a crossing guard posted on Greenbrier Drive directly in front of the school and another ¼ miles away, at the intersection of Kerry Lane and Greenbrier Drive.*

**Are there police officers that help with arrival or dismissal procedures at this school?**

- No we do not have police officers who help direct traffic around the school.
- Yes, we have at least one police officer helping direct traffic around our school.

**3E. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

Reasons for not allowing children to walk or bicycle to school:
1. Distance (20)
2. Traffic volume on routes to school (18)
3. Traffic speeds on routes to school (17)
4. Intersections and crossings (15)
5. Lack of crossing guards (12)

**3F. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

Greenbrier parents were the most likely to worry about drivers failing to obey traffic laws, neglecting to watch for bicyclists, and becoming distracted by their phones. They also reported high speeds and volume of unwelcome through traffic in the Greenbrier neighborhood. Parents recommended more enforcement, especially by policemen on bicycles and crossing guards.

Other worries were the lack of safe sidewalks (especially on Yorktown Rd) and poor maintenance of separate walking paths (e.g. the gravel path originating at Kerry Lane). Parents asked for a more complete network of buffered walking and biking paths.

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### 3G. Walking and bicycling encouragement activities at the school.

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
Walking Wednesdays	Walking Wednesdays were inaugurated by the school PTO and Greenbrier Neighborhood Association in 2003. Students are encouraged to walk to school on this day, or if it is too far, to have their parents drop them off a certain distance from school and walk the rest of the way.
Walking School Bus	Parents volunteer to lead groups of children on routes of up to 1.5 miles; some walking school bus routes run every day, while others are organized for events like International Walk to School Day.

### 3A. How many students live within walking and bicycling distance of school?

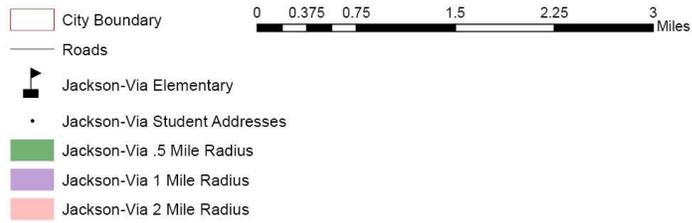
Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	34	10%
Within 1/2 mile of school	71	22%
Within 1 mile of school	218	67%
Within 2 miles of school	315	97%

### 3B. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?

A Student Travel Tally Summary Report has not yet been conducted for Jackson-Via Elementary School. However, according to data provided by the Department of Transportation at Charlottesville City Schools, **133 out of 324** (or 41% of) Jackson-Via students take the bus to school in the morning and 125 do in the afternoon. In the absence of a full mode tally, we have presented the results gathered via the Parent Survey, despite the small sample size (23 respondents).

# Safe Routes to School

Jackson-Via Elementary School,  
Charlottesville Public Schools, Charlottesville VA



	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)	32%	0%*	23%	45%	0%	0%
Number of students (afternoon trips)	14%	0%*	23%	59%	4%	0%
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>Harris Road</li> <li>Jefferson Park Avenue</li> </ul>		<ul style="list-style-type: none"> <li>Cherry Avenue/Willard Drive</li> <li>Camellia Drive</li> </ul>			
*A number of students currently bike to school, but the small sample size fails to reflect this.						

## JACKSON-VIA ELEMENTARY SCHOOL

### 3C. Are there any school or Division policies that impact students walking or bicycling to school?

Division Bus Policies
<i>Policy:</i> The Charlottesville School Division does not provide school bus service to students living within 3/10ths of a mile of their school.
<i>How it affects student travel modes (3-5 sentences):</i> This policy makes biking and walking to school the most convenient available mode for students living within 3/10-miles of school, which <i>encourages</i> active transportation. Enlarging the no-service area would do still more to favor active mode choices, but the school division finds that existing pedestrian and bicycling infrastructure is not adequate support such a policy.
School Travel Policies (Division or school)
<i>Policy:</i> Students within a mile of the school may not take the bus.
<i>How it affects student travel modes (3-5 sentences):</i> This policy requires students living within a mile of Jackson-Via Elementary School to use active transportation or have an adult drive them. It no doubt helps explains the comparatively low school bus ridership for this elementary.

### 3D. School Arrival and Dismissal Process.

**Do school buses and parent vehicles use the same driveway for arrival and dismissal?**

- Yes, all vehicles use the same driveway.
- No, there are separate driveways for family vehicles and school buses.

**Do all students use the same entrance to the school building in the morning?**

- Yes, all students enter the building at the same location.
- No, students can use different entrances.

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**If no**, in two sentences or less, describe how dismissal is staggered at your school:

*First, we dismiss walkers, car-riders, CLASS afterschool program participants, pre-K children, kindergarteners and 1st graders. Then 2 minutes later, we dismiss grades 2, 3, and 4.*

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*School staff direct bus traffic, monitor students boarding and leaving the buses, and are present at the vehicle pick-up and drop-off as well.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

**If yes**, please list the locations for each adult crossing guard:

*A crossing guard is stationed at the Harris Road crosswalk directly in front of the school.*

**Are there police officers that help with arrival or dismissal procedures at this school?**

- No we do not have police officers who help direct traffic around the school.
- Yes, we have at least one police officer helping direct traffic around our school.

**Are students involved in any arrival or dismissal process (i.e. student safety patrol)?**

- No, we do not have a student safety patrol.
  - Yes, we have a student safety patrol.
-

**3E. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

Reasons for not allowing children to walk or bicycle to school:
1. Traffic speed on routes to school (9)
2. Traffic volume on routes to school (8)
3. Intersections and crossings (8)
4. Distance (8)
5. Time (5)

**3F. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

Parents worried about high traffic speeds and volumes on Harris Rd and Jefferson Park Ave. Poor sidewalk and bike lane continuity worsened matters. Large trees obscure drivers' view of biking and walking children at the intersection of Jefferson Park Ave, Harris Rd, and Camellia Drive. Parents also reported blind spots for drivers turning out of Azalea Drive onto Jefferson Park Ave.

Harris Rd's intersection with 5<sup>th</sup> Street is a major barrier due to traffic; one parent suggested installing a pedestrian tunnel. Another called for crosswalks at the intersection of Monte Vista Ave and Jefferson Park Ave.

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### 3G. Walking and bicycling encouragement activities at the school.

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
Bike Walk Play JPA	This annual community event put on by the Fry Springs Neighborhood Association includes activities held along Jefferson Park Avenue, such as a water balloon gauntlet and bike makeover station. Jackson-Via students learn skills and practice walking and biking on this school route in a safe and fun environment. A variety of booths offer parents information on biking and walking safety. The street is closed to motorized traffic for the event.
Walking Wednesdays	Since at least 2013, Jackson-Via students and their parents meet at the intersection of Harris Rd, Camellia Dr, and Jefferson Park Avenue to walk to school together on Wednesday mornings. The school encourages all students to walk to school on Wednesdays.

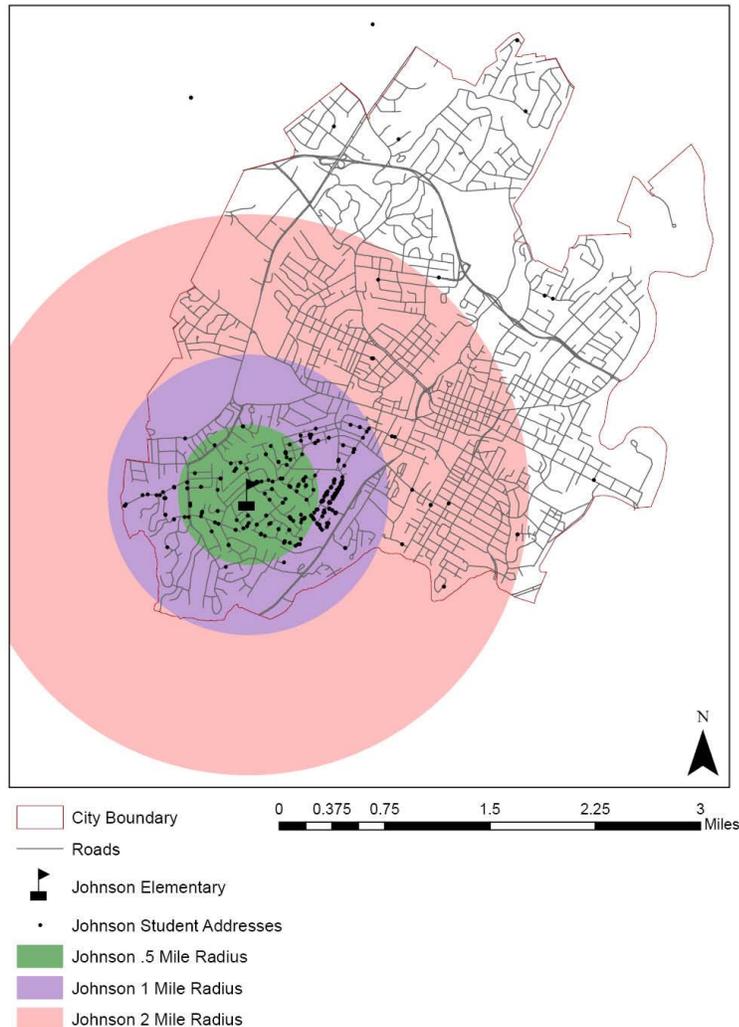
## JOHNSON ELEMENTARY SCHOOL

### 3A. How many students live within walking and bicycling distance of school?

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	37	11%
Within 1/2 mile of school	138	39%
Within 1 mile of school	320	91%
Within 2 miles of school	336	96%

# Safe Routes to School

Johnson Elementary School,  
Charlottesville Public Schools, Charlottesville VA



## 3B. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?

A Student Travel Tally Summary Report has not yet been conducted for Johnson Elementary School. However, according to data provided by the Department of Transportation at Charlottesville City Schools, **187 out of 351** (or 53% of) Johnson students take the bus to school in the morning and 188 do in the afternoon. In the absence of a full mode tally, we have presented the results gathered via the Parent Survey, despite the small sample size (27 respondents).

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)	22%	0%*	26%	52%	0%	0%
Number of students (afternoon trips)	22%	0%*	33%	41%	4%	0%
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>Cherry Avenue</li> <li>Jefferson Park Avenue</li> <li>Shamrock Road</li> </ul>		<ul style="list-style-type: none"> <li>Cleveland Avenue</li> <li>Stribling Avenue</li> <li>Village Road</li> </ul>			
*A number of students currently bike to school, but the small sample size fails to reflect this.						

**3C. Are there any school or Division policies that impact students walking or bicycling to school?**

Division Bus Policies
<i>Policy:</i> The Charlottesville School Division does not provide school bus service to students living within 3/10ths of a mile of their school.
<i>How it affects student travel modes (3-5 sentences):</i> This policy makes biking and walking to school the most convenient available mode for students living within 3/10-miles of school, which <i>encourages</i> active transportation. Enlarging the no-service area would do still more to favor active mode choices, but the school division finds that existing pedestrian and bicycling infrastructure is not adequate support such a policy.
School Travel Policies (Division or school)
<i>Policy:</i> There is no bus stop for the Johnson Village subdivision.
<i>How it affects student travel modes (3-5 sentences):</i> Some parents, especially those living at the far end of Johnson Village, have expressed concern the distance their children would have to walk to school or to the bus stop. However, if a stop was added for the neighborhood, it would likely be at Cherry Ave and Shamrock Rd, which would be even farther for most of them.

### 3D. School Arrival and Dismissal Process.

**Do school buses and parent vehicles use the same driveway for arrival and dismissal?**

- Yes, all vehicles use the same driveway.
- No, there are separate driveways for family vehicles and school buses.

*There is a bus area attached to the driveway in which vehicles cannot drive during bus loading and unloading times.*

**Do all students use the same entrance to the school building in the morning?**

- Yes, all students enter the building at the same location.
- No, students can use different entrances.  
**If no**, in three sentences or less, describe how students enter the building:

*Bus-riders use the back doors. Students dropped off by car use the front door. Walkers use two doors that are in the back of the school, but are different than those used by bus-riders.*

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**If no**, in two sentences or less, describe how dismissal is staggered at your school:

*Teachers walk their classes to the bus loading area. On the way, they drop off walkers and CLASS afterschool program participants. Dismissal is staggered by about 5 minutes beginning with kindergarten all the way up to the 4th grade.*

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*Teachers walk their classes to the bus loading area. In addition, all staff members that do not have a class at dismissal time have an afternoon duty, such as monitoring the buses.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

**If yes,** please list the locations for each adult crossing guard:

*There is one adult crossing guard posted on Cherry Avenue in front of the school.*

**Are there police officers that help with arrival or dismissal procedures at this school?**

- No we do not have police officers who help direct traffic around the school.
- Yes, we have at least one police officer helping direct traffic around our school.

**Are students involved in any arrival or dismissal process (i.e. student safety patrol)?**

- No, we do not have a student safety patrol.
- Yes, we have a student safety patrol.

**If yes,** in two sentences or less, describe the role of the student safety patrol at both arrival and dismissal:

*Fourth graders help direct students in the hallways at arrival and dismissal times.*

**3E. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

<b>Reasons for not allowing children to walk or bicycle to school:</b>
<b>1. Traffic speed on routes to school (10)</b>
<b>2. Traffic volume on routes to school (9)</b>
<b>3. Distance (8)</b>
<b>4. Convenience (6)</b>
<b>5. Adults to accompany (6)</b>

**3F. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

Parents reported broad satisfaction with the pedestrian infrastructure on their routes to school, but worried about their children’s interactions with strangers. There are too few walking and biking groups, and especially along Jefferson Park Ave, there is a lack of friendly adult supervision (“eyes on the street”).

Another barrier was the accumulation of snow, water, and mud on the walking path between the Cherry Hill townhome subdivision and Johnson Elementary. One parent recommended a rapid flash beacon for the pedestrian crossing at Stribling Ave and Jefferson Park Ave; another asked for crossing guards at the Cherry Ave. entrance to the Cherry Hill subdivision (Rainier Drive).

**3G. Walking and bicycling encouragement activities at the school.**

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
Girls on the Run (2015)	<i>Girls on the Run</i> is a program for 3rd-8th graders created to empower young women to be healthful and confident. The girls met twice a week during the semester to prepare for a 5K. Since one of the emphases is to promote a healthy lifestyle, the program indirectly encourages walking and biking to school.

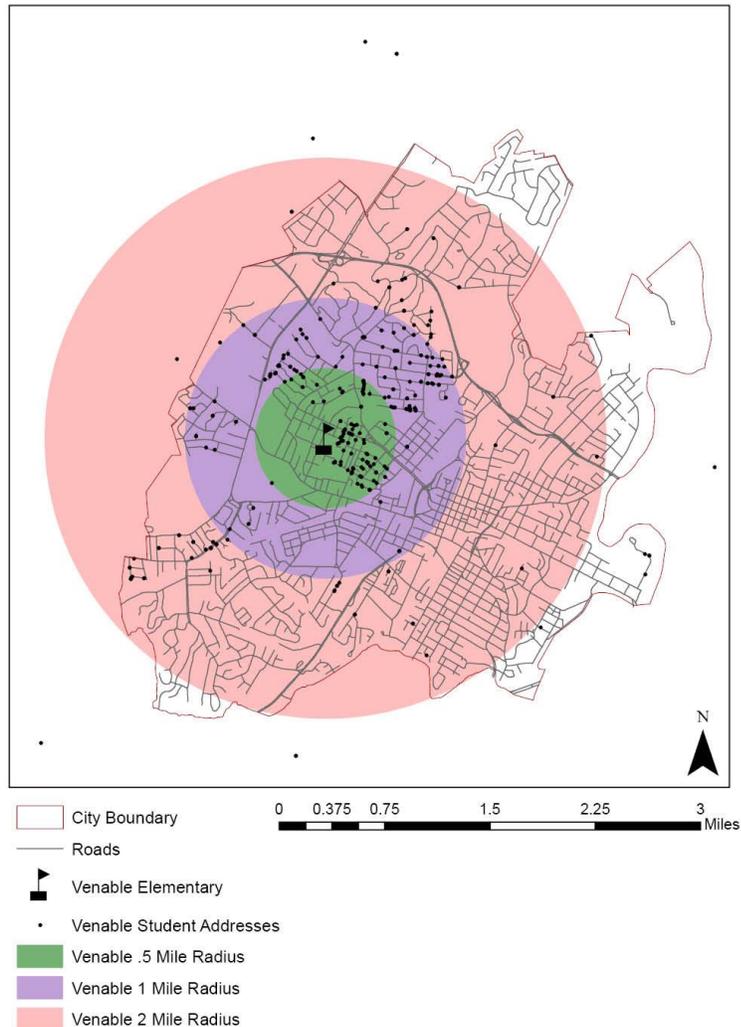
## VENABLE ELEMENTARY SCHOOL

**3A. How many students live within walking and bicycling distance of school?**

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	40	12%
Within 1/2 mile of school	114	33%
Within 1 mile of school	245	71%
Within 2 miles of school	319	93%

# Safe Routes to School

Venable Elementary School,  
Charlottesville Public Schools, Charlottesville VA



### 3B. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?

A Student Travel Tally Summary Report has not yet been conducted for Venable Elementary School. However, according to data provided by the Department of Transportation at Charlottesville City Schools, **205 out of 344** (or 60% of) Venable students take the bus to school in the morning and 205 do in the afternoon. In the absence of a full mode tally, we have presented the results gathered via the Parent Survey, despite the reduced sample size (75 respondents).

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)	26%	3%	51%	20%	0%	0%
Number of students (afternoon trips)	18%	3%	57%	22%	0%	0%
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>• Rugby Road &amp; Ave</li> <li>• Preston Avenue</li> <li>• Gordon Avenue/West St</li> <li>• Grady Avenue</li> <li>• Cabell Avenue</li> </ul>					

**3C. Are there any school or Division policies that impact students walking or bicycling to school?**

Division Bus Policies
<i>Policy:</i> The Charlottesville School Division does not provide school bus service to students living within 3/10ths of a mile of their school.
<i>How it affects student travel modes (3-5 sentences):</i> This policy makes biking and walking to school the most convenient available mode for students living within 3/10-miles of school, which <i>encourages</i> active transportation. Enlarging the no-service area would do still more to favor active mode choices, but the school division finds that existing pedestrian and bicycling infrastructure is not adequate support such a policy.
School Travel Policies (Division or school)
<i>Policy:</i> N/A
<i>How it affects student travel modes (3-5 sentences):</i> N/A

**3D. School Arrival and Dismissal Process.**

<p><b>Do school buses and parent vehicles use the same driveway for arrival and dismissal?</b></p> <p><input type="checkbox"/> Yes, all vehicles use the same driveway.</p> <p><input type="checkbox"/> No, there are separate driveways for family vehicles and school buses.</p> <p><i>There is a vehicle pull-in at the front of the school on 14<sup>th</sup> St and a bus loop/parking lot at the rear, which is accessed via Gordon Ave.</i></p>
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**Do all students use the same entrance to the school building in the morning?**

- Yes, all students enter the building at the same location.
- No, students can use different entrances.

**If no**, in three sentences or less, describe how students enter the building:

*Bus-riders enter via the back entrance and walkers and car-riders come in the front entrance.*

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**If no**, in two sentences or less, describe how dismissal is staggered at your school:

*Students who walk to school or are picked up by car, as well as CLASS afterschool program participants, are released at 2:27pm. Bus-riders are dismissed at 2:30pm.*

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*School staff monitor pedestrian and bus traffic in the bus loop and in front of the school.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

**If yes**, please list the locations for each adult crossing guard:

*There is a crossing guard posted at the intersection of Gordon Ave and 14<sup>th</sup> St.*

**Are there police officers that help with arrival or dismissal procedures at this school?**

- No we do not have police officers who help direct traffic around the school.
- Yes, we have at least one police officer helping direct traffic around our school.

**Are students involved in any arrival or dismissal process (i.e. student safety patrol)?**

- No, we do not have a student safety patrol.
- Yes, we have a student safety patrol.

**If yes, in two sentences or less, describe the role of the student safety patrol at both arrival and dismissal:**

*Fourth graders monitor students in the hallways during arrival and dismissal times.*

**3E. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

**Reasons for not allowing children to walk or bicycle to school:**

- 1. Traffic speed on routes to school (33)**
- 2. Intersections and crossings (33)**
- 3. Traffic volume on routes to school (29)**
- 4. Distance (24)**
- 5. Sidewalks and pathways (21)**

**3F. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

The major issues raised by parents of Venable students regarded unsafe intersections along 10<sup>th</sup> St, particularly at 10<sup>th</sup> and West St; Rugby Rd; and all along Preston Ave (e.g., at the Cabell Ave crossing). They reported that high traffic, poor sightlines, and driver irresponsibility at these intersections deterred them from allowing their children to walk or bike to school. Other issues were narrow, buffer-less sidewalks along Preston Ave and Rugby Rd.

One obstacle unique to the Venable neighborhood was University of Virginia students' litter (broken bottles and condoms). Parents said they would feel more comfortable sending their children in groups with 3<sup>rd</sup>-5<sup>th</sup> graders.

**3G. Walking and bicycling encouragement activities at the school**

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
Healthy Habit/Healthy Mind Walk to School Day	Venable took advantage of a SRTS mini-grant to establish this annual event in 2012. The event motivates students to walk to school, gives them peer support, and helps them establish safe routes to do so.
Happy Feet After-School Club	This is a “heart healthy running and walking club” for students in grades 3 and 4. Students map a route from the school to the University of Virginia Rotunda, and then worked on walking and running stamina. The club gives students an opportunity for fun, supervised walking and introduces them to the benefits of active transportation.
Kicks on Route 66 Project	Students used pedometers to track a walk across the United States. This activity made walking a fun, goal-oriented team activity.

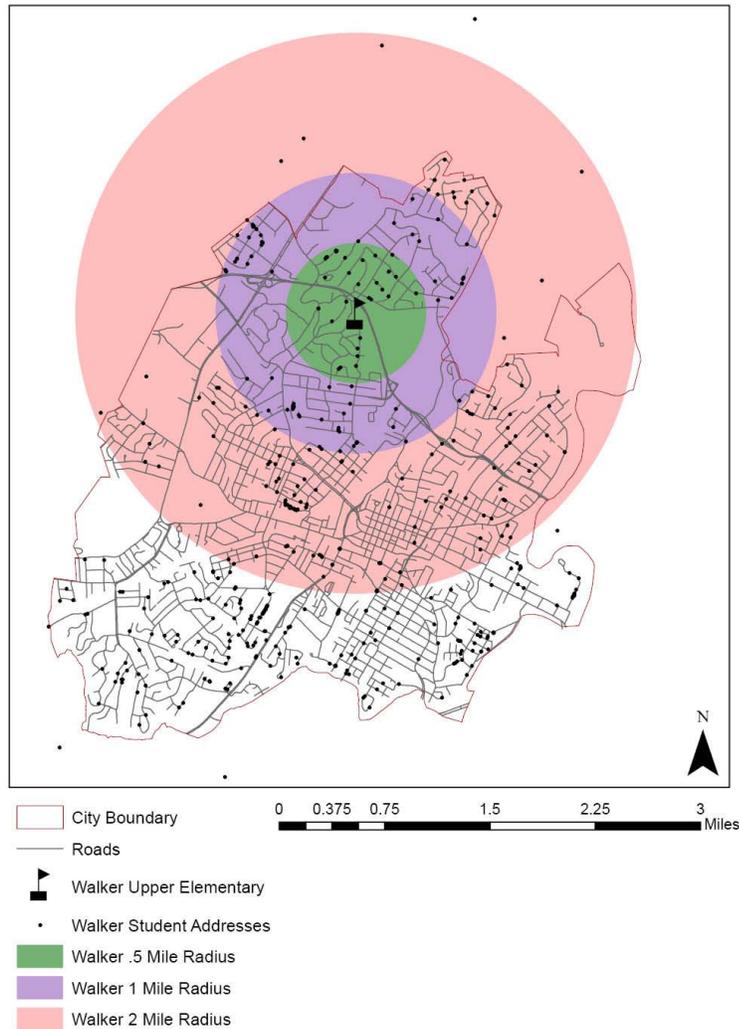
# WALKER UPPER ELEMENTARY SCHOOL

3A. How many students live within walking and bicycling distance of school?

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	7	1%
Within 1/2 mile of school	50	10%
Within 1 mile of school	115	22%
Within 2 miles of school	277	54%

# Safe Routes to School

Walker Upper Elementary School,  
Charlottesville Public Schools, Charlottesville VA



### 3B. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?

A two-day Student Travel Tally was conducted for Walker Upper Elementary School in September 2014. Data provided by the Department of Transportation at Charlottesville City Schools, **434 out of 517** (or 84% of) Walker students take the bus to school in the morning and 427 do in the afternoon. We have presented the results of the Parent Survey (with a sample size of 63 respondents) as well as the results of the Travel Tally below.

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)--Survey	13%	2%	59%	24%	2%	0%
Number of students (afternoon trips)--Survey	11%	2%	67%	20%	0%	0%
Number of students (morning trips)--Tally	49	1	288	79	2	0
Number of students (afternoon trips)--Tally	49	1	288	79	2	0
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>Gentry Lane (direct access to the school from the north)</li> <li>Rose Hill Drive (direct access to the school from the south)</li> <li>Del Mar Drive</li> <li>Oakleaf Lane</li> <li>Meadowbrook Heights Road</li> <li>Dairy Road</li> </ul>					

### 3C. Are there any school or Division policies that impact students walking or bicycling to school?

Division Bus Policies
<i>Policy:</i> The Charlottesville School Division does not provide school bus service to students living within 3/10ths of a mile of their school.
<i>How it affects student travel modes (3-5 sentences):</i> This policy makes biking and walking to school the most convenient available mode for students living within 3/10-miles of school, which <i>encourages</i> active transportation. Enlarging the no-service area would do still more to favor active mode choices, but the school division finds that existing pedestrian and bicycling infrastructure is not adequate support such a policy.
School Travel Policies (Division or school)
<i>Policy:</i> N/A
<i>How it affects student travel modes (3-5 sentences):</i> N/A

### 3D. School Arrival and Dismissal Process.

**Do school buses and parent vehicles use the same driveway for arrival and dismissal?**

- Yes, all vehicles use the same driveway.
- No, there are separate driveways for family vehicles and school buses.

*Bus-riders enter the school either via the front entrance on Gentry Lane or at the side entrance via the Rose Hill Drive bus pull-in. Car-riders access the school via the front entrance; vehicles park or idle on Gentry Lane.*

**Do all students use the same entrance to the school building in the morning?**

- Yes, all students enter the building at the same location.
- No, students can use different entrances.

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**If no**, in two sentences or less, describe how dismissal is staggered at your school:

*Dismissal is staggered by 1 minute according to grade level.*

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*Teachers help direct students through the hall and to the appropriate bus at dismissal time.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

If yes, please list the locations for each adult crossing guard:

*There is a crossing guard posted on Gentry Lane immediately in front of the school.*

**Are there police officers that help with arrival or dismissal procedures at this school?**

- No we do not have police officers who help direct traffic around the school.
- Yes, we have at least one police officer helping direct traffic around our school.

If yes, in two sentences or less, explain how many officers help and what role they play in arrival or dismissal:

*The school resource officer directs student and bus traffic during dismissal.*

**Are students involved in any arrival or dismissal process (i.e. student safety patrol)?**

- No, we do not have a student safety patrol.
- Yes, we have a student safety patrol.

**3E. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

Reasons for not allowing children to walk or bicycle to school:
1. Distance (32)
2. Traffic volume on routes to school (28)
3. Intersections and crossings (28)
4. Traffic speed on routes to school (27)
5. Sidewalks and pathways (21)

**3F. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

After the September 2015 attempted abduction of a 15-year-old female student walking on Rose Hill Drive, some parents stopped their children from walking to school. Other concerns are steep hills, inadequate access to isolated neighborhoods, and incomplete bike lanes. Even where separated bike lanes are present (e.g. through Forest Hills Park), parents feel they are too secluded and vulnerable to crime.

Crossings along Preston Avenue, Rugby Avenue, and the U.S. 250 on-ramp immediately behind Walker Upper Elementary are very busy. One parent said that there is also no way for pedestrians to trip the light at Rose Hill Ave and Rugby Avenue, leading to unsafe crossing behavior.

3G. Walking and bicycling encouragement activities at the school.

EM  
EN  
TA

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
No school-specific walking and bicycling activities currently take or have recently taken place at Walker Upper Elementary.	

## VILLAGE SCHOOL

3H. How many students live within walking and bicycling distance of school?

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	8	5.9%
Within 1/2 mile of school	3	2%
Within 1 mile of school	13	9.8%
Within 2 miles of school	25	19.6

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**3l. Are there any school or Division policies that impact students walking or bicycling to school?**

<b>Division Bus Policies</b>
<i>Policy:</i> N/A
<i>How it affects student travel modes (3-5 sentences):</i> N/A
<b>School Travel Policies (Division or school)</b>
<i>Policy:</i> Parents are responsible for student travel. The school does not provide bus service.
<i>How it affects student travel modes (3-5 sentences):</i> The lack of buses makes biking and walking to school the most convenient available mode for students living within 1-mile of school, which <i>encourages</i> active transportation. Adding a “walk and bike” sponsored zone (a radius from the school) has been discussed. However, the school finds that existing pedestrian and bicycling infrastructure is not adequate support such a recommendation.

**3J. School Arrival and Dismissal Process.**

<p><b>Do school buses and parent vehicles use the same driveway for arrival and dismissal?</b></p> <p><input type="checkbox"/> Yes, all vehicles use the same driveway.</p> <p><input type="checkbox"/> No, there are separate driveways for family vehicles and school buses.</p>
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**Do all students use the same entrance to the school building in the morning?**

- Yes, all students enter the building at the same location.
- No, students can use different entrances.

**If no**, in three sentences or less, describe how students enter the building:

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**If no**, in two sentences or less, describe how dismissal is staggered at your school:

*5<sup>th</sup> and 6<sup>th</sup> grade are released from 3:25-3:35. 7<sup>th</sup> and 8<sup>th</sup> grade are released from 3:35-3:45. The street where car line is staged is small and cannot accommodate traffic from all grades at once.*

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*School staff assist students in and out of cars. Staff also directs traffic, and stops traffic in the road for students to cross, as a crossing guard would.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

**If yes**, please list the locations for each adult crossing guard:

**Are there police officers that help with arrival or dismissal procedures at this school?**

No we do not have police officers who help direct traffic around the school.

Yes, we have at least one police officer helping direct traffic around our school.

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**Are students involved in any arrival or dismissal process (i.e. student safety patrol)?**

No, we do not have a student safety patrol.

Yes, we have a student safety patrol.  
**If yes, in two sentences or less, describe the role of the student safety patrol at both arrival and dismissal:**

**3K. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?**

A Student Travel Tally has not yet been conducted for Clark Elementary School. In the absence of a full mode tally, we have presented the results gathered via the Parent Survey, despite the small sample size (52 respondents).

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)	6	0	0	34	11	
Number of students (afternoon trips)	7	0	0	38	6	
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>• High Street</li> <li>• Avon Street</li> <li>• Locust Ave</li> </ul>		<ul style="list-style-type: none"> <li>• McIntyre Rd</li> <li>• 9th Street</li> <li>• Park Street</li> </ul>			

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**3L. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

Reasons for not allowing children to walk or bicycle to school:
6. Traffic speed on route to school (1)
7. Traffic volume on route to school (7)
8. Intersections and crossings (0)
9. Sidewalks and Pathways (1)
10. Distance (33)

**3M. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

No safe infrastructure. for example, sidewalks are inadequate and not separated from autos. intersections not safe and poorly designed except for auto travel. Auto dominant culture. Also safety from crime is an issue.

Crossing Avon and crossing Monticello.

Not enough continuous bike paths. Sections where she would have to be in traffic.

No safe bike lanes over Belmont bridge or on east market

**3N. Walking and bicycling encouragement activities at the school.**

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
Walking Friday Lunch	Every Friday 8 <sup>th</sup> grade students walk (with the Head of School) from the school to the Downtown Mall for lunch. Once on the mall, students depart from the Head of School and find their own way to a predetermined restaurant for lunch, where they eat on their own. After lunch meet back up with the Head of School at a meeting place and time to walk back to school. This allows students to navigate a pedestrian environment with and without supervision, to teach then self-sufficient pedestrian and navigation skills.
Recess in the Park	Students walk from school to McGuffey park for recess, every day. Weather permitting. It's a public park and students get to interact with other pedestrians such as children, babies, toddlers, and other members of the community. This program connects students with a wide age range or community members I a public space.
P.E. at Lane Field	Students walk to Lane Field. This walk takes then through a neighborhood and across a main thoroughfare, where they learn the different dynamics of streets in an urban area, how to walk as a group, and how to be seen by motorists.

## INTERNATIONAL SCHOOL OF CHARLOTTESVILLE

**3O. How many students live within walking and bicycling distance of school?**

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	2	5.6%
Within 1/2 mile of school	5	13.9%

Within 1 mile of school	4	11.1%
Within 2 miles of school	3	8.3%

**3P. Are there any school or Division policies that impact students walking or bicycling to school?**

<b>Division Bus Policies</b>
<i>Policy:</i> N/A
<i>How it affects student travel modes (3-5 sentences):</i> N/A
<b>School Travel Policies (Division or school)</b>
<i>Policy:</i> Parents are responsible for student travel. The school does not provide bus service.
<i>How it affects student travel modes (3-5 sentences):</i> The lack of buses makes biking and walking to school the most convenient available mode for students living within 1-mile of school, which <i>encourages</i> active transportation. Adding a “walk and bike” sponsored zone (a radius from the school) has been discussed. However, the school finds that existing pedestrian and bicycling infrastructure is not adequate support such a recommendation.

**3Q. School Arrival and Dismissal Process.**

<p><b>Do school buses and parent vehicles use the same driveway for arrival and dismissal?</b></p> <p><input type="checkbox"/> Yes, all vehicles use the same driveway.</p> <p><input type="checkbox"/> No, there are separate driveways for family vehicles and school buses.</p>
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**Do all students use the same entrance to the school building in the morning?**

- Yes, all students enter the building at the same location.
- No, students can use different entrances.

**If no**, in three sentences or less, describe how students enter the building:

*There are two different school building. They are two block apart. Some students are dropped of and one, and some are dropped off at the other.*

**Are all students released at the same time during dismissal?**

- Yes, all students are released at the same time.
- No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**If no**, in two sentences or less, describe how dismissal is staggered at your school:

*There are several dismissal times. 12:30pm, 3pm, between 3:30-5:30pm for the after school program*

**Is school staff involved in either arrival or dismissal?**

- No, school staff is not involved in either arrival or dismissal.
- Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal:

*School staff act as crossing guards, even holding a stop sign in the middle of the road while stopping traffic. Staff helps children out of cars, and helps them walk into school.*

**Are there any adult crossing guards located along student walking routes?**

- No, we do not have any adult crossing guards serving our school.
- Currently, we have at least one adult crossing guard that helps students on their walking routes.

**If yes**, please list the locations for each adult crossing guard:

**Are there police officers that help with arrival or dismissal procedures at this school?**

No we do not have police officers who help direct traffic around the school.

Yes, we have at least one police officer helping direct traffic around our school.

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**Are students involved in any arrival or dismissal process (i.e. student safety patrol)?**

No, we do not have a student safety patrol.

Yes, we have a student safety patrol.  
**If yes, in two sentences or less, describe the role of the student safety patrol at both arrival and dismissal:**

**3R. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?**

A Student Travel Tally has not yet been conducted for the International School of Charlottesville. In the absence of a full mode tally, we have presented the results gathered via the Parent Survey, despite the small sample size (36 respondents).

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit
Number of students (morning trips)	5	2	0	28	1	
Number of students (afternoon trips)	5	0	0	30	1	
Primary walking/bicycling routes	<ul style="list-style-type: none"> <li>• Monticello Ave</li> <li>• Avon Street</li> <li>• Rialto Street</li> </ul>		<ul style="list-style-type: none"> <li>• Belmont Ave</li> <li>• Monticello Rd</li> <li>• Carlton Rd &amp; Ave</li> </ul>			

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**3S. Parent Attitudes towards walking and biking.** Using the Parent Survey Summary Data Report generated by the National Center for Safe Routes to School, the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school are:

Reasons for not allowing children to walk or bicycle to school:
11. Traffic speed on route to school (3)
12. Traffic volume on route to school (0)
13. Intersections and crossings (0)
14. Sidewalks and Pathways (1)
15. Distance (26)

**3T. Safety Issues and Concerns.** Traffic safety issues and concerns gathered anecdotally from the team, parents and the community at large include:

Crossing Monticello Ave! I would love if the school zone from Clark could be extended to include the intersection of Meridian and Monticello, and / or to have a crosswalk at that intersection. Especially in the winter months when the sun is low on the sky in the mornings, it feels very dangerous to cross there.

Crosswalk doesn't feel as safe or noticed in evening (5:30/dusk time), especially without the slower speed required (like in the morning with the 15mph from elementary school...feels much safer then.

In addition to the distance, the routes we would need to take to school are largely heavily trafficked artery roads I would not feel safe biking on, much less with child in tow.

### 3U. Walking and bicycling encouragement activities at the school.

Activity	How it supports or encourages walking and bicycling (1-3 sentences)
Walking from school to school	This activity is necessary and beneficial. Students walk from on campus to the other, several times a day. Teachers lead students and use this time to talk about safety, dangers, and how to behave while walking in a real world car and pedestrian environment. Many students live in walking distance from the school and this activity gives them experience and knowledge of pedestrian safety that they can use on their way to and from school, or in their lives outside of school.

## SECTION 4: KEY ISSUES IMPACTING SAFE WALKING AND BICYCLING TO SCHOOL

The **top five non-infrastructure issues** impacting student ability to safely walk or bicycle to target school/s are:

### BUFORD MIDDLE SCHOOL

Issue and Description
<p>Issue 1: Excessive distance between students' homes and school.</p> <p>Description:</p> <ul style="list-style-type: none"><li>• Because attendance at Buford is citywide, many students live too far away from school to make walking time-effective for them or their parents.</li><li>• Only 38% of students live within a one-mile radius of the school, compared to the citywide average of 56%.</li><li>• While biking might be a more feasible option, barriers (lack of a bike, biking skills, and bike lanes) exist.</li></ul>
<p>Issue 2: Traffic speed and volumes on the routes to school.</p> <p>Description:</p> <ul style="list-style-type: none"><li>• Cherry Avenue, with a speed limit of 35mph, carries between 5,600 and 10,000 vehicles per day within a 1-mile radius of Buford Middle School, according to VDOT 2014 AADT jurisdictional reports.</li></ul>

<ul style="list-style-type: none"> <li>• The Charlottesville police department cited 211 motorists for speeding within city school zones in 2014.</li> <li>• These factors increase the likelihood of pedestrian and bicyclist injuries.</li> </ul>
<p>Issue 3: Students feel unsafe crossing Cherry Avenue and 10<sup>th</sup> Street.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Cherry Avenue has a number of unsignalized crossings, either at minor intersections or mid-block, some of which have neither signage nor beacons.</li> <li>• The intersection of Cherry Ave and Ridge Street has poor visibility, heavy traffic, no pedestrian refuges, and wide crossing distances.</li> <li>• 10<sup>th</sup> Street has unmarked crossings.</li> </ul>
<p>Issue 4: Students are not motivated to walk or bike to school.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• There have been few recent school programs at Buford that encourage walking and biking to and from school.</li> <li>• There are no school-specific policies that promote walking and biking to school; in fact, some discourage it for safety's sake.</li> </ul>
<p>Issue 5: The weight of children's backpacks.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Children must transport heavy backpacks, musical instruments, and other items to school, which prevents them from walking or biking.</li> <li>• No lockers are provided for storage of these items at school.</li> </ul>

## BURNLEY-MORAN ELEMENTARY SCHOOL

Issue and Description
<p>Issue 1: High volumes of traffic on East High Street.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• 65% of students live within one mile of Burnley-Moran, yet 67% ride the bus to school, indicating significant barriers to walking. High Street divides the school from residential areas.</li> <li>• VDOT reported average daily vehicle traffic of 18,000 vehicles on East High Street between Gillespie Avenue and U.S. 250 Bypass in 2014.</li> <li>• Vehicles enter East High Street directly from of the Bypass (which has a 35-mph speed limit) and fail to slow to speeds appropriate for a residential area.</li> </ul>
<p>Issue 2: Drivers fail to yield to pedestrians at East High Street crossings.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• East High Street/Willow Drive has a crosswalk but is not traffic signalized; drivers ignore it.</li> <li>• Seven crossing guards currently serve all eight public schools in the City</li> </ul>

<p>of Charlottesville, yet children must typically navigate multiple busy intersections to arrive home or at school.</p>
<p>Issue 3: Motorists are not conscious of bicyclists in this area, adding to the stresses already felt by bicyclists due to road conditions.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Locust Avenue has a bike lane; otherwise, the only facilities for people riding bikes in this area are “Share the Road” signs and a separated trail along the Rivanna River which is invisible to drivers.</li> <li>• The Bicycle and Pedestrian Master Plan ranks East High Street, Meade Avenue, and Locust Avenue as LTS-4, which is the highest level of stress a person bicycling may experience, based on vehicle speeds and volumes, number of lanes, presence and width of bicycle lanes, and traffic signal frequency.</li> </ul>
<p>Issue 4: Drivers fail to yield to pedestrians on the Locust Avenue bridge that spans U.S. 250.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• A walkabout conducted in 2009 found that drivers consistently failed to yield on the bridge, which experiences high traffic volumes during school commute hours.</li> <li>• Locust Avenue as a whole is the subject of neighborhood concern and City discussion, as speeding is a persistent problem and recently a 12-year-old boy was injured running across the street.</li> </ul>
<p>Issue 5: Hazel Street and other streets near Burnley-Moran are used as cut-through routes for U.S. 250 traffic.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• The use of Hazel Street as an alternative route leads to augmented traffic volumes, sometimes at speeds inappropriate for a residential area.</li> <li>• Drivers using Hazel Street as a cut-through may be less aware or willing to watch out for schoolchildren on foot or on bikes.</li> </ul>

## CLARK ELEMENTARY SCHOOL

Issue and Description
<p>Issue 1: Students find Monticello Avenue difficult to navigate by bike or on foot.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Traffic counts conducted in 2008 found heavy westbound traffic during morning school drop-off times at Monticello/Carlton Ave and Monticello/Meridian St. Turning at these intersections is not controlled by traffic signal, making pedestrian crossings more difficult.</li> </ul>

<ul style="list-style-type: none"> <li>• Crossings along Monticello are often marked with parallel white lines, less visible than the ladder or zebra-style crosswalks.</li> <li>• The road is wide, hilly, and has no bike lanes. The Bicycle and Pedestrian Master Plan ranks Monticello Avenue as LTS-4, which is the highest level of stress a person bicycling may experience, based on vehicle speeds and volumes, number of lanes, presence and width of bicycle lanes, and traffic signal frequency.</li> </ul>
<p>Issue 2: Students find Avon Street difficult to navigate by bike or on foot.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Much like those on Monticello Avenue, intersections along Avon St have low-visibility crosswalks, high traffic volumes, and uncontrolled turn lanes.</li> <li>• Avon Street is ranked LTS-4 in the Bicycle and Pedestrian Master Plan.</li> </ul>
<p>Issue 3: Students are discouraged by steep hills and street grid interruptions.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Some students must navigate a steep and muddy hill on 2<sup>nd</sup> street. There are no stairs and poor property maintenance.</li> <li>• Between Elliott and Montrose Avenue, there is no city-maintained street. During rainy weather, this stretch becomes impassable.</li> <li>• School staff feels uncomfortable promoting walking when there are missing streets and/or sidewalks.</li> </ul>
<p>Issue 4: There is a lack of organized encouragement.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Despite the fact that 93% of students live within a mile of school—the highest percentage of any public K-8 school in Charlottesville—nearly half of students ride the bus and many others are chauffeured by car.</li> <li>• There are currently no walking or biking trains, walk-to-school days, or walking and biking incentives at Clark.</li> </ul>
<p>Issue 5: Students face social barriers and a lack of resources.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• 84% of students (300 total students) at Clark are eligible for free and reduced lunch, compared to 55% citywide and 42% statewide.</li> <li>• In addition, HUD-subsidized, high density housing is concentrated in this school district (132 units, or over a third of the city's total).</li> <li>• Children living in areas of low socioeconomic status are less likely to benefit from parent supervision and more likely to suffer pedestrian injuries.</li> </ul>

Issue and Description
<p>Issue 1: Students find Monticello Avenue difficult to navigate by bike or on foot.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Traffic counts conducted in 2008 found heavy westbound traffic during morning school drop-off times at Monticello/Carlton Ave and Monticello/Meridian St. Turning at these intersections is not controlled by traffic signal, making pedestrian crossings more difficult.</li> <li>• Crossings along Monticello are often marked with parallel white lines, less visible than the ladder or zebra-style crosswalks.</li> <li>• The road is wide, hilly, and has no bike lanes. The Bicycle and Pedestrian Master Plan ranks Monticello Avenue as LTS-4, which is the highest level of stress a person bicycling may experience, based on vehicle speeds and volumes, number of lanes, presence and width of bicycle lanes, and traffic signal frequency.</li> </ul>
<p>Issue 2: Students find Avon Street difficult to navigate by bike or on foot.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Much like those on Monticello Avenue, intersections along Avon St have low-visibility crosswalks, high traffic volumes, and uncontrolled turn lanes.</li> <li>• Avon Street is ranked LTS-4 in the Bicycle and Pedestrian Master Plan.</li> </ul>
<p>Issue 3: Students are discouraged by steep hills and street grid interruptions.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Some students must navigate a steep and muddy hill on 2<sup>nd</sup> street. There are no stairs and poor property maintenance.</li> <li>• Between Elliott and Montrose Avenue, there is no city-maintained street. During rainy weather, this stretch becomes impassable.</li> <li>• School staff feels uncomfortable promoting walking when there are missing streets and/or sidewalks.</li> </ul>

## GREENBRIER ELEMENTARY SCHOOL

Issue and Description
<p>Issue 1: The distance to school is too great to walk.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• The U.S. 250 Bypass cuts the Greenbrier Elementary School district in half. One of the lowest-income neighborhoods in the district—Rose Hill Neighborhood—is south of the bypass, over two miles from the school.</li> <li>• Greenbrier neighborhood streets do not follow a grid, which prevents students from taking a direct route from home to school and significantly increases travel distance.</li> </ul>

<p>Issue 2: Busy intersections and crossings represent barriers to walking to school.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Greenbrier streets are curvy and hilly, impeding visibility and making it difficult to judge whether crossing will be safe.</li> <li>• Many of the crossings do not have curb-ramps or other ADA-accessible features.</li> <li>• While Greenbrier is the only elementary in Charlottesville with two crossing guards, there still remain several busy intersections that parents feel uncomfortable letting their children navigate unsupervised, e.g. the Yorktown Rd/Brandywine Drive intersection.</li> </ul>
<p>Issue 3: Drivers fail to respect traffic laws.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Greenbrier residents complain of drivers using neighborhood streets to avoid traffic on U.S. 250, Rio Road, and U.S. 29 North. Through traffic is less likely to be familiar with crossing locations or to be alert for schoolchildren on foot or bikes.</li> <li>• A 2009 study conducted by the Alliance for Community Choice in Transportation found that there were too few pedestrian beacons, signs, and markings.</li> </ul>
<p>Issue 4: Despite the low-traffic, residential streets of Greenbrier, few students are biking to school.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• There are bike lanes in only two locations in the Greenbrier district: the street in front of the school and on Rose Hill Drive.</li> <li>• Students may not have sufficient opportunity to learn bicycling skills and rules of the road. There are no bicycling programs at Greenbrier School.</li> </ul>
<p>Issue 5: Walking paths through parks are perceived as unsafe or inadequate.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Students may have to cross McIntire Park, which is also difficult to access except via Rugby Avenue, which passes under U.S. 250 and has only one narrow sidewalk on one side of the road.</li> <li>• Park paths are not as well lit or trafficked as streets, so they may feel isolated and unsafe to use.</li> </ul>

## JACKSON-VIA ELEMENTARY SCHOOL

Issue and Description
Issue 1: Traffic speeds on Harris Road, Jefferson Park Avenue, and 5 <sup>th</sup> Street make walking and biking to school unsafe for children.

<p>Description:</p> <ul style="list-style-type: none"> <li>• Of 23 parents surveyed, 16 (70%) cited traffic speed as an issue. High automobile speeds increase the likelihood of collisions with pedestrians and bicyclists.</li> <li>• Harris Road, on which Jackson-Via Elementary School is located, is a busy commuter road. Although there is a 15-mph school zone, observers found in a 2013 walkabout that the street width and design encourages greater speeds.</li> <li>• In a survey administered by the Alliance for Community Choice in Transportation (2009), 13 of 30 respondents reported vehicles driving too fast on roads in the Jackson-Via school district.</li> </ul>
<p>Issue 2: Crossing streets and intersections seems difficult and dangerous.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Intersections and crossings are obscured by large trees, curves, hills, and poor alignment (e.g. the Y-intersection at Harris Drive, Jefferson Park Ave, and Camellia Drive). Students and parents feel that drivers will fail to see or yield to them.</li> <li>• If crossings are marked at all, many have only two parallel stripes, rather than the more visible zebra- or ladder-style crosswalks.</li> <li>• There is only one crossing guard, yet there are multiple difficult crossings along Harris and throughout the school neighborhood.</li> </ul>
<p>Issue 3: There are too few opportunities for adult-supervised or group travel to school.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Jackson-Via Elementary School has a Walking Wednesdays program, but it is not as well established or publicized as Greenbrier's, and there is no equivalent for bicycling to school.</li> <li>• Parents reported wanting to bike with their children to school but not having adequate time to do so or feeling uncomfortable having their children bike home alone in the afternoons while they remained at work.</li> </ul>
<p>Issue 4: Parental apathy and time constraints.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Despite the unique Jackson-Via policy that prevents students living within 1 mile of school from taking the bus, parents choose to drive rather than promote active transportation modes.</li> <li>• Even parents who took the time to respond to the survey reported that they did not have time to walk with or prepare their children to walk to school in the mornings and that it was simply more convenient to drive.</li> <li>• Jackson-Via offers no formal parent education or encouragement related to biking and walking to school.</li> </ul>
<p>Issue 5: Few students are biking to school.</p> <p>Description:</p>

- The Bicycle and Pedestrian Master Plan ranks Cherry Avenue and 5<sup>th</sup> Street as LTS-4, which is the highest level of stress a person bicycling may experience, based on vehicle speeds and volumes, number of lanes, presence and width of bicycle lanes, and traffic signal frequency.
- Students may not have sufficient opportunity to learn bicycling skills and rules of the road. There is no bicycling curriculum at Jackson-Via School.

## JOHNSON ELEMENTARY SCHOOL

Issue and Description
<p>Issue 1: Traffic speeds and volume cause children and parents to feel unsafe.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Parents’ most-cited barrier to sending their children to Johnson on foot or by bike was the speed and volume of traffic. AADT are only 5,400 and 5,600 for Jefferson Park Avenue and Cherry Avenue respectively on the portions near Johnson School (VDOT 2014 data).</li> <li>• Yet perceptions of danger persist, because the streets are wide, sidewalks are narrow and intermittent, and there are no buffers to protect pedestrians from cars.</li> </ul>
<p>Issue 2: Johnson lacks walking and biking groups, especially ones supervised by adults.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Unlike Jackson-Via and Greenbrier Elementary schools, Johnson does not have a Walking Wednesdays program or any formal walking and biking trains.</li> <li>• Parents fear their children will interact with strangers on the way to school and that, unlike Clark Elementary in the Belmont neighborhood, there is a lack of friendly “eyes on the street” on school routes.</li> </ul>
<p>Issue 3: Crossing streets and intersections seems difficult and dangerous in some places.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Many of the crossings on Jefferson Park Avenue are marked by two parallel lines instead of high-visibility ladder crosswalks. Many of the crossings are also unsignalized, for example at the intersection with Stribling Ave. Parents would feel more at ease if their children could trigger beacons or benefit from “pedestrian crossing ahead” signs.</li> <li>• Some parents have complained the crossing guard should be better trained and that there should be additional guards, for instance at the entrance to the Cherry Hill subdivision.</li> </ul>
<p>Issue 4: Children are unable to use some local trails in poor weather.</p>

<p>Description:</p> <ul style="list-style-type: none"> <li>While the multi-use path through Forest Hills Park is paved and maintained, the dirt path from the Cherry Hill subdivision (on Rainier Rd, directly adjacent to Johnson) to the school is flooded, muddy, or obstructed by snow following inclement weather. There is no formal maintenance of the path.</li> </ul>
<p>Issue 5: Few students feel comfortable biking to school.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>Based on the results of the parent survey, very few Johnson students currently bike to school.</li> <li>There are bike lanes on parts of Cherry Avenue, but the Bicycle and Pedestrian Master Plan ranks it as LTS-4, which is the highest level of stress a person bicycling may experience, based on vehicle speeds and volumes, number of lanes, presence and width of bicycle lanes, and traffic signal frequency.</li> <li>Students may not have sufficient opportunity to learn bicycling skills and rules of the road. There is no bicycling curriculum at Johnson School.</li> </ul>

## VENABLE ELEMENTARY SCHOOL

Issue and Description
<p>Issue 1: Students walking or biking to school must maneuver around missing sidewalks, parked cars, and other obstacles.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>Many sidewalks are cracked or interrupted by unpaved driveways and telephone poles. This makes walking and especially biking problematic, since in the absence of bike lanes—which are sparse in the Venable school district—young children are encouraged to bike on the sidewalk.</li> <li>Next door to the school (on Gordon Avenue), there is no north-side sidewalk. One side of Rugby Road is likewise missing sidewalks.</li> <li>The Bicycle and Pedestrian Master Plan ranks Grady Avenue, Preston Avenue, and 10<sup>th</sup> Street as LTS-4, which is the highest level of stress a person bicycling may experience, based on vehicle speeds and volumes, number of lanes, presence and width of bicycle lanes, and traffic signal frequency.</li> </ul>
<p>Issue 2: Drivers do not yield to pedestrians at key crossings</p> <p>Description:</p> <ul style="list-style-type: none"> <li>Crosswalks over Preston Avenue at Washington Park and at Cabell Avenue are key parts of pedestrian routes to Venable, yet are often ignored by drivers because they are unsignalized and have poor</li> </ul>

<p>visibility, being located at the top or bottom of a large hill.</p> <ul style="list-style-type: none"> <li>• Preston Avenue is a divided road with high traffic volumes (32,000 AADT is VDOT's combined estimate for the two parallel roadways). High capacity roadways like Preston enable high speeds and lower drivers' anticipation of crosswalks.</li> </ul>
<p>Issue 3: There is insufficient encouragement to students to walk and bike.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• In 2009, Venable was provided new paved parking spaces through the removal of green space beside the east playground, yet did not include any bicycle lanes or additional bike racks beyond the sole existing rack (six spaces) in the front of the school.</li> <li>• Multiple parents wished for organized walking or biking trains.</li> </ul>
<p>Issue 4: Parents perceive the university student environment as unsafe for unaccompanied children.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Broken bottles, plastic cups, condoms, and other litter on the sidewalks in front of UVA fraternity houses are both hazards in themselves and symbols of a dangerous walking environment.</li> <li>• University students are less experienced and possibly more distracted drivers who might be more likely to injure a biking or walking child.</li> </ul>
<p>Issue 5: Concentrated lack of parents' time and other resources</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• 78% of students (253 total students) at Venable are eligible for free and reduced lunch, compared to 55% citywide and 42% statewide.</li> <li>• In addition, HUD-subsidized, high density housing is concentrated in this school district (144 units, or over a third of the city's total).</li> <li>• Children living in areas of low socioeconomic status are less likely to benefit from parent supervision and more likely to suffer pedestrian injuries.</li> </ul>

## WALKER UPPER ELEMENTARY SCHOOL

Issue and Description
<p>Issue 1: The route to walk to school is often too long in terms of distance and time.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Because attendance at Walker is citywide, many students live too far away from school to make walking time-effective for them or their parents.</li> <li>• Only 22% of students live within a one-mile radius of the school, compared to the citywide average of 56%.</li> </ul>

<ul style="list-style-type: none"> <li>• While biking might be a more feasible option, but other barriers (lack of a bike, biking skills, and bike lanes &amp; facilities) exist.</li> </ul>
<p>Issue 2: Intersections and crossings are complex and dangerous, making them barriers to walking and biking.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• Crossings along Preston Avenue, Rugby Avenue, and the U.S. 250 on-ramp immediately behind the school are very busy, but the only crossing guard is stationed immediately next to the school.</li> <li>• Intersections (e.g. at the Greenleaf/Oakleaf/Gentry/Del Mar intersection) feature complex geometry difficult for children to navigate safely.</li> <li>• There is no way for pedestrians to trigger the light at Rose Hill Ave and Rugby Avenue, leading to unsafe crossing behavior.</li> </ul>
<p>Issue 3: High traffic volumes and speeds deter walking and biking along major routes to Walker Upper Elementary.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• At its intersection with Rose Hill Drive, Oakleaf Lane is nearly 70 feet across, with only two lanes and no sidewalks, allowing vehicles to turn at high speed. Delmar Drive is similarly wide and has no sidewalks.</li> <li>• The wide turning radii at the intersection of Gentry Lane and U.S. 250 likewise allow speeds greater than the speed limits.</li> <li>• U.S. 250 itself has a speed limit of up to 45-mph and traffic volume of 35,000 vehicles (VDOT AADT 2014) at Dairy Rd, making walking along it uncomfortable and biking impossible.</li> </ul>
<p>Issue 4: Walker Upper Elementary offers little to no biking and walking encouragement or education.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• The school itself has no major programs or resources designed to encourage safe active transportation to and from school.</li> </ul>
<p>Issue 5: Perceptions of crime</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• After the September 2015 attempted abduction of a 15-year-old female student walking on Rose Hill Drive, some parents stopped their children from walking to school.</li> </ul>

## Village School

Issue and Description
<p>Issue 1: Drivers fail to yield to pedestrians at East High Street crossings.</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• East High Street/Willow Drive has a crosswalk but is not traffic</li> </ul>

signalized; drivers ignore it.

- Seven crossing guards currently serve all eight public schools in the City of Charlottesville, yet children must typically navigate multiple busy intersections to arrive home or at school.

Issue 2: McIntyre Road crosswalks are far away from where students actually cross to get to the field where PE is held

Description:

- Students walk from school to Lane field. Often using the safer neighborhood streets. However, those streets put them at a place on McIntyre Road where there is no crosswalk and the speed limit is 35MPH
- Traffic doesn't have adequate time to see students crossing at this location due to curves and speed limit

Issue 3: Drivers fail to yield to pedestrians on the Locust Avenue bridge that spans U.S. 250.

Description:

- A walkabout conducted in 2009 found that drivers consistently failed to yield on the bridge, which experiences high traffic volumes during school commute hours.
- Locust Avenue as a whole is the subject of neighborhood concern and City discussion, as speeding is a persistent problem and recently a 12-year-old boy was injured running across the street.

## SECTION 5: SRTS RECOMMENDATIONS

### 5A. Non-infrastructure Recommendations

All of the following strategies are designed to be division-wide (unless otherwise indicated) and to promote inter-school cooperation. Recommendations will be followed at all schools wherever possible, and events will be open to parents, students, and community members regardless of school affiliation.

#### EDUCATION RECOMMENDATIONS:

#### EDUCATION

Short Term strategies	
Issue	Recommendation
<p>Some children are never taught to ride a bike or are discouraged by minor maintenance obstacles like flat tires. Furthermore, having no driver education, they are unfamiliar with the rules of the road. This hinders children's willingness and ability to safely walk/bike to school.</p>	<p>Institute <b>bike riding, repair, and safety curriculum.</b></p> <ul style="list-style-type: none"> <li>• Integrate into school P.E. courses so that instruction is universally accessible and consistent. Pursue broad exposure in initial phase and narrow to a single grade level in subsequent years.</li> <li>• Train P.E. teachers to teach specific safety and maintenance skills.</li> <li>• Gain use of dedicated bicycle fleet(s) and trailer.</li> </ul> <p>Continue to implement pedestrian safety into PE curriculum</p> <ul style="list-style-type: none"> <li>• Integrate into school P.E. courses so that instruction is universally accessible and consistent.</li> <li>• Train P.E. teachers to teach specific safety skills.</li> </ul>
<p>Parents and children may not know the safest or shortest route to walk or bicycle to school (e.g. the one with the fewest crossings and shortest crossing distances). They may be unaware of trails, paths, signalized crossings, and bicycle facilities. Furthermore, they may see walking/biking to school as infeasible due to unrealistic ideas of the travel distance or time required.</p>	<ul style="list-style-type: none"> <li>• Set up interactive mapping stations at Back to School Bash and Back to School Night to help parents &amp; children craft the safest routes to school. Use the opportunity to provide parents with a calendar of upcoming SRTS events, sign-ups for bike/walk trains, and information about safety strategies and active transportation benefits.</li> <li>• Integrate mapping into PE/Geography Curriculum for 4<sup>th</sup>-8<sup>th</sup> Grade students</li> </ul>
<p>Educators are not adequately informed of Safe Routes-related events and resources. Parents and students are slow to coordinate walking/biking groups or volunteer supervisors without organized channels. In addition, parents and students may be unaware of ongoing events, programs, and opportunities related to biking and walking to school. Easy access to comprehensive, community-specific information is key to promoting walking and biking to school.</p>	<p>Continue to create content for a division-wide <b>SRTS website and newsletter.</b></p> <ul style="list-style-type: none"> <li>• Create a web and print toolkit linked to the CCS and City websites with a list of steps schools can take to ensure participation in Safe Routes to School activities.</li> <li>• Create an online forum for coordinating walking and biking trains.</li> <li>• Provide school-specific, printer-friendly maps showing existing bike lanes and sidewalks. Post on City website.</li> <li>• Notify parents and educators of upcoming events (i.e. Bike/Walk to School Days,</li> </ul>

	Student Travel Tally, etc.); Safe Walking Routes (including locations of applicable Walking School Bus stops); age- appropriate safety information for parents and kids (walking/biking safety, stranger danger); benefits (health, environment, and academic performance); best Practices (showcase local examples of Safe Routes initiatives).
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**Medium and Long Term Strategies**

Medium and long term strategies our SRTS team will undertake beyond 12 months are:

1. Work with the cycling community and city Parks and Red to organize a summer or spring break **biking day camp** for youth (10-14 years old) in order to teach skills and build confidence.
2. Institute an after-school **bike club or mentor program** at Walker Upper Elementary and Buford. Recruit mentors from Cutaway Boys and Girls Mountain Bike Leagues.
3. **Educate motorists** so that they are aware and respectful of schoolchildren walking and biking to school.

**ENCOURAGEMENT RECOMMENDATIONS:**

**ENCOURAGEMENT**

**Short Term strategies**

Issue	Recommendation
<p>Many parents are uncomfortable allowing their children to walk or bike to/from school alone and lack the time to escort them on a regular basis. Schoolchildren may lack the motivation to walk or bike to school alone.</p>	<p>Facilitate <b>biking and walking trains</b>.</p> <ul style="list-style-type: none"> <li>• Recruit parent and teacher volunteers to head a neighborhood train for a given day of the week. Volunteers would accompany children to school, stopping at designated locations where children can join the “train” at pre-arranged times.</li> <li>• Develop custom Google Maps that can be shared and adjusted over time. Use “Share My Location” function on smart phones so that parents can monitor the train’s progress to school.</li> <li>• Organize student sign-ups at back-to-school events and conduct a weekend practice run to determine the exact route and transit time.</li> <li>• Distribute helmets to bike riders and reflectors and lights to all children who sign up.</li> <li>• The 12-month goal is to organize walking trains at a minimum of 3 schools, plus at</li> </ul>

	<p>least 1 bike train where there is greatest demand, to serve as pilots.</p>
<p>Students and their parents have never considered the possibility of walking or biking to school and have not taken the time to identify safe routes. Community members (especially motorists) are not sufficiently exposed to or aware of schoolchildren walking or biking to school. Many intersections and crossings are too complex or dangerous for children to navigate alone.</p>	<p>Regularly host <b>walk- and bike-to-school days</b>.</p> <ul style="list-style-type: none"> <li>• Adopt “Walk and Wheel Wednesdays” at all City schools K-8. Use Twitter and social media to encourage students to walk or bike all or part of the way to &amp; from school on this day every week.</li> <li>• Give students who cannot bike or walk to school the chance to walk laps on the school’s track.</li> <li>• Tally participants. Annually award a golden shoe and a golden wheel to the school with the most participants.</li> </ul>
<p>Too few students have the opportunity to encounter bicycling in a fun and safe environment amid adults and peers. They may not have access to proper equipment (reflectors, helmets, etc.) or to a large, flat area without car traffic in which to learn and experiment.</p>	<p>Host 1-2 <b>Bicycle Rodeos each year</b>.</p> <ul style="list-style-type: none"> <li>• Give large numbers of area children hands-on safety experience in a fun and supervised setting.</li> <li>• Choose a location that maximizes access for low-income communities (e.g. the Ix Art Park near Friendship Court).</li> <li>• Explore combining the rodeos with a family-friendly street fair inspired by Bike/Walk/Play JPA. Street closures reinforce a sense of pedestrian ownership of the street.</li> </ul>
<p>“Walker Rewards” incentive program</p>	<ul style="list-style-type: none"> <li>• The program encourages consistency participating in walking and biking to school by rewarding students with items that help facilitate them participating even more.</li> </ul>

**Medium and Long Term Strategies**

Medium and long term strategies our SRTS team will undertake beyond 12 months are:

1. Provide **incentives** to parents to walk or bike with their children to school, similarly to the existing incentives for city school staff. (In the Charlottesville City Schools Hike/Bike to Work program, beginning in November 2011, all CCS employees were eligible to receive a \$29.50 monthly stipend for walking or biking at least 10 minutes of the route to work at least 8 times per month).
2. Host a Safe Routes to School **Poster Contest**, modeled on the City’s Water Conservation Program contest, with posters displayed in City Hall. Offer cash raffle prize to teachers whose students submit posters, motivating schools to incorporate the contest as a class activity.
3. Explore the possibility of giving students **lockers** at school or two sets of **textbooks or access to digital copies** so that fewer items need to be carried between school and home on a daily basis.

**ENFORCEMENT RECOMMENDATIONS:**

ENFORCEMENT	
Short Term strategies	
Issue	Recommendation
The safety of students biking to school is compromised when students do not possess a helmet (required by law for anyone 14 or younger), reflectors, lights, and/or functional brakes and shifters.	<p>Conduct <b>bike safety checks</b>.</p> <ul style="list-style-type: none"> <li>• On a Walk and Wheel Wednesday, Bike Parade, or other event(s) at the beginning of the school year, dedicate time to checking bicycles brakes and chains.</li> <li>• Partner with Community Bikes to help make necessary repairs.</li> <li>• Invite local shops such as Blue Wheel Bicycles and Blue Ridge Cyclery to provide tire air, fix flats, and sell gear at a discount.</li> <li>• Distribute reflectors and information about where to acquire helmets and lights (or have them available for free/for a small fee at the school). Hand out maps of public bike fix-it stations.</li> </ul>
In 2009, the Alliance for Community Choice in Transportation began a program to fit at-risk preschoolers with a free bicycle helmet and instruct them how to use it properly. That program has lost steam since the dissolution of the ACCT in 2012, but there is still a need for bike helmets and instruction among students of all ages. Ownership of a helmet may also encourage students to bike to school.	<p>Expand the <b>bike helmet give-away</b> program.</p> <ul style="list-style-type: none"> <li>• Partner with Charlottesville Police Department in the operation of the pre-school helmet program and transfer the program focus to children in grades K-8.</li> <li>• Acquire youth helmets in bulk at discount rates (e.g. from Bell Helmets) and solicit helmet donations from the Virginia Health Department and others.</li> <li>• Fit students with helmets and instruct them on proper use as part of the back-to-school workshops and Walk and Wheel Wednesdays program.</li> </ul>
Medium and Long Term Strategies	
<p>Medium and long term strategies our SRTS team will undertake beyond 12 months are:</p> <ol style="list-style-type: none"> <li>1. Explore a Safe Routes <b>wayfinding</b> and informal "Safe Route to School" signage/chalking program to increase motorist awareness of schoolchildren biking and walking to school on major routes.</li> <li>2. Explore the possibility of engaging additional (volunteer) <b>crossing guards</b> and formally recognizing them for their service.</li> <li>3. Work with Charlottesville Police Department to increase <b>speed limit enforcement</b> in school zones.</li> <li>4. Work to introduce more bicyclist and pedestrian awareness strategies into <b>drivers' education</b>.</li> </ol>	

**EVALUATION RECOMMENDATIONS:**

EVALUATION	
Short Term strategies	
Issue	Recommendation
Except for Walker School, the only reliable student travel mode data is for school bus ridership. Insufficient data about how many students walk, bike, carpool, or use public transit hinders efforts to orchestrate a mode shift.	<p>Administer <b>student travel tallies</b>.</p> <ul style="list-style-type: none"> <li>• Work with PE teachers to conduct travel tallies in Sept/Oct each year</li> <li>• Record the information via the National Safe Routes Data Center.</li> <li>• Analyze data to discover walking and biking patterns, identify schools most in need of education/encouragement, and measure the potential for effective education targeting certain modes.</li> <li>• Explore the possibility of accessing information parents submit to schools regarding their children’s <b>preferred transit mode</b> to school.</li> <li>•</li> </ul>
It is difficult to gauge how many students and parents currently have access to and interest in information about active transportation to school.	Keep <b>records of participation</b> in workshops, biking and walking trains, bike rodeos, afterschool clubs, and other events.
Medium and Long Term Strategies	
<p>Medium and long term strategies our SRTS team will undertake beyond 12 months are:</p> <ol style="list-style-type: none"> <li>1. Consistently collect data on child bike and pedestrian <b>injuries and speeding citations</b> in school zones.</li> <li>2. Continue to <b>survey parents</b> on the principal barriers to their children walking or biking to school.</li> <li>3. Explore a partnership between City schools and the University of Virginia (Civil &amp; Environmental Engineering/Urban Planning/Public Health/Madison House volunteers) to collect the data annually.</li> </ol>	



RECOMMENDATION		Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<i>Hold Street Fairs</i>	PLAN												
Lead: New SRTS Coordinator, in consultation with Amanda Poncy	IMPLEMENT												
Possible Funding Sources	IDENTIFY												
<i>Conduct bike safety checks.</i>	PLAN												
Lead: Amanda Poncy, City Bicycle and Pedestrian Coordinator, with Central VA Boys and Girls Club Cycling Programs Manager and Community Bikes	IMPLEMENT												
Possible Funding Sources	IDENTIFY												
<i>Expand bike helmet give-away program.</i>	PLAN												
Lead: New SRTS Local Coordinator to partner with Charlottesville Police Department and the Virginia Health Department	IMPLEMENT												
Possible Funding Sources	IDENTIFY												
<i>Conduct student travel tallies.</i>	PLAN												
Lead: New SRTS Local Coordinator in coordination University of Virginia student volunteers	IMPLEMENT												
Possible Funding Sources	IDENTIFY												

## SECTION 6: PUBLIC INPUT

**NOTE:** In addition to the information in the table below, a copy of the public meeting notice is included in the appendix.

<b>Public Input Process:</b> <i>Bicycle and Pedestrian Advocacy Committee Meeting</i>
<b>Date:</b> <i>Thursday, February 4, 2016</i>
<b>Target Audience:</b> <i>Bicycle and pedestrian advocates and interested members of the public</i>
<p><b>Key Input Received:</b></p> <ul style="list-style-type: none"> <li>• The APP should place more emphasis on motorist-focused education and enforcement, especially in the peak hours of school arrival and departure traffic. More volunteer crossing guards should be recruited.</li> <li>• A key piece of implementation will be to identify and support a parent liaison at each school.</li> <li>• An event like the Bike/Walk/Play JPA festival and street closure could be planned for each school district; street festivals are a great encouragement tool and give children a sense of ownership of their streets.</li> <li>• There may be additional school policies impinging on active transportation, such as keeping school doors locked to children who need to arrive early or leave late.</li> <li>• The University of Virginia’s Fitbit program could be a model for incentivizing and helping children measure their active transportation accomplishments.</li> </ul>
<b>Public Input Process:</b> <i>Safe Routes to School Stakeholder Meeting</i>
<b>Date:</b> <i>Monday, December 14, 2015</i>
<b>Target Audience:</b> <i>City school administrators, school board members, parents, bike and pedestrian advocates, police, climate program leaders, and state and local health administrators.</i>
<p><b>Key Input Received:</b></p> <ul style="list-style-type: none"> <li>• Our vision for safe routes to school in Charlottesville should include community members not directly involved in primary schools. It should be lofty, focusing on goals rather than methodology. Although our focus is on programs, infrastructure must be an integral part of creating safe routes as well.</li> <li>• P.E. classrooms are where bike safety and maintenance education can and should happen. This will maximize access and consistency. Schools have gained experience through the recent process of introducing swim lessons (“Swim for Life”). Equipment such as bicycles, helmets, and etc. will not be difficult to acquire, and it is a tangible goal people will be eager to donate towards.</li> <li>• Clubs and community organizations can contribute to the curriculum development and classroom training to lessen the burden on P.E. teachers.</li> <li>• Walking and biking trails should be regularly scheduled and widely available. This is a chance to provide structure and encouragement even outside of the classroom, with significant benefits.</li> <li>• An important piece of developing safe routes is formalizing them with signs, information, and regular programs taking place on them. Route mapping workshops may be an effective way to help both students and parents discover where the safest routes to their school are.</li> </ul>

## SECTION 7: PLEDGES OF SUPPORT



### CHARLOTTESVILLE SAFE ROUTES TO SCHOOL

**Robert Williams**  
Safe Routes to School Program Coordinator  
Transportation and Mobility Planning Division  
Virginia Department of Transportation  
1401 E. Broad Street  
Richmond, VA 23219

Dear Mr. Williams:

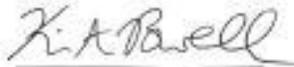
I, Kimberly Powell, appreciate the efforts of Safe Routes to Schools Program (SRTS) to help schools and communities across the state make walking and biking to school a safe, convenient, natural activity. The Bicycle and Pedestrian Advisory Committee is likewise committed to encouraging residents of all ages to travel throughout the city on foot or bicycle and is fully supportive of the SRTS Activities and Programs Plan to facilitate safe commutes to school.

While the city has been successful in securing Safe Routes to School funds for infrastructure improvements over the last five years, non-infrastructure elements of a successful SRTS programs have been missing. It is crucial to have organized programs that support walking and bicycling to school and provide safe, convenient ways to do so – e.g., walking school buses, bicycle trains, enforcement of speed laws, traffic safety education and skill building, promotional activities, and other programs that bring parents and children together to walk as a group. The ideas contained in the APP are cost-effective and have proven instrumental in shifting mode-choice in other cities throughout the state.

By endorsing the Safe Routes to School Activities and Programs Plan, BPAC advocates efforts to enable and encourage children to walk and bicycle to and from Charlottesville City Schools K-8, especially those children living within one mile of their school. We support the planning, development, and implementation of programs that will reduce the number of injuries suffered by school-age students walking and biking; raise awareness of the benefits of active transportation to students, parents, & the community at large; and reduce traffic congestion and greenhouse gas emissions. Ultimately, we hope to see bicycling and walking to school become a safer and more appealing transportation alternative, thereby encouraging lifelong healthy and active lifestyle habits.

I support the Activities and Programs Plan for our community and look forward to the results that are sure to come!

Sincerely,



**Kimberly Powell**  
Assistant Superintendent  
Charlottesville City Schools

- Appendix A: Photos of Past Activities at Charlottesville Public Schools K-8
- Appendix B: School Summary
- Appendix C: Public Meeting Notice
- Appendix D: Student Distance Maps

**APPENDIX A**

**Buzz by Belmont, Annual Run/Walk 5K (Clark Elementary School)**



**Books on Bikes (Clark Elementary School)**



Bike Parade



Books on Bikes Librarians

Walk-a-thon for Wellness (Burnley-Moran Elementary School)



Walking Wednesdays (Jackson-Via Elementary School)



Bike Walk Play JPA (Jackson-Via and Johnson Elementary Schools)



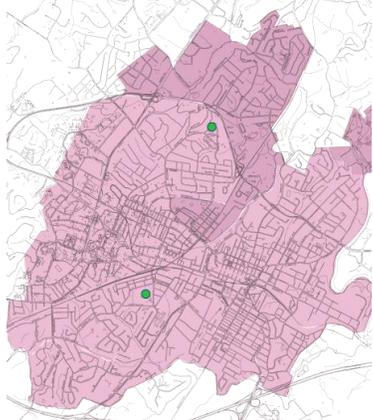
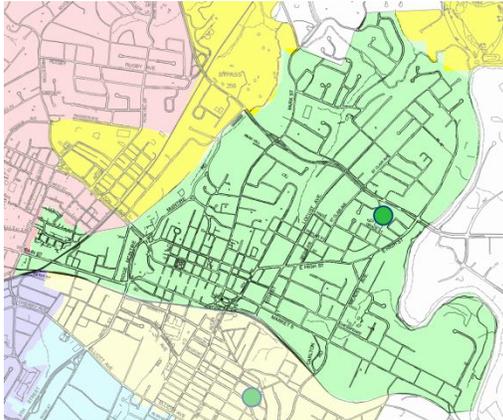
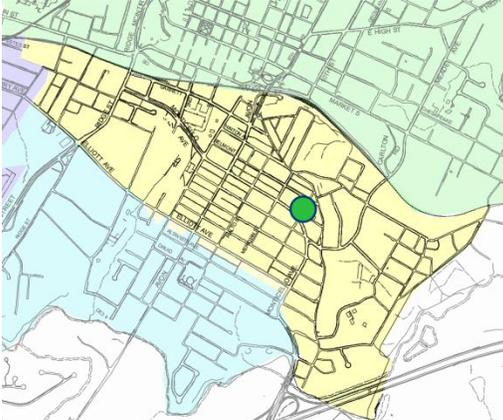
Parks and Recreation Storyline Camp

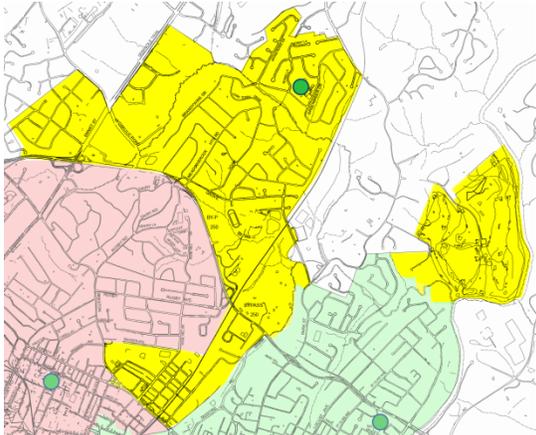
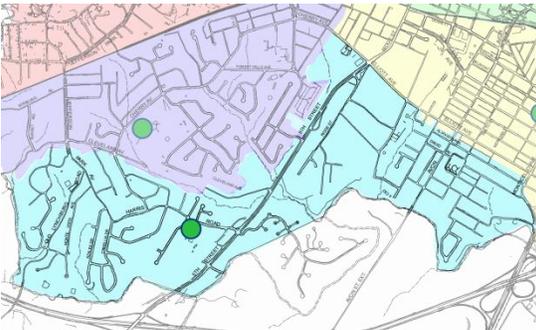
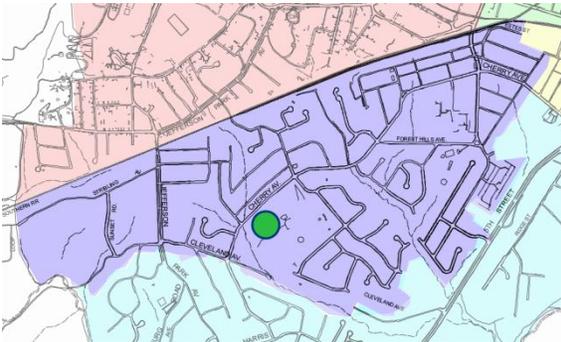


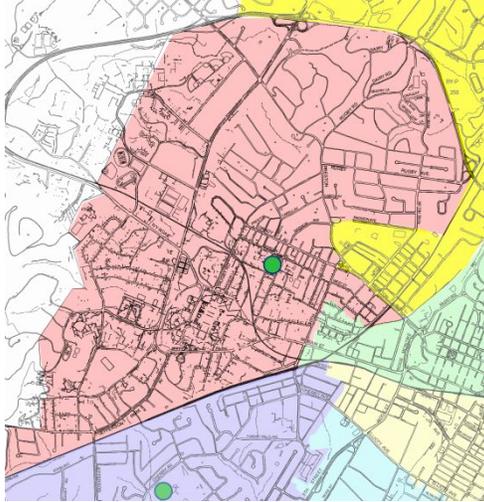
Annual Bicycle Rodeo



**APPENDIX B**

School Districts	Details	Key Routes
 <p><b>Buford Middle School</b></p>	<p>401 students            207 (41%) within 1 mile            80% take school bus            Top barrier: Distance</p>	<p>Cherry Avenue            Roosevelt Brown Boulevard            Forest Hills Park            Elliott Avenue</p>
 <p><b>Burnley-Moran Elementary School</b></p>	<p>366 students            248 (70%) within 1 mile            57% take school bus            Top barrier: Intersections and crossings</p>	<p>East High Street            Meade Avenue            Locust Avenue            St. Clair Avenue            Hazel Street            Grove Avenue            Park Street</p>
 <p><b>Clark Elementary School</b></p>	<p>345 students            322 (93%) within 1 mile            40% take school bus            Top barrier: Traffic speed on route to school</p>	<p>Monticello Avenue            Avon Street            Belmont Avenue            Rialto Street            Monticello Road            Carlton Road and Avenue</p>

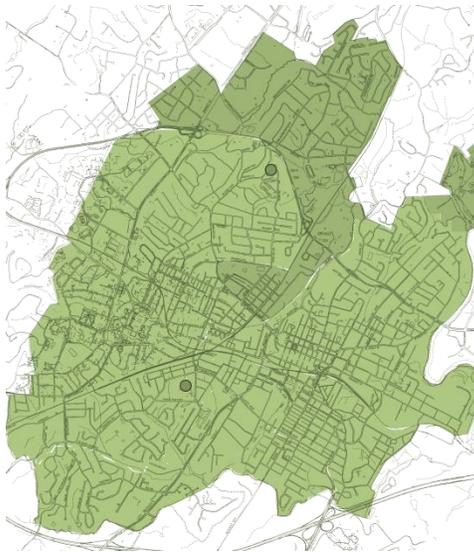
 <p><b>Greenbrier Elementary School</b></p>	<p>360 students  213 (59%) within 1 mile  49% take school bus  Top barrier: Distance</p>	<p>Greenbrier Drive  Meadowbrook Heights Road  Kerry Lane  Brandywine Drive  Yorktown Drive</p>
 <p><b>Jackson-Via Elementary School</b></p>	<p>324 students  218 (67%) within 1 mile  41% take school bus  Top barrier: Traffic speed on route to school</p>	<p>Harris Road  Jefferson Park Avenue  Camellia Drive  Cherry Avenue/Willard Drive</p>
 <p><b>Johnson Elementary School</b></p>	<p>351 students  320 (91%) within 1 mile  53% take school bus  Top barrier: Traffic speed on route to school</p>	<p>Cherry Avenue  Cleveland Avenue  Jefferson Park Avenue  Shamrock Road  Village Road  Stribling Avenue</p>



**Venable Elementary School**

344 students  
245 (71%) within 1 mile  
60% take school bus  
Top barrier: Intersections  
and crossings

Rugby Road  
Gordon Avenue  
Preston Avenue  
Grady Avenue  
Cabell Avenue



**Walker Upper Elementary School**

517 students  
115 (22%) within 1 mile  
84% take school bus  
Top barrier: Distance

Gentry Lane  
Rose Hill Drive  
Dairy Road  
Meadowbrook Heights Road  
Del Mar Drive  
Oakleaf Lane

# NOTICE OF PUBLIC MEETING

CITY OF CHARLOTTESVILLE

BICYCLE AND PEDESTRIAN ADVISORY COMMITTEE

Regular Meeting

February 4, 2016 – 5:00 p.m.

Neighborhood Development Services Conference Room - City Hall



## AGENDA

**5:00 Snow Removal De-briefing**

Discussion of snow removal observations, successes, and failures following January 22-23<sup>rd</sup> snow event.

**5:20 Draft Safe Routes to School Activities and Programs Plan**

The City of Charlottesville is developing a plan for programs to encourage and enable students to bike and walk to school. The plan is a necessary step in securing funding to hire a local Safe Routes to School Coordinator (one of the action items of the Bicycle and Pedestrian Master Plan). This is a time for the committee and the public to offer feedback on the draft's priority issues and proposed programs.

The draft SRTS Activities and Programs Plan is available at <http://bit.ly/1W48TEv>.

**5:40 Discussion of Streets That Work/Code Audit**

**6:00 Discussion of the Hillsdale Drive Extended Project**

Find a description and materials on the [project website](#).

**6:20 West Main Street**

Review of three concepts presented by Rhodeside + Harwell to the West Main Street Steering Committee (Thursday, January 14<sup>th</sup>).

**6:50 Committee Member Updates**

- **Streets that Work**
- **West Main Street**
- **Belmont Bridge**