SAFE ROUTES TO SCHOOL ACTION PLAN FOR BELMONT, NORTH CAROLINA

J. B. Page Primary School
Belmont Central Elementary School
Belmont Middle School

August 2011

Funded by the North Carolina Department of Transportation

Prepared by

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DEPARTMENT OF TRANSPORTATION

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This report represents the work of the Safe Routes to School Team in Belmont, North Carolina. In the fall of 2008, the North Carolina Department of Transportation (NCDOT) selected the City of Belmont to receive planning assistance through the North Carolina Safe Routes to School (SRTS) Program. As a component of this participation, the City received technical assistance in order to develop a SRTS Action Plan. The Belmont SRTS Team was organized and provided input, guidance, and oversight in the writing of the plan.

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PREFACE

What is Safe Routes to School?

A generation ago, approximately half of all school-aged children walked or bicycled to school. Today, less than 15% of children enjoy that trip[1]. There are a number of reasons for the decline in active travel to school, from land use policies and school consolidation, to fears about traffic safety and lack of infrastructure for non-motorized transportation. As a result, more parents are driving their children to school, morning traffic congestion is worsening, and children are engaging in less physical activity. Childhood obesity and diabetes rates are at all-

The primary purposes of the Safe Routes to School Program are to:

- Enable and encourage children, including those with disabilities, to walk and bicycle to school.
- Make bicycling and walking to school a safer and more appealing transportation option, thereby encouraging a healthy and active lifestyle from an early age.
- Facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic,

[1] Safe Routes to School National Partnership, February 2010.

time highs. Current statistics from the National Health and Nutrition Examination Survey report that 1/5 of all American adolescents aged 6 to 11 suffer from childhood obesity.[2] Committed citizens in North Carolina can change this cycle, just as those in other communities across the country have done.

Safe Routes to School (SRTS) is based on a safety initiative that originated in Odense, Denmark in the 1970s. The community was experiencing a high rate of crashes, including fatalities, involving children on their way to and from school. To resolve the problem, the town brought together a diverse group of citizens, transportation professionals, and local government representatives who developed and implemented a variety of infrastructure improvements and educational and awareness programs. They achieved dramatic results, with 29% fewer crashes involving students and a 58% reduction in the overall number of crashes involving pedestrians and cyclists.[3] The Bronx is credited with the first SRTS program in the United States. Successful federal pilot programs in California and Florida demonstrated how educational and encouragement programs could help get more children safely walking and biking to school. These successful pilot programs combined with strong demand prompted Congress to establish a national SRTS program in 2005.

The Federal SRTS Program

The Federal SRTS Program was established in the 2005 Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU). It is a federally-funded reimbursement program providing communities with the opportunity to improve conditions for bicycling and walking to school. Section 1404 of SAFETEA-LU mandates that the North Carolina Department of Transportation (NCDOT) administer this program within the state, providing financial assistance to state, local, and regional agencies, and non-profit organizations that demonstrate an ability to meet the requirements of the program. The program provides funds for infrastructure improvements and non-infrastructure educational and encouragement activities for schools serving grades K-8.

Infrastructure improvements must occur within a two-mile radius of the school. This distance is considered reasonable for a child to bicycle to and from school each day.

Why SRTS Matters

Nationally, only 13% of children ages 5 to 14 walk or bike to school. Nearly half of the children in this age range are driven to school by their parents. This contrasts sharply with the statistical picture of 40 years ago. In 1969, 48% of children ages 5 to 14 walked or biked to school and almost 90% of kids living within one mile of school walked or biked. Now, less than 40% of school children living within a mile of school walk or bike. [4]

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[2] Prevalence of Obesity Among Children and Adolescents: United States, Trends 1963-1965 Through 2007-2008, June 2010.

[3] Troels, A. Safe routes give healthy cycling children. Available: www.cykelby.dk/eng_safe%20routes.asp. Accessed: January 19, 2006.

[4] Data from the 2009 U.S. Department of Transportation National Household Travel Survey (NHTS) . National Center for Safe Routes to School & Safe Routes to School National Partnership. (2010, April 8). U.S. Travel Data Show Decline In Walking And Bicycling To School Has Stabilized: Safe Routes to School Programs Encourage Active, Safe Trips to School. Chapel Hill, NC & Boulder, CO: Available at http://www.saferoutesinfo.org/news_room/2010-04-08_2010_nhts_release.cfm. Accessed on October 14, 2010.

This decline in active travel to school coincides with a significant increase in U.S. childhood obesity rates, which rose from 4%-5% of children ages 6 to 19 in 1963-1965 to 18%-20% in 2007-2008.[5] The negative health consequences of obesity include premature death and chronic diseases, such as diabetes, heart disease, high blood pressure, asthma and various cancer types. Other impacts include increased health care costs, lost productivity and social stigmatization.[6]

The decline in active travel to school also has a direct impact on traffic congestion near schools. Studies show that school–related traffic accounts for 20 to 25% of all morning peak hour traffic.[7] By reducing the number of parents driving children to school, we can relieve morning peak hour delays and congestion.

Research has shown that the most successful way to increase bicycling and walking is through a comprehensive approach that includes the "Five Es": education, encouragement, engineering, enforcement, and evaluation. Local SRTS programs should follow this comprehensive strategy, focusing on infrastructure improvements where the physical environment is not conducive to walking or bicycling, and promoting non-infrastructure programs, including education, encouragement and enforcement strategies. More information on the Five Es is provided on page 5. In addition, examination of policies and adjustments to those policies are critical components of this SRTS Action Plan. A summary of "best practices" are included in **Section 3.6** that focus on city policies, school district policies, and individual school policies that would support the SRTS program and play a key role in the SRTS program's success.

The North Carolina SRTS Program

The NCDOT Division of Bicycle and Pedestrian Transportation has a long history of promoting active travel to and around schools. The Division continues to work with communities across the state to develop pedestrian and bicycle plans; often the first step in improving non-motorized transportation infrastructure within a municipality. The Division gives design support to other NCDOT units and provides a number of other services to municipalities and organizations throughout the state. These services include safety education, bicycle safety skills training, crossing guard training, and helmet promotions.

NCDOT first identified safe travel to school as a safety priority in 2000. In 2005, it established the North Carolina SRTS Program to coordinate the federal program. It works with schools, local governments and agencies, advocacy groups, non-profit organizations, and public health professionals at a grassroots level to identify improvements that can help make bicycling and walking to and from school a safe and healthy transportation alternative.

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[5] Ogden, C and Carroll, M. Prevalence of Obesity Among Children and Adolescents: United States, Trends 1963-1965 Through 2007-2008. National Center for Health Statistics (NCHS) Health E-Stat. Available: http://www.cdc.gov/nchs/data/hestat/obesity_child_07_08/obesity_child_07_08.pdf.

[6] U.S. Department of Health and Human Services. The Surgeon General's call to action to prevent and decrease overweight and obesity. Rockville, MD: Office of the Surgeon General, 2001. Available: http://www.surgeongeneral.gov/topics/obesity/calltoaction/CalltoAction.pdf

[7] Parisi Associates. Transportation Tools to Improve Children's Health and Mobility, 2003. Available at http://www.lgc.org/freepub/PDF/Land_Use/fact_sheets/sr2s_transportation_tools.pdf and

Morris, J, Wang, F, & Lilja. School Children's Travel Patterns: A Look Back and a Way Forward. Transport Engineering in Australia, Vol. 7, No. 1/2, 2001: 15-25. Available: http://www.patrec.org/web_docs/atrf/papers/2001/1405_Morris,%20Wang%20&%20Lilja%20%282001%29.pdf.

Any school or community in North Carolina can develop a SRTS program. All that is needed is a dedicated group of parents, school administrators, local government officials, and other community members who want to improve walking and bicycling conditions around their school(s). A SRTS program can be implemented without federal funding. Sometimes, very little infrastructure improvement is required; all that is really needed is some education and encouragement to change a community's habit of driving children to school. **Parents are often persuaded by the actions of others. If other children in their neighborhood are walking or biking, they are more likely to let their children do so as well.**

A SRTS Action Plan is a document prepared by a group of committed citizens, parents, school administrators, and local government officials that starts with a goal or vision of enhancing opportunities for active travel to school, and then outlines ways to turn those opportunities into realities. It is the best first step in a successful SRTS program. A SRTS Action Plan can address a single school, a cluster of schools, or several schools with a community or school district. It is an excellent tool for engaging schools and preparing them to make significant changes in their travel environments.

CHAPTER 1: INTRODUCTION

Belmont joins communities in North Carolina and across the country that have developed local Safe Routes to School programs.[8] Safe Routes to School (SRTS) programs combine engineering, education, encouragement, enforcement, and evaluation strategies to improve the safety and health of students who walk and bicycle to school. These strategies are often referred to as the "Five Es of SRTS." (See inset at right.)

This SRTS Action Plan outlines steps for making walking and bicycling to and from school more sustainable and safer for students and the community. The plan is guided by the following visions for the city.

Belmont is:

- a place where it is safe for children to walk and bicycle to school.
- a small town with interconnected streets utilized by pedestrians and bicyclists.
- committed to protecting the natural environment.
- a place that encourages physical activity.

1.1 Schools

The SRTS Action Plan addresses three of Belmont's schools: J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School. These schools are located in and around Belmont's historic and pedestrian-friendly downtown area. They form a logical grouping for SRTS planning purposes, because of their proximity to one another and the fact that students completing first grade at J.B. Page Primary School move to Belmont Central Elementary School for grades 2 to 5, and then transition to Belmont Middle School for grades 6 to 8. This plan will make it easier for the schools to collaborate on SRTS projects and activities, and will make it possible to introduce SRTS-related messages in the earlier grades and develop and reinforce them as students move through the three schools. Basic information on the three schools, including grades served and number of students, is provided in **Table 1**. A map showing where the schools are located relative to one

The Five Es of SRTS

Engineering strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails and bikeways.

Education programs target children, parents, caregivers and neighbors, teaching how to walk and bicycle safely and informing drivers on how to drive more safely around pedestrians and bicyclists. Education programs can also incorporate health and environment messages.

Encouragement activities promote walking and bicycling to school to children, parents and community members. Events such as Walk to School Day, contests such as a Frequent Walker/Bicyclist challenge, or on-going programs such as a Walking School Bus or Bicycle Train can promote and encourage walking and bicycling as a popular way to get to school.

Enforcement strategies increase the safety of children bicycling and walking to school by helping to change unsafe behaviors of drivers, as well as pedestrians and bicyclists. A community approach to enforcement involves students, parents or caregivers, school personnel, crossing guards and law enforcement officers.

Evaluation is an important component of SRTS programs that can be incorporated into each of the other E's. Collecting information before and after program activities or projects are implemented allow communities to track progress and outcomes, and provide information to guide program development.

- An excerpt from "Safe Routes to School: A Transportation Legacy," the report of the National Safe Routes to School Task Force

[8] When the word "Belmont" is used alone in this plan it refers to Belmont the physical community or Belmont the community of people. When the terms "City of Belmont" or "City" are used, they refer to the government of Belmont.

another is shown in **Figure 1**.

Table 1 Grades and Number of Students by School

School	Grades	# of students
J.B. Page Primary School	PreK-1	312[9]
Belmont Central Elementary School	2-5	670[10]
Belmont Middle School	6-8	678[11]

Figure 1 City of Belmont Overview Map

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[9] As reported in the City of Belmont's 2007-08 Action Plan Service Award Application.

[10] As reported in the Fall 2009 Parent Survey Summary Report for Belmont Central Elementary School. See **Appendix D** for full report.

[11] As reported in the Spring 2010 Parent Survey Summary Report for Belmont Middle School. See **Appendix D** for full report.

1.2 Plan Development and Schedule

The Belmont SRTS Action Plan was developed over the course of three meetings from December 2009 to November 2010. **Table 2** summarizes specific meeting content and outcomes. The Belmont SRTS Team and other community members who participated identified and responded to recommendations for each of the Five Es. The formal plan development process was preceded by a workshop held in October 2008, at which members of the Belmont SRTS Team and community members discussed their vision for the SRTS program and began developing engineering, encouragement, education, and enforcement strategies for J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School.

Table 2 Plan Development Meeting Dates, Content, and Outcomes

Meeting Dates	Content and Outcomes
December 2009	• Reviewed goals and structure of federal and state SRTS programs. • Reviewed the Five Es of SRTS. • Summarized SRTS-related efforts in Belmont, including WoW program at Belmont Central Elementary School, the 2009 Pedestrian Master Plan, and $300,000 grant for infrastructure improvements near Belmont Middle School. • Identified existing walking routes and barriers to walking and bicycling.
March 2010	• Obtained feedback on engineering recommendations. • Established timeframes and lead coordinators for education, encouragement, enforcement, and evaluation activities.
November 2010	• Reviewed and commented on draft Belmont SRTS Action Plan. • Discussed sustaining the SRTS program.

Minutes from the meetings listed in **Table 2** are included in **Appendix B: Meeting Minutes**.

CHAPTER 2: EXISTING CONDITIONS AND BARRIERS

2.1 Location and Context

Figure 2 Downtown Belmont.

Belmont (**Figure 2**) is located approximately 15 miles west of Uptown Charlotte on the South Point Peninsula between the South Fork and Catawba Rivers. The city developed during the late 19th and early 20th centuries as a series of villages centered on textile mills. To accommodate employees that did not own motorized vehicles, the textile companies built housing, churches, schools, and general stores close to the mills. These dense, mixed-use developments included tree-lined streets and sidewalks that facilitate travel on foot.

Belmont has seen significant residential growth in the past 15 years as Charlotte developed into a national banking center and area residents looked for places to live within a short commuting distance. As Belmont grew, it adopted a series of measures designed to preserve and extend the pedestrian-friendly character of the original mill villages, including the 2009 Pedestrian Transportation Plan. (See page 10 for additional detail on the plan.)

2.2 Policies Impacting Student Travel

2.2.1 Regulating Ordinance

The City of Belmont Regulating Ordinance, adopted in 1995, requires five-foot wide sidewalks on one side of the street in all new residential developments and five-foot wide sidewalks in front of all new non-residential development. The code also requires bicycle lanes to be installed with new development along a number of collector roads, including Keener Boulevard near J.B. Page Primary School. The code requires buildings to be placed close to the street with the principal entrance facing the street and a sidewalk leading from the street to the entrance of the building. These requirements make residential and commercial developments more pedestrian-friendly. With few exceptions, most commercial development must place off-street parking to the rear or sides of the buildings, instead of in front of buildings. The Land Development Code also encourages the mixing of residential and non-residential areas, so that residents can walk or bicycle to neighborhood-scaled commercial areas instead of completely depending on their automobiles.

2.2.2 Land Development Code

In 2003, the City of Belmont revised its zoning ordinance and created the Land Development Code that requires five-foot wide sidewalks and six-foot wide planting strips on both sides of new residential streets, and eight-foot wide sidewalks and six-foot wide planting strips along new non-residential frontage.

2.2.3 Street and Sidewalk Maintenance

The City is responsible for maintaining sidewalks, but residents and businesses are responsible for keeping them free of obstacles and debris. The City of Belmont does not have a line item in the budget for sidewalk maintenance, repair, or construction. However, in 2010 it used Powell Bill (gas tax) funds to pay for these expenses. Powell Bill funds must be used for transportation improvements, which can include sidewalk construction and maintenance.

2.2.4 Speed Hump Policy

The City of Belmont allows residents to request speed humps by petition in order to calm traffic on neighborhood streets. The petition must include 75% of residents on the affected street and a list of additional criteria must be met. Speed humps are installed after the petition and criteria are verified by City staff. None of the streets in the immediate vicinity of J.B. Page Primary School, Belmont Central Elementary School, or Belmont Middle School currently have speed humps.

2.2.5 Busing Policy

The Gaston County Public Schools Transportation Department operates the school bus system serving J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School. The Transportation Department relies on input from the school principals to determine student eligibility for busing services and attempts to limit walking distance to bus stops to 0.2 mile (0.4 mile maximum). Budget constraints may require the Transportation Department to reduce bus service in the future. Thus, increasing the number of students who walk to school may relieve budget pressures by reducing bus stops close to the school.

2.2.4 School Wellness Policies

Gaston County School System requires schools to provide students with at least 30 minutes of physical activity during the school day.

2.2.6 Bicycling Policies

The Belmont Code of Ordinances prohibits anyone, regardless of age, from riding a bicycle on the sidewalk.

2.3 Support for Walking and Bicycling to School

2.3.1 Planning

In addition to the grant the City of Belmont received from NCDOT to produce this SRTS Action Plan, the City of Belmont has pursued several planning efforts to improve conditions for pedestrians and bicyclists.

<u>Carolina Thread Trail</u>

The City of Belmont has participated in planning for the Carolina Thread Trail, a multi-use trail system that will connect 15 counties in the Charlotte region. According to the Carolina Thread Trail Master Plan for Gaston, which was adopted by the Belmont City Council in 2009, the proposed trail will pass in front

of Belmont Central Elementary School on Eagle Road and near Belmont Middle School on Main Street. In many places, the improvements recommended in the SRTS Action Plan are mutually beneficial to the proposed Carolina Thread Trail corridor.

Pedestrian Transportation Plan

The 2009 Belmont Pedestrian Transportation Plan (**Figure 3**) makes a variety of recommendations aimed at improving pedestrian connectivity, reducing automobile dependence, and extending the historic downtown's pedestrian friendly features to other parts of the city. The plan groups the most important infrastructure improvements into "project packages" – a set of recommended facilities or facility improvements that are logically grouped together for purposes of prioritization, funding, and implementation. In the Pedestrian Transportation Plan, project packages are oriented around key pedestrian corridors.

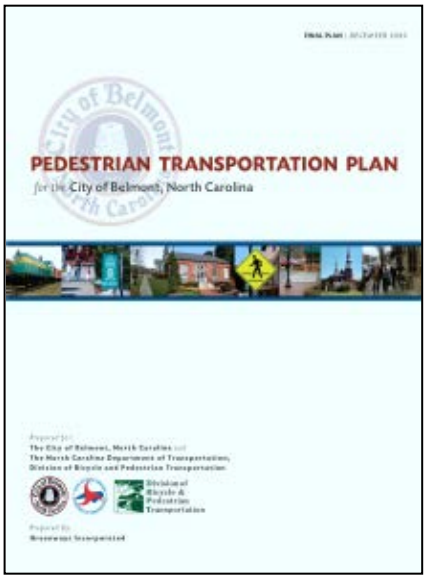

Figure 3 Belmont Pedestrian Transportation Plan.

Safe Routes to School Action Plan – Complementary Actions

The SRTS-supportive recommendations that complement previous planning efforts are listed in **Table 3**. By carrying out the recommendations in this SRTS Action Plan, corridors and intersections around J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School can be prioritized while still moving forward on goals outlined for the Carolina Thread Trail and Belmont Pedestrian Transportation Plan. **Table 3** lists the schools impacted and notes when a recommendation from this SRTS Action Plan is part of a larger project package (where applicable):

Table 3 SRTS Action Plan Recommendations that Support Previous Planning Efforts

Project Package	Recommendation from this SRTS Action Plan	Schools Impacted
Policy	All roads surrounding schools should have sidewalks on both sides of the road and safe crosswalks.	All
Policy	Require all crossing guards to complete NCDOT Crossing Guard Training Program.	All
Carolina Thread Trail Corridor	Complete sidewalk on the south side of Eagle Road.	Belmont Central Elementary School, Belmont Middle School
Carolina Thread Trail Corridor	Intersection improvements at Eagle Road and South Main Street/ Armstrong Ford Road	Belmont Central Elementary School, Belmont Middle School
Citywide Sidewalk Projects	Intersection improvements at Central Avenue and Myrtle Street	Belmont Middle School, Belmont Central Elementary School

Citywide Sidewalk Projects	Construct sidewalk on Parkdale Drive from Keener Boulevard to intersection with proposed greenway.	J.B. Page Primary School, Belmont Middle School
Citywide Sidewalk Projects	Construct sidewalk on Ewing Drive south of Charles Street.	J.B. Page Primary School, Belmont Middle School

2.3.2 Education

J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School educate parents about arrival and dismissal though a variety of means, including school websites and student handbooks at each school. Belmont Middle School also sends home a newsletter with arrival and dismissal information.

2.3.3 Encouragement

Belmont Central Elementary School and Belmont Middle School have pursued SRTS-related encouragement activities, which are detailed below.

<u>International Walk to School Day</u>

Belmont Central Elementary School and Belmont Middle School participated in International Walk to School Day events in 2010 (**Figure 4**). Belmont Central Elementary School students and parents were greeted by the Mayor, Police Chief, and representatives of Gaston Rehab Associates. Gaston Rehab Associates sponsored the event and handed out 200 goodie bags with apples and granola bars.

Figure 4 Students and parents from Belmont Central Elementary and Belmont Middle School attend a walk to school celebration after school at Davis Park. A new trail through the park will connect both schools.

After school, students from Belmont Central Elementary and Belmont Middle School walked to nearby Davis Park for a walk to school day celebration. Healthy snacks were served, and a representative of the Gaston County Family YMCA led students in a Zumba class. Students and parents were able to walk on the new trail at Davis Park that is being funded through a Fit Community Grant via the NC Health and Wellness Trust Fund. The trail provides continuous pedestrian connectivity between Belmont Central Elementary and Belmont Middle School. It also provides a convenient location for a park and walk lot between the two schools.

Belmont Central Elementary School also participated in International Walk to School Day in 2009. Over 260 students participated in the 2009 event. The City of Belmont provided support by purchasing yard signs to post along the route and donating the time of their Senior Planner for the Planning and Zoning Department to assist students walking to school.

Walk on Wednesdays (WoW)

Belmont Central Elementary School established regular Walk on Wednesdays (WoW) during the 2009-2010 school year (**Figure 5**). These events took place most Wednesdays when school was in session. Students were encouraged to walk or bicycle the entire distance from home to school. Alternatively, parents could drop them off at First Foursquare Gospel Church to walk the approximately ¼ mile to school.

Figure 5 Students Participating in WoW.

The WoW weekly event attracted an average 100 students per week in the fall and spring and 50 to 60 students during the winter months. Student walkers and bikers were assisted by parent volunteers, the Senior Planner for the Planning and Zoning Department, and the Health Education Coordinator for the Gaston County Health Department. The Centralina Council of Governments awarded an Excellence in Service to Citizens Award to the City of Belmont for its support of the WoW program.

Walk at School Opportunities

Belmont Central Elementary School and Belmont Middle School provide opportunities for students to walk at school. Belmont Middle School participates in a program called Healthy Active Children. The program, mandated by the state, requires teachers to incorporate thirty minutes of walking or other exercise each day. Belmont Central Elementary School has utilized its walking track for a variety of activities, including a PTO-sponsored Walk-A-Thon.

2.3.4 Enforcement

Police Officers and Crossing Guards

The City of Belmont Police Department stations officers at all three schools to help ensure safe and lawful travel behavior by drivers, pedestrians, and bicyclists. Crossing guards are stationed at J.B. Page Primary School and Belmont Middle School. The guards are paid by the City of Belmont and are supervised and trained by the Police Department. **Table 4** provides additional detail on the officers and crossings posted at each school.

Table 4 Police Officers and Crossing Guards by School

School	Location(s)
J.B. Page Primary School	Patrol officer at intersection of Keener Boulevard and Parkdale Drive. Crossing guard at intersection of Vine Street and Parkdale Drive.
Belmont Central Elementary School	Patrol officer at intersection of Eagle Road and Assembly Street for arrival. School resource officer at intersection of Eagle Road and Assembly Street for dismissal. No crossing guards.

School	Location(s)
Belmont Middle School	School resource officer circulates between bus loading area on Myrtle Street, intersection of Central Avenue and Myrtle Street, and Central Avenue in front of the school. One crossing guard is located at the intersection of Central Avenue and Myrtle Street and one crossing guard is located at the mid-block crosswalk on Central Avenue, north of Harris Street.

2.3.5 Engineering

Infrastructure Grants

The City of Belmont's Planning and Zoning Department has aggressively pursued grants for funding to improve pedestrian and bicycle infrastructure near schools. The following infrastructure grants were received:

- 2009—The City of Belmont received a $298,700 SRTS Infrastructure Grant from NCDOT for construction of a sidewalk along Lincoln Street (from Central Avenue to Sacco Street) and along Todd Street (from Central Avenue to Sacco Street). Grant funds will also be used to mark shoulders on Central Avenue (from Franklin Street to Myrtle Street), install curb ramps, mark pedestrian crosswalks and relocate utilities as appropriate. These projects are currently in the design phase.
- 2010—The City of Belmont received a $60,000 Fit Community Grant from the NC Health and Wellness Trust Fund to construct a trail through Davis Park. The Davis Park Trail will improve pedestrian connectivity between Belmont Central Elementary School and Belmont Middle School.

2.4 Perceived Barriers Affecting Parental Decisions

Belmont Central Elementary School and Belmont Middle School used survey instruments provided by the National Center for Safe Routes to School to establish baseline information on student travel behavior and the perceived barriers to walking and bicycling that currently exist at these schools. These surveys can later be used as a benchmark to evaluate the implementation of SRTS recommendations.

The National Center makes two survey instruments available, the Student Travel Tally Form and the Parent Survey Form. Belmont Central Elementary School administered the Student Tally Form in fall 2008 and the Parent Survey Form in fall 2008 and 2009. Belmont Middle School administered the Parent Survey form in spring 2010. J.B. Page Primary School has not yet administered the Parent Survey or the Student Travel Tally. A summary of key results from the Parent Surveys at Belmont Central Elementary School and Belmont Middle School are included in Appendix A: School Profiles.

A key question on the Parent Survey Form asks parents who do not currently allow their children to walk or bicycle to school about the types of improvements that might cause them to change their minds. The results of this question are presented in **Table 5**.

Table 5 Affect on Parental Decisions Not to Allow Student Walking and Bicycling if Certain Problems Were Improved[12]

Problem	Belmont Central Elementary School (Fall 2009)		Belmont Middle School (Spring 2010)	
	Would affect	May affect	Would affect	May affect
Traffic volume along route	42.1%	10.9%	44.5%	10.3%
Distance	44.6%	13.9%	36.3%	11.0%
Safety of intersections and crossings	38.1%	9.4%	42.5%	8.2%
Traffic speed along route to school	34.7%	11.9%	41.1%	9.6%
Sidewalks or pathways	37.6%	12.4%	34.9%	6.2%
Crossing guards	27.2%	7.9%	25.3%	1.4%
Time	27.2%	9.4%	21.9%	6.2%
Weather or Climate	24.3%	10.9%	23.3%	6.2%
Violence or crime	23.3%	7.4%	24.7%	6.2%
Adults to walk/bike with	29.2%	8.4%	15.1%	4.1%
Before/after-school activities	20.3%	5.9%	12.3%	4.8%
Convenience of driving	12.9%	6.9%	13.7%	6.2%

The results suggest that the following improvements are likely to produce the greatest impact on the percentage of children who walk and bicycle to school:

- **Reduce traffic volumes along school routes.** Traffic volumes around schools are heavily impacted by parents dropping children off and picking them up. In Belmont, traffic related to arrival and dismissal also affects traffic flows in downtown Belmont, where volumes are noticeably higher during these times. Increasing the number of children walking and biking to school by implementing the recommendations in this plan will help reduce traffic volumes near schools and downtown.
- **Decrease the distances children must walk and bicycle to school.** The number of children who walk to school in Belmont drops precipitously with distance from school. This means that relatively small reductions in walking and bicycling distance might yield significant increases in the proportion of children that walk and bicycle to school. A number of techniques, like park and walk or bus and walk programs, can accomplish this without requiring students to relocate.

[12] The full text of the question posed to parents in the Parent Survey is **"**Would you probably let your child walk or bike to/from school if this problem were changed or improved?**"**

- **Increase safety at intersections and crossings.** Pedestrians are most vulnerable when crossing at intersections. Child pedestrians are at greater risk due to their size (shorter, and thus not as easily seen) and other factors. Ensuring pedestrian safety at these locations is critical.
- **Reduce traffic speed along routes to school.** Traffic speeds along routes to school are a major concern in Belmont. The odds of a pedestrian killed in a collision with a motor vehicle increase dramatically with vehicular speeds (**Figure 6**).[13]

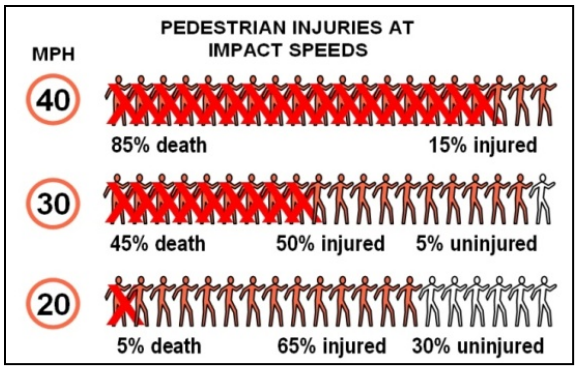

Figure 6 The probabiliy that a pedestrian will be killed in a collision with a motor vehicle is approximately 14 times higher at 40 mph than at 20 mph.

Another improvement that may influence parental decisions is provision of adult supervision, especially for younger children. When asked at what grade they would allow their child to walk or bicycle without parental supervision, 62% of Belmont Central Elementary School and Belmont Middle School parents responding to the Parent Survey said they would "not feel comfortable at any grade." Of those parents who said they would allow their child to walk or bicycle to school without parental supervision at some point from grades K-8, 86% chose a grade between 5 and 8 as the earliest grade they would allow their child to bike or walk without parental supervision. These results suggest two things. First, there may be a heightened need for pedestrian and bicycle safety education during grades 5-8. Second, ensuring parental supervision along student walking or bicycling routes is important to many parents. Therefore, implementing strategies designed to provide this supervision, such as walking school buses and bicycle trains, might be an effective way to increase walking and bicycling rates.

2.5 Student Walking and Bicycling Patterns

The sections below provide a summary of student walking and bicycling patterns at J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School. For additional detail, including a statistical overview, schedules, arrival/dismissal procedures, and field observations for each school see **Appendix A: School Profiles**.

Figure 7 Students walking near Belmont Central Elementary School

2.5.1 Student Travel Modes

Table 6 shows that a relatively small percentage of Belmont Central Elementary School and Belmont Middle School students walk to

[13] *Killing Speed and Saving Lives*, UK Department of Transportation, London, 1987.

school, and very few bicycle. The majority arrive in private vehicles, with a significant percentage arriving by bus. Approximately 1/3 of all students live within 1 mile of school[14] suggesting that there is significant potential for increasing walking and bicycling to school if barriers can be mitigated.

Walking and bicycling rates for Belmont Central Elementary School and Belmont Middle School are shown in the table below. These rates are based on the results of the Parent Surveys administered at Belmont Central Elementary School in fall 2009 and Belmont Middle School in spring 2010. Walking and bicycling rates for J.B. Page Primary School are not available, because the school has not yet conducted Student Tallies or Parent Surveys. However, field observations and anecdotal evidence suggest that the number of walkers is small and that there are no bicyclists.

Table 6 Percentage of Students by School, Travel Mode, and Distance

School	% Students living within 1 mile of school	% Students walking or bicycling to school	% Students arriving to school by bus	% Students arriving to school by private vehicle
J.B. Page Primary School	32.0%	Unknown	Unknown	Unknown
Belmont Central Elementary School	28.5%	2.4%	27.9%	60.5%
Belmont Middle School	28.5%	5.2%	18.9%	67.4%

2.5.2 Student Walking and Bicycling Routes

Student travel patterns were documented with field observations and conversations with the Belmont SRTS Team. Key student walking routes for students at J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School are shown in **Figure 9** (page 18). Walking routes include:

- **Vine Street/Ewing Drive.** This is the primary walking route at J.B. Page Primary School.
- **Eagle Road.** This is a key route for Belmont Central Elementary School, especially during the school's regular WoW events.
- **Park Street/Harris Street.** This route connects Belmont Central Elementary School to Belmont Middle School via Davis Park. The connection is important for both schools.
- **Central Avenue.** Belmont Middle School fronts on this road and a significant portion of Belmont Middle School students use it as part of their walk to and from school.

Figure 8 Stowe Park is a popular afterschool destination for students at Belmont Middle School.

[14] Calculated based on air or "crow flies" distance using student address data for the 2009-2010 school year).

- **Myrtle Street to Main Street.** This is the other key walking route for Belmont Middle School students. Many students gather ("hang out") in Stowe Park (**Figure 8**) after school.

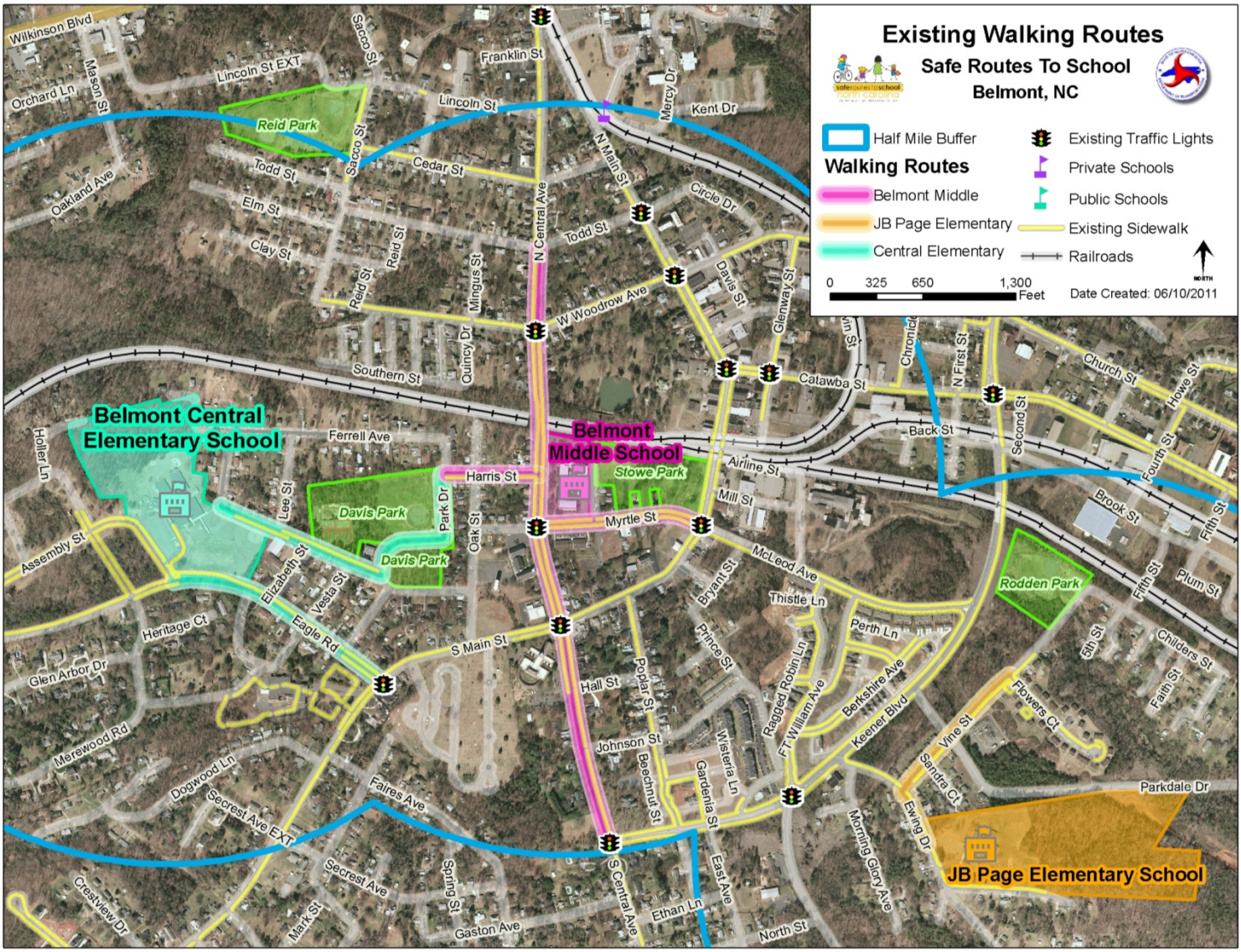

Figure 9 Existing Walking Routes

2.6 Physical Conditions and Barriers

Belmont has good pedestrian infrastructure downtown, with 10-foot wide buffered sidewalks along much of Main Street between McLeod Avenue and Catawba Street and frequent marked crosswalks.

Pedestrian infrastructure is not as consistent outside of the immediate downtown area. There are four-foot wide to five-foot wide sidewalks on at least one side of most arterials and collectors, but many low volume neighborhood streets in older neighborhoods lack sidewalks. Residential developments built since the City adopted its Land Development Code in 1995 are the exception. Almost all of the neighborhood streets in these developments have sidewalks built to comply with the code, which requires five-foot wide sidewalks on one side of the street.

There are few crosswalks outside of downtown and most signalized intersections lack pedestrian signal heads, even when sidewalks are present. Belmont lacks designated bicycling infrastructure, and there are few bicycle parking locations.

Of the three schools, the area around Belmont Middle School, the school closest to downtown, has the most complete and accessible network of sidewalks and pedestrian crossings. The pedestrian network is not as complete near Belmont Central Elementary School; however, a sidewalk is provided on the north side of Eagle Road and the new development adjacent to Belmont Central Elementary School on the west has sidewalks along most streets. Near J.B. Page Primary School, there are sidewalks on sections of Vine Street and Ewing Drive. Keener Boulevard has sidewalks on both sides; however, it presents a significant barrier to pedestrians. Keener Boulevard is a wide, four-lane undivided road with relatively high traffic volumes and speeds,[15] but has no adequate pedestrian crossings. Additional detail on existing conditions at each of the schools is provided in **Sections 4.3, 4.4, and 4.5**. An existing conditions map, including traffic counts and other existing conditions data for Belmont is provided on the CD in the side pocket of this plan.

[15] According to the 2008 NCDOT Traffic Volume Map, the AADT volume on Keener Boulevard south of Brooke Street is 14,000 vpd. The speed limit on Keener is 45 mph (35 mph in the school zone).

CHAPTER 3: PROGRAM RECOMMENDATIONS

This section includes recommended strategies for four of the Five Es of SRTS that relate to programming: Encouragement, Education, Enforcement, and Evaluation. Infrastructure related recommendations can be found in **Chapter 4: Engineering Recommendations.**

Cost estimates for programs, activities and materials included in these recommendations are included in **Section 3.5**. A final section of recommendations (**Section 3.6**) summarizes policies that Belmont should consider that support walking and biking to school.

Program recommendations are presented in a series of tables with the following columns:

- The "Strategy" column provides a description of the recommended strategy.
- The "Scheduling" column suggests the timing of the recommended strategy, including the timing of initial implementation, frequency of how often a particular strategy should be implemented, and what time of year a particular strategy would be best implemented. Short-Term refers to action within 1 year after adoption of the SRTS Action Plan. Long-Term refers to action more than 1 year after adoption of the SRTS Action Plan.
- The "Lead Coordinator (LC), Partner (P)" column provides the names of individuals or organizations that might assist with planning and implementation of each recommended strategy. The Lead Coordinator initiates coordination efforts and maintains momentum through planning and implementation by assembling a coordination team, scheduling meetings, and ensuring that necessary tasks get done. A Partner provides support with coordination, logistics, or needed materials.
- The "Considerations" column indicates issues that may need to be addressed or considered during the planning or implementation of a recommended strategy.

3.1 Encouragement

Encouragement strategies are aimed at increasing the number of families who walk and bike to school. They are also aimed at fostering behaviors that improve the safety and comfort of pedestrians and bicyclists. Potential benefits include healthier and more active children, reduced air pollution, less traffic congestion, and improved conditions for pedestrians and bicyclists. Key questions to address in identifying encouragement strategies are:

- What behavior should be encouraged?
- What is the most effective way to encourage these behaviors? And how often?
- What is the best way to coordinate encouragement activities with education and enforcement?

It is important that consideration also be given on how children with disabilities or those who may live too far to walk or bicycle may be included in any events or activities planned. The Belmont SRTS Team identified encouragement strategies applicable to all three schools and those specific to each individual school. Citywide encouragement strategies require a strong partnership between a city government agency or local organization and the schools. Three citywide encouragement strategies were identified for implementation during the first year after adoption of this plan:

- **Plan a Walk to School Day event.** Walk to School Day is a one-day event that celebrates walking

- and biking to school (**Figure 10**). In 2011, International Walk to School Day is Wednesday, October 5. Since October is designated as International Walk to School Month, schools commonly schedule their events for the date in October that works best for them. Walk to School Day events are also sometimes planned for the spring to coincide with Walk to Work Day (first week in April) or Bike to Work Day (May). Potential partners for this event include the Police Department and the Gaston County Health Department.

Figure 10 International Walk to School Day is one of the most popular ways to encourage walking and bicycling.

- **Expand the number of remote drop-off and pick-up locations.** Remote drop-off and pick-up locations can improve conditions for pedestrians and bicyclists by decreasing traffic volumes at the school site. They also offer students who cannot walk or bicycle the entire distance between home and school an opportunity to exercise and develop safe walking skills. Off-campus sites, such as churches or parks, can serve as remote drop-off and pick-up locations, provided they have adequate space for standing or parked vehicles. Belmont Central Elementary School has an established remote drop-off and pick-up location at First Foursquare Gospel Church. Belmont Middle School also has an established remote drop-off and pick-up location at First Baptist Church. There is also potential for establishing a remote drop-off and pick-up location for Belmont Central Elementary School and Belmont Middle School students at Davis Park.
- **Encourage and facilitate carpooling.** Carpooling can improve conditions for pedestrians and bicyclists by decreasing traffic volumes in and around school sites. Less traffic also means better air quality near schools. Websites such as DivideTheRide.com are geared toward busy families with schoolchildren and can help facilitate carpool organization.

All encouragement activities are not appropriate for every school, as activities are geared for differing age groups. Encouragement strategies specific to individual schools are provided in **Table 7**, **Table 8**, and **Table 9**.

Table 7 J.B. Page Primary School Encouragement Strategies

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Walk for lemonade at the Fire Department. The purpose of this activity would be to begin developing pedestrian safety skills, such as how to cross the road.	Short-Term Yearly (Fall)	PE teacher (LC), Belmont Fire Department (P)	

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Organize a Walk-A-Thon	Short-Term Yearly (Spring)	PTO (LC)	
Establish Walking School Buses from nearby neighborhoods. Walking school buses are adult supervised groups of students walking to school. They can be loosely structured or highly organized. Adults can rotate who will lead each time. A walking school bus beginning at Flowers Court would be a good first step, since several students already walk from there.	Short-Term, Daily (September-June)	PTO (LC)	• Identify routes where conditions support walking and there is sufficient demand for supervised walking. • Identify parents willing to walk with children and learn about how walking school buses are organized and conducted. • Establish organizational structure. • Establish a meeting point for families who live too far to walk the entire distance.

Table 8 Belmont Central Elementary School Encouragement Strategies

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Continue weekly WoW events. WoW events occur every Wednesday during the school year. Students who live too far from school to walk the full distance meet at the First Foursquare Gospel Church and walk down Eagle Road to the school.	Short-Term, Weekly (September-June)	Principal (LC), Police Department (P), PTO(P), Mercy Place (P)	• Increase participation by providing incentives through a Frequent Walker Club (described below).

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Establish a Frequent Walker Club. Frequent Walker Clubs involve tracking and rewarding students who walk and bicycle to school. They can be set up as competitions between individuals or classes. They can also include walking and bicycling beyond the trip to school.	Short-Term, Daily (Fall, Spring)	Wellness Committee (LC)	• Establish a simple record-keeping system. Punch cards are a popular method. • Establish age-appropriate goals. • Provide rewards when goals are achieved. Rewards can take a variety of different forms, including extra privileges, small incentive items, and prizes. The best rewards both motivate children and reinforce relevant SRTS program messages. • Consider giving rewards to parents as well, since parents are often involved in the commute to school.
Establish Walking School Buses. Walking school buses are adult supervised groups of students walking to school. They can be loosely structured or highly organized. Adults can rotate who will lead each time. Walking school buses can compliment weekly WoW events by providing adult supervision to students on additional routes and days. There is currently an informal walking school bus from Garibaldi Ridge.	Short-Term, Daily (September-June)	Wellness Committee (LC)	• Identify routes where conditions support walking and there is sufficient demand for supervised walking. • Identify parents willing to walk with children and learn about how walking school buses are organized and conducted. • Establish organizational structure. • Establish a meeting point for families who live too far to walk the entire distance.

Table 9 Belmont Middle School Encouragement Strategies

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Schedule monthly WoW events. WoW events have been extremely successful at Belmont Central and can also be successful at Belmont Middle.	Short-Term, Monthly (September-June)	TBD (LC), PTO (P), Parent Volunteers (P)	• If monthly WoW events prove successful, consider more frequent WoW events (e.g. weekly). • Encourage participation by providing incentives through a Frequent Walker Club (described below).

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Start a Build-A-Bike program. Build-A-Bike programs teach students to repair and maintain bicycles.	Long-Term Weekly (Spring)	Lead Coordinator (LC), Belmont Bicycles (P), Safe Kids (P)	• Bicycles may be donated or abandoned bicycles that require repair. • Repaired bicycles can to be given to the students who fix them as reward for their work or to children whose parents cannot afford to purchase a bicycle.
Establish an Environmental Club. Through the club students will learn how their lifestyles, including their travel choices, impact the environment. They will also undertake projects aimed at educating other students at the school about environmental issues.	Long-Term Weekly (September-June)	Lead Coordinator (LC), Belmont Bicycles (P), Safe Kids (P)	• Develop goals for reducing the school's carbon footprint and ask club members to help devise strategies for achieving those goals.

3.2 Education

Education strategies help children develop safety skills they can apply on the way to school and in other contexts throughout their lifetimes. Education strategies also aim to make parents and community members aware of the goals of SRTS programs and understand how their behavior influences safety conditions around the school. Key questions to address in identifying education strategies are:

- What information needs to be conveyed to whom?
- What is the most effective way of conveying this information? And how often?
- What is the best way to coordinate education activities with encouragement and enforcement?

Figure 8 Bicycle rodeos are a great way for kids to develop bicycle safety skills.

The Belmont SRTS Team identified education strategies applicable to all three schools and strategies specific to each individual school. Citywide education strategies may require a strong partnership between a city government agency or local organization and the schools. One citywide education strategy was identified for implementation during the first year after adoption of this plan:

- **Provide age-appropriate pedestrian safety education to all students.** Everyone is a pedestrian at some point in the day, and it is important for children to develop the lifelong habits they will need to navigate the world safely as a pedestrian. Pedestrian safety education can be integrated into classroom instruction and/or introduced at special events or assemblies. Pedestrian safety education would ideally occur in advance of a major walk to school event, so that children are adequately prepared and have an opportunity to practice the skills they have learned. Potential partners include Physical Education teachers, the City of Belmont Police Department, SafeKids,[16] or a local pedestrian advocacy organization.
- **Develop and implement a community outreach campaign**--The more SRTS becomes a community initiative, the more likely it is to be sustained. Community support is often necessary to achieve off-campus SRTS goals. Reach out to community members using a variety of media, including electronic community mailing lists, flyers, fact sheets, yard signs, presentations, and informal face-to-face communications. Consider venues, such as community festivals, as opportunities to educate the community about SRTS-related issues. Be clear about how members of the community can support the campaign.

Education strategies specific to individual schools are provided in **Table 10**, **Table 11**, and **Table 12**.

[16] SafeKids USA is a nationwide network of organizations working to prevent unintentional childhood injury, the leading cause of death and disability for children ages 1 to 14. For more information, visit www.safekids.org.

Table 10 J.B. Page Primary School Education Strategies

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Incorporate pedestrian safety education into standard curriculum. The National Highway Traffic Safety Administration is releasing a free, publically accessible student pedestrian safety curriculum for grades K-4.	Short-Term, Yearly (Fall)	PE Teacher (LC)	• The curriculum can be taught in any class, but physical education classes may be the easiest to adapt. Teachers may need to plan ahead to fit the curriculum into their schedules.
Continue and expand parent outreach efforts. Parents can reinforce safety skills introduced at school. Parent outreach efforts can also help parents become more aware of how their own behavior influences safety around the school and student's decisions.	Short-Term, Yearly (Fall, Spring)	PTO (LC)	• Use a variety of media, including letters, flyers, fact sheets, informational signs, presentations, and informal face-to-face communications. • Target a variety of venues, including Back to School Night, and PTO meetings.

Table 11 Belmont Central Elementary School Education Strategies

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Organize a bicycle rodeo for 4th and 5th grade students. Bicycle rodeos are bicycle safety clinics (**Figure 11**). They usually feature bicycle safety skills instruction, bicycle skills practice, equipment inspections, and helmet fitting.	Short-Term, Yearly (Spring)	PE Teacher (LC), Belmont Police (P), Safe Kids (P), Gaston Memorial Hospital (P), Belmont Bicycles(P)	• Reach out to Gaston Memorial Hospital and SafeKids to determine whether either has an established bicycle rodeo program. • NCDOT's Bicycle Rodeo Toolkit and Basics of Bicycling Curriculum may also provide assistance.
Establish a clear set of written policies regarding transportation to/from school and distribute to parents. Policies might specify driving routes through parking lots and drop-off/ pick-up locations.	Short-Term Yearly (September)	Principal (LC), Police Department (P)	• Make policies available through a variety of media, including the student handbook, school newsletter, and school website.

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Create and distribute walking maps. Walking maps can help parents/guardians identify the best walking routes for their needs.	Short-Term Yearly (September)	Planning Department (LC), School (P)	• Put a PDF copy of the map on the school website. • Distribute with water bills at the beginning of the school year. • Best to avoid identifying specific routes or implying "safer" or "safest" routes. • Need to be updated regularly. Suggested time period is annually.
Conduct student SRTS logo contest. The winning logo would be posted on signs and banners along school walking routes.[17]	Short-Term One-Time (Fall)	Lead Coordinator (LC), Planning Department (P)	

Table 12 Belmont Middle School Education Strategies

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Create and distribute a walking/ bicycling map. A walking/bicycling map could help parents/guardians identify the best walking and bicycling routes for their needs.	Short-Term Yearly (September)	PE Teacher (LC)	• Put a PDF copy of the map on the school website. • Best to avoid identifying specific routes or implying "safer" or "safest" routes. • Need to be updated regularly. Suggested time period is annually. • Consider asking students to conduct walkability audits of their potential route to school as part of the mapmaking effort.
Continue participation in Healthy Active Children. This program requires teachers to incorporate thirty minutes of walking and other exercise each day.	Short-Term Yearly (September)	PE Teacher (LC)	

[17] The City of Belmont Planning Department submitted two mini-grant applications to the National Center for Safe Routes to School to support this activity; however, neither was accepted. The activity could move forward with funding from other sources.

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Incorporate a SRTS project into the Exploring Technology curriculum. Ask students to develop an internet-based campaign to inform other students about the benefits of walking and bicycling to school and appropriate pedestrian and bicycle safety behaviors.	Long-Term One-time pilot (TBD)	Technology Teacher (LC)	• SRTS-related messages might be communicated through a student-run blog or website. • Continue in future years if pilot is successful.

3.3 Enforcement

Safe Routes to School enforcement is a community effort that involves students, parents, school administration, and others, in addition to law enforcement. Enforcement activities target pedestrian and bicyclist behavior, as well as driver behavior. Key questions to address in identifying enforcement strategies are:

- Is speeding along streets that children use to walk to school a concern?
- What behaviors can be addressed by enforcement?
- How should enforcement be implemented?
- Who should do the enforcing?
- Does enforcement include recognizing good behavior?

Figure 9 Everyone should play a positive role in enforcement including: students, parents, teachers, school administrators, crossing guards, police and the community.

The Belmont SRTS team identified enforcement strategies applicable to all three schools and those specific to each individual school. Citywide enforcement strategies may require a strong partnership between a city government agency or local organization and the schools. Two citywide enforcement strategies were identified for implementation during the first year after adoption of this plan:

- **Police support for drop-off and pick-up.** All three schools currently have police assistance during arrival and dismissal times. This support should continue.
- **Provide NCDOT training to all crossing guards.** The NCDOT School Crossing Guard Training Program helps ensure that crossing guards have a consistent understanding of their roles and responsibilities. These roles and responsibilities can change over time with adjustments to federal and state laws and regulations. For example, the 2009 Manual of Uniform Traffic Control Devices (MUTCD) published by the Federal Highway Administration (FHWA) contains several changes applicable to crossing guards.

- **Establish a citywide Pace Car program.** Program participants pledge to drive the speed limit on neighborhood streets, respect pedestrians and bicyclists, avoid distracted driving and display the Pace Car sticker.

Enforcement strategies specific to individual schools are provided in **Table 13**, **Table 14**, and **Table 15**.

Table 13 J.B. Page Primary School Enforcement Strategies

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Continue crossing guard support at the intersection of Vine Street and Parkdale Drive. Most students who currently walk to J.B. Page Primary School come from Flowers Court.	Short-Term Daily (September-June)	Police Department (LC), School (P)	

Table 14 Belmont Central Elementary School Enforcement Strategies

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Continue Student Safety Patrol. The Belmont Central Elementary School Student Safety Patrol assists students during morning arrival. Fifth grade students are eligible to participate.	Short-Term Daily (September-June)	School (LC), AAA (P), PTO (P)	

Table 15 Belmont Middle School Enforcement Strategies

Strategy	Scheduling	Lead Coordinator (LC), Partners (P)	Considerations
Continue crossing guard support at locations on Central Avenue.	Short-Term Daily (September-June)	Police Department (LC), School (P)	
Establish a Student Safety Patrol. Student safety patrols are school-sponsored student volunteers from upper elementary, middle, and junior high schools. Student Safety Patrols can help improve conditions for walking and bicycling by supporting an orderly drop-off and pick-up process, encouraging appropriate pedestrian and bicyclist, educating students and parents.	Long-Term Daily (September-June)	School (LC)	• One idea is to establish a Student Safety Patrol Ticketing Program, members of the student safety patrol hand out "tickets" to drivers who fail to follow established drop-off/pick-up procedures or who park illegally. The "tickets" suggest a donation to the school PTO for the Belmont Middle School SRTS program.

3.4 Evaluation

Evaluation strategies are used to establish baseline information on student travel behaviors and measure the effectiveness of SRTS efforts over time. They should be carefully selected to provide measurable data for use in assessing progress toward achieving the SRTS Action Plan's vision and related goals. (Suggested goals are included in **Section 5.2.**) The Belmont SRTS Team identified three citywide evaluation strategies for implementation during the first year after adoption of this plan:

- Complete Parent Surveys and Student Tallies in the fall of each year.
- Conduct annual walk audits and arrival/dismissal observations. A committee at each school will review the arrival/dismissal process and the walking environment, noting new barriers and evaluating the impact of recent improvements.
- Complete bi-annual pedestrian and bicycle counts. NCDOT completes counts every other year on state-owned roads. The City will supplement these counts with counts on other streets, especially around schools and along walking routes to school.

No evaluation strategies were identified that are unique to individual schools.

The Belmont SRTS Team is encouraged to identify additional strategies to evaluate progress toward attaining the SRTS Action Plan's vision. Suggestions include:

- Track the percentage of parents that answer "safety at intersections and crossings" or "speed of traffic along route" to question 10 of the Parent Survey to determine whether perceptions on these issues have improved.
- Test students before and after implementation of pedestrian safety education classes to determine what students have learned.
- Calculate body mass index (BMI) for all students on yearly basis. Track the average body mass index over time to determine whether the Belmont SRTS program has successfully reduced average BMI.
- Work with Gaston County Health Department and/or UNC Charlotte Department of Public Health Sciences to monitor student physical activity. Track over time to determine if the SRTS program is increasing physical activity levels.
- Calculate the carbon footprints for Belmont Central Elementary School and Belmont Middle School on a yearly basis. Track the school's carbon footprint over time to determine whether the SRTS program has succeeded in helping the school reduce its carbon emissions.

3.5 Cost Estimates for Non-Infrastructure Recommendations

The following are estimated non-infrastructure costs that qualify for SRTS funding that could potentially be required when implementing the program recommendations identified in **Chapter 3**. Cost may vary significantly depending on details of individual programs and size of schools.[18]

[18] Non infrastructure information was obtained from the following FHWA website in June 2011 http://safety.fhwa.dot.gov/saferoutes/guidance/#toc123542199.

Bicycle Rodeo Program **$5,000.00**

Includes, but is not limited to the cost of bicycles, bicycle helmets, bicycle transport trailer, safety cones, electronic speed indicator, printed materials supporting program, etc.

Employed Crossing Guard Program **$650.00/Month/Guard**

Estimated cost assumes crossing guards will be employed approximately three hours per day, five days per week. There may also be cost associated with training of crossing guards to ensure consistent execution of responsibilities.

Preparation of SRTS Promotional Murals **Cost will vary by location**

Estimated cost could vary significantly depending on location, size and detail of mural. Estimated cost does not include cost that may be associated with continual maintenance of mural to maintain a clean appearance.

Development of SRTS Walking/Biking Programs **$2,500.00**

Chapter 3 describes a variety of programs that can be developed to educate, enhance, encourage and enforce a successful Safe Routes to School program. Each of these programs would require the development, production and distribution of many printed materials including brochures describing the details of the program, maps providing safe walking and biking routes, promotional posters, etc. Some programs also include suggestions for providing small incentive prizes. The cost estimate provided above is a "ball park" estimate for what potential initial cost could be to kick-off a typical program. The cost could vary significantly depending on the size of the school, the level of participation, use of existing resources available at no cost, etc.

In general, non-infrastructure costs that could qualify for SRTS funding include, but are not limited to the following list. On average, no more than three of the items described below could be funded with $2,500.

- Creation and reproduction of promotional and educational materials.
- Bicycle and pedestrian safety curricula, materials and trainers.
- Training, including SRTS training workshops that target school- and community-level audiences.
- Modest incentives for SRTS contests and incentives that encourage more walking and bicycling over time.
- Safety and educational tokens that also advertise the program.
- Photocopying, duplicating, and printing costs, including CDs, DVDs, etc.
- Mailing costs.
- Costs for data gathering, analysis, and evaluation reporting at the local project level.
- Pay for substitute teacher if needed to cover for faculty attending SRTS functions during school hours during one school year
- Costs for additional law enforcement or equipment needed for enforcement activities.
- Equipment and training needed for establishing crossing guard programs for one school year.
- Stipends for parent or staff coordinators. (The intent is to be able to reimburse volunteers for materials and expenses needed for coordination and efforts. The intent is not to pay volunteers for their time. In some cases; however, a State may permit paying a stipend to a "super volunteer" to coordinate its local program(s). This is an important possibility to keep open for

low-income communities. It may be beneficial to set a limit on the maximum value of a stipend, such as $2,000/school year.).

- Costs to employ a SRTS Program Manager, which is a person that runs a SRTS program for an entire city, county, or some other area-wide division that includes numerous schools for one year. (Program Managers may coordinate the efforts of numerous stakeholders and volunteers, manage the process for implementation at the local or regional level, and may be responsible for reporting to the State SRTS Coordinator.)
- Costs to engage the services of a consultant (either non-profit or for-profit) to manage a SRTS program for one year as described in the prior bullet.

3.6 Policies, Ordinances, Plans and other SRTS-supportive Best Practices

Section 2.2 of this plan includes a review of existing policies, ordinances and regulations that may support walking and biking to school. Some recommendations for amending or adding to these policies and practices are included earlier in this chapter (**Chapter 3**).[19] However, there are many other policies and practices for communities to consider that support SRTS. This section includes a list of "best practices" in three areas: City policies, school district policies, and individual school policies. The Belmont SRTS team is encouraged to review this list to determine those that may be considered to support its SRTS program (and safe walking and biking in general).

City Policies

The policies and practices that can be adopted and implemented by a city are included in **Table 16**. The policies listed in the left-hand column provide a strong foundation for walking and biking. Specifics for design and maintenance/enforcement within each of these policies are listed in the center and right-hand columns, respectively.

Table 16 Best Practices for City Policies and Practices that Support SRTS

Policy	Design Standards	Maintenance/Enforcement
Complete Streets	Develop and utilize design standards and practices that are consistent with a Complete Streets policy, such as the consideration of a road diet to reduce speeds, and crashes, and to create space for bicycle facilities.	

[19] The words "policy" and "practice" are used here to refer to city codes, zoning ordinances, maintenance and enforcement practices, resolutions, etc., that formally or informally enable and govern walking and biking activity.

Policy	Design Standards	Maintenance/Enforcement
Neighborhood Traffic Calming	Develop and implement neighborhood traffic calming strategies and devices for the travel routes to schools. Examples include curb extensions (pinch points), raised crosswalks, traffic circles, raised channelization islands, reduced corner radii, speed humps, rumble strips, curb bulges or planters, and pavement treatments (cobbles, bricks, etc.).	
School Zones	Signage designating school zone within specific distance of school	
	Prohibition of cell phone use/texting in school zone (for motorists and pedestrians).	Progressive ticketing to support behavior change.
	Speed limits • Post speed limit within school zone as low as possible (e.g., 10 mph below existing speed limit) and consider a standard school zone speed limit, such as 25 mph. • Include specific hours that the reduced speed limit is in effect on speed limit signs. • Use driver speed feedback signs, as part of the speed limit assembly, to bring driving speeds to the attention of motorists. *Note: NCDOT is in the process of studying the benefits of this signage with completion of the studies anticipated by 2013.*	Higher penalties for speeding in school zone during posted hours (e.g., $250 – same as for a work zone).
Sidewalks	Required for development and redevelopment projects on both sides of street, especially where development is within 2 miles of a school.	
	Minimum width of 5 feet. Wider sidewalks along roads closer to and bordering school.	
	Includes 3-foot buffer between edge of pavement and sidewalk.	
	Prohibition of parking on sidewalks.	Higher penalties for parking on sidewalks.
ADA Compliance	ADA plan to address non-compliance per PROWAG, e.g., pinch points, cracks and heaves, and curb ramps.	
Bicycle Facilities	Install along key travel routes to school, with a preference for buffered lanes.	Include in routine street sweeping/cleaning and snow removal standards.

Policy	Design Standards	Maintenance/Enforcement
	Minimum width of 6 feet for bike lanes. Preferable to include bike lanes[20] on two-lane residential/collector streets with low posted speed limit where the 6-foot wide bike lanes are placed beside 12-foot wide travel lanes and where there is an absence of complicated intersections and a limited number of driveways.	Include bike lanes striping as part of routine striping maintenance to ensure visibility.
Shared-use/Multi-use pathways	Minimum width of 10 feet for a two-directional shared-use/multi-use pathways widening for higher anticipated usage by bicyclists and pedestrians. If located parallel to a roadway due to a lack of an alternative location, minimum separation of 5 feet should be provided between the roadway and pathway. An alignment with the fewest intersections with roadways should be chosen. A multi-use pathway should not just end, leaving bicyclists stranded with no nearby bikeway connection. It must have a well-defined origin and destination.	Include in routine street sweeping/cleaning and snow removal standards.
Intersections	High visibility crosswalk striping at school crossings.	
	Include pedestrian signals at all signalized intersections within 2 miles of a school.	
	Pedestrian signals/Signal timing • Meets 2009 MUTCD standards • Consideration for additional time for crossings along school perimeter	
	Prohibit right turn on red (RTOR) in school zones during school arrival and dismissal hours (i.e., during the same hours as posted on speed limit signs).	Higher penalties for violating No RTOR.
	Prohibition of parking on crosswalks.	Higher penalties for parking on crosswalks, failure to yield for pedestrians in crosswalks.
	Must yield to pedestrians in crosswalk.	
Crossing Guards		All crossing guards must complete training included in 2009 MUTCD.

[20] A bicycle lane is a portion of the roadway that has been designated by striping, signing, and pavement markings for the preferential and exclusive use of bicyclists. Streets striped with bicycle lanes should be part of a connected bikeway system rather than being an isolated feature. *NCDOT – Bicycle Facilities Guide: Types of Bicycle Accommodations* http://www.ncdot.org/bikeped/projectdevelopment/bicycle_project_type/ accessed on August 10, 2011.

Policy	Design Standards	Maintenance/Enforcement
School Travel Map		Map of walking and biking conditions along routes leading to schools and around school perimeter that is updated annually.[21]
Data/GIS		Use standard identification system for segments of the public right-of-way so data layers are join-able. Update GIS data regularly (i.e., use GIS data as asset management tool).

School District Policies

School districts can adopt policies that support and complement SRTS. Policies such as the ones listed below will provide affirmation to individual schools that SRTS is a district-wide priority.

- A wellness policy that connects physical activity and classroom curricula with SRTS.
- General statement of support for walking and biking to school (i.e., no prohibition on walking and biking to school).
- Busing policies and practices:
    - that adhere to the 1.5-mile radius for busing students, with few exceptions for hazard busing and none for courtesy busing;
    - direct school district staff to work with the city to mitigate unsafe locations within the walk zone; and
    - off-set bus cuts with support for walking and biking to school, (e.g., train some bus transportation personnel as adult crossing guards.
- School siting policies that:
    - place a high priority or walking and biking access as a criteria,
    - make North Carolina standards for acreage as optional (the standards are guidelines, not requirements),
    - require a complete multi-modal transportation system on-campus, and
    - require on-campus walking and biking connections with the surrounding area.
- Permission slips policy includes all school access modes, not just those walking and biking to school.
- Transportation Director's position description includes responsibilities for all access modes, not just bus access.

[21] GIS files used in the development of figures for this SRTS Action Plan can be made available in electronic format to the school/community via request to NCDOT. The school/community would be responsible for use of the files, including any needed verifications or revisions.

Individual School Policies

These policies contribute to walking and biking to school. While they may not have the force of law, these policies are important elements of the school community's commitment to safe travel for all students.

- Pick-up/Drop-off Policy that ensures a pick-up/drop-off plan is in place that reduces the number of motor vehicles near school entrances or locations where students are walking and biking to school. The overall goal is to reduce the potential for motor vehicle-pedestrian/bicyclists conflicts.
- Dismissal Policy that increases the attractiveness of walking and biking to school through dismissal sequence by travel mode (i.e., students walking and biking would not have to wait until bus riders and students traveling by private motor vehicle leave).
- Bicycle Parking Policy that provides adequate bike parking in locations that are visible from the school building, well lit, and protected from wet weather.

CHAPTER 4: ENGINEERING RECOMMENDATIONS

SRTS engineering strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails, and bikeways.

This section covers the engineering strategies recommended for J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School. **These recommendations are for planning purposes only and may require further engineering analysis, design, and public input before implementation.**

The recommendations are organized into two sections, General Engineering Recommendations and Location-Specific Engineering Recommendations. The next steps for implementation of these recommendations are described in **Chapter 5: Implementation and Sustainability**. A list of potential funding sources is provided in **Appendix C: Funding Sources.**

4.1 General Engineering Recommendations

- The City of Belmont should implement the recommendations in the 2009 Pedestrian Transportation Plan including the policy that all roads surrounding schools should have sidewalks on both sides of the road and safe crosswalks. The recommendations that correspond directly to recommendations in this plan were listed previously in **Section 2.3** (**Table 3**).
- The City of Belmont should conduct a thorough review of signage and pavement markings in the J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School zones and upgrade pavement markings and signage where outdated, worn, or inappropriately positioned.
- The City of Belmont should prioritize sidewalk maintenance and clearing near all schools.
- The City of Belmont should consider reducing the posted speed limits and incorporating other traffic calming measures on Keener Boulevard, Eagle Road, and Central Avenue to improve pedestrian and driver safety. The odds of a pedestrian being killed in a collision with a motor vehicle increase dramatically with vehicular speeds. Children are especially vulnerable.
- The City of Belmont should develop a bicycle master plan that prioritizes connections to schools, including Belmont Central Elementary School and Belmont Middle School. The bicycle master plan should also consider where bicycle parking facilities may be needed (e.g., downtown Belmont).
- The City of Belmont should consider adopting an ordinance allowing children to ride on the sidewalk.
- The bicycle parking facilities at Belmont Central Elementary School and Belmont Middle School should be upgraded (**Figure 13 and Figure 14**) and expanded. Inverted U racks are recommended (**Figure 15**).

Figure 10 Bicycle rack at Belmont Central Elementary School.

Figure 14 Bicycle rack at Belmont Middle School

Figure 11 Inverted U racks such as the one depicted here, support the bicycle frame better and are easier to use than traditional "comb" racks, such as those that are currently being used at Belmont Central Elementary School and Belmont Middle School.

4.2 Location-Specific Engineering Recommendations Summary

Table 17, **Table 18**, and **Table 19** show recommendations for each school (organized by site). Additional detail on each of these recommendations, including maps showing where they are located, is provided in **Sections 4.3, 4.4, and 4.5**.

Table 17 Summary of Location Specific Engineering Recommendations for J.B. Page Primary School

Site	J.B. Page Primary School: Recommendations by Location	Priority
P1	*Ewing Drive at school access drive 1* • Remove step to create ADA-compliant sidewalk connection from Ewing Drive to school entrance. • Mark high-visibility crosswalk across access drive. • Consider narrowing the driveway entrance to slow right turning movements or installing a median refuge island to reduce pedestrian crossing distance.	Low
	Ewing Drive at school access drive 2 • Mark high-visibility crosswalk across access drive.	Low
	Ewing Drive from Charles Street south • Include a sidewalk on the east side of Ewing Street (south of Charles Street), as part of the development build out, as recommended in the 2009 Pedestrian Transportation Plan. • When the sidewalk is constructed, install a high-visibility crosswalk and ADA-compliant curb ramps at the intersection of Ewing Drive and Charles Street.	Low
P2	*Vine Street from Ewing Drive to Flowers Court* • Upgrade sidewalk to conform to ADA standards.	Low
	Vine Street at Sandra Court • Mark crosswalk. • Install ADA compliant curb ramps.	Low
	Vine Street at Parkdale Drive • Install detectable warnings to improve accessibility for the visually impaired. • Mark high-visibility crosswalk across the southern leg of Parkdale Drive. • Conduct warrant analysis to determine whether a four-way stop is justified.	Low
	Vine Street at Flowers Court • Mark crosswalk. • Install ADA compliant curb ramps.	Low

Site	J.B. Page Primary School: Recommendations by Location	Priority
	Vine Street from Flowers Court to Childers Street • Construct sidewalk east to Childers Street.	Low
P3	*Keener Boulevard at Parkdale Drive* • Perform a traffic study to determine if intersection meets signal warrants. If so, install a signal with a countdown pedestrian signal. • If a signal is not warranted, consider a pedestrian hybrid beacon at this location. • If either a fully operational signal with pedestrian countdown or pedestrian hybrid beacon is installed at this location, install a crosswalk across Keener Boulevard (southwest leg) and Parkdale Drive. Provide advanced stop bars and ADA compliant curb ramps for all crossings.	Low
	Keener Boulevard near Scone Lane • If a signalized pedestrian crossing is established at Keener Boulevard/Parkdale Drive intersection, consider establishing a pedestrian opening in the brick wall along Edgecombe Lane to provide access to Keener Boulevard.	Low
	Keener Boulevard at Ewing Drive • If signalized pedestrian crossing is established at the Keener Boulevard/Parkdale Drive intersection, remove marked crosswalk at this location. • Square up intersection as feasible to tighten corner radii and shorten crossing distance.	Low
P4	*Parkdale Drive from Keener Boulevard to Vine Street* • Consider reducing the speed limit to 20 mph along this segment (increase to 35 mph southeast of Vine Street). • Install a sidewalk along the west side of Parkdale Drive, especially if a signalized crossing is established at Parkdale and Keener.	Low
	Parkdale Drive at Vine Street • Mark crosswalk along west crossing.	Low

Table 18 Summary of Location Specific Engineering Recommendations for Belmont Central Elementary School

Site	Belmont Central Elementary School: Recommendations by Location	Priority
C1	*Eagle Road from Merewood Road to Assembly Street* • Convert asphalt path to 5-foot-wide concrete sidewalk with vegetated buffer.	Medium
	Eagle Road at Assembly Street • Re-mark crosswalk across eastern leg of Eagle Road as a high-visibility crosswalk. • Install advanced yield bars and yield signs. • Install median refuge island over existing striped median and supplement existing school crossing signs with school crossing sign in refuge. • Install advanced school crossing signs on both approaches.	High
	Eagle Road at Elizabeth Street • Stripe advanced stop bars oriented to northbound traffic on Elizabeth Street. • Install ADA compliant curb ramps and drainage grates. Align curb ramps with crosswalk.	High
	Eagle Road from Assembly Street to Kingston Street • Construct sidewalk where missing along south side of Eagle Road, as recommended in the 2009 Pedestrian Transportation Plan.	Medium
	Eagle Road at South Main Street/Armstrong Ford Road • Install countdown pedestrian signals.	Medium
C2	*Park Drive at Lee Street* • Mark high-visibility crosswalk across Park Drive with associated school crossing signs. • Install ADA compliant curb ramps.	Medium
	Park Drive from Lee Street to Elizabeth Street • Install sidewalk.	Medium
	Park Drive at Elizabeth Street • Mark crosswalk. • Install ADA compliant curb ramps.	Medium

Site	Belmont Central Elementary School: Recommendations by Location	Priority
C3	*Park Drive from Kingston Street to Harris Street* • Calm traffic by narrowing travel lanes with striped shoulders where space allows and there are no conflicts with striped parking spaces. • Connect Davis Park Trail to the baseball field by establishing a midblock marked pedestrian crosswalk across Park Drive at the baseball field entrance and install pedestrian crossing signage. If drainage considerations allow, construct raised crosswalk.	High
	Park Drive from Burns Mitchell Drive to Harris Street • Install "share the road" signage.	High
	Burns Mitchell Drive • Construct sidewalks on both sides of street. If sidewalk can only be installed on one side of the street, install on the west side to connect to the existing sidewalk network in front of Belmont Central Elementary School.	Medium
	Lee Street • Construct sidewalks on both sides of the street. If sidewalk can only be installed on one side of the street, install on the east side to connect to the marked crosswalk at Lee Street and Park Drive.	Medium
	Ferrell Avenue • Construct sidewalk on at least one side of the street (recommend south side).	Medium

Table 19 Summary of Location Specific Engineering Recommendations for Belmont Middle School

Site	Belmont Middle School: Recommendations by Location	Priority
MI	*Central Avenue at Harris Street* • Mark high-visibility crosswalk across Central Avenue on the south side of intersection. • Add appropriate school crossing and advance school crossing signs. • Construct curb extension on both sides of crossing to shorten pedestrian crossing distance, improve pedestrian visibility, and prevent parked cars from obscuring crosswalk. The size of each curb extension will depend on site conditions. • Remove midblock crosswalks north and south of Harris Street, and remove any corresponding school crossing signage. • Mark crosswalk across Harris Street. • Install ADA compliant curb ramps for both crossings.	High
	Central Avenue at Myrtle Street • Install pedestrian countdown signals on all legs.	Medium

4.3 Engineering Recommendations Detail for J.B. Page Primary School

This section provides additional detail on the engineering recommendations outlined in **Table 17** for J.B. Page Primary School. **Figure 15** shows where the recommendation sites for each school are located. A summary of the issues observed at each site and photographs (**Figure 16** to **Figure 24**) documenting those issues are listed in the subsequent engineering detail sheets. This information is linked to the recommendations for each site.

Figure 12 J.B. Page Primary School Location-Specific Engineering Recommendations Detail Overview Map

Overview

J.B. Page Primary School's front entrance is on Ewing Drive. Most student walkers access the school site from the north, using the existing sidewalk on the east side. However, new development is planned south of J.B. Page Primary School, and there is no sidewalk south of Charles Street. The area is heavily trafficked during arrival and dismissal (**Figure 17**), with cars and buses using access drives along Ewing Street.

Figure 13 Parents queue for pick-up on Ewing Drive north of J.B. Page Primary School.

At School Access Drive 1

Issues

- The sidewalk connection from Ewing Drive to the school entrance contains a step (**Figure 18**) and therefore fails to meet ADA guidelines.
- The access drive (**Figure 19**) is approximately 50 feet wide and is the driveway designated for private vehicle use during arrival and dismissal times.

Figure 14 This pathway does not meet ADA guidelines.

Recommendations

- Remove step to create ADA-compliant sidewalk connection from Ewing Drive to school entrance.
- Mark high-visibility crosswalk across access drive.
- Consider narrowing the driveway entrance or installing a median refuge island to reduce pedestrian crossing distance.

At School Access Drive 2

Issues

- Buses use this access during arrival and dismissal times.

Recommendations

- Mark high-visibility crosswalk across access drive.

Figure 15 Wide driveways increase pedestrian exposure.

Charles Street South

Issues

- A new residential development is planned south of J.B. Page Primary School. Student pedestrians who will live there will use Ewing Drive to access the school.

Recommendations

- Include a sidewalk on the east side of Ewing Drive (south of Charles Street) as part of the development build-out, as recommended in the 2009 Pedestrian Transportation Plan.

- When the sidewalk is constructed, install a high-visibility crosswalk and ADA-compliant curb ramps at the intersection of Ewing Drive and Charles Street.

Overview

Most of the students who currently walk to J.B. Page Primary School use the sidewalk on the south side of Vine Street to access the school. Rodden Park at Vine Street and Childers might serve as an afterschool destination or starting point for Walk to School events, and the small parking lot in front of the power station at Vine Street and Parkdale Drive could function as a remote drop-off and pick-up location.

Ewing Drive to Flowers Court

Issues

- Sidewalk contains multiple locations where grass encroaches on pedestrian through way and vertical displacement (cracks and joints) exceeds ADA guidelines.

Recommendations

- Upgrade sidewalk to conform to ADA standards.

At Sandra Court

Issues

- A marked crosswalk is not currently provided across Sandra Court.
- Existing curb ramps do not comply with current ADA guidelines

Recommendations

- Mark crosswalk.
- Install ADA compliant curb ramps.

At Parkdale Drive

Issues

- Intersection is a key crossing point for J.B. Page Primary School students, and a crossing guard is stationed here.
- A significant number of cars and trucks pass through the intersection during arrival and dismissal times. Cars travel between school and Keener Boulevard/Parkdale Drive intersection via Vine Street. Trucks travel between Keener and textile mill.

Figure 20 Intersection of Vine Street and Parkdale Drive lacks crosswalks and detectable warnings.

- The crossing distance is long across Parkdale Drive and curb radii allow for relatively high speed turns, which increase pedestrian crossing distance/exposure (**Figure 20**).
- The southwest and southeast corners of the intersection do not comply with ADA, because they lack detectable warnings.

- There are no stop signs for traffic on Parkdale Drive, and the speed limit is 35 mph.

Recommendations

- Install detectable warnings to improve accessibility for the visually impaired.
- Mark high-visibility crosswalk across Parkdale Drive.
- Conduct warrant analysis to determine if a four-way stop is justified.

At Flowers Court

Issues

- A marked crosswalk is not currently provided across Flowers Court.
- Existing curb ramps do not comply with current ADA guidelines

Recommendations

- Mark crosswalk.
- Install ADA compliant curb ramps.

Flowers Court to Childers Street

Issues

- The existing sidewalk ends just east of Flowers Court (**Figure 21**).
- Rodden Park at Vine Street and Childers Street might serve as an afterschool location or start point for Walk to School events.
- Several students live in the houses off of Childers Street.

Recommendations

- Construct sidewalk along south side of Vine Street from existing sidewalk east to Childers Street.

Figure 16 Sidewalk on Vine Street ends just east of Flowers Court.

Overview

Keener Boulevard presents a significant barrier to students living to the north of J.B. Page Primary School (**Figure 22**). It is a busy[22] four-lane undivided roadway (NC 273) with a 45 mph speed limit (35 mph in the school zone) and few locations for pedestrians to cross. Where these locations exist, pedestrian infrastructure does not support safe and comfortable crossings. (Note: The improvements suggested for Keener Boulevard are meant to enable children to cross Keener with adult supervision. Children should not be encouraged to cross Keener without adult supervision.)

Figure 17 Keener Boulevard is a significant barrier for J.B. Page Primary School students and their parents.

At Parkdale Drive

Issues

- There are few pedestrian crossing points along Keener Boulevard. The existing crossing at Ewing is unsignalized and long (approximately 85 feet). The nearest signalized crossings, at R.L. Stowe Road and Catawba Street, are approximately 2/3 of a mile apart.
- The Parkdale/Keener intersection (**Figure 23**) is heavily used by motor vehicles during arrival and dismissal at J.B. Page Primary School, and by trucks accessing the textile mill at the end of Parkdale Drive. These vehicles have difficulty entering and exiting Parkdale Drive; the police officer stationed at this location assists motor vehicles with turning safely.

Figure 18 Keener Boulevard at Parkdale Drive.

Recommendations

- Perform a traffic study to determine if intersection meets signal warrants. If so, install a signal with a countdown pedestrian signal and a protected left-turn signal for school buses and trucks exiting Parkdale Drive.
- If a signal is not warranted, consider a HAWK pedestrian signal at this location.
- If either a fully operational signal with pedestrian countdown or HAWK pedestrian signal is installed at this location, install high-visibility crosswalks across Keener Boulevard (west leg) and Parkdale Drive. Provide advanced stop bars and ADA compliant curb ramps for all crossings.

[22] According to the 2008 NCDOT Traffic Volume Map, the AADT volume on Keener Boulevard south of Brooke Street is 14,000 vpd.

At Scone Lane

Issues

- The wall that separates the neighborhood north of Keener Boulevard from the roadway does not include an opening for pedestrians. This forces pedestrians who live in that neighborhood to exit via Hawthorn Park Avenue or Fort William Avenue, significantly increasing walking distances to J.B. Page Primary School.

Recommendations

- If a signalized pedestrian crossing is established at the Keener Boulevard/Parkdale Drive intersection, explore the potential for establishing an opening in the wall to provide pedestrian access from the Edgecombe Lane/Scone Lane intersection to Keener Boulevard.

At Ewing Drive

Issues

- Existing crossing is unsignalized and skewed with a pedestrian crossing distance of approximately 85 feet (**Figure 24**). A perpendicular crossing at this location would reduce the crossing distance to approximately 60 feet.

Recommendations

- If a signalized pedestrian crossing is established at the Keener/Parkdale intersection, remove crosswalk at this location.

Figure 19 Skewed crosswalk at Ewing Drive increases crossing distance and pedestrian exposure.

Overview

Parkdale Drive is an existing two-lane road with no sidewalks and a 35 mph speed limit. Several students cross Parkdale Drive at Vine Street on their way home to Flowers Court and are assisted by a crossing guard. A police officer stationed at the intersection of Keener Boulevard and Parkdale Drive during dismissal helps motorists exit Parkdale Drive. Trucks use Parkdale Drive to travel between Keener Boulevard and the textile mill.

Figure 20 There is no sidewalk on Parkdale Drive.

Keener Boulevard to Vine Street

Issues

- Parkdale Drive is a 35 mph road along this segment, even as it approaches a residential area where children cross to access the school (intersection of Parkdale and Vine).
- There is currently no sidewalk along either side of Parkdale (**Figure 25**); however, there are sidewalks on Keener Boulevard and on Vine Street.

Recommendations

- Consider reducing the speed limit to 20 mph along this segment (increase to 35 mph south of Vine Street).
- Install a sidewalk along the west side of Parkdale Drive, especially if a signalized crossing is established at Parkdale Drive and Keener Boulevard.

At Vine Street

Issues

- A significant number of cars and trucks pass through the intersection during arrival and dismissal times.
- If a signalized crossing is installed at the Keener Boulevard intersection, this may become a significant crossing point for students.

Recommendations

- Mark crosswalk along west crossing at Vine Street.

4.4 Engineering Recommendations Detail for Belmont Central Elementary School.

This section provides additional detail on the engineering recommendations outlined in **Table 18** for Belmont Central Elementary School. **Figure 26** shows where the recommendation sites for each school are located, a summary of the issues observed at each site, and photographs (**Figure 27** to **Figure 34**) documenting those issues. This information is linked to the recommendations for each site.

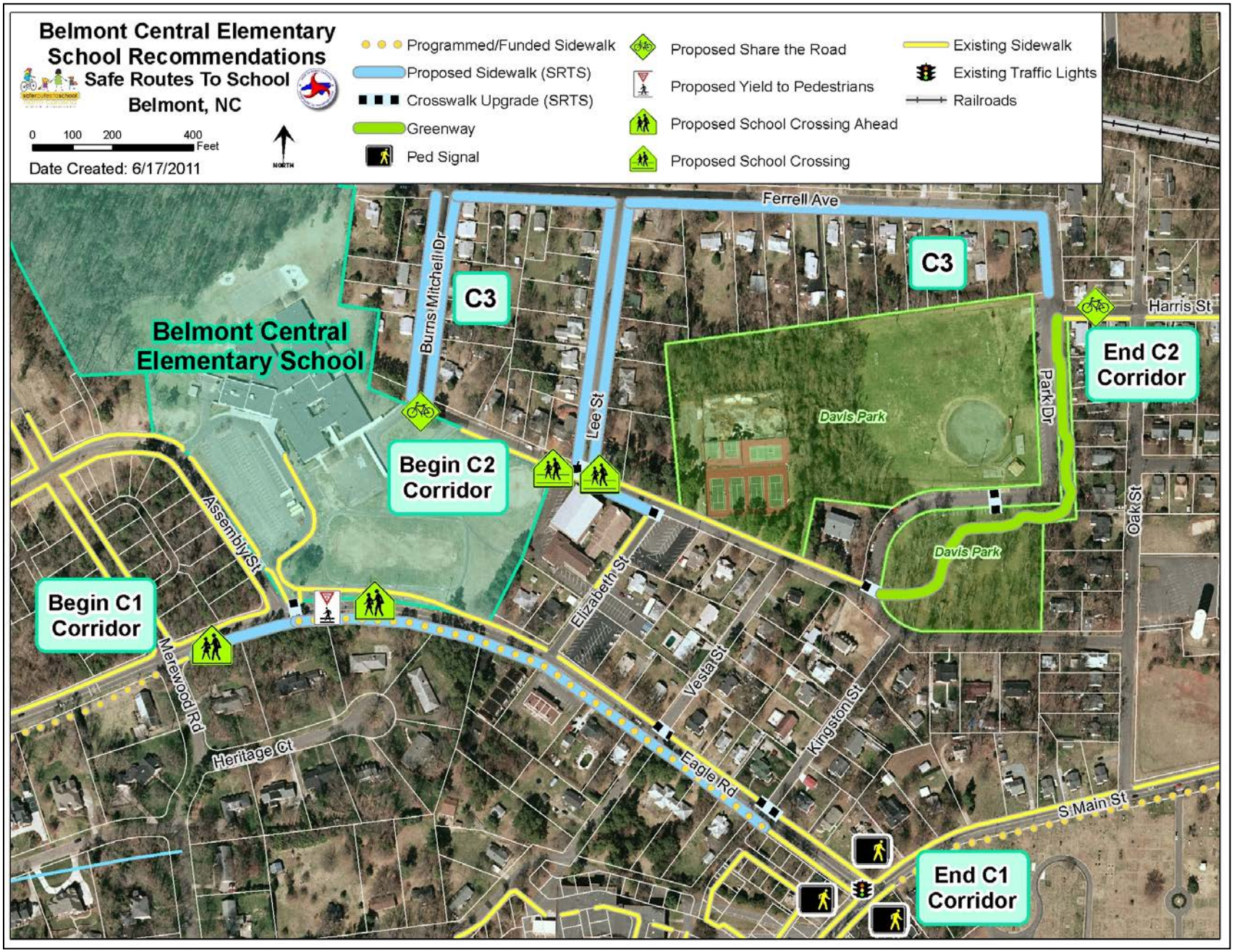

Figure 21 Belmont Central Elementary School Location-Specific Engineering Recommendations Detail Overview Map

Overview

Eagle Road is a two-lane, 25 mph road in the school zone, with turning lanes at Assembly Street, the main access point for Belmont Central Elementary School.[23] It is a key walking route for Belmont Central Elementary School students. The north side of the street has continuous sidewalk, while the south side of the street has sidewalk along a short segment between South Main and Kingston Street (built in conjunction with a new housing development) and a narrow asphalt path between Assembly Road and Merewood Road. Parents use the parking lot at First Foursquare Gospel Church (Eagle Road and Elizabeth Street) as a remote park and walk location. The location is especially popular during the school's regular WoW events.

Figure 22 Narrow asphalt path.

Merewood Road to Assembly Street

Issues

- The existing asphalt path on the south side is narrow and uneven (**Figure 26**); however, it is important because it provides access at the residential neighborhood south of Belmont Central Elementary School.
- School crossing sign obstructs path.

Recommendations

- Convert asphalt path to 5-foot-wide concrete sidewalk with vegetated buffer. Relocate school crossing sign so that it does not obstruct path.

At Assembly Street

Issues

- This intersection is the main access point for Belmont Central Elementary School. Traffic volume is high during arrival and dismissal times, and a police officer assists with traffic control.
- Motorists on Eagle Road are not required to stop at the intersection. Motorists on Assembly Street are stop-controlled.
- A crosswalk is provided for pedestrians crossing to the asphalt path on the south side of Eagle (**Figure** 27); however, the crossing is approximately 45 feet

Figure 23 Existing crossing at Eagle Road and Assembly Street.

[23] According to the 2008 NCDOT Traffic Volume Map, the AADT volume on Eagle Drive west of SR 2519 (South Main Street) is 3,800 vpd.

because the roadway widens at this point to accommodate turn lanes.

- No crosswalk is provided to cross Assembly Street.

Recommendations

- Remark crosswalk across Eagle Road as a high-visibility crosswalk.
- Install advanced yield lines and yield signs.
- Install median refuge island over existing striped median and supplement existing school crossing signs with school crossing sign in refuge.
- Install advanced school crossing signs on both approaches.

<u>At Elizabeth Street</u>

Issues

- The crossing is heavily used by pedestrians, especially during WoW events.
- A marked crosswalk has recently been installed; however, there is no stop bar to indicate where northbound traffic on Elizabeth Street should stop.
- The existing curb ramps do not comply with current ADA guidelines and are not aligned for parallel crossing (**Figure 28**).

Recommendations

- Stripe stop bar.
- Install ADA compliant curb ramps and drainage grates.
- Align curb ramps with crosswalk.

Figure 24 Elizabeth Street crossing looking west. Yellow lines highlight misalignment of curb ramps.

<u>Assembly Street to Kingston Street</u>

Issues

- There is a gap in sidewalk continuity along the south side of Eagle Road between Assembly Street and Kingston Street. There are no marked crosswalks across Eagle Road and no controlled stops between South Main and Assembly Street.
- There is significant potential for walking along the south side of Eagle Road, due to new residential development at Belmont Reserve, and multi-family housing at Elizabeth Street.

Recommendations

- Construct sidewalk where missing, as recommended in the 2009 Pedestrian Transportation Plan.

At South Main Street/Armstrong Ford Road

Issues

- This is a signalized intersection with recently installed marked crosswalks; however, countdown pedestrian signals are not provided.

Recommendations

- Install pedestrian countdown signals for marked crosswalks.

Overview

Park Drive is a two-lane roadway that goes from Belmont Central Elementary School through Davis Park. A sidewalk along the south side of Park Drive extends from the circular driveway at Belmont Central Elementary School (bus parking lot for dismissal) to approximately Lee Street where it ends. The sidewalk on the north side of Park Drive ends at the intersection with Davis Park. The Davis Park area lacks pavement markings, with the exception of some on-street and angled parking near the ball fields. The City of Belmont received a Fit Community Grant for a paved trail through Davis Park with marked crosswalks at the southern entrance to Davis Park and Oak Street.

At Lee Street

Figure 25 Park Drive at Lee Street.

Issues

- The sidewalk on the south side ends here where the sidewalk on the north side begins; however, there is no marked pedestrian crossing to designate the place for pedestrians to cross the street to continue using the sidewalk (**Figure 29**).
- Pedestrian visibility is important here due to arrival and dismissal traffic (especially buses).
- Existing curb ramps are not ADA compliant.

Recommendations

- Mark high-visibility crosswalk with associated school crossing signs.
- Install ADA compliant curb ramps.

Lee Street to Elizabeth Street

Issues

- The sidewalk on the south side of Park Drive ends at Lee Street. There is no sidewalk on the south side of this segment.
- Some parents use the parking lot at Park and Elizabeth as a remote drop-off/pick-up location.

Recommendations

- Install sidewalk along the south side.

At Elizabeth Street

Issues

- A marked crosswalk is not currently provided for the Elizabeth Street crossing.
- Existing curb ramps do not comply with current ADA guidelines.
- Some parents use parking lot at Park and Elizabeth as a remote drop-off/pick-up location.

Recommendations

- Mark crosswalk.
- Install ADA compliant curb ramps.

Kingston Street to Harris Street

Issues

- Wide roadway (approximately 30 feet) and related concern about the potential for speeding (**Figure 30**).
- The Davis Park Trail benefits Belmont Central Elementary School and Belmont Middle School students traveling to and from school; however, the current design does not provide a connection to the baseball field, an afterschool destination.

Figure 26 Park Drive is relatively wide as it goes through Davis Park, a condition that can encourage speeding.

Recommendations

- Calm traffic by narrowing travel lanes using striped shoulders where space allows and there are no conflicts with parking spaces.
- Connect Davis Park Trail to the baseball field by establishing a midblock marked pedestrian crosswalk across Park Drive at the baseball field entrance and install pedestrian crossing signage. If drainage considerations allow, construct raised crosswalk.

Burns Mitchell Drive to Harris Street

Issues

- Park Drive is a popular bicycling route for students, connecting Belmont Central Elementary School, Davis Park, and Belmont Middle School.
- Bicycle racks are located near the Park Drive entrance to the school.
- There is significant traffic on Park Drive during arrival and dismissal times.

Recommendations

- Install “share the road” signage.

Overview

These streets are located in the neighborhood adjacent to the school but lack sidewalks. Although they carry relatively low volumes of motor vehicle traffic at most times of day, traffic volumes increase during school arrival and dismissal times. Ferrell Avenue provides access to Davis Park and, via Harris Street, to Belmont Middle School. Therefore, pedestrian improvements along this street might also benefit both Belmont Middle School students and pedestrians traveling to Davis Park.

Burns Mitchell Drive

Issues

- Parents line up along Burns Mitchell to pick up students after school (**Figure 31**).
- There are no sidewalks.

Recommendations

- Construct sidewalks on both sides of street. If sidewalk can only be installed on one side of the street, install on the west side to connect to the existing sidewalk network in front Belmont Central Elementary School.

Figure 27 Parents queue on Burns Mitchell Drive at dismissal.

Lee Street

Issues

- Lee Street experiences relatively heavy traffic volumes during arrival/dismissal, due to parents picking up/dropping-off their children.
- There are no sidewalks.

Recommendations

- Construct sidewalks on both sides of street. If sidewalk can only be installed on one side of the street, install on the west side to connect to the crossing at Park Drive and Lee Street.

Ferrell Avenue

Issues

- Ferrell Avenue experiences relatively heavy traffic during arrival and dismissal, due to parents dropping off or picking up their children.
- There are no sidewalks (**Figure 32**).

Recommendations

- Construct sidewalk on at least one side of the street.

Figure 28 Ferrell Avenue does not have sidewalks.

4.5 Engineering Recommendations Detail for Belmont Middle School

This section provides additional detail on the engineering recommendations outlined in **Table 19** for Belmont Middle School. **Figure 33** shows where the recommendation sites for each school are located, a summary of the issues observed at each site, and photographs (**Figure 34** to **Figure 35**) documenting those issues. This information is linked to the recommendations for each site.

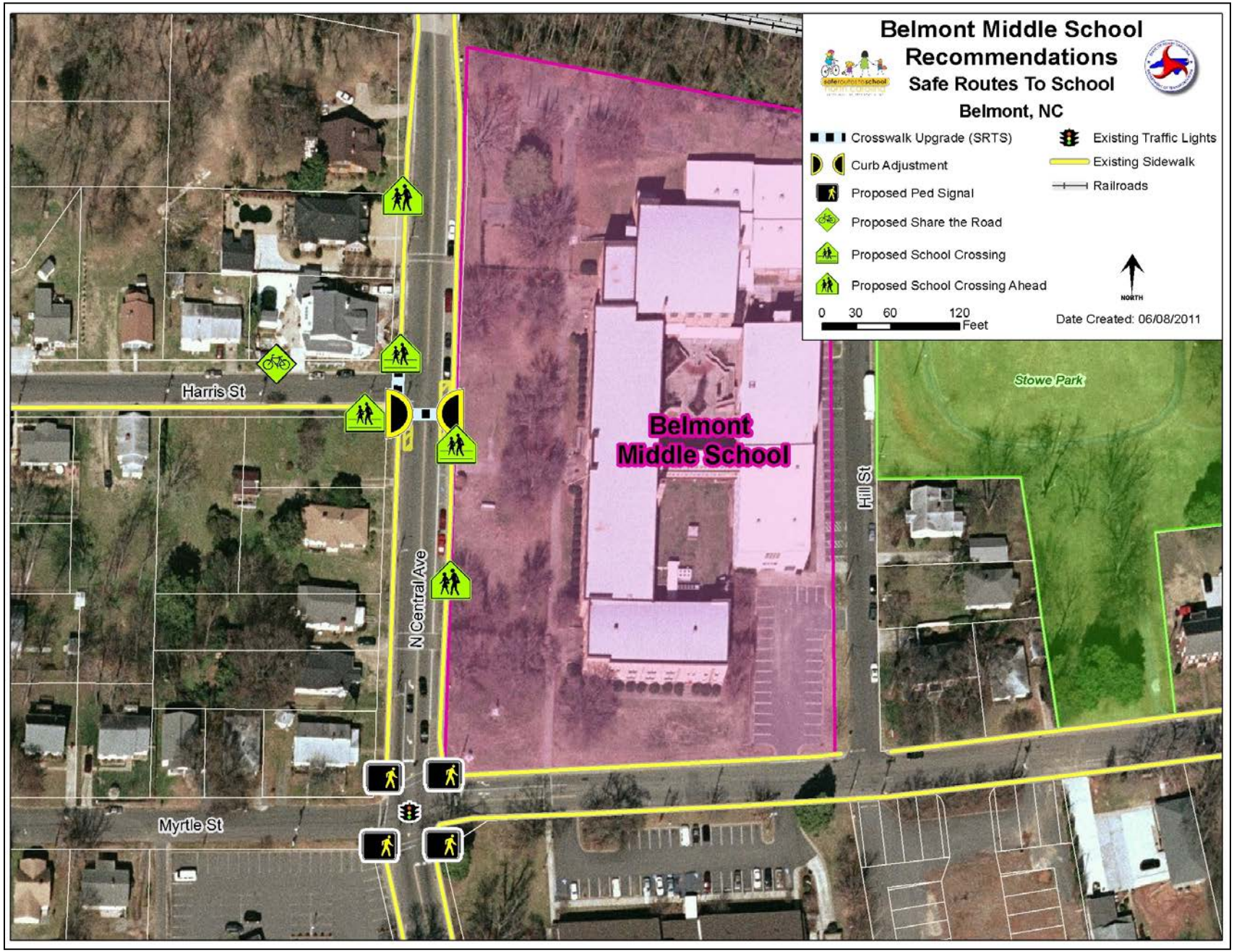

Figure 29 Belmont Middle School Location-Specific Recommendations Detail Overview Map

Site M1	Park Drive	Engineering Detail

Overview

Central Avenue is a two-lane, 25 mph roadway that runs directly in front of Belmont Middle School. Both motorists and student pedestrians heavily use Central Avenue at arrival and dismissal times.[24] Many students are dropped off or picked up on Central Avenue in front of Belmont Middle School, or at the First Baptist Church at Central and Myrtle.

Figure 30 The existing crossing north of Harris is at a mid-block crossing, where motorists are less likely to anticipate pedestrians.

At Harris Street

Issues

- This is a natural crossing point for students traveling to/from the school from points west (e.g. Davis Park and Belmont Central Elementary School) and northwest; however, there is currently no marked crosswalk at this intersection.
- Existing marked crosswalks north and south of Harris Street are at mid-block locations, where motorists are less likely to anticipate pedestrians (**Figure 34**).

Recommendations

Figure 31 There are no pedestrian countdown signals at the Myrtle Street intersection and the north crossing is skewed.

- Mark high-visibility crosswalk across Central Avenue on the south side of intersection.
- Add appropriate school crossing and advance school crossing signs.
- Construct curb extension on both sides of crossing to shorten pedestrian crossing distance, improve pedestrian visibility, and prevent parked cars from obscuring crosswalk. The size of each curb extension will depend on site conditions.
- Remove midblock crosswalks north and south of Harris Street, and remove any corresponding school crossing signage.
- Mark crosswalk across Harris Street.
- Install ADA-compliant curb ramps for both crossings.
- Establish procedures to ensure that students use only the Harris Street entrance to the school.

At Myrtle Street

[24] According to the 2008 NCDOT Traffic Volume Map , the AADT volume on Central Avenue north of Harris Street is 11,000 vpd.

Site M1	Park Drive	Engineering Detail

Issues

- A large number of students cross this intersection during arrival and dismissal.
- Although the intersection is signalized, there are no pedestrian signal heads.
- North crossing of Central Avenue is skewed, increasing crossing distance and pedestrian exposure (**Figure 35**).

Recommendations

- Install pedestrian countdown signals on all legs.

4.6 Cost Estimates for Infrastructure Recommendations

Table 20 provides estimated unit cost for construction related items that could potentially be required when implementing the engineering recommendations identified previously in **Chapter 4**.[25]

Table 20 Estimated Unit Cost for Construction Related Items

Item	Unit cost*
4-inch Deep Concrete Sidewalk	$3 per square foot
30-inch Concrete Curb and Gutter	$13 per linear foot
Handicap Curb Ramps	$5 per square foot
Raised Concrete Median	$40 per square yard
6-inch High Visibility Thermoplastic Pavement Markings	$0.90 per linear foot
6-foot High Mounted Road/Warning/Information Sign	$150 each
Pedestrian Signal w/Pedestal	$2,000 each
Rapid Flashing Beacons (RRFB)	$15,000 each
30-foot High Standard Street Light	$3,000 each
Chain Link Safety Fencing	$15 per linear foot
Inverted "U" Shaped Bike Racks	$200 each
12-foot Wide Paved "Greenway" Type Trail	$85 per linear foot
Wooden Pedestrian Foot Bridge	$700 per linear foot
Asphalt Round-About**	$250,000 - $600,000 each
Standard 4 Way Intersection Traffic Study	$15,000 each

*Unit cost information is provided primarily from 2010 average construction cost data by NCDOT. Data is intended to be used for determining general estimates of probable construction cost for the items noted. Actual cost will vary depending on current market conditions, final detailed specifications of noted items, final quantities to be installed and other potential variables.

**Cost of a round-about will vary significantly depending on many variables, including the depth of section, width of travel lanes, diameter of round-about, finishing features, etc.

[25] Infrastructure costs were based on data obtained from the following website in June 2011 http://www.ncdot.org/doh/preconstruct/ps/contracts/letting.html# and average historical construction cost (2011 pricing) associated with infrastructure projects designed by ARCADIS.

CHAPTER 5: IMPLEMENTATION AND SUSTAINABILITY

Sustainable SRTS programs are more likely to produce desired goals and objectives. The infrastructure projects identified in the sections that follow may take several years to implement. Education, Encouragement, Enforcement, and Evaluation strategies often must be implemented continuously in order to be effective, as it may take some time for key messages to resonate within school and community populations that are in a constant state of flux. This is why creating a sustainable structure for a SRTS program is so important. Key strategies for creating a sustainable SRTS program include:

5.1 Key Strategies for Creating a Sustainable SRTS Program

- **Obtain City Council approval for this plan.** The City Council's backing will be critical for implementing many of the recommendations in the sections below, particularly those that address pedestrian and bicycle infrastructure.
- **Adopt the SRTS Action Plan as an Appendix to the Pedestrian Transportation Plan**. This plan is complementary to the SRTS Action Plan. As such, the plans should be linked and cross-referenced to ensure project priorities can be appropriately leveraged.
- **Identify funding sources for high priority projects and programs.** Review high priority projects against opportunities to incorporate projects within already planned projects that exist from several sources such as the City of Belmont's operating budget and five-year capital budget and development/re-development projects. Additional information on potential funding strategies is included in **Section 5.2** and in **Appendix C: Funding Sources**. Regularly scan funding programs detailed in **Appendix C: Funding Sources** and new programs to determine if SRTS projects can be submitted for funding, especially if they are connected to a complementary need such as a transit stop improvement.
- **Maintain and expand the Belmont SRTS Team.** The City of Belmont has an established SRTS team with representatives from the three schools (J.B. Page Primary School, Belmont Central Elementary School,

Current and Potential Partners

(Current partners are indicated in ALL CAPS)

At the schools:

- PARENTS
- PTSO
- PE TEACHER
- School Nurse
- Special Education Teacher

In the community:

- BELMONT PARISH NURSE MINISTRY
- GASTON REHAB ASSOCIATES
- Belmont Bicycles
- Bicycle riding groups
- Mercy Place

At the city level:

- CITY MANAGER
- CITY COUNCIL
- PLANNING AND ZONING DEPARTMENT
- POLICE DEPARTMENT
- PUBLIC WORKS DEPARTMENT
- Mayor
- Parks and Recreation Department
- Fire Department

At the county level:

- GASTON COUNTY HEALTH DEPARTMENT
- GASTON URBAN AREA METROPOLITAN PLANNING ORGANIZATION (MPO)
- SafeKids Gaston County
- Gaston County Public Schools

and Belmont Middle School), the City of Belmont, Gaston County MPO, and others. It is important to maintain this group, since it will spearhead implementation of this plan. Consideration should also be given to recruiting new members (e.g. representatives from other Belmont schools).

- **Identify SRTS coordinators or SRTS teams at each school.** A committee within each school PTO may be the best option for coordinating school-specific SRTS implementation.
- **Identify a person or people to coordinate implementation of each of the strategies recommended in the sections below.** Identifying a lead coordinator for each strategy is important to building and maintaining momentum for implementation. The lead coordinator initiates coordination efforts and maintains momentum through planning and implementation by assembling a coordination team, scheduling meetings, and ensuring that necessary tasks get done.
- **Establish a calendar.** Create an annual calendar of SRTS activities for the community and each participating school. Determine how frequently and where groups involved in SRTS planning and implementation will meet. Include a timeline for evaluations, which should occur at least annually.
- **Maintain existing partnerships and cultivate new ones.** A list of existing and potential partners is provided in the inset on page 56. A partner provides support with coordination, logistics, or needed materials.
- **Identify stakeholders.** Determine which stakeholders should be informed and involved in SRTS planning and implementation going forward. Stakeholders are people who should be consulted when planning and implementing a SRTS program, but may not necessarily contribute in an active way. Potential stake holders include residents and business owners with properties adjacent to proposed improvements.
- **Monitor and Evaluate.** Establish measurable goals and conduct regular reviews to determine progress toward meeting them. Potential goals include:
- Within 1 year after the adoption of this plan, increase the Parent Survey response rates at Belmont Central Elementary School and Belmont Middle School to 60%. Conduct Parent Survey at J.B. Page Primary School.
- Within 1 year increase average weekly participation in weekly WoW events at Belmont Central Elementary School by 25%.
- Within 1 year increase participation in International Walk to School Day at Belmont Central Elementary School and Belmont Middle School by 50%.
- Within 2 years after adoption of this plan, increase the percentage of students who regularly walk and bicycle to school by 50%.

5.2 Funding Strategies for SRTS Projects and Programs

Many actions, such as facility construction, will require funding to implement. Other actions are more procedural in nature and will subsequently have minimal fiscal impact. This plan identifies potential

sources, such as NCDOT funding programs, the City budget, and municipal bonds. Developer contributions through a Pedestrian Benefit Zone, "fee-in-lieu" program, or improvements during construction are also possible funding sources. A list of funding sources for pedestrian and bicycle projects may be found in **Appendix C**.

5.3 Implementation Plan

This plan includes many recommendations for city-wide and school-specific programs and activities to help start and sustain SRTS in Belmont. Establishing an implementation plan for these recommendations is the first step; the table below serves as a implementation plan for these recommendations. The implementation plan is organized by type: sustainability, engineering, encouragement, education, enforcement and evaluation. Recommendations are color-coded for the City and individual schools, and are assigned a timeframe to complete. **Table 21** is the key for color-coding recommendations in **Table 22**, which is the implementation plan.

Table 21 Color-coding key for the Belmont SRTS Implementation Plan

Color Code	Type
	City-wide Sustainability Strategies
	City-wide Engineering Strategies
	City-wide Encouragement, Education, Enforcment, and Evaluation Programs
	J.B. Page Primary School Encouragement, Education, Enforcement, and Evaluation Programs
	Belmont Central Elementary School Encouragement, Education, Enforcement, and Evaluation Programs
	Bemont Middle School Encouragement, Education, Enforcement, and Evaluation Programs

Table 22 Impementation Plan for the Belmont SRTS Program

	Within 6 months	Within 12 months	Within 18 months	Within 24 months	Within 36 months	Within 48 months	Within 60 months
Sustainability Strategies							
City Council approval (one time)							
Adopt Action Plan as an Appendix to the Pedestrian Transportation Plan (one time)							
Identify funding sources for high priority projects and programs (one time)							
Maintain and expand the Belmont SRTS Team (yearly in fall)							
Identify SRTS coordinators or SRTS teams at each school (one time)							
Identify a person or people to coordinate implementatino of each of the recommneded program strategies (yearly in fall)							
Establish calendar (yearly in fall)							
Maintain existing partnerships and cultivate new ones (continuous)							

	Within 6 months	Within 12 months	Within 18 months	Within 24 months	Within 36 months	Within 48 months	Within 60 months
Identify stakeholders (yearly in fall)							
Monitor and Evaluate (continuous)							
Engineering							
The City of Belmont should implement the recommendations in the 2009 Pedestrian Transportation Plan, including the policy that all roads surrounding schools should have sidewalks on both sides of the road and safe crosswalks.							
The City of Belmont should conduct a thorough review of signage and pavement markings in the J.B. Page Primary School, Belmont Central Elementary School, and Belmont Middle School zones and upgrade pavement markings and signage where outdated, worn, or inappropriately positioned. (one time)							
The City of Belmont should prioritize sidewalk maintenance and clearing near all schools. (continuous)							
Reduce the posted speed limits and incorporate other traffic calming measures on Keener Boulevard, Eagle Road, and Central Avenue to improve pedestrian and driver safety. (one time)							
Develop a bicycle master plan that prioritizes connections to schools, including Belmont Central Elementary School and Belmont Middle School. (one time)							
Upgrade bicycle parking facilities at Belmont Central Elementary School and Belmont Middle School. (one time)							
Encouragement							
Plan a Walk to School Event (yearly in fall)							
Expand the number of remote drop-off locations (within first 12 months)							
Encourage and facilitate carppoling (yearly in fall)							
Walk for Lemonade (yearly in fall)							
Walk-A-Thon (yearly in spring)							
Establish walking school buses (daily from September to June)							
Continue weekly WoW events (weekly from September to June)							
Establish Frequent Walker Club (daily in fall and spring)							
Establish Walking School Buses (daily from September to June)							
Schedule monthly WoW events (monthly from September to June)							
Start a build-a-bike program (weekly in spring)							
Establish an environmental club (weekly from September to June)							
Education							
Provide age-appropriate pedestrian safety education to all students (yearly in fall)							

	Within 6 months	Within 12 months	Within 18 months	Within 24 months	Within 36 months	Within 48 months	Within 60 months
Develop and implement a community outreach strategy (continuous)							
Incorporate pedestrian safety education into standard curriculum (yearly in fall)							
Continue and expand parent outreach efforts (yearly in fall and spring)							
Organize Bicycle Rodeo for 4th and 5th grade students (yearly in spring)							
Establish a clear set of written policies regarding transportation to/from school and distribute to parents (yearly in September)							
Create and distribute walking maps (yearly in September)							
Conduct student SRTS logo contest (one-time)							
Create and distribute a walking/bicycling map (yearly in September)							
Continue participation in Healthy Active Children (daily from September to June)							
Incorporate SRTS project into the Exploring Technology curriculum (one-time pilot)							
Enforcement							
Police support for drop-off and pick-up (daily from September to June)							
Provide NCDOT training to all crossing guards (every two years in fall)							
Establish citywide Pace Car program (daily from September to June)							
Continue crossing guard support at the intersection of Vine Street and Parkdale Drive (daily from September to June)							
Continue Student Safety Patrol (daily from September to June)							
Continue crossing guard support at locations on Central Avenue (daily from September to June)							
Establish Student Safety Patrol (daily from September to June)							
Evaluation							
Complete parent surveys and student tallies (yearly in fall)							
Conduct annual walk audits and arrival/dismissal observations (yearly in fall)							
Complete bi-annual pedestrian and bicycle counts (every two years in spring)							

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Appendix A: School Profile

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School Profile: J.B. Page Primary School

Address: 215 Ewing Drive, Belmont, NC

Student Body: 312 students (2007-08 Action Plan Service Award Application)

Grades: PreK-1

Percentage of Students Living With One Mile of School: 32.0% (Calculated based on air or "crow flies" distance using student address data for the 2009-2010 school year)

Active Parent and Safe Routes to School Organizations: J.B. Page Primary School Parent Teacher Organization

Overview

J.B. Page Primary School is located on Ewing Drive, a two-lane residential street located off Keener Boulevard, a five lane state highway (Highway 273). J.B. Page Primary School has a small parking lot in front of the school with a drop-off area for students who ride in private vehicles. A sidewalk on one side of Ewing Drive leads to a sidewalk on Keener Boulevard. Crossing Keener Boulevard, however, is very dangerous. The crosswalk across Keener Boulevard is approximately 85 feet long and there are no stop signs or lights at the intersection. The crosswalk runs diagonally across the street, adding an extra 25 feet to the crossing, than if it were perpendicular. The speed limit on Keener Boulevard is 45 mph (35 mph in the school zone). **Figure A-1** illustrates a map of the school area.

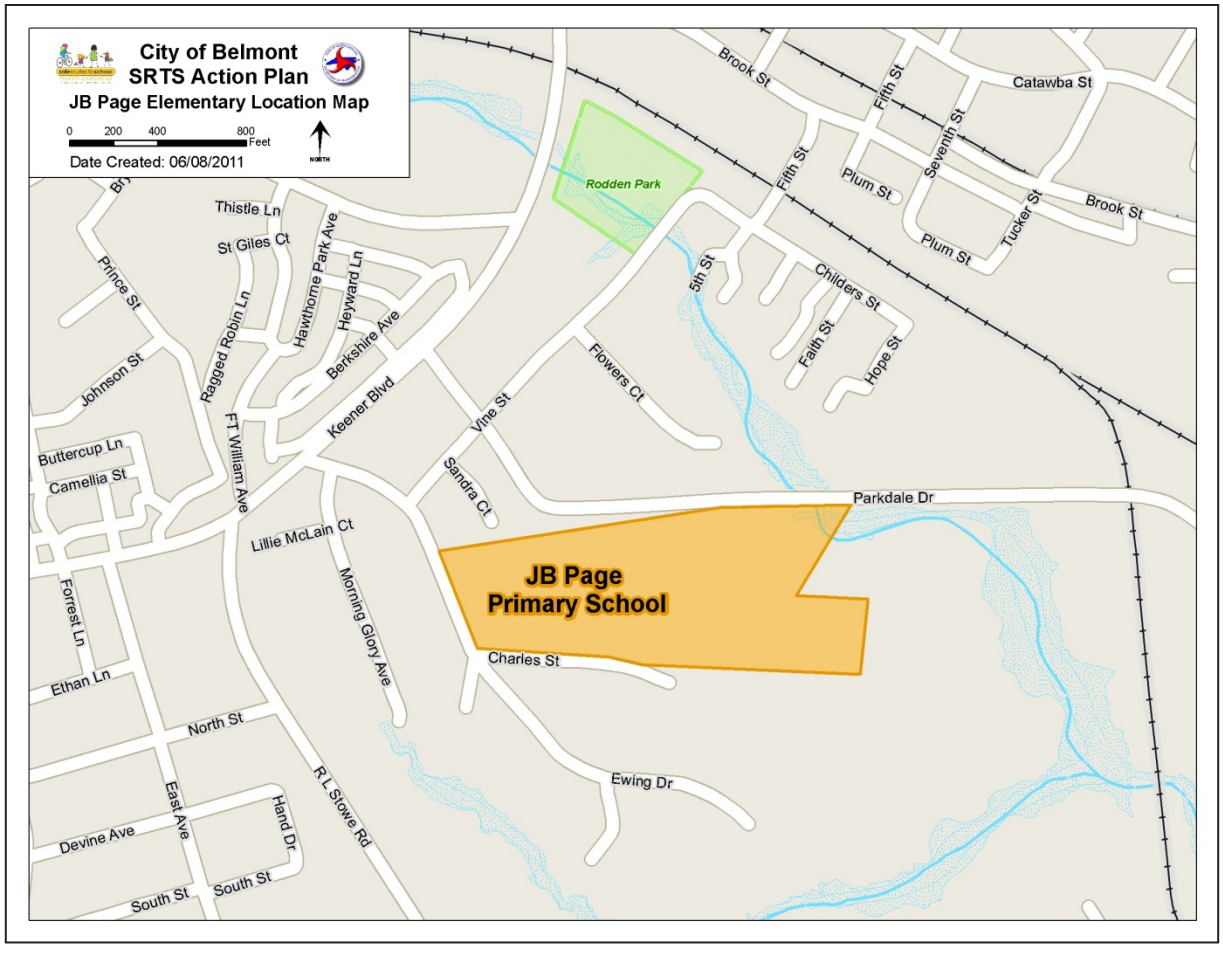

Figure A-1 J.B. Page Primary School Overview Map

Student Travel Modes

Field observations and conversations with stakeholders at action plan development meetings suggest that few children walk or bicycle to J.B. Page Primary School. Almost all of the children who do walk live northeast of the school, either on Vine Street or on streets that intersect with Vine Street.

Arrival and Dismissal

Arrival and dismissal procedures are included in the school handbook. The school reminds parents of procedures and informs them of changes through open and automated phone messages. Arrival and dismissal procedures are detailed in **Table A-1** and **Table A-2**. Observations made during the course of developing this plan are also included.

Table A-1 J.B. Page Primary School Arrival Procedures

Schedule	7:55 AM: First bell. 8:05 AM: Classes begin.		
Procedures by Mode	*Pedestrians and Bicyclists* A crossing guard is stationed at the intersection of Vine Street and Parkdale Drive to assist walkers.	*Bus Riders* Buses drop off in the pull through parking lot off Ewing (Access Drive 2).	*Car Riders* Kindergarten students are dropped off using Access Drive 1 off Ewing, PreK students are dropped off using Access Drive 2 off Ewing, and 1st graders are dropped off using Access Drive 3 off Charles Street. A patrol officer at the intersection of Parkdale Drive and Keener Boulevard helps drivers turn safely to/from Keener Boulevard.

Table A-2 J.B. Page Primary School Dismissal Procedures

Schedule	2:15 PM: First bus and day care students dismissed. 2:25 PM: Second bus dismissed.		
Procedures by Mode	*Pedestrians and Bicyclists* A crossing guard is stationed at the intersection of Vine Street and Parkdale Drive to assist pedestrians.	*Bus Riders* Bus riders are picked-up in Access Drive 2 off of Ewing Drive.	*Car Riders* Kindergarten students are picked up using Access Drive 1 off Ewing Drive, PreK students are picked up using Access Drive 2 off Ewing Drive, and 1st graders are picked up using Access Drive 3 off Charles Street. A patrol officer at the intersection of Parkdale Drive and Keener Boulevard helps drivers turn safely to/from Keener Boulevard.
Observations on December 9,	The crossing guard at Vine Street and Parkdale Drive reports that 7- 8 students cross there en route to Flowers Court. Congestion is worse during dismissal. Parents begin queuing up early and the queue		

2009	eventually backs up on Ewing Street to Keener Boulevard.

Survey Results:

J.B. Elementary School was not able to administer the Student Tally Form or the Parent Survey Form prior to the completion of this plan.

School Profile: Belmont Central Elementary School

Address: 310 Eagle Road, Belmont, NC

Student Body: 670 (Fall 2009 Parent Survey Summary Report)

Grades: 2-5

Percentage of Students Living With One Mile of School: 28.5% (Calculated based on air or "crow flies" distance using student address data for the 2009-2010 school year)

Active Parent and Safe Routes to School Organizations: Belmont Central Elementary School Parent Teacher Organization

Overview

Belmont Central Elementary School is located on Eagle Road, a two-lane, 25 mph road that is residential in character and has a sidewalk on one side of the street. The school has two entrances. The front entrance faces Eagle Road/Assembly Street. The back entrance faces Park Drive. The school is in a residential area with sidewalks on most of the adjacent and surrounding streets. A large parking lot in front of the school serves as a student drop-off area and for teacher parking. The sidewalk in front of the school along Eagle is separated from the street by a fence. **Figure A-2** is a map of the school area.

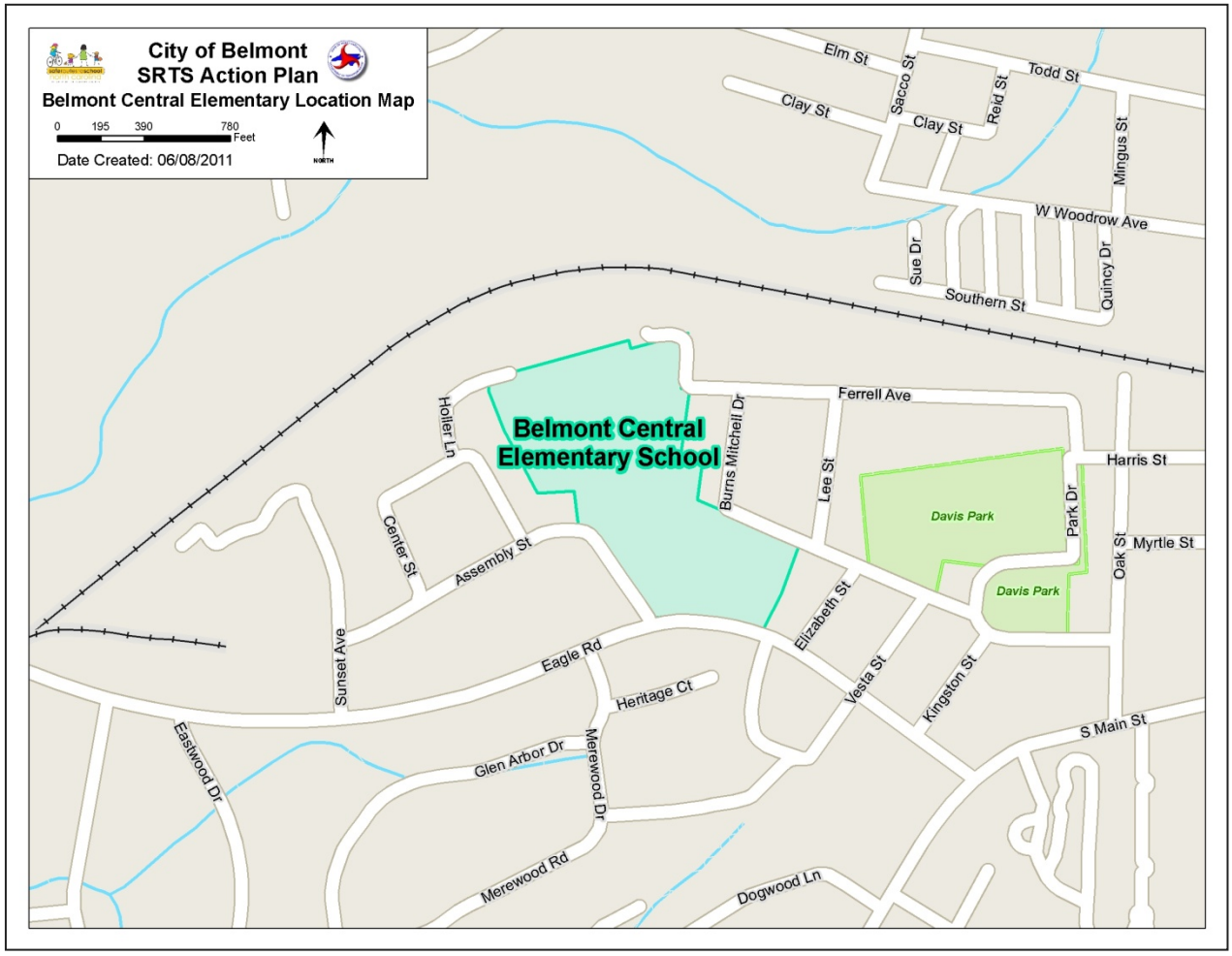

Figure 32 Belmont Central Elementary School Overview Map

Student Travel Modes

Walking and Bicycling

Although Parent Surveys, student tallies, and observations suggest that few Belmont Central Elementary School students walk or bicycle the full distance from home to school, many participate enthusiastically in Walking on Wednesdays (WoW). More information on student travel modes including school procedures, observations at arrival and dismissal, and survey results are given below.

Busing

Students who live more than 1.5 miles from school or who live on the south side of Eagle Road or east side of Central Avenue are eligible for busing services.

Arrival and Dismissal

Arrival and dismissal procedures are included in the school handbook. The school reminds parents of procedures and informs them of changes through open and automated phone messages. Arrival and dismissal procedures are detailed in **Table A-3** and **Table A-4**. Observations made during the course of developing this plan are also included.

Table A-3 Belmont Central Elementary School Arrival Procedures

Schedule	7:20 AM doors open. 7:45-8:00 AM Children arrive. Students who arrive before 7:50 AM report to the gym for study hall. 8:05 AM: First class begins.		
Procedures by Mode	*Pedestrians and Bicyclists* A patrol officer stationed at the intersection of Assembly Street and Eagle Road assists pedestrians and directs traffic. The parking lot at First Foursquare Gospel Church serves as a remote drop-off location.	Bus Riders The back circle of off Park Drive is used for bus arrivals.	Car Riders Car riders are dropped off in front of the school.

Table A-4 Belmont Central Elementary School Dismissal Procedures

Schedule	2:30 PM: Students who travel by bus and car are dismissed. 2:40 PM: Students who walk or bike are dismissed.		
Procedures by Mode	*Pedestrians and Bicyclists* A school resource officer stationed at the intersection of Assembly Street and Eagle Road assists pedestrians and directs traffic. The parking lot at First Foursquare Gospel Church serves as a remote pick-up location.	*Bus Riders* Aftercare buses load from Assembly Street and queue separately from cars. The remaining buses load from Park Drive.	*Car Riders* Pick up for 2nd and 3rd graders occurs in front of the school while 4th and 5th graders are picked up in the rear. Cars queue in front of the school in an 'S' pattern through the parking lot. The southernmost driveway entrance on Assembly Street is closed during dismissal times to allow space for 'S' pattern and other queuing.
Observations on January 12, 2010	Students (11) and adults (3-4) crossed the soccer field en route to the park and walk lot at First Foursquare Gospel Church. Pedestrians (13) departed the rear of the school. Two older siblings were walking away from school with their younger siblings. No bicyclists were observed, but cold weather may have been an influence. The queue line in the front of the school begins a little after 2:00 PM and eventually backs up onto Assembly Street as loading begins. Private vehicles also queue on Burns Mitchell Drive. Most motorists appear to obey the speed limit and procedures.		

Survey Results

Belmont Central Elementary School used survey instruments provided by the National Center for Safe Routes to School to establish baseline information on student travel behavior and perceived barriers to walking and bicycling to school. Belmont Central Elementary School administered the Student Tally Form in fall 2008 and the Parent Survey Form in fall 2008 and fall 2009.

Of the 398 Parent Surveys distributed in fall 2009, 222 (32%) were collected and tabulated. In fall 2008, 350 Parent Surveys were distributed and 94 (27%) were collected and tabulated. Also in fall 2008, student tallies were taken in 30 classrooms. Below are some highlights from the 2009 Parent Survey results. Complete summaries of the fall 2008 Parent Survey, fall 2009 Parent Survey, and fall 2008 Student Tally are included in **Appendix D**.

Travel Modes

Most students travel to Belmont Central Elementary School by family vehicle. However, a substantial percentage of the student body arrives by bus and carpool. **Table A-5** details student travel modes reported in the 2009 Parent Survey.

Table A-5 Number and Percentage of Children by Travel Mode to School (2009 Parent Survey)

Travel Mode	Count	Percentage of Respondents
Family Vehicle	130	60.5%
School Bus	60	27.9%
Carpool	20	9.3%
Walk	5	2.4%
Bicycle	0	0%
Transit	0	0%
Other	0	0%

Walking and Bicycling Potential

Approximately 22% of respondents to the 2009 Parent Survey reported living within 1 mile of Belmont Central Elementary School, a distance that is considered within a comfortable range for walking and bicycling. Of the respondents who reported living within 1 mile of the school, only 8% said their children walked or bicycled to school, suggesting that there is potential for increasing walking and bicycling rates at Belmont Central Elementary School.

Improvements Likely to Have the Greatest Impact on Walking and Bicycling Rates

The results of the 2009 Parent Survey suggest that improvements in several key areas might substantially increase the number of children who walk and bicycle to school. Issues that would/may affect parents' decision to allow their child to walk or bike to school are detailed in **Table A-6**.

Table A-6 Affect on Parental Decisions Not to Allow Student Walking and Bicycling if Certain Problems Were Improved (2009 Parent Survey)

Issue	Change would affect decision	Change may affect decision
Distance	44.6%	13.9%
Traffic volume along route	42.1%	10.9%
Safety of intersections and crossings	38.1%	9.4%
Sidewalks or pathways	37.6%	12.4%
Traffic speed along route to school	34.7%	11.9%
Adults to walk/bicycle with	29.2%	8.4%
Time	27.2%	9.4%
Crossing guards	27.2%	7.9%

Benefits of Walking and Bicycling

Three out of four 2009 Parent Survey respondents said they considered walking and bicycling to school "very healthy" for their child, and 53% considered it "very fun" or "fun." Finally, 75% of 2009 Parent Survey said they felt Belmont Central Elementary School "strongly encouraged" or "encouraged" walking and bicycling to school. These results suggest Belmont Central Elementary School parents are well informed about the benefits of walking and bicycling to school and feel encouraged by the school to allow their children to walk and bicycle.

Education and Adult Supervision

Over two-thirds of 2009 Parent Survey respondents indicated that they would "not feel comfortable" allowing their child to walk or bicycle to school at any grade without parental supervision. Of those respondents who said they would allow a child to walk or bicycle to school without parental supervision at some point from grades K-8, 76.9% chose grade 5, 6, 7, or 8 as the grade when they would first allow their child to walk or bicycle to school. This suggests two things. First, there may be a heightened need for pedestrian and bicycle safety education, during grades 5-8. Second, ensuring parental supervision along student walking or bicycling routes is important to many parents. Therefore, implementing strategies designed to provide this supervision, such as walking school buses and bicycle trains, might be an effective way to increase walking and bicycling rates.

School Profile: Belmont Middle School

Address: 110 North Central Avenue, Belmont, NC

Student Body: 678 students (Spring 2010 Parent Survey Summary Report)

Grades: 6-8

Percentage of Students Living With One Mile of School: 28.5% (Calculated based on air or "crow flies" distance using student address data for the 2009-2010 school year)

Active Parent and Safe Routes to School Organizations: Belmont Parent Teacher Organization

Overview

Belmont Middle School is located on Central Avenue in downtown Belmont. The school has a small campus with limited on-street parking on Central Avenue and Myrtle Street. A small faculty parking lot is behind the school building. Belmont Middle School is one block from Stowe Park, and Belmont's Central Business District. Many students walk from school to Stowe Park and visit the downtown shops after school. There is a very good sidewalk network around Belmont Middle School and downtown. **Figure A-3** is a map of the school area.

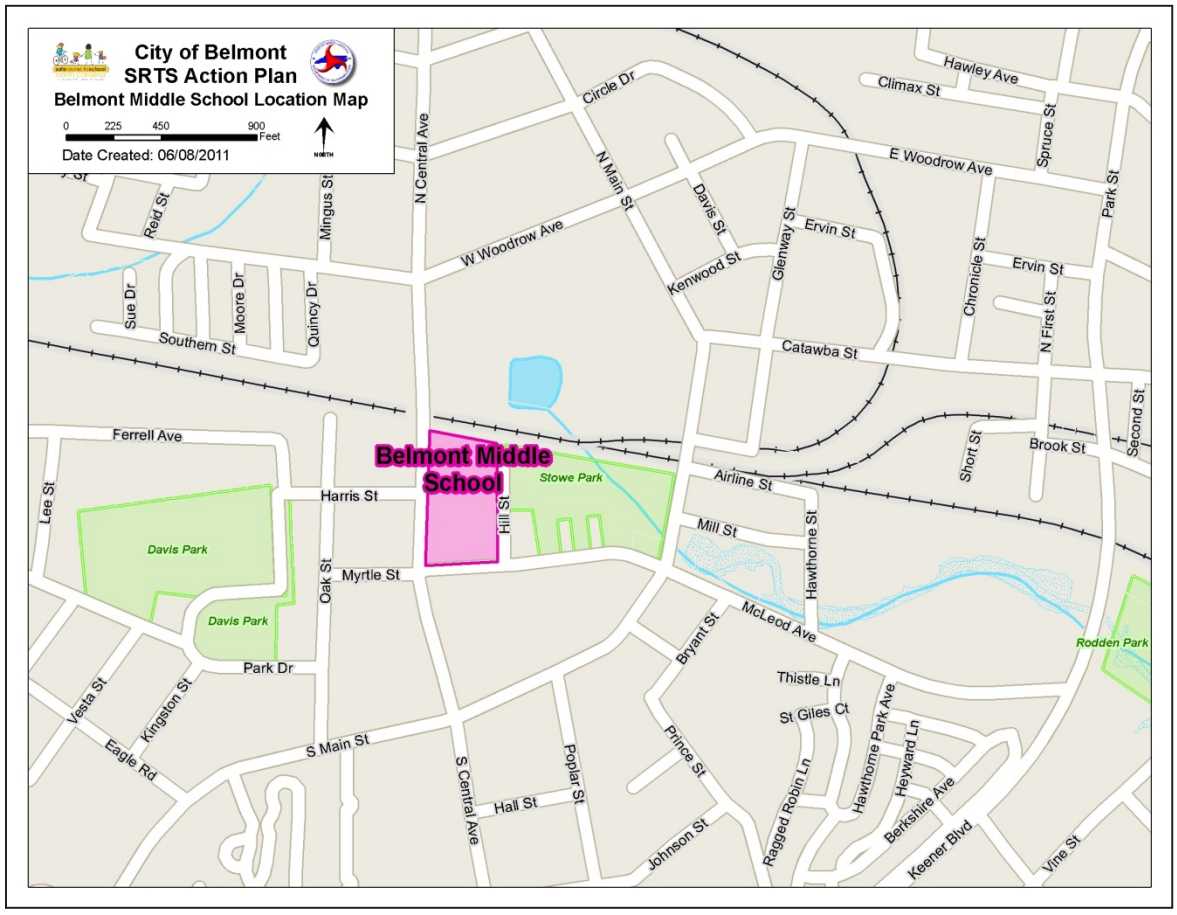

Figure A-333 Belmont Middle School Overview Map

Student Travel Modes

According to participants in the SRTS action planning process and the Parent Surveys (details below) most students travel to and from school in a family vehicle. Approximately one in five students rides the bus. Relatively few students (approximately 5%) currently walk or bicycle to school.

Arrival and Dismissal

The school informs parents about arrival and dismissal procedures through a variety of media, including an open house for incoming 6th graders, a letter home, the school web page, and a newsletter called Connect Ed. Arrival and dismissal procedures are detailed in the following tables. Observations made during the course of developing this plan are also included.

Table A-7 Belmont Middle School Arrival Procedures

Schedule	7:15 AM: Students report to gym upon arrival. 7:30 AM: Students who participate in the breakfast program are directed to the cafeteria. 7:50 AM: First bell. 8:00 AM: Classes begin.		
Procedures by Mode	*Pedestrians and Bicyclists* Crossing guards posted at the intersection of Central Avenue and Myrtle Street and at the crosswalk north of Harris Street on Central Avenue assist walkers and bicyclists.	*Bus Riders* Bus riders are dropped off at several locations around the school in morning, including Hill Street, Myrtle Street, and Central Avenue (in front and near gym).	*Car Riders* The school encourages parents to use the parking lot at the First Baptist Church as a remote drop off location or drop their children off on Central Avenue. Parents are advised that children must cross at marked crosswalks if they are dropped off on the opposite side of the street from the school.
Enforcement	A school resource officer circulates between the bus loading area, intersection of Central and Myrtle, and the front of the school along Central Avenue.		
Observations	Most students arrive between 7:45 AM and 8:05 AM.		

Table A-8 Belmont Middle School Dismissal Procedures

Schedule	2:27 PM: Pedestrians dismissed. 3:00 PM: Car and bus riders dismissed.		
Procedures by Mode	*Pedestrians and Bicyclists* Crossing guards are posted at the intersection of Central Avenue and Myrtle Street; and at the crosswalk north of Harris Street on Central Avenue. Crossing guards assist pedestrians and bicyclists.	*Bus Riders* Bus dismissal is staggered. Students are called to the bus waiting area on Myrtle as buses become available for pick-up.	*Car Riders* The school encourages parents to pick up their children by either pulling to the curb on Central Avenue or using the parking lot at the First Baptist Church as a remote pick up location. Parents are advised that children must cross at marked crosswalks if they

			are picked up on the opposite side of the street from the school.
Observations on January 12, 2010	A large number of students (40+) cross both legs of the Myrtle Street/Central Avenue intersection. The crossing guard only tends to one crosswalk at a time. Most pedestrians heading towards the park stayed on Myrtle Street or walked behind the school and across the school walking track. No bicyclists were observed. Cold temperatures on the day observations were recorded may be an influence. Some students crossed mid-block instead of at crosswalks on Central Avenue and Myrtle Street. Six pedestrians crossed Central Avenue and traveled down Harris Street. Motor vehicles line up on both sides of Myrtle Street between Central Avenue and Main Street, as well as along Central Avenue. Vehicles parked on either side of Central Avenue and Myrtle Street cause a hazard as students often walk between vehicles to cross the street mid-block (often to get to vehicles on the other side).		

Survey Results:

Belmont Middle School used the Parent Survey provided by the National Center for Safe Routes to School to establish baseline information on student travel behavior and perceived barriers to walking and bicycling to school. Belmont Middle School administered the Parent Survey Form and the Student Tally Form in the spring of 2010.

Of the 678 Parent Surveys distributed, 183 (27%) were collected and tabulated. In addition, student tallies were taken in ten classrooms. **Table A-9** and **Table A-10** show highlights from the 2010 Parent Survey results. Complete summaries of the spring 2010 Parent Survey and spring 2010 Student Tally are included in **Appendix D**.

Travel Modes

Most students travel to Belmont Middle School by family vehicle; however, substantial percentages arrive by bus and carpool. Approximately 5% arrive by walking or biking.

Table A-9 Number and Percentage of Children by Travel Mode to School (2010 Parent Survey)

Travel Mode	Count	Percentage of Respondents
Family Vehicle	118	67.4%
School Bus	33	18.9%
Carpool	14	8%
Walk	7	4%
Bicycle	2	1.2%
Transit	1	0.6%
Other	0	0%

Walking and Bicycling Potential

Approximately 28% of 2010 Parent Survey respondents reported living within 1 mile of school, a distance considered comfortable for walking and bicycling. Of the respondents who live within 1 mile of

the school, only 17% said their children walked or bicycled to school, suggesting that there is substantial potential for increasing walking and bicycling rates at Belmont Middle School.

Improvements Likely to Have the Greatest Impact on Walking and Bicycling Rates

The results of the 2010 Parent Survey suggest that improvements in several key areas might substantially increase the number of children who walk and bicycle to school. Issues that would/may affect parents' decision to allow their child to walk or bike to school are detailed in **Table A-10**.

Table A-10 Affect on Parental Decisions Not to Allow Student Walking and Bicycling if Certain Problems Were Improved (2010 Parent Survey)

Issue	Change would affect decision	Change may affect decision
Traffic volume along route	44.5%	10.3%
Safety of intersections and crossings	42.5%	8.2%
Traffic speed along route to school	41.1%	9.6%
Distance	36.3%	11.0%
Sidewalks or pathways	34.9%	6.2%
Crossing guards	25.3%	1.4%
Time	21.9%	6.2%

Benefits of Walking and Bicycling

About 60% of 2010 Parent Survey Respondents said they considered walking and bicycling to school "very healthy" for their child, and 57.2% considered it "very fun" or "fun." Only 12.8% of respondents said they felt Belmont Middle School "strongly encouraged" or "encouraged" walking and bicycling to school. These results suggest that while Belmont Middle School parents appear to be well-informed about the benefits of walking and bicycling to school, they do not feel like the school actively encourages it.

Education and Adult Supervision

Approximately 56% of 2010 parent survey respondents indicated that they would "not feel comfortable" allowing their child to walk or bicycle to school at any grade without parental supervision. Of those respondents who reported they would allow a child to walk or bicycle to school without parental supervision at some point from grades K-8, 95% chose grade 5, 6, 7, or 8 as the grade when they would first allow their child to walk or bicycle to school. This suggests there may be a heightened need for pedestrian and bicycle safety education that would be most effective at Belmont Middle School because it serves grades 6-8.

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Appendix B: Meeting Minutes

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North Carolina 27607
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MEETING MINUTES

Subject:
SRTS- Belmont Kickoff Meeting

Department:
Transportation

ARCADIS Project No.:
NC608009.0001 0BELM

Place/Date of Meeting:
Belmont Central Elementary
December 2009

Copies:
Sarah O'Brien

Minutes by:
Lou Raymond and Lucas Cruse

Issue Date:
January 13, 2010

Participants:
Alecia DeVries PTO President
Barry Webb City of Belmont
Steve Rackley NCDOT
David Isenhour City of Belmont
Karen Coffey Belmont Central PTO
Mike Harris Belmont Police Department
Mark Shultz Belmont Middle School
LaVerne Partlow Gaston County Health Dept.
Charles Martin Belmont City Council
Cheryl Fleming Belmont Parris Nurse Ministry
Vincent Wong Gaston Urban Area MPO
Mark Fisher Page Primary
Sam Nichols NCDOT
Gary Spangler NCDOT
Sara Moore Belmont Central Elementary
Jim Elliott TDG
Lucas Cruse TDG
Lou Raymond ARCADIS
Austin Chamberlain ARCADIS

Meeting Purpose:
The purpose of the meeting was to kick off the Belmont Safe Routes to School Team in working towards creation of a Belmont Safe Routes to School (SRTS) Action Plan. The meeting was to assess the vision and goals identified at the October 2008 SRTS Workshop, identify stakeholders, and begin to identify barriers to active travel as well as existing walking and bicycling routes for each of the three Belmont schools: Page Elementary, Belmont Central Elementary, and Belmont Middle.

Discussion Highlights:
Lou Raymond of ARCADIS opened the meeting by introducing the consultant team and Lucas Cruse from Toole Design Group and proceeded with gathering information from the participants about their interest, involvement and potential contributions to the process of preparing the SRTS Action Plan. Lucas Cruse provided an overview of the federal SRTS program and its goals. He discussed some of the methods we'd be using during the creation of the plan, and spoke a little about the plan itself as the product, oriented around

the Five E's: Engineering, Education, Encouragement, Enforcement, and Evaluation. Lou Raymond provided a review of the NC SRTS program. Austin Chamberlain introduced the web mapping portal and gave a status update.

Adrian Miller summarized what SRTS activities have occurred within the City of Belmont and mentioned that the 2009 Pedestrian Transportation Plan was recently adopted. Belmont has received an approved $300,000 SRTS grant for sidewalk improvements near Belmont Middle School. He also provided highlights from the October 30, 2008 SRTS workshop.

Belmont Central Elementary Principal, Sara Moore, spoke about Walk-Or-Wheel (WOW) Wednesday, how it came about, the number of students that participate and how the kids are rewarded. WOW Wednesday was observed in the morning by the consultant team.

The participants then broke into three groups and each group worked on an aerial photo of the school area they were most familiar with. Members of the project team assisted each group with identifying and locating barriers to active travel and areas around schools that need attention and/or improvements.

Aerial maps with the noted barriers to active travel information were collected and will be entered electronically for project mapping and used in the Action Plan preparation. A sampling of the issues and opportunities identified relative to each school are as follows:

Page Elementary School (Pre-K – 2nd Grades)

Issues Identified

- Bike/Pedestrian education needed at this age level
- Keener & Ewing intersection

Opportunities to explore

- Potential locations for remote drop-off: Fire Substation, etc.?
- Walking school bus
- Opportunities to encourage walking from the new developments near Page

Belmont Central Elementary School (3rd – 5th Grades)

Issues identified

- Increase parent participation with SRTS committee in PTO
- Large residential development expected across railroad tracks from Central Elementary

Opportunities to explore

- Create sidewalks/path connecting to Davis Park and Belmont Middle School
- More days than Wednesday for Walk-to-School
- Stop bar & cross walk at 4-Square Church

- Expand education on safety issues

Walk-Or-Wheel (WOW) Wednesday program:

- Provide a satellite parking area at adjacent church for kids and/or parents to walk the last block to the school entrance
- Changing mindsets: not a bad thing to bring bikes/scooters/ skateboards to school, but must keep them put up during the school day.
- Designating adults (Parents/staff) as chaperones and crossing guards makes parents feel better about allowing walkers with supervision.
- Separated drop-off traffic to allow for less chaos in front of the school where the walkers are: Busses in back, private vehicle Drop-off up front
- Provide incentives for participation
    - Apples/Raisins
    - Frequent Walker cards exchanged for prizes, etc.
    - Found that participation in the program is its own reward for some kids and they want to participate on more days each week
- Lessons Learned:
    - Be Flexible
    - Helps get kids' energy out before class
    - Cuts down on traffic congestion in front of school.

Belmont Middle School (6th – 8th Grades)

Issues Identified

- New crosswalks at Central/Myrtle, but no pedestrian call buttons
- Middle School kids hanging out at Stowe Park
    - Kids getting in trouble (fights, littering, crossing Main St. haphazardly, etc.)
    - Downtown merchants don't like the nuisance, but like the business
    - Not entirely a problem, but sometimes requires a police presence for supervision

Opportunities to explore

- Peer encouragement for walking and biking
- Establish additional Park/Kiss-and-walk locations at surrounding churches and parks
- Create new drop-off road behind school?
    - Reduce traffic in front of school on Central
    - Steep adjacent to Stowe Park
    - Need to consider kids crossing to/from Stowe Park

General Comments and Issues Identified

- Central Ave. - Coordinate scheduled NC-DOT roadway surface milling with new striping plan undertaken by the City of Belmont to add bike lanes

- Davis Park as a central connection between Central Elementary and Middle Schools
    - Create a new trail/sidewalk
    - Can follow multiple alignments for multiple purposes
- Create a unified SRTS program that builds upon earlier initiatives as kids move through the three schools
- Develop educational materials/brochure for parents
    - WOW Wednesdays
    - General safe walking and biking tips
- City of Belmont is developing community walking routes starting at Reid Park with possible signage and brochures
- City-wide ban of bikes/skates on sidewalks policy
    - Evaluate the need for certain locations
    - Ordinance modification?
    - Education/etiquette

Next Steps

- Aerial maps with the noted barriers to active travel information were collected and will be entered electronically for project mapping and used in the action plan preparation.
- Next meeting will explore the “toolbox” of engineering solutions and work towards identifying priorities for improvements

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MEETING MINUTES

Subject:
SRTS- Belmont Barriers and Opportunities Meeting

Department:
Transportation

ARCADIS Project No.:
NC608009.0002 0BELM

Place/Date of Meeting:
Belmont Central Elementary
March 23, 2010

Copies:
Sarah O'Brien
Meeting Participants

Minutes by:
Lou Raymond and Austin Chamberlain

Issue Date:
April 30, 2010

Participants:
Mark Schultz, Belmont Middle
Karen Coffey, Parent
David Isenhour, City of Belmont
Sam Nichols, NC DOT
Barry Webb, City of Belmont
Kevin Wingate, Belmont Police
Mike Harris, Belmont Police.
Jennifer Jackson, Belmont Central
LaVerne Partlow, Gaston County Health Dept.
Adrian Miller, Belmont Planning Dept.
Jim Elliott, TDG
Lou Raymond, ARCADIS
Ivo Dervev, ARCADIS
Austin Chamberlain, ARCADIS

Meeting Purpose:

The purpose of the meeting was to present and discuss the Project Team's infrastructure and non-infrastructure recommendations as related to the five E's – Engineering, Education, Encouragement, Enforcement, and Evaluation to the Belmont School Team. These recommendations address specific barriers currently hindering walking and biking to school in Belmont andhighlight opportunities available the community to improve the bicycle and pedestrian environment. The meeting also provided an opportunity to receive feedback from the community about the recommendations and to incorporate their knowledge in the design of the recommendations. The recommendations will ultimately be incorporated into the draft Action Plan for the three Belmont schools.

Discussion Highlights:

Lou Raymond welcomed everyone to the meeting opened with a brief recap of the events of the first meeting and an update on the project's progress. He provided a synopsis of the field work undertaken to verify existing conditions, observe dismissals at each of the schools, and discuss issues with the principals if possible, and explained how this would be integrated into the recommendations. He then touched on the purpose of the barriers and opportunities meeting as a forum for discussion and further development of the recommendations, to make sure that they were suitable for the community, and to get feedback about contacts, priorities and feasibility. He further explained how the information we gather from this meeting will be incorporated into the draft action plan and presented at the next meeting, tentatively scheduled for June. The introduction concluded with a synopsis of how the meeting was planned to proceed, with Jim Elliott discussing the non-infrastructure items ("Other E's"), breaking off into groups to focus on each school's recommendations, then leading into a discussion of the infrastructure recommendations.

Jim kicked off the "Other E's" discussion by asking the group to consider what sort of outcome the community would like as a result of the planning process, and how that aligns with the community's stated Vision and Goals. These include visions of a small town with interconnected streets with pedestrian and bicycle accommodations, a commitment to protecting the natural environment, and encouraging physical activity. A key goal of the program is to decrease traffic congestion downtown. Jim then asked the group to provide feedback on what was missing from the Vision and Goals statements, and the group indicated that they would like to see safety and health mentioned more specifically. Jim explained how the vision and goals would serve as the central theme for the development of the plan, and discussed some of the next steps in preparing the draft plan. General strategies for non-infrastructure programs were discussed and Jim posed a few questions to the group intended to get them thinking about the programs they currently have in place, as well as what types of additional initiatives could be taken across all of the "E's" that may reinforce and further develop their current effort.

The group was split up into three smaller groups, each focusing on the school the individuals were most familiar or connected with. Jim, Lou, Ivo and Austin migrated around the different groups to help facilitate discussion, listen and provide help with ideas. The results of these discussions were recorded on large worksheets and are reported under each school's section below.

Next, Lou presented the infrastructure improvements, one school at a time, by identifying the problem and describing how each recommendation would address it and placing stickers on the map to show the locations. For each recommendation, Lou asked the group for feedback about its feasibility and priority/timeframe. During the discussion, Jim would

identify or ask about connections to the non-infrastructure recommendations, highlighting how the components of the plan should work together for the best outcome. The results were recorded on large worksheets and are reported under each school's section below.

Page Elementary School (Pre-K – 2nd Grades)

Encouragement Strategies:

- Walking school buses (planned)
- International Walk to School Day or "Walk-a-thon"
- Walk for Lemonade at Fire Dept. – Start in Fall during Fire Safety time of year. Could incorporate Education – pedestrian safety of crossing a street.
- Car Pooling could begin next year to help reduce traffic issue and increase pedestrian safety – Need to talk to PTO.
- Suggested WOW Wednesdays
- Suggested Caught Being Good — *Students receive "tickets" for exhibiting safe pedestrian and bicycling behaviors. Tickets can be redeemed for prizes*

Education Strategies:

- Pedestrian safety education—*Mark Fisher – PE teacher. When? What format (e.g. assembly, curriculum)? Consider use of Mini-City.?*
- Suggested Bicycle safety education—*Who will teach? When? What format (e.g. assembly, curriculum, bicycle rodeo)?*

Enforcement Strategies:

- Police presence on Keener Boulevard and Parkdale Street —*Ongoing.*

Pick-up and Drop-off Strategies:

- Remote drop-off/pick-up location—*Fire station? Other possible locations?*

Engineering Recommendations (Priority):

- Congestion along Ewing Dr. an issue for residents during pickup so dismiss at exit on Charles St. first, not at same time as front entrance. (High)
    - Increase Carpooling, coordinate between schools
- Build sidewalk on Parkdale Dr. from Keener Blvd. to Vine St.
- Signal at Parkdale & Keener?
    - Would make a pedestrian crossing
    - Allow for trucks to enter/exit easier.
- When greenway is built, extend sidewalk along Parkdale Dr. to greenway
- Install crosswalks across school driveways on Ewing to improve pedestrian visibility.
    - Check w/ NCDOT
- Ensure accessible pedestrian pathways to school from Ewing by narrowing northernmost Ewing Dr. driveway entrance (current driveway is almost 50 ft. wide) & installing ADA compliant ramps.
- Utilize area near substation (Vine & Parkdale) as possible Park & Walk for a walking school bus or such.
- Marked Crosswalk at Vine and Parkdale.

Belmont Central Elementary School (3rd – 5th Grades)

Encouragement Strategies:

- Expand WOW Wednesdays to more days - Punch Cards, Timeframe – Fall 2010, LC – Belmont Central, Notes – Need prize donations
- Expand WOW to daily activity - Timeframe – Fall 2010, LC – Belmont Central, Partners – Police Dept., PTO, Belmont Middle, Notes – 5th graders to promote at MS.
- Bike Racks around Downtown Belmont – Timeframe-Spring 2011, LC – City of Belmont, Partners – Gaston MPO, Notes-Place at popular locations.
- International Walk to School Day – Timeframe – Fall 2010, LC – SRTS Committee, Partners – Police, Health Dept., Community Donations, Notes – Kickoff Event at Davis Park.
- Build a Bike – Partners-Belmont Bicycles and Safe Kids, Notes – Reid Community
- Walking school buses – SRTS Committee, Organize parents from nearby neighborhoods.
- Suggested providing incentives for participation—*Apples/raisins, frequent walker cards exchanged for prizes, etc.*
- Suggested WOW Wednesdays Logo Design Competition

Education Strategies:

- How to Drive at Park and Walk Lots – LC – Police Dept., Partners – Belmont Central, Notes – driving routes for parking lots, where to drop off kids.
- Walking maps – Timeframe-spring 2011, LC- SRTS Committee, Partners-Planning Dept. and Gaston MPO, Notes-to create paper maps an*d* PDFs for school websites with routes.
- Pedestrian/Bicycle Safety Assembly—*When? Who will plan and implement?*
- Pedestrian/Bicycle Safety Workshops for Parents and Students—
    - Bicycle Rodeo @ Belmont Central – involve Police, Safe Kids, Belmont Cycles (Jim Parks), Riding Groups
    - *Saturday mornings?*
- Suggested how Car Pooling helps pedestrians and bicyclists.

Enforcement Strategies:

- Continue Safety Patrol
- Suggested providing chaperones and crossing guards
- Suggested establishing Pace Car program
- Suggested police visibility on Eagle Road and possible use of decoys
- Suggested establishing clear set of written policies regarding transportation to/from school and distribute to parents
- Suggested outreach to parents and community

Pick-up and Drop-off Strategies:

- Separate drop-off traffic to improve conditions for walkers and bikers—*Buses in back, private vehicles in front.*
- Remote drop-off/pick-up location—*Already established for WOW Wednesday.*

Engineering Recommendations (Priority):

- Fit Community Grant applied for to construct path through Davis Park to connect Park Dr. and Harris St.
- Install crosswalk and advanced stop bar across Elizabeth at Eagle. Install ADA compliant curb ramps and re-orient ramp. (Highest)
- Add Sidewalk on south side of Eagle Street from Merewood to Vesta.(High)
- Add pavement markings (double yellow line) and possible white line for parking areas. (High)
- Connect sidewalk on Park Dr. to Elizabeth St.
- Sidewalk on Burns Mitchell Dr.
- Sidewalk on Lee St. / Ferrell Ave.
- Convert crosswalk across Eagle at Long to high-visibility. Construct median refuge. Install school crossing sign in refuge. Install advanced yield bars and yield signs.
- Add bicycle parking for future needs
- Eastwood Dr. good candidate for bike lane and striping.

Belmont Middle School (6th – 8th Grades)

Encouragement Strategies:

- Participate in WOW Wednesdays – Work with rising 6th graders already familiar with WOW.
- Hold Logo design competition for WOW Wednesday Students walk after lunch.

Education Strategies:

- Create walking maps for routes to school and other areas of interest
- Use internet to reach students through blogs, websites, and wiki sites
- Healthy Active Children

Enforcement Strategies:

- Police presence on Central Avenue
- Use student teams to apply peer pressure for students to follow rules and for parents to follow traffic laws and pick-up and drop-off procedures

Pick-up and Drop-off Strategies:

- Create new drop-off road in back of school —*Issues include steep grade to Stowe Park and need to consider kids coming to/from Stowe Park.*
- Remote drop-off/pick-up location—*Where? At surrounding parks and churches?*

Engineering Recommendations (Priority):

- Improve existing crosswalks in front of school on Central. Install crosswalks at Central/Harris intersection. Restrict parking on Central in advance of crosswalk. Reposition school crossing signs (High).
    - Consider high visibility crosswalks across Central plus median refuge island. Consider limiting parking to one side of street on Central Ave. and Harris St. Consider traffic calming measures (bike lane, striping, speed

tables w/ raised crosswalks, chicanes, etc.) Enforcement important for recommendations.
    - Curb ramps at handicap parking
    - High visibility crossing at Harris St.
- Work with adjacent churches as Park & Walk lots
- Principal would consider a new driveway entrance off Hill St. and dismissal from auditorium. (If this driveway is built, be sure to provide accommodation for pedestrians traveling to/from Stowe Park.)
- Install pedestrian signal heads at Central/Myrtle intersection.
- Add Bicycle Parking.

General Strategies for multiple/all schools:

Encouragement Strategies:

- International Walk to School Day (all)—*Held in October.*
- WOW Wednesdays (Page, Belmont Middle)
- Caught Being Good (Page, Central)—*Students receive "tickets" for exhibiting safe pedestrian and bicycling behaviors. Tickets can be redeemed for prizes.*
- Environmental club/assembly/curriculum (Central, Belmont Middle)—*Students learn about how their lifestyles, including their travel choices, impact the environment. Develop goals for reducing environmental impact/carbon footprint.*
- Bicycle train (Belmont Middle)
- Stowe Park Clean-up/Downtown Beautification Day (Belmont Middle)

Education Strategies:

- Bicycle rodeo (all)--*Bicycle rodeos are bicycle safety clinics. They usually feature bicycle safety skills instruction, bicycle skills practice on a bicycle equipment inspections, helmet fitting. Belmont middle school students could help run the rodeo.*
- Adopt a sidewalk program (all)-- *To keep sidewalks clear of debris and trash, groups can volunteer to adopt a sidewalk. Groups can include classrooms and families as well as local businesses or agencies.*
- Block Parent Program/ Safe Place/ *Safe* Corridors/Safe Havens (all)--*Designated 'safe places' with window stickers. These are places where children who become afraid or experience suspicious behavior can find protection with a safe adult.*
- SRTS slogan and logo design contest (Central, Belmont Middle)—*Students develop slogans/logos. The winning slogan/logo is used in parent and community outreach materials (e.g. flyers, yard signs).*
- Personal safety education (Central, Belmont Middle)-- *This instruction compliments pedestrian and bicycle safety. It focuses on helping children identify safe places and safe adults, bullying, and other threats to personal safety.*
- Junior Bicycle Ambassadors (Belmont Middle)—*Could pass out maps and literature on bicycle safety at community events. Could help staff bicycle rodeo, encourage bicycle riding in Belmont.*
- Build-a-Bike Program (Belmont Middle)—*Students restore donated bikes, learn bicycle maintenance and safety.*

- Green/Active Transportation Assembly (all)—*Belmont Middle drama club develops assembly presentation for all three schools touting the benefits of active transportation.*

Enforcement Strategies:

- Student Safety Patrol (all)-- *Student safety patrols are school-sponsored student volunteers from upper elementary, middle, and junior high schools.*
- Student Safety Patrol Ticketing Program (all)-- *Members of the student safety hand out "tickets" to drivers who fail to follow established drop-off/pick-up procedures or who park illegally. The "tickets" suggest a donation to the school PTA for the SRTS program.*
- Pace Car Program (all)-- *Program participants pledge to drive the speed limit on neighborhood streets, respect pedestrians and bicyclists, and display the Pace Car sticker.*

Evaluation Strategies:

- Parent Surveys (ongoing)
- Student Tallies (ongoing)
- Pedestrian/bicycle traffic counts (ongoing)
- Keep a record of strategies implemented and when.
- Conduct annual walk audits of the school environment—*Note infrastructure changes and progress toward implementation of infrastructure recommendations.*
- Observe arrival and dismissal—*Note routes and behaviors of walkers, bikers and drivers.*
- Conduct regular evaluations of how the program is operating (process evaluation)—*Questions include: Is the program reaching its intended audience? Are the right stakeholders involved? Are program activities being carried out as intended?*
- Evaluate progress toward goals (outcome evaluation)—*Establish goals that are measurable and then measure them.*

Next Steps

The meeting was concluded with a discussion of the next steps to be taken by all parties. The school team was encouraged to continue to look for opportunities to implement 'Other E's' programs, as well as conduct surveys and counts. Also, the Web Mapping tool was mentioned again as a resource for communication of ideas/comments by members of the community to the project team.

The Draft Action Plan timeline was discussed and meeting dates tentatively reserved for early June in order to allow time for the completion/adoption of the Final Action Plan by the beginning of the next school year (Fall 2010).

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MEETING MINUTES

Subject:
SRTS- Draft Action Plan Meeting

Department:
Transportation

ARCADIS Project No.:
NC608009.0003 0BELM

Place/Date of Meeting:
Belmont Central Elementary
November 30, 2010

Copies:
Ed Johnson
Meeting Participants

Minutes by:
Lou Raymond and Jim Elliott

Issue Date:
January 26, 2011

Participants:
Gary Spangler, NC DOT
Jackie McSwain, NCDOT
Barry Webb, City of Belmont
Glenn Cook, Belmont Central
Sara Moore, Belmont Central
Karma Edwards, Gaston County Health Dept.
LaVerne Partlow, Gaston County Health Dept.
Adrian Miller, Belmont Planning Dept.
Jim Elliott TDG
Lou Raymond ARCADIS

Meeting Purpose:
The purpose of the meeting was to present and discuss the Project Team's draft Action Plan for JB Page Primary School, Belmont Central Elementary, and Belmont Middle School. NCDOT and the City of Belmont had initially reviewed and provided comments on the initial draft and their comments were incorporated prior to the meeting.

Specific to the draft Action Plan, the bulk of what was reviewed (Chapters 3 and 4 of the draft Action Plan) covered strategies, considerations, recommendations, and priorities as they related to infrastructure (Engineering) and non-infrastructure (Education, Encouragement, Enforcement, and Evaluation). Also covered was program implementation and sustainability (Chapter 5 of the draft Action Plan). Feedback from the Belmont SRTS Team was incorporated into a revised draft Action Plan for the three Belmont schools.

Discussion Highlights:

Lou Raymond welcomed everyone to the meeting opened with a brief recap of the project history, purposes of the first and second meetings and an update on the project's progress. The introduction concluded with a synopsis of the draft Action Plan and how the document was organized by going over the Table of Contents.

Jim Elliott then presented the non-infrastructure ("Other E's") strategies and considerations for discussion Strategies that could be implemented in Belmont in all three schools were discussed first, followed by discussion of specific strategies for Belmont Central Elementary School. The Project Team will seek feedback on specific strategies for J.B. Page Primary School and Belmont Middle School through teleconferences, since representatives from these schools were not present at the meeting.

Next, Lou presented the infrastructure improvements, one school at a time, by going through the recommendations that came out of the 2nd Meeting and graphically showing each recommendation on an aerial map. For each recommedation, Lou asked the group for feedback about the actual recommendation itself, the context relative to the school and the other schools, and priority/timeframe.

The following highlight discussion items by each particular school.

Page Elementary School (Pre-K – 2nd Grades)

Engineering Recommendations (Priority):

- It was noted that all of the recommendations are ok to leave in the draft Action Plan but of the five E's, it was the City's priority to leave the engineering recommendations all as 'Low' at this point since the education strategies are a 'High' priority.

Belmont Central Elementary School (3rd – 5th Grades)

The City of Belmont stated that at the intersection of Main Street and Eagle Road a high-visibility crosswalk was installed which is adjacent to the Garibaldi Ridge subdivision.

Encouragement, Education, Enforcement, and Evaluation Strategies:

- Belmont Central Elementary School has established a Wellness Committee to support activities and policies related to Belmont Central's healthy school initiative. The Wellness Committee will serve as lead coordinator for many of the non-infrastructure strategies identified in the Plan for Belmont Central.
- Belmont Central is participating in the "On the Run" program for Girls and is planning to participate in the "Let Me Run" program for boys. These programs

should be noted in the Plan as part of the school's effort to encourage regular exercise and character education.
- There is currently an informal walking school bus from Garibaldi Ridge.

Engineering Recommendations (Priority):

- For the C1 Corridor, improvements to the Eagle Road at Assembly Street intersection are considered a 'High' priority.
- For the C1 Corridor, improvements to the Eagle Road at Elizabeth Street intersection are considered a 'High' priority.
- For the C1 Corridor, improvements to Eagle Road from Assembly Street to Kingston Street are considered a 'High' priority. Also, crosswalks at Vesta and Kingston should be high visibility.
- For the C1 Corridor, improvements to the Eagle Road at South Main Street/Armstrong Ford Road intersection should include crosswalks on the north and west side of the intersection.
- For the C2 Corridor, all the proposed improvements to Park Drive are considered a 'High' priority.
- For the C3 Corridor, all the proposed improvements to Burns Mitchell Drive, Lee Street, and Ferrell Avenue are considered a 'Medium' priority.

Belmont Middle School (6th – 8th Grades)

Engineering Recommendations (Priority):

- For the M1 Corridor, improvements to the Central Avenue at Myrtle Street intersection are considered a 'High' priority and the recommendation is only for 'install pedestrian countdown signals on all legs'.

Next Steps

The meeting was concluded with a discussion of the next steps to be taken by all parties. The project team will send out the current draft Action Plan to the School Team email distribution list and request comments by the end of the year (December 31st). Feedback from the three schools as related to the strategies, considerations, recommendations, and priorities is of utmost importance.

The Final Action Plan is expected to be completed by the end of January 2011 with subsequent approval and/or adoption by Belmont City Council. It also was noted by the City of Belmont that it would be important to get the Gaston County School Board to 'sign on'/'approve' the Final Action Plan (the person to contact is Jim Parks).

The ARCADIS Team is planning to contact JB Page Elementary School and Belmont Middle School regarding non-infrastructure strategies.

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APPENDIX C: FUNDING Sources

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Funding Sources

Local, state, federal, and private funding is available to support the planning, construction, right of way acquisition and maintenance of bicycle and pedestrian facilities. Available funding sources are related to a variety of purposes including transportation, water quality, hazard mitigation, recreation, air quality, wildlife protection, community health, and economic development.

This appendix identifies a list of some of the bicycle and pedestrian facility funding opportunities available through federal, state, nonprofit and corporate sources that may be appropriate for Belmont. An important key to obtaining funding is for local governments to have adopted plans for greenway, bicycle, and pedestrian or trail systems in place prior to making an application for funding. The Belmont SRTS Action Plan, when adopted by the City Council, may serve as an appropriate plan to support the application for funding from these sources.

Funding Allocated by State Agencies

Funding Opportunities through NCDOT:

Bicycle and Pedestrian Independent Projects Funded Through the Transportation Improvement Program (TIP)

In North Carolina, the Department of Transportation, Division of Bicycle and Pedestrian Transportation (DBPT) manages the Transportation Improvement Program (TIP) selection process for bicycle and pedestrian projects. Projects programmed into the TIP are independent projects – those which are not related to a scheduled highway project. Incidental projects – those related to a scheduled highway project – are handled through other funding sources described in this section. The division has an annual budget of $6 million. Eighty percent of these funds are from STP-Enhancement funds[26], while the State Highway Trust provides the remaining 20 percent of the funding. Each year, the DBPT regularly sets aside a total of $200,000 of TIP funding for the department to fund projects such as training workshops, pedestrian safety and research projects, and other pedestrian needs statewide. Those interested in learning about training workshops, research and other opportunities should contact the DBPT for information.

A total of $5.3 million dollars of TIP funding is available for funding various bicycle and pedestrian independent projects, including the construction of multi-use trails, the striping of bicycle lanes, and the construction of paved shoulders, among other facilities. Prospective applicants are encouraged to contact the DBPT regarding funding assistance for bicycle and pedestrian projects. For a detailed description of the TIP project selection process, visit: http://www.ncdot.org/transit/bicycle/funding/funding_TIP.html. Another $500,000 of the division's funding is available for miscellaneous projects.

Incidental Projects – Bicycle and pedestrian accommodations such as bike lanes, widened paved shoulders, sidewalks and bicycle-safe bridge design are frequently included as incidental features of highway projects. In addition, bicycle-safe drainage grates are a standard feature of all highway construction. Most bicycle and pedestrian safety accommodations built by NCDOT are included as part

[26] After various administrative adjustments for programs within the Surface Transportation Program, or "STP", there is a 10% set-aside for Transportation Enhancements. The 10% set-aside is allocated within NCDOT to internal programs such as the Bicycle/Pedestrian Division, the Rail Division, the Roadside Environmental Unit, and others. The Enhancement Unit administers a portion of the set-aside through the Call for Projects process.

of scheduled highway improvement projects funded with a combination of National Highway System funds and State Highway Trust Funds.

Sidewalk Program – Each year, a total of $1.4 million in STP-Enhancement funding is set aside for sidewalk construction, maintenance and repair. Each of the 14 highway divisions across the state allocates $100,000 annually from each division's budget for this purpose. Funding decisions are made by the district engineer. Prospective applicants are encouraged to contact their district engineer for information on how to apply for funding.

Governor's Highway Safety Program (GHSP) – The mission of the GHSP is to promote highway safety awareness and reduce the number of traffic crashes in the state of North Carolina through the planning and execution of safety programs. GHSP funding is provided through an annual program, upon approval of specific project requests. Amounts of GHSP funds vary from year to year, according to the specific amounts requested. Communities may apply for a GHSP grant to be used as seed money to start a program to enhance highway safety. Once a grant is awarded, funding is provided on a reimbursement basis. Evidence of reductions in crashes, injuries, and fatalities is required. For information on applying for GHSP funding, visit: www.ncdot.org/programs/ghsp/.

Funding Available Through North Carolina Metropolitan Planning Organizations (MPOs)

MPOs in North Carolina which are located in air quality nonattainment or maintenance areas have the authority to program Congestion Mitigation Air Quality (CMAQ) funds. CMAQ funding is intended for projects that reduce transportation related emissions. Some NC MPOs have chosen to use the CMAQ funding for bicycle and pedestrian projects. Local governments in air quality nonattainment or maintenance area should contact their MPO for information on CMAQ funding opportunities for bicycle and pedestrian facilities.

Transportation Enhancement Call for Projects, EU, NCDOT

The Enhancement Unit administers a portion of the enhancement funding set-aside through the Call for Projects process. In North Carolina the Enhancement Program is a federally funded cost reimbursement program with a focus upon improving the transportation experience in and through local North Carolina communities either culturally, aesthetically, or environmentally. The program seeks to encourage diverse modes of travel, increase benefits to communities and to encourage citizen involvement. This is accomplished through the following twelve qualifying activities:

1. Bicycle and Pedestrian Facilities
2. Bicycle and Pedestrian Safety
3. Acquisition of Scenic Easements, Scenic or Historic Sites
4. Scenic or Historic Highway Programs (including tourist or welcome centers)
5. Landscaping and other Scenic Beautification
6. Historic Preservation
7. Rehabilitation of Historic Transportation Facilities
8. Preservation of Abandoned Rail Corridors
9. Control of Outdoor Advertising
10. Archaeological Planning and Research
11. Environmental Mitigation

12. Transportation Museums

Funds are allocated based on an equity formula approved by the Board of Transportation. The formula is applied at the county level and aggregated to the regional level. Available fund amount varies. In previous Calls, the funds available ranged from $10 million to $22 million.

The Call process takes place on even numbered years or as specified by the Secretary of Transportation. The Next Call is anticipated to take place in 2009. For more information, visit: www.ncdot.org/financial/fiscal/Enhancement

Bicycle and Pedestrian Planning Grant Initiative, managed by NCDOT, DBPT

To encourage the development of comprehensive local bicycle plans and pedestrian plans, the NCDOT Division of Bicycle and Pedestrian Transportation (DBPT) and the Transportation Planning Branch (TPB) have created a matching grant program to fund plan development. This program was initiated through a special allocation of funding approved by the North Carolina General Assembly in 2003 along with federal funds earmarked specifically for bicycle and pedestrian planning by the TPB. The planning grant program was launched in January 2004, and it is currently administered through NCDOT-DBPT and the Institute for Transportation Research and Education (ITRE) at NC State University. Over the past three grant cycles, 48 municipal plans have been selected and funded from 123 applicants. A total of $ 1,175,718 has been allocated. Funding is secured for 2007 at $400,000. Additional annual allocations will be sought for subsequent years. For more information, visit www.itre.ncsu.edu/ptg/bikeped/ncdot/index.html

Safe Routes to School Program, managed by NCDOT, Division of Safety and Mobility

The NCDOT Safe Routes to School Program is a federally funded program that was initiated by the passing of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) in 2005, which establishes a national SRTS program to distribute funding and institutional support to implement SRTS programs in states and communities across the country.

SRTS programs facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools. The Division of Safety and Mobility at NCDOT is charged with disseminating SRTS funding.

The state of North Carolina has been allocated $15 million in Safe Routes to School funding for fiscal years 2005 through 2009 for infrastructure or non-infrastructure projects. All proposed projects must relate to increasing walking or biking to and from an elementary or middle school. An example of a non-infrastructure project is an education or encouragement program to improve rates of walking and biking to school. An example of an infrastructure project is construction of sidewalks around a school. Infrastructure improvements under this program must be made within 2 miles of an elementary or middle school. The state requires the completion of a competitive application to apply for funding. For more information:

- visit http://www.ncdot.gov/doh/preconstruct/traffic/congestion/cm/msta/docs/SRTS.pdf or
- contact Safe Routes to School Coordinator, Ed Johnson, at (919) 662-4344 or via e-mail at erjohnson2@ncdot.gov.

Powell Bill Program

Annually, State street-aid (Powell Bill) allocations are made to incorporated municipalities which establish their eligibility and qualify as provided by statute. This program is a state grant to municipalities for the purposes of maintaining, repairing, constructing, reconstructing or widening of local streets that are the responsibility of the municipalities or for planning, construction, and maintenance of bikeways or sidewalks along public streets and highways. Funding for this program is collected from fuel taxes. Amount of funds are based on population and mileage of town-maintained streets. For more information, visit http://www.ncdot.org/programs/Powell_Bill.

North Carolina Health and Wellness Trust Fund

The NC Health and Wellness Trust Fund was created by the General Assembly as one of three entities to invest North Carolina's portion of the Tobacco Master Settlement Agreement. The NC Health and Wellness Trust Fund receives one-fourth of the state's tobacco settlement funds, which are paid in annual installments over a 25-year period.

Fit Together, a partnership of the NC Health and Wellness Trust Fund and Blue Cross and Blue Shield of North Carolina announces the establishment of Fit Community, a designation and grant program that recognizes and rewards North Carolina communities' efforts to support physical activity and healthy eating initiatives, as well as tobacco-free school environments. Fit Community is one component of the jointly sponsored Fit Together initiative, a statewide prevention campaign designed to raise awareness about obesity and to equip individuals, families and communities with the tools they need to address this important issue.

All North Carolina municipalities and counties are eligible to apply for a Fit Community designation, which will be awarded to those that have excelled in supporting the following:

- physical activity in the community, schools, and workplaces
- healthy eating in the community, schools, and workplaces
- tobacco use prevention efforts in schools
- Designations will be valid for two years, and designated communities may have the opportunity to reapply for subsequent two-year extensions. The benefits of being a Fit Community include:
- heightened statewide attention that can help bolster local community development and/or economic investment initiatives (highway signage and a plaque for the Mayor's or County Commission Chair's office will be provided)
- reinvigoration of a community's sense of civic pride (each Fit Community will serve as a model for other communities that are trying to achieve similar goals)
- use of the Fit Community designation logo for promotional and communication purposes. The application for Fit Community designation is available on the

Fit Together Web site: www.FitTogetherNC.org/FitCommunity.aspx.

Fit Community grants are designed to support innovative strategies that help a community meet its goal to becoming a Fit Community. Eight to nine, two-year grants of up to $30,000 annually will be awarded to applicants that have a demonstrated need, proven capacity, and opportunity for positive change in addressing physical activity and/or healthy eating. For more information, visit: www.healthwellnc.com/.

Local Funding Sources

Municipalities often plan for the funding of pedestrian facilities or improvements through development of Capital Improvement Programs (CIP). In Raleigh, for example, the greenways system has been developed over many years through a dedicated source of annual funding that has ranged from $100,000 to $500,000, administered through the Recreation and Parks Department. CIPs should include all types of capital improvements (water, sewer, buildings, streets, etc.) versus programs for single purposes. This allows municipal decision-makers to balance all capital needs. Typical capital funding mechanisms include the following: capital reserve fund, capital protection ordinances, municipal service district, tax increment financing, taxes, fees, and bonds. Each of these categories are described below.

Municipalities have statutory authority to create capital reserve funds for any capital purpose, including pedestrian facilities. The reserve fund must be created through ordinance or resolution that states the purpose of the fund, the duration of the fund, the approximate amount of the fund, and the source of revenue for the fund. Sources of revenue can include general fund allocations, fund balance allocations, grants and donations for the specified use.

<u>Capital Project Ordinances</u>

Municipalities can pass Capital Project Ordinances that are project specific. The ordinance identifies and makes appropriations for the project.

<u>Fees</u>

The following fee options that have been used by local governments to assist in funding pedestrian and bicycle facilities are listed here:

Stormwater Charges

Stormwater charges are typically based on an estimate of the amount of impervious surface on a user's property. Impervious surfaces (such as rooftops and paved areas) increase both the amount and rate of stormwater runoff compared to natural conditions. Such surfaces cause runoffs that directly or indirectly discharges into public storm drainage facilities and creates a need for stormwater management services. Thus, users with more impervious surface are charged more for stormwater service than users with less impervious surface. The rates, fees, and charges collected for stormwater management services may not exceed the costs incurred to provide these services. The costs that may be recovered through the stormwater rates, fees, and charges includes any costs necessary to assure that all aspects of stormwater quality and quantity are managed in accordance with federal and state laws, regulations, and rules.

Impact Fees

Developers can be required to provide greenway impact fees through local enabling legislation. Impact fees, which are also known as capital contributions, facilities fees, or system development charges, are typically collected from developers or property owners at the time of building permit issuance to pay for capital improvements that provide capacity to serve new growth. The intent of these fees is to avoid burdening existing customers with the costs of providing capacity to serve new growth ("growth pays its own way"). Greenway impact fees are designed to reflect the costs incurred to provide sufficient capacity in the system to meet the additional needs of a growing community. These charges are set in a fee schedule applied uniformly to all new development. Communities that institute impact fees must develop a sound financial model that enables policy makers to justify fee levels for different user groups, and to ensure that revenues generated meet (but do not exceed) the needs of development. Factors

used to determine an appropriate impact fee amount can include: lot size, number of occupants, and types of subdivision improvements. If Wilmington is interested in pursuing open space impact fees, it will require enabling legislation to authorize the collection of the fees.

Pedestrian Benefit Zones

Pedestrian Benefit Zones are used by some cities to augment limited sidewalk construction funds in specific areas. This approach is similar to a fee-in-lieu program, except that clearly defined "benefit zones" are developed that target the expenditure of funds. The City of Salisbury, NC has developed a program that identifies seven discrete benefit zones around the city.

Exactions

Exactions are similar to impact fees in that they both provide facilities to growing communities. The difference is that through exactions it can be established that it is the responsibility of the developer to build the greenway or pedestrian facility that crosses through the property, or adjacent to the property being developed.

Appendix D: Complete Summaries of Parent Surveys and Student Tallies

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Bemont Central Elementary School

Parent Survey and Student Tally Summary Reports

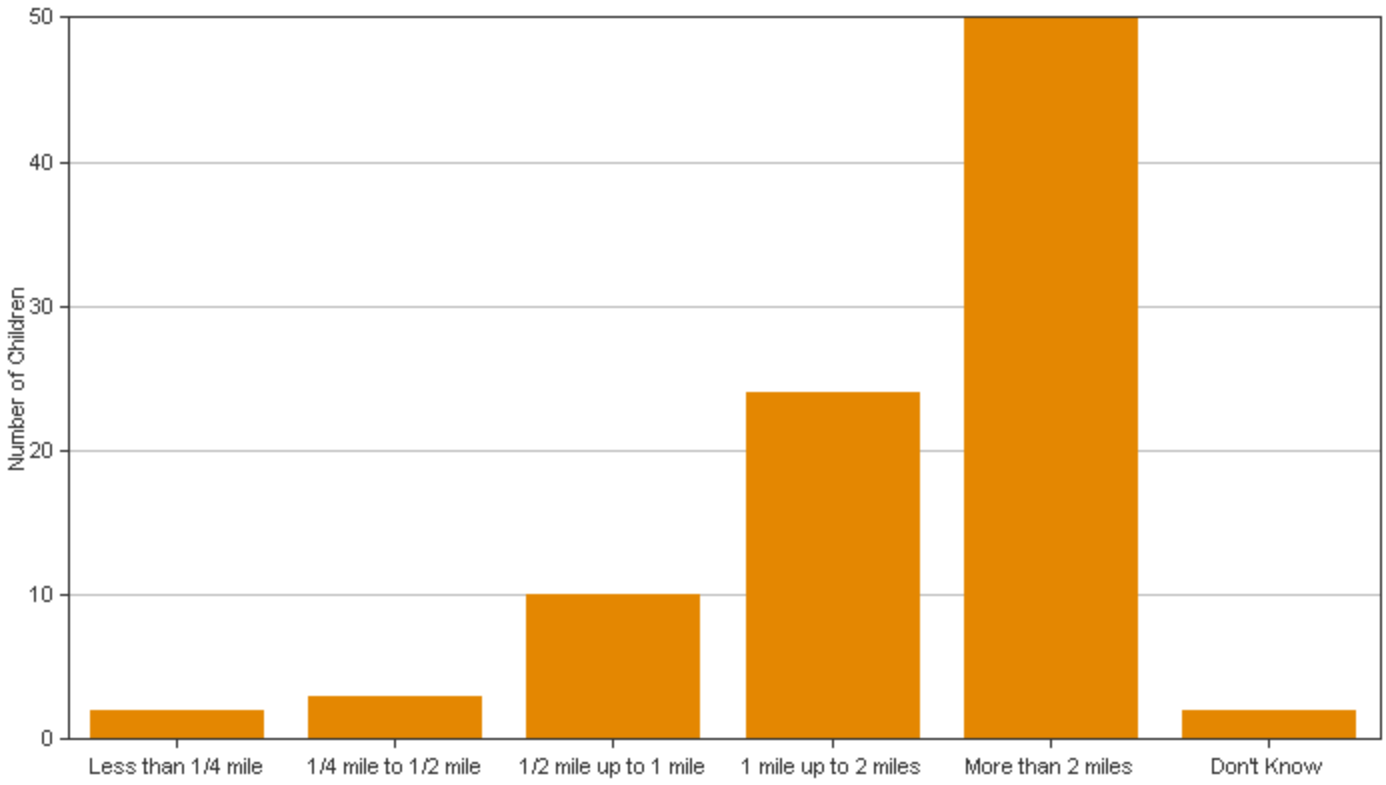
Parent Survey Summary Report:

Process Summary Information:

Program Name:	City of Belmont	**Survey Data Collected:**	Fall2008
School Name:	Belmont Central Elem	**Data Collection Phase:** (pre = Before program began mid = During program; post = After program ended)	pre
Reported Enrollment:	670	**Number of Surveys Distributed:**	350
Date Report Generated:	02/02/2010	**Number of Surveys in Report:**	94

This report provides information from parents about their perceptions and attitudes on their child walking and bicycling to school. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Number of Children by Distance They Live From School:

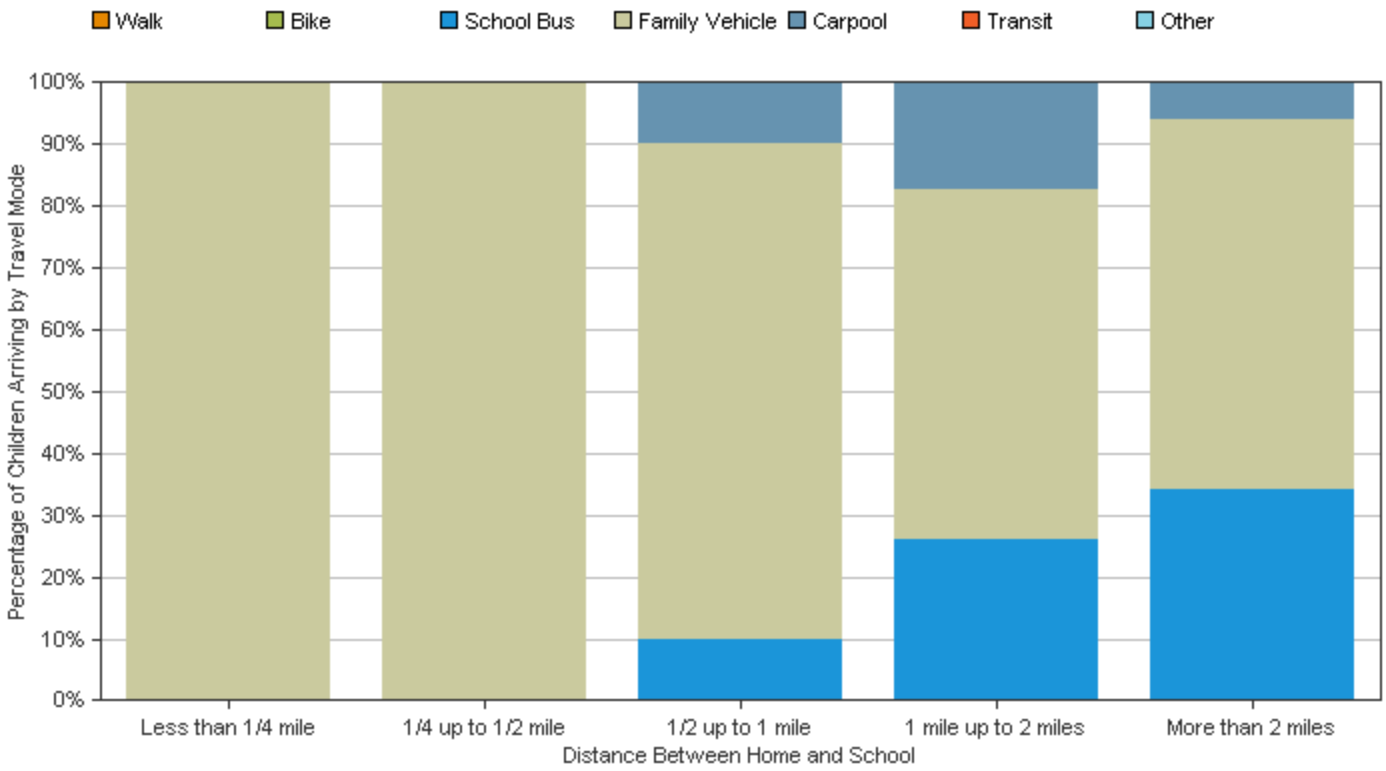


Number of Children by Distance They Live From School:

Distance from School	Number of Children
Less than 1/4 mile	2 (2.2%)
1/4 mile up to 1/2 mile	3 (3.3%)
1/2 mile up to 1 mile	10 (11.0%)
1 mile up to 2 miles	24 (26.4%)
More than 2 miles	50 (54.9%)
Don't know	2 (2.2%)
No response: 3	

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

Percentage of Children by Travel Mode to School and Distance Between Home and School:



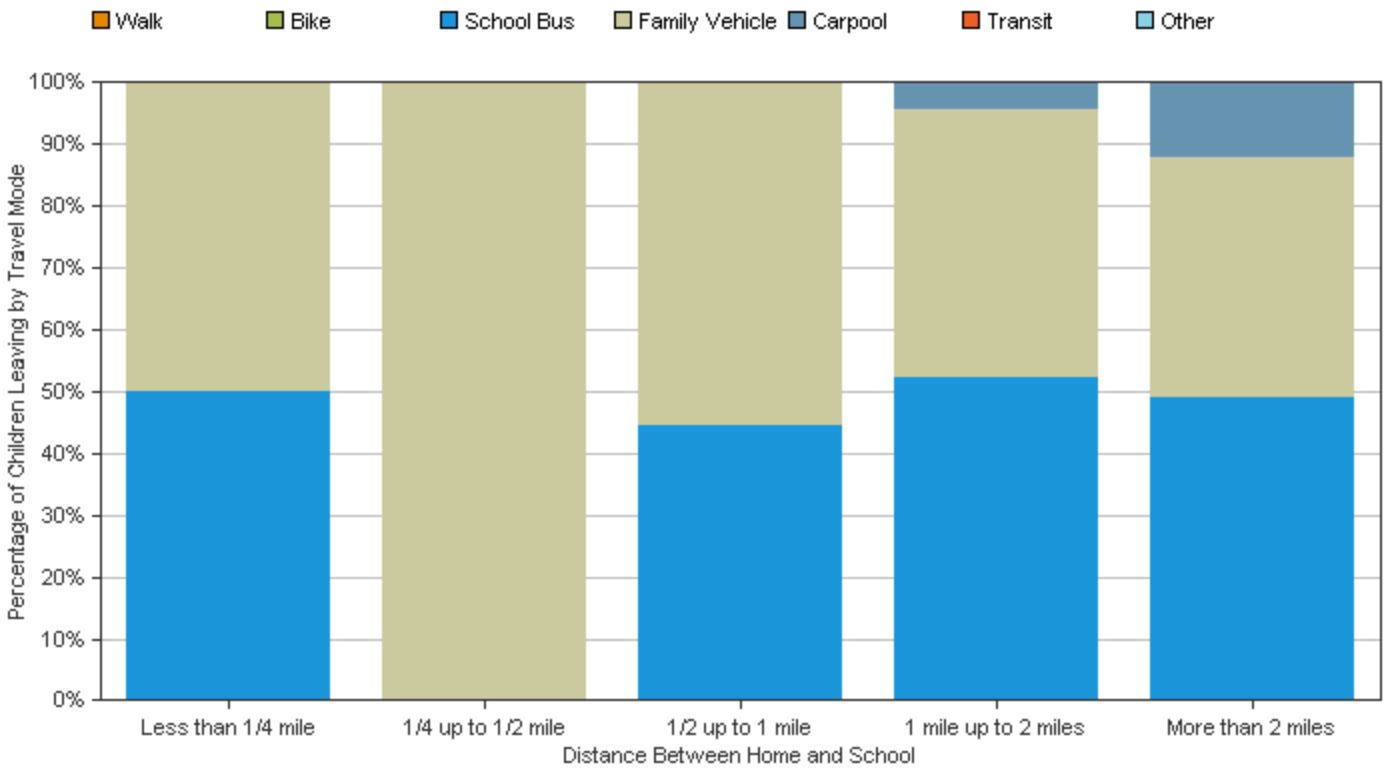
Number of Children by Travel Mode to School and Distance Between Home and School:

Mode	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles	Row Totals by Mode
Walk	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Bike	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
School Bus	0 (0%)	0 (0%)	1 (1.1%)	6 (6.7%)	17 (18.9%)	26 (28.9%)
Family Vehicle	2 (2.2%)	3 (3.3%)	8 (8.9%)	13 (14.4%)	30 (33.3%)	56 (62.1%)
Carpool	0 (0%)	0 (0%)	1 (1.1%)	4 (4.4%)	3 (3.3%)	8 (8.8%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Distance	2 (2.2%)	3 (3.3%)	10 (11.1%)	23 (25.5%)	50 (55.5%)	

No Response: 4

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

Percentage of Children by Travel Mode from School and Distance Between Home and School:



Number of Children by Travel Mode from School and Distance Between School and Home:

Mode	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles	Row Totals by Mode
Walk	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Bike	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
School Bus	1 (1.1%)	0 (0%)	4 (4.5%)	12 (13.6%)	24 (27.3%)	43 (48.8%)
Family Vehicle	1 (1.1%)	3 (3.4%)	5 (5.7%)	10 (11.4%)	19 (21.6%)	38 (43.2%)
Carpool	0 (0%)	0 (0%)	0 (0%)	1 (1.1%)	6 (6.8%)	7 (7.9%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Distance	2 (2.2%)	3 (3.4%)	9 (10.2%)	23 (26.1%)	49 (55.7%)	

No Response: 6

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

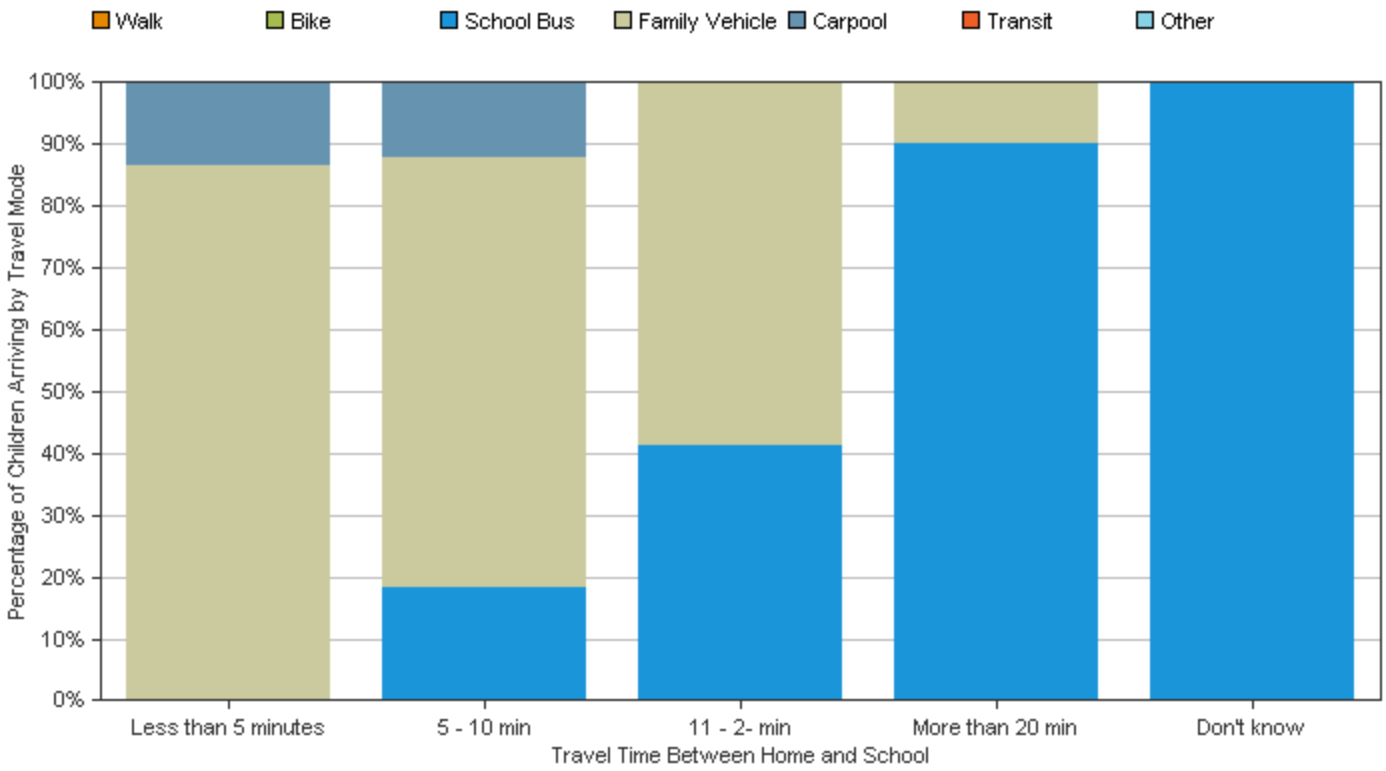
Number of Children by School Arrival Travel Mode and Travel Time to School:

Travel Mode	Less than 5 min	5 - 10 min	11 - 20 min	More than 20 min	Don't know	Row Totals by Mode
Walk	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Bike	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
School Bus	0 (0%)	9 (9.7%)	7 (7.5%)	9 (9.7%)	2 (2.2%)	27 (29.1%)
Family Vehicle	13 (14.0%)	34 (36.6%)	10 (10.8%)	1 (1.1%)	0 (0%)	58 (62.5%)
Carpool	2 (2.2%)	6 (6.5%)	0 (0%)	0 (0%)	0 (0%)	8 (8.7%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Time	15 (16.2%)	49 (52.8%)	17 (18.3%)	10 (10.8%)	2 (2.2%)	

No Response: 1

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

Percentage of Children by Travel Time to School and School Arrival Travel Mode:



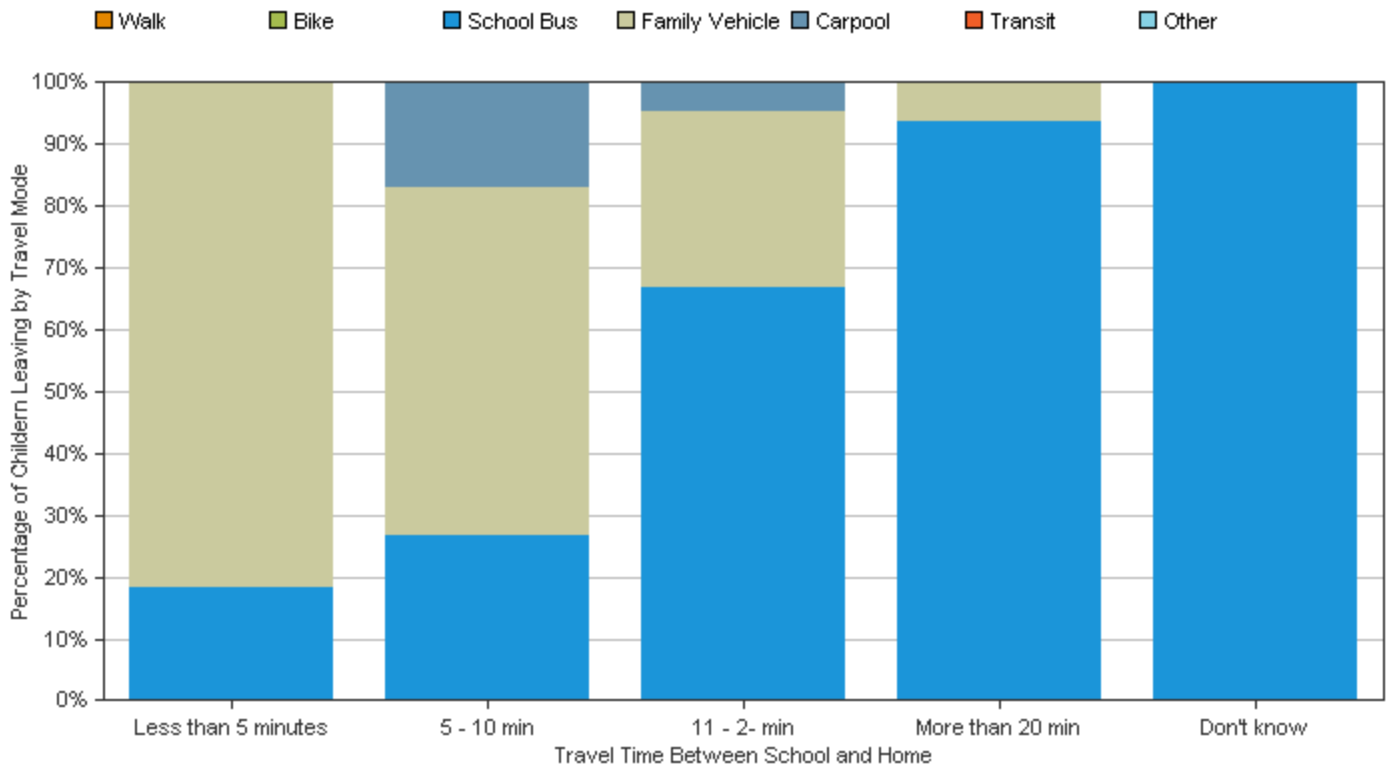
Number of Children by School Departure Mode and Travel Time from School:

Travel Mode	Less than 5 min	5 - 10 min	11 - 20 min	More than 20 min	Don't know	Row Totals by Mode
Walk	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Bike	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
School Bus	2 (2.2%)	11 (12.1%)	14 (15.4%)	15 (16.5%)	2 (2.2%)	44 (48.4%)
Family Vehicle	9 (9.9%)	23 (25.3%)	6 (6.6%)	1 (1.1%)	0 (0%)	39 (42.9%)
Carpool	0 (0%)	7 (7.7%)	1 (1.1%)	0 (0%)	0 (0%)	8 (8.8%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Time	11 (12.1%)	41 (45.1%)	21 (23.1%)	16 (17.6%)	2 (2.2%)	

No Response: 3

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

Percentage of Children by Travel Time from School and School Departure Travel Mode:



Number of Children Who Have Asked Their Parent for Permission to Walk or Bike to/from School in the Last Year Separated by Distance They Live from School:

Distance from School	Have Asked	Have Not Asked
Less than 1/4 mile	0 (0%)	2 (2.2%)
1/4 mile up to 1/2 mile	1 (1.1%)	2 (2.2%)
1/2 mile up to 1 mile	3 (3.3%)	7 (7.8%)
1 mile up to 2 miles	3 (3.3%)	21 (23.3%)
More than 2 miles	3 (3.3%)	46 (51.1%)
No Response: 4		

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

Grade When Parent Would Allow Child Walk or Bike to/from School without an Adult Separated by Distance They Live from School:

Grade	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Kindergarten	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1st Grade	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2nd Grade	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
3rd Grade	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
4th Grade	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (2.3%)
5th Grade	0 (0%)	0 (0%)	1 (1.1%)	1 (1.1%)	1 (1.1%)
6th Grade	1 (1.1%)	1 (1.1%)	2 (2.3%)	3 (3.4%)	5 (5.7%)
7th Grade	0 (0%)	0 (0%)	2 (2.3%)	2 (2.3%)	2 (2.3%)
8th Grade	0 (0%)	0 (0%)	3 (3.4%)	0 (0%)	2 (2.3%)
Not at any Grade	1 (1.1%)	2 (2.3%)	1 (1.1%)	17 (19.5%)	36 (41.4%)
No Response: 7					

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

Issues which Affect Parent's Decision to Allow or Not Allow Their Child to Walk or Bike to/from School Separated by Children who Do and Do Not Already Walk or Bike To/From School:

Issue	Child walks/bikes to school	Child does not walk/bike to school
Distance	0 (0.0%)	63 (70.8%)
Convenience of driving	0 (0.0%)	6 (6.7%)
Time	0 (0.0%)	27 (30.3%)
Before/after-school activities	0 (0.0%)	8 (9.0%)
Traffic speed along route to school	0 (0.0%)	57 (64.0%)
Traffic volume along route	0 (0.0%)	57 (64.0%)
Adults to walk/bike with	0 (0.0%)	12 (13.5%)
Sidewalks or pathways	0 (0.0%)	39 (43.8%)
Safety of intersections & crossings	0 (0.0%)	54 (60.7%)
Crossing guards	0 (0.0%)	23 (25.8%)
Violence or crime	0 (0.0%)	35 (39.3%)
Weather or climate	0 (0.0%)	35 (39.3%)
Number of Respondents Per Category	0	89
No Response: 5		

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

For Parents Whose Children Do Not Walk or Bike to/from School, Number of Parents Responding to question: Would You Probably let Your Child Walk or Bike to/from School Issues Were Changed or Improved?

	Number of parents reporting that:		
Issue	**Change Would affect decision**	**Change Would Not affect decision**	**Not Sure if change would affect decision**
Distance	31 (33.7%)	42 (45.7%)	9 (9.8%)
Convenience of driving	5 (5.4%)	22 (23.9%)	9 (9.8%)
Time	13 (14.1%)	26 (28.3%)	4 (4.3%)
Before/after-school activities	11 (12.0%)	18 (19.6%)	5 (5.4%)
Traffic speed along route to school	26 (28.3%)	40 (43.5%)	8 (8.7%)
Traffic volume along route	27 (29.3%)	41 (44.6%)	10 (10.9%)
Adults to walk/bike with	12 (13.0%)	20 (21.7%)	7 (7.6%)
Sidewalks or pathways	28 (30.4%)	24 (26.1%)	8 (8.7%)
Safety of intersections & crossings	28 (30.4%)	35 (38.0%)	8 (8.7%)
Crossing guards	18 (19.6%)	18 (19.6%)	7 (7.6%)
Violence or crime	15 (16.3%)	34 (37.0%)	12 (13.0%)
Weather or climate	13 (14.1%)	37 (40.2%)	10 (10.9%)
Number of Respondents That Selected at Least 1 Issue: 92			
No Response: 2			

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

Number of Parents Who Feel Their Child's School Encourages or Discourages Walking and Biking to/from School:

	Strongly Encourage	Encourage	Neutral	Discourage	Strongly Discourage
Number	0 (0%)	11 (12.1%)	74 (81.3%)	6 (6.6%)	0 (0%)

No Response: 3

Number of Parents Reporting the Level of Fun Walking and Biking to/from School is for Their Child:

	Very Fun	Fun	Neutral	Boring	Very Boring
Number	12 (14.3%)	18 (21.4%)	53 (63.1%)	1 (1.2%)	0 (0%)

No Response: 10

Number of Parents Reporting How Healthy Walking and Biking to/from School is for Their Child:

	Very Healthy	Healthy	Neutral	Unhealthy	Very Unhealthy
Number	42 (48.8%)	2 (2.3%)	14 (16.3%)	2 (2.3%)	1 (1.2%)

No Response: 8

Parent Comments

This table displays the comments provided by parents as part of this Parent Survey. These comments have been entered in two ways — they may have been entered by the local program, or they may have been scanned and processed by the National Center for Safe Routes to School (NCSRTS). Comments scanned and processed by NCSRTS may have not been edited for content, spelling, and other typographical errors that may have as part of the scanning and handwriting recognition process.

Comments from: Belmont Central Elem

SurveyID	Comment
1358153	IT IS TOO DANGEROUS. MAYBE IF SHE WERE WITH A GROUP.
1358156	IF WE LIVED CLOSER WE WOULD ALLOW OUR CHILDREN TO RIDE BIKES TO SCHOOL
1358162	UNFORTUNATELY WE LIVE TOO FAR TO WALK WE DO WALK @ TIMES TO CLOSE PARKING LOT
1358165	SAFETY & CRIME ARE THE KEY ISSUES
1358166	I WOULD FEEL BETTER IF MY SON WOULD RIDE WITH HIS LITTLE SISTER OR A FRIEND
1358167	WE ARE A MILE FROM HIGH SCHOOL THAT IS ONLY SCHOOL CLOSE ENOUGH
1358169	WITH TRAFFIC CONDITIONS AND YOUNG DRIVERS ON OUR ROADWAYS I WOULD NEVER LET MY CHILDREN WALK OR BIKE
1358170	THIS DAY AND TIME WALKING IS NOT SAFE FOR CHILDREN
1358174	THERE ARE NO CROSSING GUARDS WE NEED CROSSING GUARDS!
1358177	SCHOOL TRAFFIC ON SOUTH POINT RD IN THE MORNING IS VERY HECTIC
1358178	MY HIGH SCHOOL AGED CHILD DOES WALK WHEN NEEDED
1358180	HE LOVES TO RIDE HIS BIKE WITH ME BUT I CAN'T LET HIM RIDE ALONE
1358186	IF WE LIVED CLOSER TO THE SCHOOL I WOULD ENCOURAGEMY CHILDREN TO WALK TO SCHOOL. WALKING IS HEALTHY AND GOOD FOR THE ENVIRONMENT.
1358202	YOU NEED TO MAKE THE BACK CIRCLE MORE SAFE FOR THE CHILDREN
1358207	IF WE LIVED CLOSER I WOULD PROMOTE WALKING!
1358222	BELMONT NEEDS TO IMPROVE SIDEWALKS. SIDEWALKS TO HIGH SCHOOL (SOUTH POINT) ARE VERY NECESSARY.
1358227	QUESTION #13 - TOO FAR TO BIKE OR WALK
1358236	OUR GRANDCHILD IS PROBABLY TOO FAR AWAY TO EVER BIKE/WALK TO SCHOOL
1358241	TOO MANY PROBLEMS TO FIX. DISTANCE AND CRIME ARE AT THE TOP.

End of Report

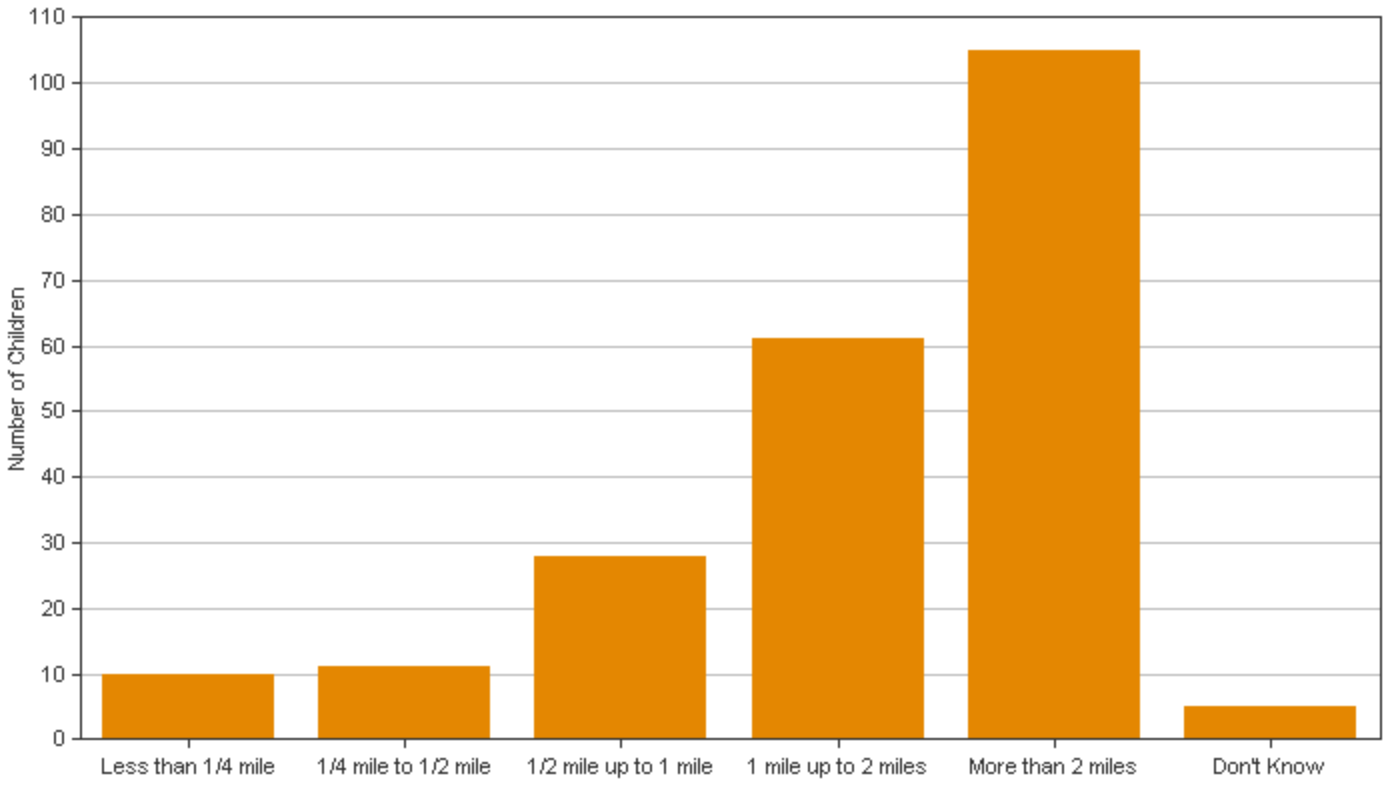
Parent Survey Summary Report:

Process Summary Information:

Program Name:	City of Belmont	**Survey Data Collected:**	Fall2009
School Name:	Belmont Central Elem	**Data Collection Phase:** (pre = Before program began mid = During program; post = After program ended)	mid
Reported Enrollment:	670	**Number of Surveys Distributed:**	698
Date Report Generated:	02/03/2010	**Number of Surveys in Report:**	222

This report provides information from parents about their perceptions and attitudes on their child walking and bicycling to school. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Number of Children by Distance They Live From School:

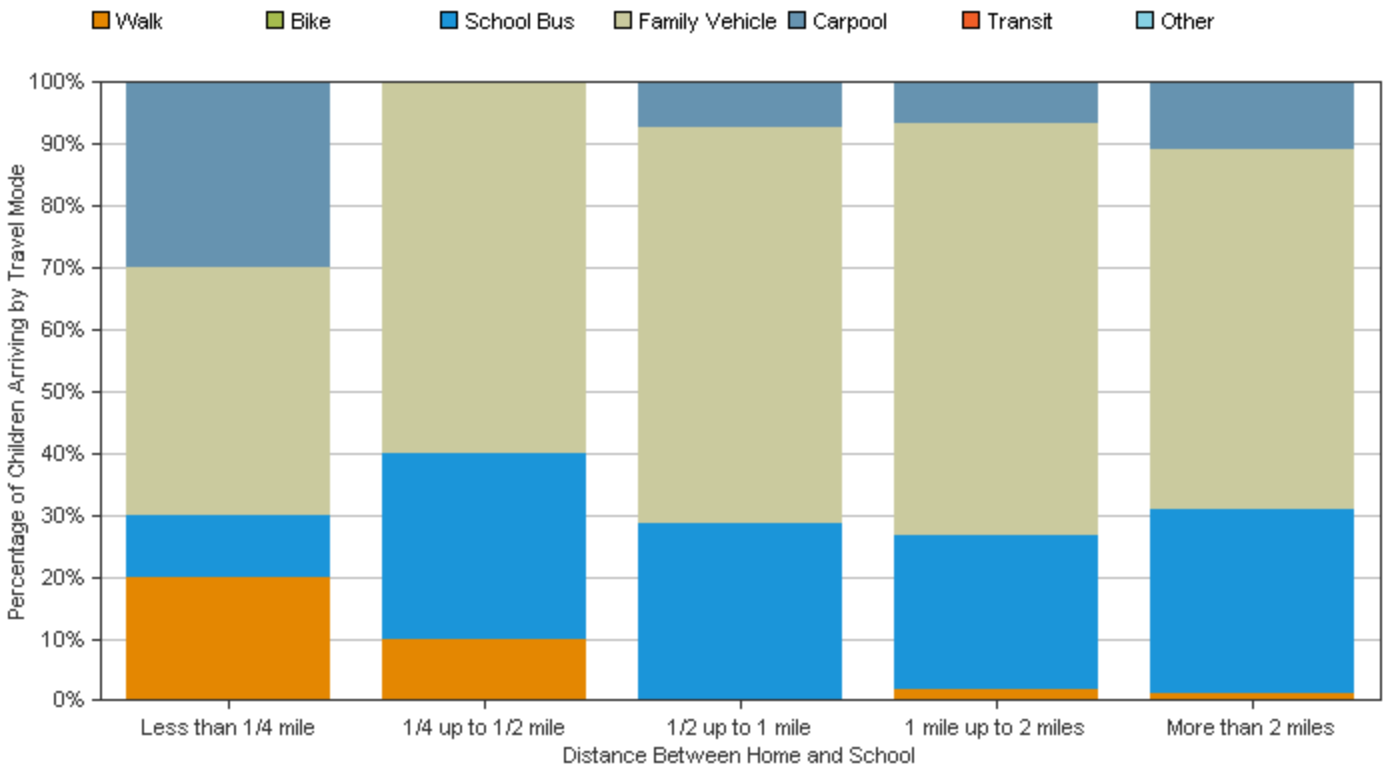


Number of Children by Distance They Live From School:

Distance from School	Number of Children
Less than 1/4 mile	10 (4.5%)
1/4 mile up to 1/2 mile	11 (5.0%)
1/2 mile up to 1 mile	28 (12.7%)
1 mile up to 2 miles	61 (27.7%)
More than 2 miles	105 (47.7%)
Don't know	5 (2.3%)
No response: 2	

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

Percentage of Children by Travel Mode to School and Distance Between Home and School:



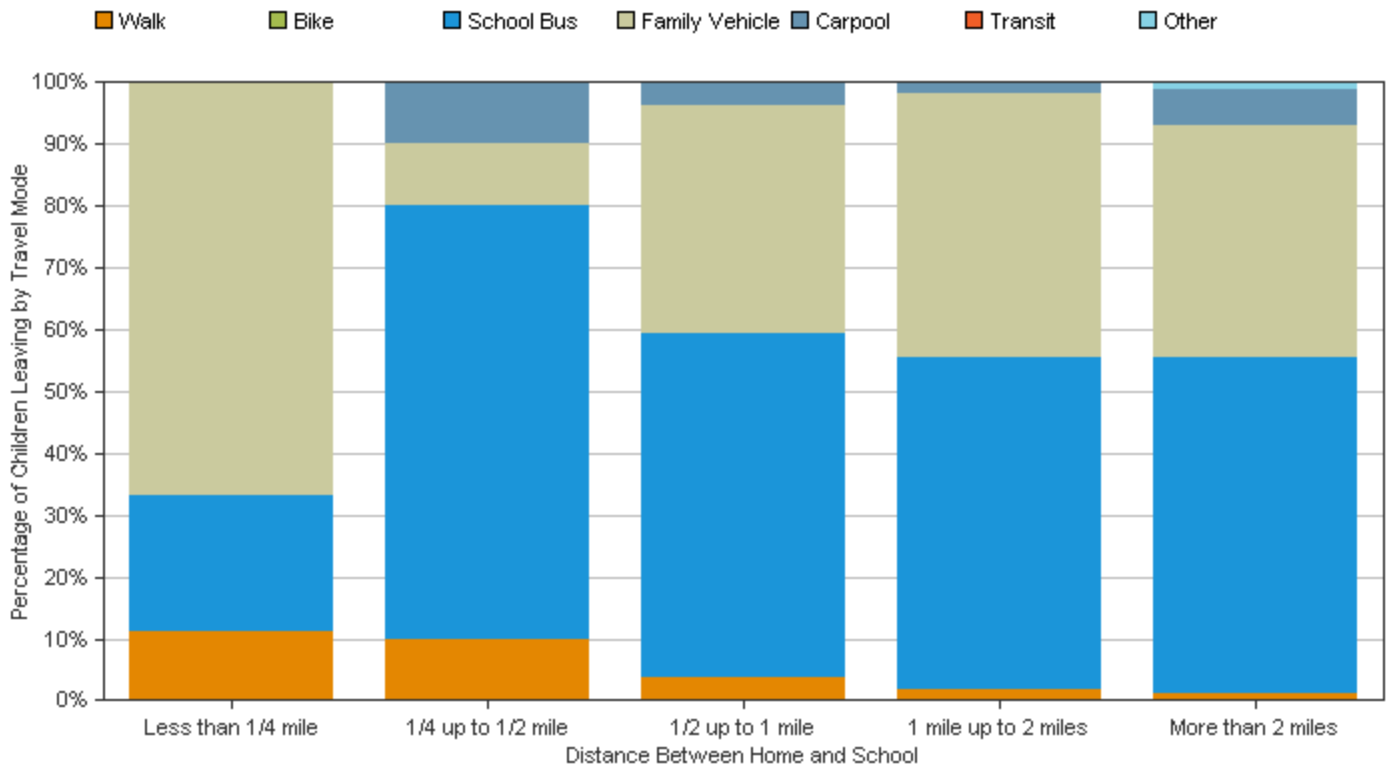
Number of Children by Travel Mode to School and Distance Between Home and School:

Mode	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles	Row Totals by Mode
Walk	2 (0.9%)	1 (0.5%)	0 (0%)	1 (0.5%)	1 (0.5%)	5 (2.4%)
Bike	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
School Bus	1 (0.5%)	3 (1.4%)	8 (3.7%)	15 (7.0%)	31 (14.4%)	60 (27.9%)
Family Vehicle	4 (1.9%)	6 (2.8%)	18 (8.4%)	40 (18.6%)	60 (27.9%)	130 (60.5%)
Carpool	3 (1.4%)	0 (0%)	2 (0.9%)	4 (1.9%)	11 (5.1%)	20 (9.3%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Distance	10 (4.7%)	10 (4.7%)	28 (13%)	60 (28%)	103 (47.9%)	

No Response: 7

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

Percentage of Children by Travel Mode from School and Distance Between Home and School:



Number of Children by Travel Mode from School and Distance Between School and Home:

Mode	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles	Row Totals by Mode
Walk	1 (0.5%)	1 (0.5%)	1 (0.5%)	1 (0.5%)	1 (0.5%)	5 (2.5%)
Bike	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
School Bus	2 (1.0%)	7 (3.4%)	15 (7.2%)	30 (14.5%)	55 (26.6%)	112 (54.1%)
Family Vehicle	6 (2.9%)	1 (0.5%)	10 (4.8%)	24 (11.6%)	38 (18.4%)	80 (38.7%)
Carpool	0 (0%)	1 (0.5%)	1 (0.5%)	1 (0.5%)	6 (2.9%)	9 (4.4%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.5%)	1 (0.5%)
Column Totals by Distance	9 (4.4%)	10 (4.9%)	27 (13%)	56 (27.1%)	101 (48.9%)	

No Response: 15

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

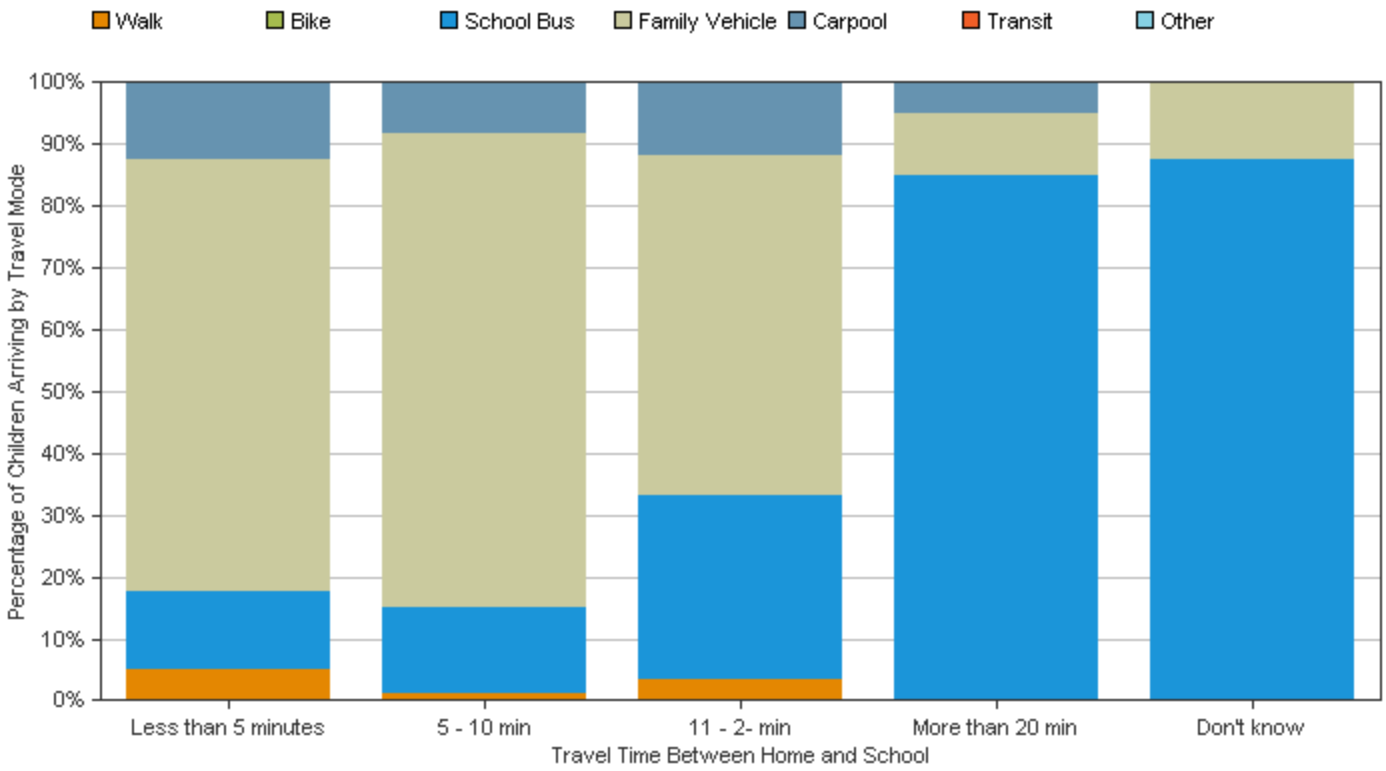
Number of Children by School Arrival Travel Mode and Travel Time to School:

Travel Mode	Less than 5 min	5 - 10 min	11 - 20 min	More than 20 min	Don't know	Row Totals by Mode
Walk	2 (0.9%)	1 (0.5%)	2 (0.9%)	0 (0%)	0 (0%)	5 (2.3%)
Bike	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
School Bus	5 (2.3%)	12 (5.6%)	18 (8.4%)	17 (7.9%)	7 (3.3%)	59 (27.5%)
Family Vehicle	28 (13.1%)	66 (30.8%)	33 (15.4%)	2 (0.9%)	1 (0.5%)	130 (60.7%)
Carpool	5 (2.3%)	7 (3.3%)	7 (3.3%)	1 (0.5%)	0 (0%)	20 (9.4%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Time	40 (18.6%)	86 (40.2%)	60 (28%)	20 (9.3%)	8 (3.8%)	

No Response: 8

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

Percentage of Children by Travel Time to School and School Arrival Travel Mode:



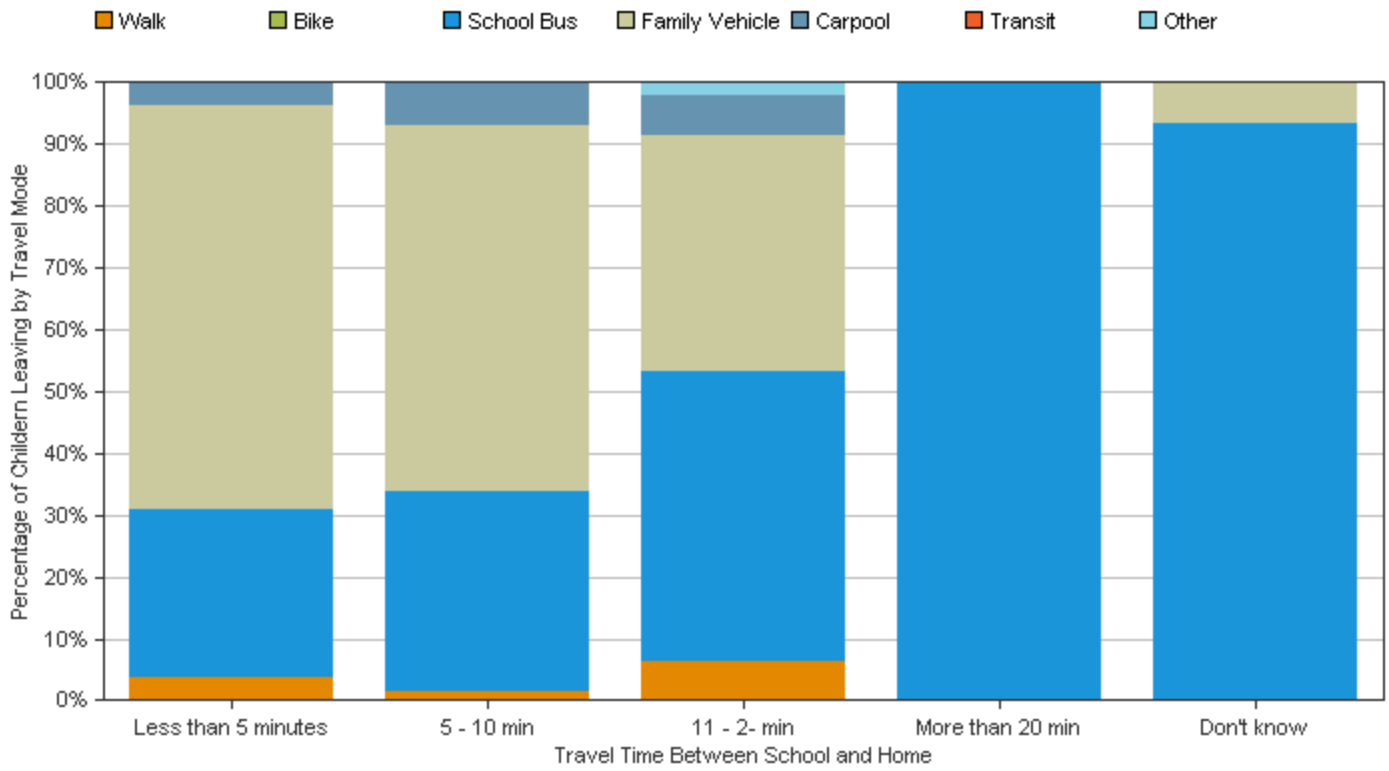
Number of Children by School Departure Mode and Travel Time from School:

Travel Mode	Less than 5 min	5 - 10 min	11 - 20 min	More than 20 min	Don't know	Row Totals by Mode
Walk	1 (0.5%)	1 (0.5%)	3 (1.5%)	0 (0%)	0 (0%)	5 (2.5%)
Bike	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
School Bus	7 (3.5%)	23 (11.4%)	22 (10.9%)	42 (20.9%)	14 (7.0%)	108 (53.7%)
Family Vehicle	17 (8.5%)	42 (20.9%)	18 (9.0%)	0 (0%)	1 (0.5%)	78 (38.9%)
Carpool	1 (0.5%)	5 (2.5%)	3 (1.5%)	0 (0%)	0 (0%)	9 (4.5%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	1 (0.5%)	0 (0%)	0 (0%)	1 (0.5%)
Column Totals by Time	26 (13%)	71 (35.3%)	47 (23.4%)	42 (20.9%)	15 (7.5%)	

No Response: 21

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

Percentage of Children by Travel Time from School and School Departure Travel Mode:



Number of Children Who Have Asked Their Parent for Permission to Walk or Bike to/from School in the Last Year Separated by Distance They Live from School:

Distance from School	Have Asked	Have Not Asked
Less than 1/4 mile	7 (3.2%)	3 (1.4%)
1/4 mile up to 1/2 mile	7 (3.2%)	4 (1.8%)
1/2 mile up to 1 mile	16 (7.3%)	12 (5.5%)
1 mile up to 2 miles	27 (12.4%)	34 (15.6%)
More than 2 miles	41 (18.8%)	62 (28.4%)
No Response: 4		

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

Grade When Parent Would Allow Child Walk or Bike to/from School without an Adult Separated by Distance They Live from School:

Grade	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Kindergarten	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1st Grade	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2nd Grade	0 (0%)	0 (0%)	1 (0.5%)	0 (0%)	1 (0.5%)
3rd Grade	2 (1.0%)	0 (0%)	0 (0%)	1 (0.5%)	3 (1.5%)
4th Grade	1 (0.5%)	1 (0.5%)	1 (0.5%)	2 (1.0%)	0 (0%)
5th Grade	1 (0.5%)	2 (1.0%)	4 (2.0%)	3 (1.5%)	6 (3.0%)
6th Grade	0 (0%)	1 (0.5%)	2 (1.0%)	7 (3.5%)	6 (3.0%)
7th Grade	0 (0%)	0 (0%)	2 (1.0%)	4 (2.0%)	3 (1.5%)
8th Grade	1 (0.5%)	2 (1.0%)	1 (0.5%)	3 (1.5%)	2 (1.0%)
Not at any Grade	5 (2.5%)	3 (1.5%)	16 (8.0%)	34 (16.9%)	75 (37.3%)
No Response: 21					

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

Issues which Affect Parent's Decision to Allow or Not Allow Their Child to Walk or Bike to/from School Separated by Children who Do and Do Not Already Walk or Bike To/From School:

Issue	Child walks/bikes to school	Child does not walk/bike to school
Distance	3 (42.9%)	129 (78.7%)
Convenience of driving	1 (14.3%)	24 (14.6%)
Time	3 (42.9%)	67 (40.9%)
Before/after-school activities	1 (14.3%)	38 (23.2%)
Traffic speed along route to school	2 (28.6%)	109 (66.5%)
Traffic volume along route	5 (71.4%)	124 (75.6%)
Adults to walk/bike with	2 (28.6%)	53 (32.3%)
Sidewalks or pathways	5 (71.4%)	95 (57.9%)
Safety of intersections & crossings	5 (71.4%)	100 (61.0%)
Crossing guards	5 (71.4%)	43 (26.2%)
Violence or crime	5 (71.4%)	78 (47.6%)
Weather or climate	5 (71.4%)	78 (47.6%)
Number of Respondents Per Category	7	164
No Response: 51		

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

For Parents Whose Children Do Not Walk or Bike to/from School, Number of Parents Responding to question: Would You Probably let Your Child Walk or Bike to/from School Issues Were Changed or Improved?

	Number of parents reporting that:		
Issue	**Change Would affect decision**	**Change Would Not affect decision**	**Not Sure if change would affect decision**
Distance	90 (44.6%)	80 (39.6%)	28 (13.9%)
Convenience of driving	26 (12.9%)	58 (28.7%)	14 (6.9%)
Time	55 (27.2%)	63 (31.2%)	19 (9.4%)
Before/after-school activities	41 (20.3%)	59 (29.2%)	12 (5.9%)
Traffic speed along route to school	70 (34.7%)	79 (39.1%)	24 (11.9%)
Traffic volume along route	85 (42.1%)	77 (38.1%)	22 (10.9%)
Adults to walk/bike with	59 (29.2%)	54 (26.7%)	17 (8.4%)
Sidewalks or pathways	76 (37.6%)	69 (34.2%)	25 (12.4%)
Safety of intersections & crossings	77 (38.1%)	64 (31.7%)	19 (9.4%)
Crossing guards	55 (27.2%)	51 (25.2%)	16 (7.9%)
Violence or crime	47 (23.3%)	72 (35.6%)	15 (7.4%)
Weather or climate	49 (24.3%)	77 (38.1%)	22 (10.9%)
Number of Respondents That Selected at Least 1 Issue: 202			
No Response: 10			

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

Number of Parents Who Feel Their Child's School Encourages or Discourages Walking and Biking to/from School:

	Strongly Encourage	Encourage	Neutral	Discourage	Strongly Discourage
Number	61 (28.4%)	100 (46.5%)	48 (22.3%)	2 (0.9%)	4 (1.9%)

No Response: 7

Number of Parents Reporting the Level of Fun Walking and Biking to/from School is for Their Child:

	Very Fun	Fun	Neutral	Boring	Very Boring
Number	46 (22.7%)	70 (34.5%)	83 (40.9%)	3 (1.5%)	1 (0.5%)

No Response: 19

Number of Parents Reporting How Healthy Walking and Biking to/from School is for Their Child:

	Very Healthy	Healthy	Neutral	Unhealthy	Very Unhealthy
Number	115 (54.5%)	1 (0.5%)	33 (15.6%)	1 (0.5%)	2 (1.0%)

No Response: 11

Parent Comments

This table displays the comments provided by parents as part of this Parent Survey. These comments have been entered in two ways — they may have been entered by the local program, or they may have been scanned and processed by the National Center for Safe Routes to School (NCSRTS). Comments scanned and processed by NCSRTS may have not been edited for content, spelling, and other typographical errors that may have as part of the scanning and handwriting recognition process.

Comments from: Belmont Central Elementary

SurveyID	Comment
1550432	I WOULD BE VERY CONCERNED IF CHILDREN AT THIS YOUNG AGE ARE NOT BEING SUPERVISED WHILE WAITING OR BICYCLING TO SCHOOL IN THIS DAY AND TIME!
1550434	MY CHILD ALREADY WALKS EVERY WED TO SCHOOL WITH AN ADULT.
1550435	WE DO LET MY SON WALK FROM THE CHURCH WHICH IS CLOSE TO THE SCHOOL.
1550436	GENERALLY THE CHILDREN (3 AT BELMONT CENTRAL) PARK AND WALK W/THEIR MOTHER TO AND FROM THE FOUR SQUARE CHURCH IF THE WEATHER PERMITS.
1550437	I'M NOT LIKELY TO LET MY CHILDREN WALK OR RIDE A BIKE TO SCHOOL DUE TO PREDATORS & THE RATE OF ABDUCTIONS. IT'S NOT JUST BECAUSE OF STREETS OR TRAFFIC.
1550441	NO COMMENTS
1550449	MY CHILD HAS A SIBLING IN ANOTHER SCHOOL WHICH I DRIVE TO GOING DIRECTLY BY HIS SCHOOL TO GET THERE. SO I AM DRIVING ANYWAY.
1550450	I WOULD PREFER NOT TO ANSWER THIS SURVEY EVERY YEAR. WALKING TO SCHOOL IS NOT AN OPTIONI WHEN YOU LIVE FAR FROM THE SCHOOL.
1550452	SAFETY IS MY MAJOR CONCERN. QUESTION #9 - CAN WALKIN HIGH SCHOOL ONLY.
1550456	I WOULD ALLOW MY CHILD TO RIDE HIS BIKE OR WALK ON DAYS THE WEATHER PERMITS. I DO NOT SEE ANY CROSSING GUARDS PRESENT AT THE LIGHT HE WOULD NEED TO CROSS.
1550460	WE ARE AT BELMONT CENTRAL ON A TRANSFER. WE WILL WEATHER PERMITTING WALK FROM A NEARBY CHURCH ON WEDNESDAYS.
1550464	WE LIVE TOO FAR TO ENJOY THIS PROGRAM AND MY CHILDREN GET UPSET THAT THEY CANNOT BIKE LIKE OTHER CHILDREN. IT ADDS MORE STRESS TO THE FAMILY.
1550466	MY CHILD ONLY GETS TO WALK ON WED FROM THE CHURCH THAT IS NEAR THE SCHOOL.
1550470	AS LONG AS I OR ANOTHER ADULT CAN WALK WITH MY SON - I'M OK WITH IT. THERE ARE TOO MANY BUSY CONFUSING AND CONGESTED INTERSECTIONS TO CROSS HOWEVER FOR HIM TO WALK ALONE.
1550471	SCHOOL BAG WEIGHT SHOULD BE LESS.
1550472	CAN SOMEONE BE AT THE CHURCH SO OUR CHILDREN CAN WALK EVERYDAY??
1550476	MY CHILD & HER FATHER HAVE ATTEMPTED TO RIDE BIKES ON WEDNESDAYS (WEATHER PERMITTING) SINCE THE PROGRAM STARTED.
1550479	I LOVE THIS IDEA - BUT SOUTH POINT ROAD WOULD BE TOTALLY UNSAFE FOR MY SON TO RIDE HIS BIKE ON. WE ARE WILLING TO DRIVE PART WAY & LET HIM WALK PART WAY.

1550487	I DON'T TRUST ANYBODY FOR MY KID WALKING OR BIKING WITHOUT AN ADULT.
1550488	FOR QUESTIONS 12-14 MY CHILDREN WALK FROM A NEAR BY CHURCH TO SCHOOL AND BACK ON WEDNESDAYS.
1550489	WE WALK OCCASIONALLY - REALLY ENJOY!
1550490	WHEN I WAS IN SCHOOL ONLY PEOPLE/STUDENTS OVER ONE MILE OR MORE FROM THE SCHOOL WERE ALLOWED TO RIDE BUSES. WOULD THIS SAVE ON TRANSPORTATION BUDGET?
1550492	WE DRIVE TO THE CHURCH AND WALK FROM THERE BECAUSE WE ENJOY IT AND BECAUSE OF THE TRAFFIC. I WILL CONTINUE TO CONSIDER THIS AN OPTION BUT WOULD NEVER ALLOW MY CHILDREN TO WALK ALL THE WAY FROM OUR CURRENT HOME.
1550493	I WOULD LOVE TO FEEL SAFE AND COMFORTABLE ENOUGH TO LET MY CHILD WALK TO AND FROM SCHOOL.
1550496	WE PARTICIPATE IN THE WED WALK TO SCHOOL. I DRIVE TO A SAFER LOCATION & WE WALK TOGETHER.
1550497	QUESTION #9 - NOT IN ELEMENTARY SCHOOL CHILD WILL WALK/BIKE.
1550499	WE WALK TO SCHOOL FROM FOUR SQUARE CHURCH ON MOST MORNINGS NOW.
1550500	BECAUSE OF DISTANCE THERE IS NO WAY I WOULD LET HER WALK TO SCHOOL.
1550503	WE NEED A BIKE ROUTE OR SIDEWALK ON EASTWOOD DR TO CONNELT AT EAGLE RD. WE NEED A CROSSING GUARD AT EAGLE/EASTWOOD. WE COULD RIDE BIKES THEN.
1550505	QUESTION #10 - SIDEWALKS OR PATHWAYS - EASTWOOD DRIVE. WEATHER OR CLIMATE - NO WAY TO CHANGE WEATHER.
1550506	THE ONLY WAY WALKING WOULD EVEN BE A POSSIBILITY IS IF IT WERE CLOSER. IF WE LIVED CLOSER THE OTHER ASPECT (LIKE TRAFFIC) WOULD BECOME A FACTOR.
1550508	IT IS NOT SAFE FOR CHILDREN TO WALK TO SCHOOL ALONE! I WISH THE SCHOOL DID NOT ENCOURAGE THIS WITH WINNING A PRIZE. NOT SAFE AT ALL. QUESTION #10 - SPEED OF TRAFFIC ALONG ROUTE - SPEED LIMIT IS OK IF FOLLOWED.
1550515	GREAT IDEA OF "REWORKING" STUDENTS WITH A PUNCH SO THAT AFTER 10 EARN SOMETHING!
1550523	LACK OF SIDEWALKS DISCOURAGES WALKING OR BIKE RIDING FOR ELEMENTARY AGE CHILDREN.
1550524	MY CHILD WALKS SOME DAYS FROM A DROP OFF LOCATION NEAR THE SCHOOL. OTHERWISE WE LIVE TOO FAR FOR HER TO WALK OR BIKE.
1550528	I HAVE BEEN DRIVING MY SON TO SCHOOL THIS YEAR AND LETTING HIM OUT AT A CHURCH NEAR THERE. HE REALLY ENJOYS THIS. WE JUST LIVE TOO FAR FOR HIM TO WALK.
1550535	THERE HAS BEEN TIME WHEN I WOULD WALK WITH MY CHILD TO SCHOOL AND HE REALLY ENJOYS IT BUT I DO NOT FEEL SAFE FOR MY CHILD TO WALK TO SCHOOL DUE TO AMOUNT OF TRAFFIC.
1550542	THERE IS NO ONE TO WALK OUR CHILDREN TO SCHOOL. THEY LIVE TOO FAR AWAY AND THE WAY THE WORLD IS TODAY I WOULD NEVER FEEL CONFORTABLE LETTING THEM WALK TO SCHOOL.

1550543	MY SON IS NOT OLD ENOUGH TO TRAVEL THAT FAR OVER A BUSY INTERSECTION PLUS HE HAS NO ONE TO TRAVEL WITH HIM.
1550548	ME AND MY DAUGHTER RIDE MY MOTORCYCLE FROM SCHOOL AND I HAVE TO PARK IN THE BACK AND WALK AROUND TO THE FRONT.
1550551	MY CHILD WOULD LOVE TO BIKE/WALK. HOWEVER IN THE PAST IT HAS BEEN DISCOURAGED DUE TO TRAFFIC PATTERNS. PLUS W/ HER BEING A GIRL I AM ALWAYS AFRAID TO LET HER GO ALONE. THIS IS THE FIRST YEAR WE HAVE CONSIDERED IT.
1550554	WALKING IS NOT AN OPTION GIVEN THE FACT THERE ARE NO SIDEWALKS WHATSOEVER! NOT SAFE EITHER!
1550556	I ALLOW MY CHILD TO WALK FROM THE CHURCH BESIDE THE SCHOOL IT SAVES TIME IN THE MORNING THE LINE IS TO LONG AT THE SCHOOL.
1550557	WITH CRIME AND VIOLENCE I CAN NOT LET MY CHILD WALK OR RIDE A BIKE TO SCHOOL FROM OUR HOME.
1550559	WE LIVE OFF OF GAITHER RD & IT WOULD BE TOO FAR E SPECIALLY WITH ALL OF THE TRAFFIC ON SOUTH POINT RD.
1550560	MY SON WALKS TO AND FROM SCHOOL WITH HIS 80 YR. OLD GRANDMOTHER BECAUSE HE WAS NOT ALLOWED TO RIDE THE BUS AND I HAVE TO BE AT WORK BY 7:20 AM BUT I STILL DO NOT FEEL COMFORTABLE ABOUT THAT BECAUSE THERE ARE NO SIDEWALKS ON BURNS MITCHELL AND THEY HAVE TO WALK ON THE STREET BETWEEN THE LINE OF CARS HEADING FOR THE SCHOOL. ALSO I DON'T KNOW IF MY MOM WILL BE ABLE TO HANDLE IT WHEN IT GETS TOO COLD.
1550562	WE LIVE TOO FAR FROM SCHOOL TO WALK.
1550566	I THINK BELMONT IS A GREAT TOWN FOR CHILDREN TO WALK TO AND FROM SCHOOL. LOT OF GUARDS AND BC GETTING OUT BEFORE THE MIDDLE SCHOOL WORKS OUT NICELY FOR OUR CHILD.
1550574	MICHAELA WALKS TO SCHOOL FROM CLOSER POINT (SOUR SQUARES) EACH WEDNESDAY NOW AS PART OF WOW AND GREATLY ENJOYS IT.
1550582	QUESTION #11 - ONCE OR TWICE A WEEK
1550592	MY CHILD LOVES TO WALK FROM THE CHURCH. I JUST WISHED WE COULD FIND A PARTNER FOR HER TO WALK WITH.
1550597	I LET HIM WALK FROM FIRST FOUR SQUARE PARKING LOT. WE DO NOT LIVE CLOSE ENOUGH FOR HIM TO WALK FROM HOME.
1550612	WE DRIVE CLOSER TO SCHOOL IN THE MORNING & PARK & WALK THE REST OF THE WAY TO SCHOOL. WE LIVE TOO FAR AWAY THAT I WOULDN'T FEEL COMFORTABLE LETTING HER WALK TO SCHOOL. WE HAVE A GOOD SIDEWALK SYSTEM TO THE SCHOOL.
1550616	I THINK IF THERE WAS A CROSSING GUARD AT EVERY INTERSECTION ON OUR ROUTE TO SCHOOL AND MORE CHILDREN THAT WALKED TO SCHOOL I WOULD ALLOW MY CHILD TO WALK BY HERSELF.
1550617	MY SON HAS BEEN WALKING PART OF THE WAY TO SCHOOL THIS YEAR APPROXIMATELY 3-5 DAYS A WEEK HE WALKS FROM NEARBY CHURCH PARKING LOT TO SCHOOL HAS PARTICIPATED IN WOW WEDNESDAYS
1550618	WILL ALLOW TO WALK TO HIGH SCHOOL ONLY IF THERE ARE SIDWALKS CONNECTING TO SOUTH POINT RIDGE VERY DANGEROUS FOR THE CHILDREN THAT WALK NOW.

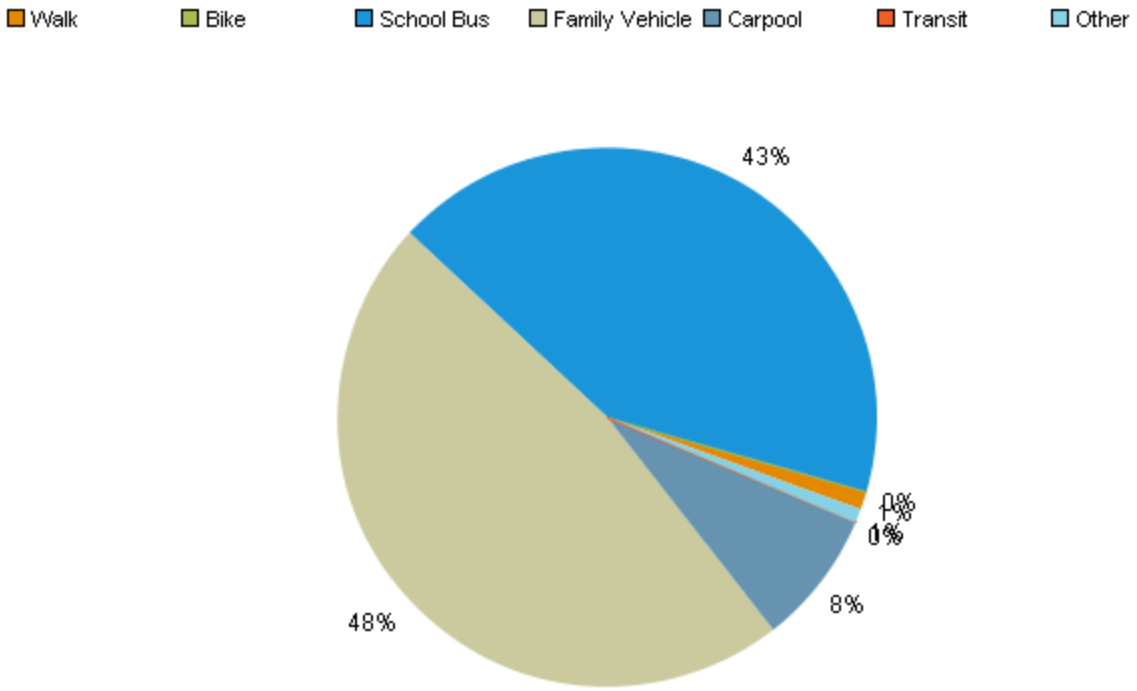
1550627	ABOUT 1X/MONTH (ON FRIDAYS) IF WEATHER IS OK I WILL WALK (APPROX 4-5 MILES) TO SCHOOL THEN WE ALL WALK BACK MAKING A STOP @ STOWE PARK FOR ICECREAM. A HEALTHY WALK! WE ENJOY!
1550632	I WILL NEVER ALLOW MY ONLY SON TO WALK OR RIDE A BIKE TO SCHOOL DUE TO CHILD PREDATORS AND CRAZY PEOPLE IN THE WORLD. WATCH THE NEWS.
1550644	RIDE A BIKE WALK OR HIKE; TO GET TO SCHOOL AND BE COOL!

End of Report

Student Travel Summary

Program Name:	City of Belmont	**Season Collected:**	Fall2008
School Name:	Belmont Central Elem	**Data Type *(Pre/Mid/Post)*:**	pre
		Reported School Enrollment:	670
		Number Classrooms:	0
		Number of Tallies Reported:	30

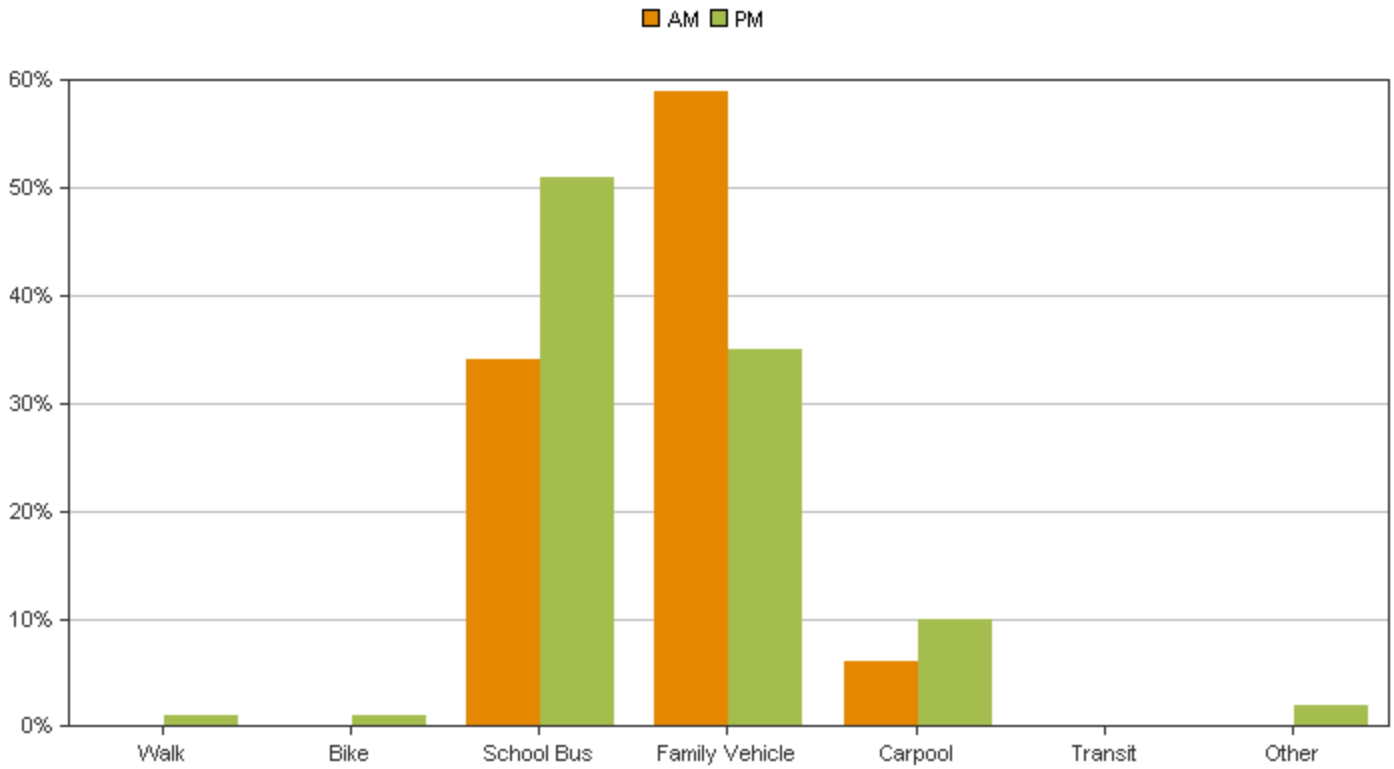
Students Traveling by Each Mode (across all reported days)



	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Average Number of Student Trips for Morning and Afternoon	2.8	2.0	222.0	248.2	42.2	0.0	4.7
Percent	0.5%	0.4%	42.5%	47.6%	8.1%	0.0%	0.9%

Average number of students per day responding to in-class tally counts: **521.8**

Morning to Afternoon Travel Mode Comparison



	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	0.2%	0.0%	34.0%	59.3%	6.3%	0.0%	0.1%
Afternoon	0.9%	0.8%	51.3%	35.4%	9.9%	0.0%	1.7%

Number of students by travel mode to and from school:

	Number of Students	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tues AM	635	1	0	212	386	36	0	0
Tues PM	607	6	0	324	201	64	0	12
Wed AM	581	1	0	204	345	31	0	0
Wed PM	564	5	12	286	204	49	0	8
Thur AM	373	1	0	125	212	33	0	2
Thur PM	371	3	0	181	141	40	0	6

Averages for classes submitting travel tallies:

	Number of Students	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tues AM	21.2	0.0	0.0	7.1	12.9	1.2	0.0	0.0
Tues PM	20.2	0.2	0.0	10.8	6.7	2.1	0.0	0.4

Wed AM	19.4	0.0	0.0	6.8	11.5	1.0	0.0	0.0
Wed PM	18.8	0.2	0.4	9.5	6.8	1.6	0.0	0.3
Thur AM	12.4	0.0	0.0	4.2	7.1	1.1	0.0	0.1
Thur PM	12.4	0.1	0.0	6.0	4.7	1.3	0.0	0.2

Percentages of students by travel mode to and from school:

	Number of Students	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tues AM	635	0.2%	0.0%	33.4%	60.8%	5.7%	0.0%	0.0%
Tues PM	607	1.0%	0.0%	53.4%	33.1%	10.5%	0.0%	2.0%
Wed AM	581	0.2%	0.0%	35.1%	59.4%	5.3%	0.0%	0.0%
Wed PM	564	0.9%	2.1%	50.7%	36.2%	8.7%	0.0%	1.4%
Thur AM	373	0.3%	0.0%	33.5%	56.8%	8.8%	0.0%	0.5%
Thur PM	371	0.8%	0.0%	48.8%	38.0%	10.8%	0.0%	1.6%

End of Report

Bemont Middle School

Parent Survey and Student Tally Summary Reports

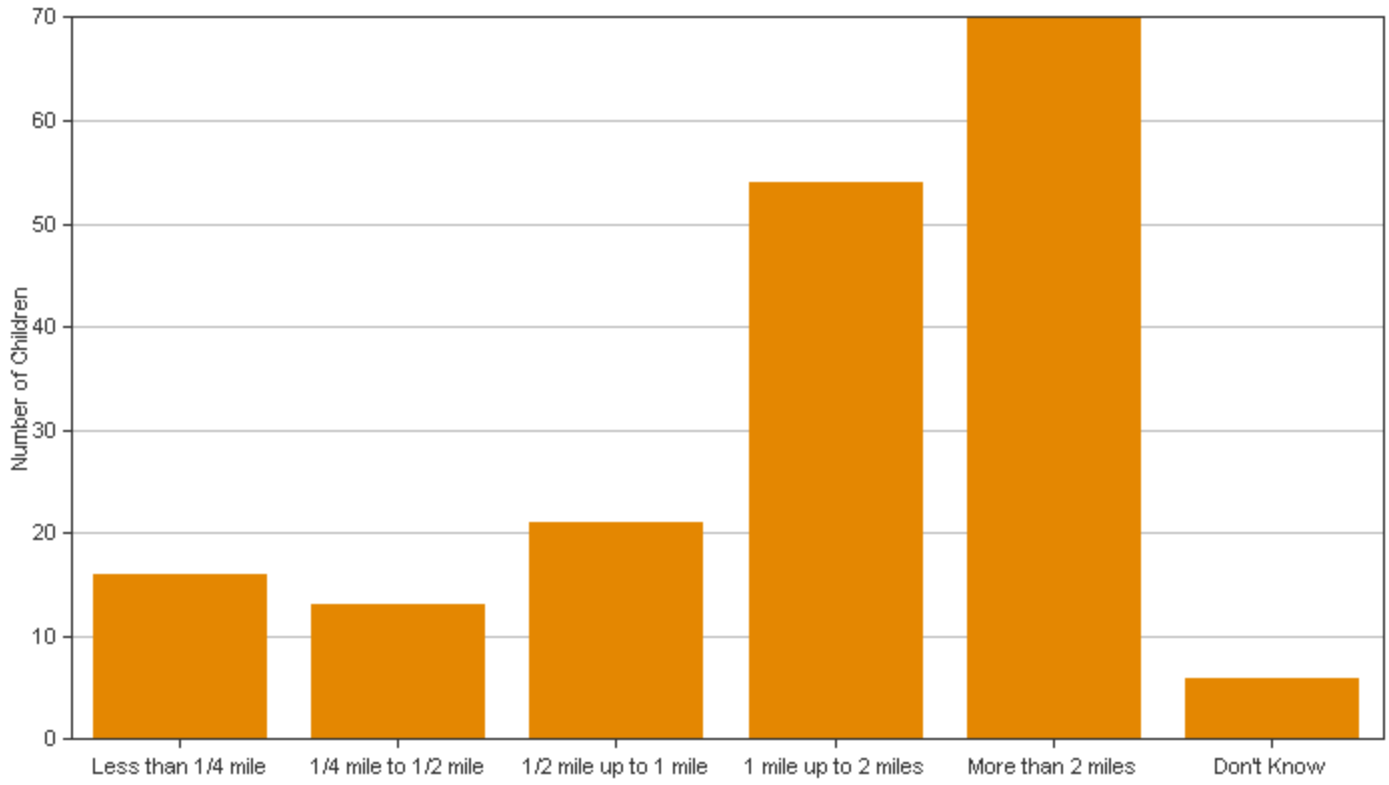
Parent Survey Summary Report:

Process Summary Information:

Program Name:	City of Belmont	**Survey Data Collected:**	Spring2010
School Name:	Belmont Middle School	**Data Collection Phase:** (pre = Before program began mid = During program; post = After program ended)	pre
Reported Enrollment:	678	**Number of Surveys Distributed:**	678
Date Report Generated:	05/26/2010	**Number of Surveys in Report:**	183

This report provides information from parents about their perceptions and attitudes on their child walking and bicycling to school. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Number of Children by Distance They Live From School:

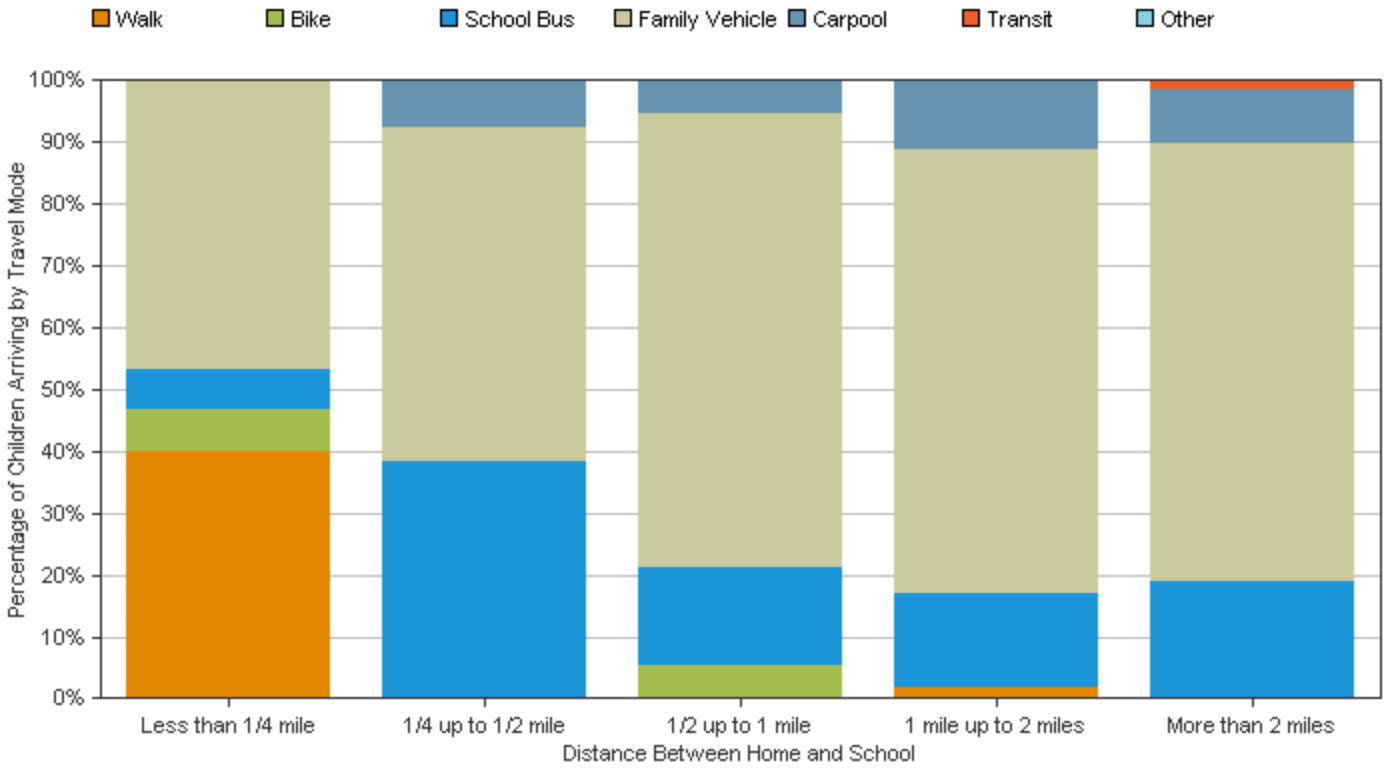


Number of Children by Distance They Live From School:

Distance from School	Number of Children
Less than 1/4 mile	16 (8.9%)
1/4 mile up to 1/2 mile	13 (7.2%)
1/2 mile up to 1 mile	21 (11.7%)
1 mile up to 2 miles	54 (30.0%)
More than 2 miles	70 (38.9%)
Don't know	6 (3.3%)
No response: 3	

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

Percentage of Children by Travel Mode to School and Distance Between Home and School:



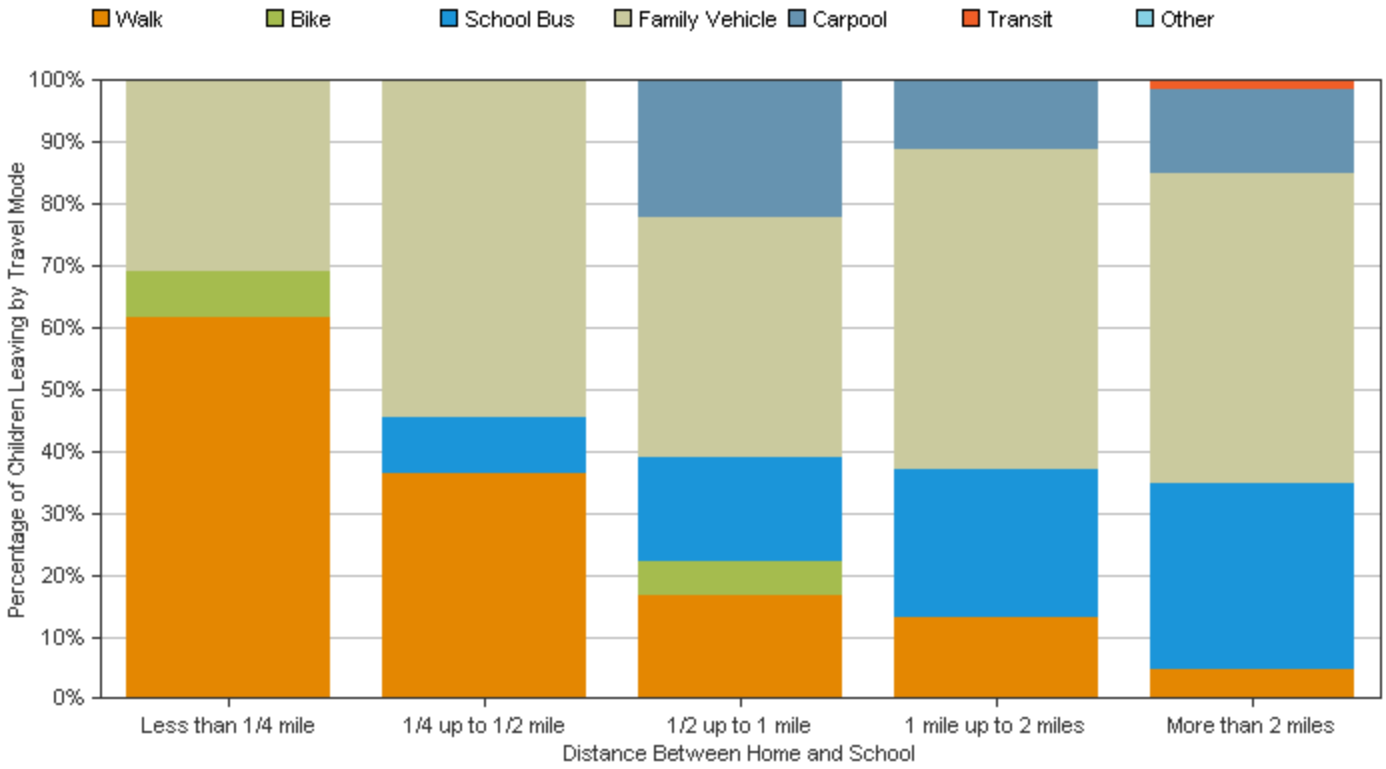
Number of Children by Travel Mode to School and Distance Between Home and School:

Mode	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles	Row Totals by Mode
Walk	6 (3.4%)	0 (0%)	0 (0%)	1 (0.6%)	0 (0%)	7 (4%)
Bike	1 (0.6%)	0 (0%)	1 (0.6%)	0 (0%)	0 (0%)	2 (1.2%)
School Bus	1 (0.6%)	5 (2.9%)	3 (1.7%)	8 (4.6%)	13 (7.4%)	33 (18.9%)
Family Vehicle	7 (4.0%)	7 (4.0%)	14 (8.0%)	38 (21.7%)	49 (28.0%)	118 (67.4%)
Carpool	0 (0%)	1 (0.6%)	1 (0.6%)	6 (3.4%)	6 (3.4%)	14 (8%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.6%)	1 (0.6%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Distance	15 (8.6%)	13 (7.5%)	19 (10.9%)	53 (30.3%)	69 (39.4%)	

No Response: 8

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

Percentage of Children by Travel Mode from School and Distance Between Home and School:



Number of Children by Travel Mode from School and Distance Between School and Home:

Mode	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles	Row Totals by Mode
Walk	8 (4.8%)	4 (2.4%)	3 (1.8%)	7 (4.2%)	3 (1.8%)	25 (15%)
Bike	1 (0.6%)	0 (0%)	1 (0.6%)	0 (0%)	0 (0%)	2 (1.2%)
School Bus	0 (0%)	1 (0.6%)	3 (1.8%)	13 (7.8%)	20 (12.0%)	40 (24%)
Family Vehicle	4 (2.4%)	6 (3.6%)	7 (4.2%)	28 (16.8%)	33 (19.8%)	79 (47.4%)
Carpool	0 (0%)	0 (0%)	4 (2.4%)	6 (3.6%)	9 (5.4%)	19 (11.4%)
Transit	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.6%)	2 (1.2%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Distance	13 (7.8%)	11 (6.6%)	18 (10.8%)	54 (32.4%)	66 (39.6%)	

No Response: 16

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

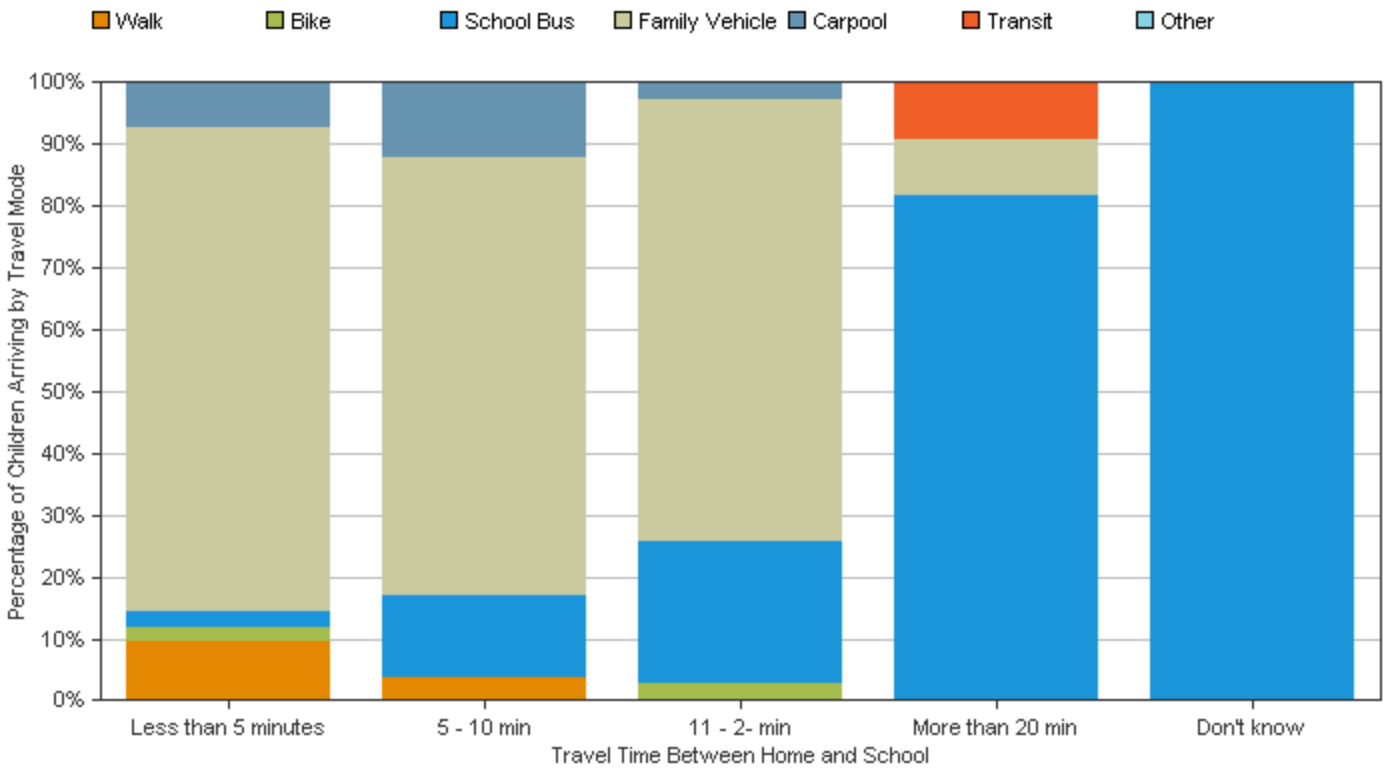
Number of Children by School Arrival Travel Mode and Travel Time to School:

Travel Mode	Less than 5 min	5 - 10 min	11 - 20 min	More than 20 min	Don't know	Row Totals by Mode
Walk	4 (2.3%)	3 (1.7%)	0 (0%)	0 (0%)	0 (0%)	7 (4%)
Bike	1 (0.6%)	0 (0%)	1 (0.6%)	0 (0%)	0 (0%)	2 (1.2%)
School Bus	1 (0.6%)	11 (6.3%)	8 (4.6%)	9 (5.2%)	3 (1.7%)	32 (18.4%)
Family Vehicle	33 (19.0%)	59 (33.9%)	25 (14.4%)	1 (0.6%)	0 (0%)	118 (67.9%)
Carpool	3 (1.7%)	10 (5.7%)	1 (0.6%)	0 (0%)	0 (0%)	14 (8%)
Transit	0 (0%)	0 (0%)	0 (0%)	1 (0.6%)	0 (0%)	1 (0.6%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Time	42 (24.2%)	83 (47.6%)	35 (20.2%)	11 (6.4%)	3 (1.7%)	

No Response: 9

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

Percentage of Children by Travel Time to School and School Arrival Travel Mode:



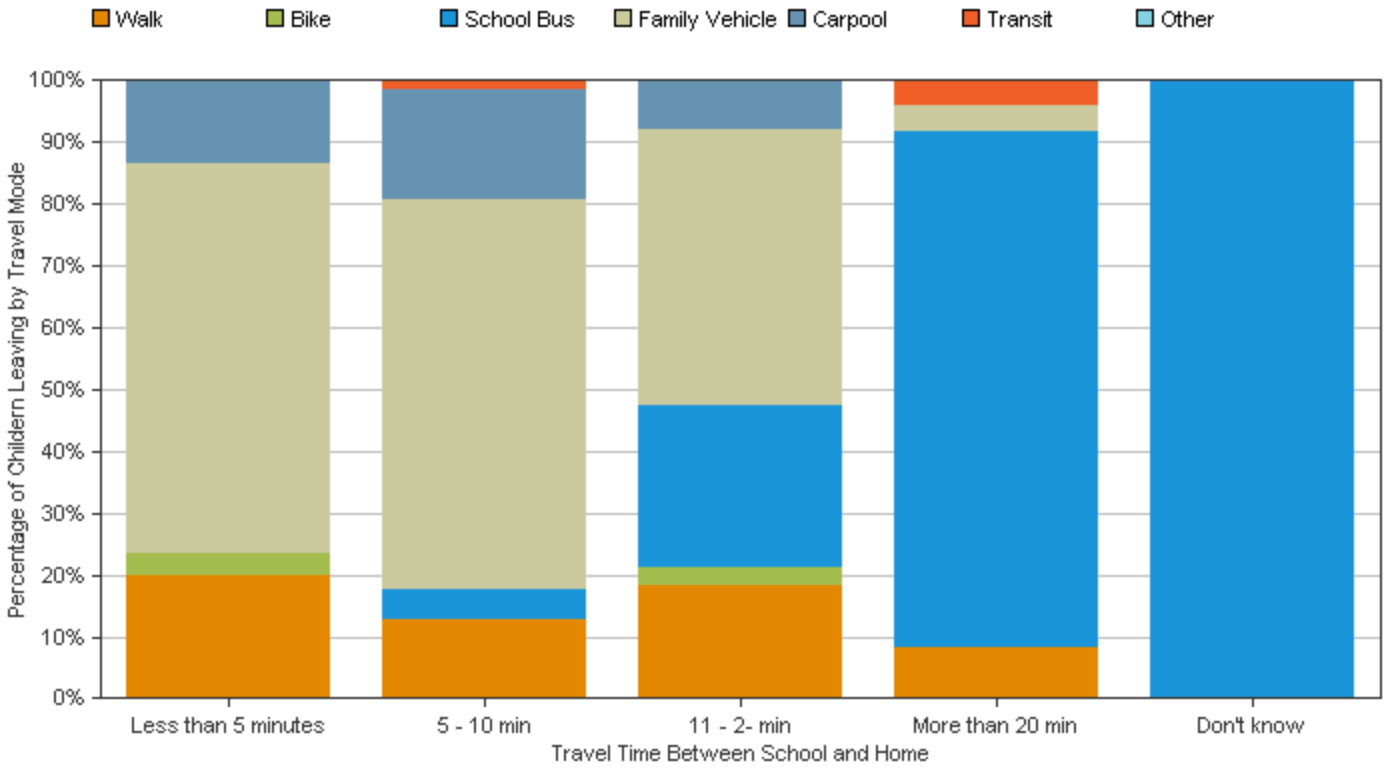
Number of Children by School Departure Mode and Travel Time from School:

Travel Mode	Less than 5 min	5 - 10 min	11 - 20 min	More than 20 min	Don't know	Row Totals by Mode
Walk	6 (3.8%)	8 (5.1%)	7 (4.5%)	2 (1.3%)	0 (0%)	23 (14.7%)
Bike	1 (0.6%)	0 (0%)	1 (0.6%)	0 (0%)	0 (0%)	2 (1.2%)
School Bus	0 (0%)	3 (1.9%)	10 (6.4%)	20 (12.7%)	3 (1.9%)	36 (22.9%)
Family Vehicle	19 (12.1%)	39 (24.8%)	17 (10.8%)	1 (0.6%)	0 (0%)	76 (48.3%)
Carpool	4 (2.5%)	11 (7.0%)	3 (1.9%)	0 (0%)	0 (0%)	18 (11.4%)
Transit	0 (0%)	1 (0.6%)	0 (0%)	1 (0.6%)	0 (0%)	2 (1.2%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column Totals by Time	30 (19%)	62 (39.4%)	38 (24.2%)	24 (15.2%)	3 (1.9%)	

No Response: 26

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

Percentage of Children by Travel Time from School and School Departure Travel Mode:



Number of Children Who Have Asked Their Parent for Permission to Walk or Bike to/from School in the Last Year Separated by Distance They Live from School:

Distance from School	Have Asked	Have Not Asked
Less than 1/4 mile	11 (6.2%)	3 (1.7%)
1/4 mile up to 1/2 mile	9 (5.1%)	3 (1.7%)
1/2 mile up to 1 mile	12 (6.8%)	9 (5.1%)
1 mile up to 2 miles	19 (10.7%)	35 (19.8%)
More than 2 miles	12 (6.8%)	58 (32.8%)
No Response: 6		

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

Grade When Parent Would Allow Child Walk or Bike to/from School without an Adult Separated by Distance They Live from School:

Grade	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Kindergarten	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1st Grade	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2nd Grade	0 (0%)	0 (0%)	2 (1.2%)	0 (0%)	0 (0%)
3rd Grade	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.6%)
4th Grade	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
5th Grade	2 (1.2%)	0 (0%)	0 (0%)	1 (0.6%)	2 (1.2%)
6th Grade	5 (3.0%)	3 (1.8%)	4 (2.4%)	5 (3.0%)	6 (3.7%)
7th Grade	2 (1.2%)	6 (3.7%)	3 (1.8%)	7 (4.3%)	6 (3.7%)
8th Grade	0 (0%)	0 (0%)	2 (1.2%)	7 (4.3%)	5 (3.0%)
Not at any Grade	5 (3.0%)	2 (1.2%)	6 (3.7%)	30 (18.3%)	46 (28.0%)
No Response: 19					

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

Issues which Affect Parent's Decision to Allow or Not Allow Their Child to Walk or Bike to/from School Separated by Children who Do and Do Not Already Walk or Bike To/From School:

Issue	Child walks/bikes to school	Child does not walk/bike to school
Distance	8 (100.0%)	94 (78.3%)
Convenience of driving	0 (0.0%)	20 (16.7%)
Time	4 (50.0%)	43 (35.8%)
Before/after-school activities	3 (37.5%)	22 (18.3%)
Traffic speed along route to school	2 (25.0%)	85 (70.8%)
Traffic volume along route	5 (62.5%)	90 (75.0%)
Adults to walk/bike with	0 (0.0%)	27 (22.5%)
Sidewalks or pathways	5 (62.5%)	62 (51.7%)
Safety of intersections & crossings	4 (50.0%)	77 (64.2%)
Crossing guards	2 (25.0%)	26 (21.7%)
Violence or crime	3 (37.5%)	67 (55.8%)
Weather or climate	4 (50.0%)	67 (55.8%)
Number of Respondents Per Category	8	120
No Response: 55		

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

For Parents Whose Children Do Not Walk or Bike to/from School, Number of Parents Responding to question: Would You Probably let Your Child Walk or Bike to/from School Issues Were Changed or Improved?

	Number of parents reporting that:		
Issue	**Change Would affect decision**	**Change Would Not affect decision**	**Not Sure if change would affect decision**
Distance	53 (36.3%)	75 (51.4%)	16 (11.0%)
Convenience of driving	20 (13.7%)	50 (34.2%)	9 (6.2%)
Time	32 (21.9%)	51 (34.9%)	9 (6.2%)
Before/after-school activities	18 (12.3%)	53 (36.3%)	7 (4.8%)
Traffic speed along route to school	60 (41.1%)	58 (39.7%)	14 (9.6%)
Traffic volume along route	65 (44.5%)	56 (38.4%)	15 (10.3%)
Adults to walk/bike with	22 (15.1%)	49 (33.6%)	6 (4.1%)
Sidewalks or pathways	51 (34.9%)	48 (32.9%)	9 (6.2%)
Safety of intersections & crossings	62 (42.5%)	51 (34.9%)	12 (8.2%)
Crossing guards	37 (25.3%)	37 (25.3%)	2 (1.4%)
Violence or crime	36 (24.7%)	56 (38.4%)	9 (6.2%)
Weather or climate	34 (23.3%)	68 (46.6%)	9 (6.2%)
Number of Respondents That Selected at Least 1 Issue: 146			
No Response: 14			

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

Number of Parents Who Feel Their Child's School Encourages or Discourages Walking and Biking to/from School:

	Strongly Encourage	Encourage	Neutral	Discourage	Strongly Discourage
Number	4 (2.2%)	19 (10.6%)	150 (83.8%)	2 (1.1%)	4 (2.2%)

No Response: 4

Number of Parents Reporting the Level of Fun Walking and Biking to/from School is for Their Child:

	Very Fun	Fun	Neutral	Boring	Very Boring
Number	12 (7.1%)	42 (24.7%)	95 (55.9%)	12 (7.1%)	9 (5.3%)

No Response: 13

Number of Parents Reporting How Healthy Walking and Biking to/from School is for Their Child:

	Very Healthy	Healthy	Neutral	Unhealthy	Very Unhealthy
Number	59 (33.7%)	3 (1.7%)	36 (20.6%)	3 (1.7%)	2 (1.2%)

No Response: 8

Parent Comments

This table displays the comments provided by parents as part of this Parent Survey. These comments have been entered in two ways — they may have been entered by the local program, or they may have been scanned and processed by the National Center for Safe Routes to School (NCSRTS). Comments scanned and processed by NCSRTS may have not been edited for content, spelling, and other typographical errors that may have as part of the scanning and handwriting recognition process.

Comments from: Belmont Middle School

SurveyID	Comment
1667125	I'M NOT WORRIED ABOUT MY CHILDS ABILITY TO CORRECTLY MAKE IT TO SCHOOL IF THE PEOPLE IN CARS DRIVING THAT SCARE ME!
1667129	WHY WAS I ASKED WHAT WAS THE HIGHEST GRADE I COMPLETED?
1667132	NO CROSSING GUAD AT SOUTHPOINT RD & NIXON (BY HIGH SCHOOL) NO SIDEWALK ON SOUTHPOINT RD UNTIL YOU REACH CITY LIMITS.
1667134	NEEDS BUS NOW TO PICK HER UP WE JUST MOVE HERE.
1667135	IF WE LIVED DIRECTLY ACROSS THE STREET FROM THE SCHOOL - IT WOULD BE AN OPTION TO WALK. I'M VERY PROTECTIVE!
1667137	OUR CHILD WILL NOT WALK OR RIDE BIKE UNDER ANY CIRCUMSTANCES
1667138	IN THIS DAY & TIME I WOULD NOT ALLOW MY CHILD TO WALK OR RIDE A BIKE TO AND FROM SCHOOL. CRIME RATES ARE TOO HIGH NO MATTER THE CHILD'S AGE OR SEX. NOT WILLING TO TAKE THE RISK
1667140	WE LIVE BEHIND HIGH SCHOOL - KIDS WILL WALK THERE BUT IN ORDER TO WALK TO BMS - THERE WOULD NEED TO BE CROSSING GUARDS @ INTERSECTIONS AT THE HIGH SCHOOL. TOO MANY ACCIDENTS AT THAT INTERSECTION DUE TO TEEN DRIVERS.
1667150	IT'S TOO FAR. IF WE WERE WITHIN A MILE I'D CONSIDER IT. TO TELL THE TRUTH I THINK OTHER PARENTS WOUDL QUESTION MY JUDGEMENT IF I LET MY CHILD WALK TO SCHOOL. OTHERS THINK IT IS "BAD SUPERVISION". I DON'T.
1667157	I LIVE ACROSS A HIGHWAY NO AMOUNT OF SAFETY COULD BE GUARANTEED FOR MY CHILD TO WALK TO SCHOOL OR BIKE.
1667164	SCHOOL SECURITY IS BAD BIKE STOLEN LAST YEAR.
1667168	WALKING/BIKING TO SCHOOL IS NOT REALLY AN OPTION FOR MY CHILD. HE LIVES IN THE HOUSES - THE BELMONT HOUSE IS OFF 273 WHICH IS WAY TOO DANGEROUS. OTHERS HOUSE IS IN CRAMERTON.
1667171	PREFER BETTER BUS SCHEDULES FOR MIDDLE SCHOOL STUDENTS & THEM NOT HAVING TO RIDE W/ ELEMENTARY OR HS STUDENTS.
1667175	WE STARTED THE SCHOOL YEAR OUT WALKING TO SCHOOL BUT WHEN THE WEATHER GREW COLD SHE STARTED RIDING A BUS THAT ALREADY COMES DOWN OUR STREET.
1667197	LIVING IN THE YEAR THAT WE DO. I DON'T FEEL THERE IS ENOUGH PROTECTION FOR CHILDREN TO WALK/RIDE BIKES TO OR FROM SCHOOL.
1667199	WOULD LIKE TO SEE BELMONT UPGRADE THE SCHOOLS! SIDEWALKS IN THE SCHOOL AREAS WOULD BE VERY NICE THE HIGH SCHOOL NEEDS LOTS OF WORK.

1667212	I WISH SCHOOL WAS LIKE WHEN I WAS A KID TOO MANY KIDS ARE LAZY AND THEIR PARENTS DON'T CARE! BELMONT HAS A GREAT MIDDLE SCHOOL FOR THE KIDS THAT WANT TO LEARN
1667213	WOULD NEVER ALLOW IT D/T CRIME/VIOLENCE/PREDATORS/ ABDUCTIONS
1667217	I DON'T MIND MY SON WALKING HOME AS LONG AS HE IS NOT ALONE AND IS WALKING WITH FRIENDS.
1667224	THERE ARE SEVERAL REGISTERED SEXUAL OFFENDERS IN THE VICINITY WHICH HINDER OUR DECISION IN THIS AREA
1667229	WALKING/BIKING IS GREAT FOR THOSE CLOSE I WALKED TO SCHOOL BUT DISTANCE TIME IN MORNING & SAFETY PREVENT MY CHILDREN FROM WALKING. SCHOOL BUS IS GREAT
1667232	MY CHILD ONLY WALKS HOME ONCE IN A WHILE AND ONLY IF A GROUP OF CHILDREN ARE WALKING TOGETHER NEVER ALONE.
1667233	WE LIVE OUT OF DISTRICT.
1667236	DURING MILD WEATHER I FEEL COMFORTABLE WITH HIM WALKING - WILL ADDRESS THIS IN HIGHER GRADE 8TH IN WILLING HOME ALONE - PREFER HE HAS A WALKING PARTNER.
1667237	SPEED LIMIT COULD BE SLOW ON CENTRAL AVE. DUE TO THE SCHOOL AND CHILDREN WALKING & RIDING - SHOULD BE 25 MPH NOT 35 MPH - FROM THE FORK TO NICHOULS STORE.
1667239	QUESTION #13 - HE DOESN'T DO THIS.
1667241	MY CHILD WALKS HOME WITH A GROUP OF FRIENDS. I COME PICK UP THEIR BOOKBAGS SO WON'T TIRE THEM WHILE WALKING. THEY HAVE FUN TALKING AND EXERCISING AT SAME TIME.
1667247	HOPEFULLY IT WON'T TAKE THE DEATH OF A CHILD OR MANY CHILDREN TO GET A PARKING LOT/DROP OFF ZONE OUT FRONT. THERE IS PLENTY OF ROOM FOR A DROP OFF AREA. THE CURRENT SITUATION IS UNSAFE! QUESTION #10 - CARS PARKED ON RD LIMIT VISIBILITY THIS IS UNSAFE SCHOOL NEEDS A DROP OFF
1667255	QUESTION #10 - LIVE ACROSS STREET FROM SCHOOL
1667258	SIDEWALKS NEED TO COME ALL WAY DOWN TO GRAYSTONE ESTATES FROM SOUTH PT HIGH SCHOOL
1667260	IT WOULD ALSO DEPEND ON MY CHILD'S ABILITY TO MAKE GOOD CHOICES WHILE WALKING UNSUPERVISED.
1667263	THE FACT THAT THE HIGH SCHOOL IS NEAR THE MIDDLE SCHOOL & STUDENTS (AT RISK DRIVERS) FROM HIGH SCHOOL ARE DRIVING ON/NEAR THE SAME ROADS WED BY MIDDLE SCHOOL (WALKING STUDENTS) MY OPINION IS THERE IS A HIGHER RISK OF AN ACCIDENT.
1667266	QUESTION #10 - NEED SIDEWALKS ON BOTH SIDES OF THE ROAD
1667267	WE LIVE ON A HIGH TRAFFIC STREET. SIDEWALKS DO NOT COME OUT AS FAR AS WE LIVE. WITHOUT A SIDEWALK I DON'T THINK IT WOULD BE SAFE TO WALK ON OUR STREET
1667268	I HAVE LET MY CHILDREN WALK HOME HOWEVER TRYING TO CROSS KEENER IS REALLY TO DANGEROUS.

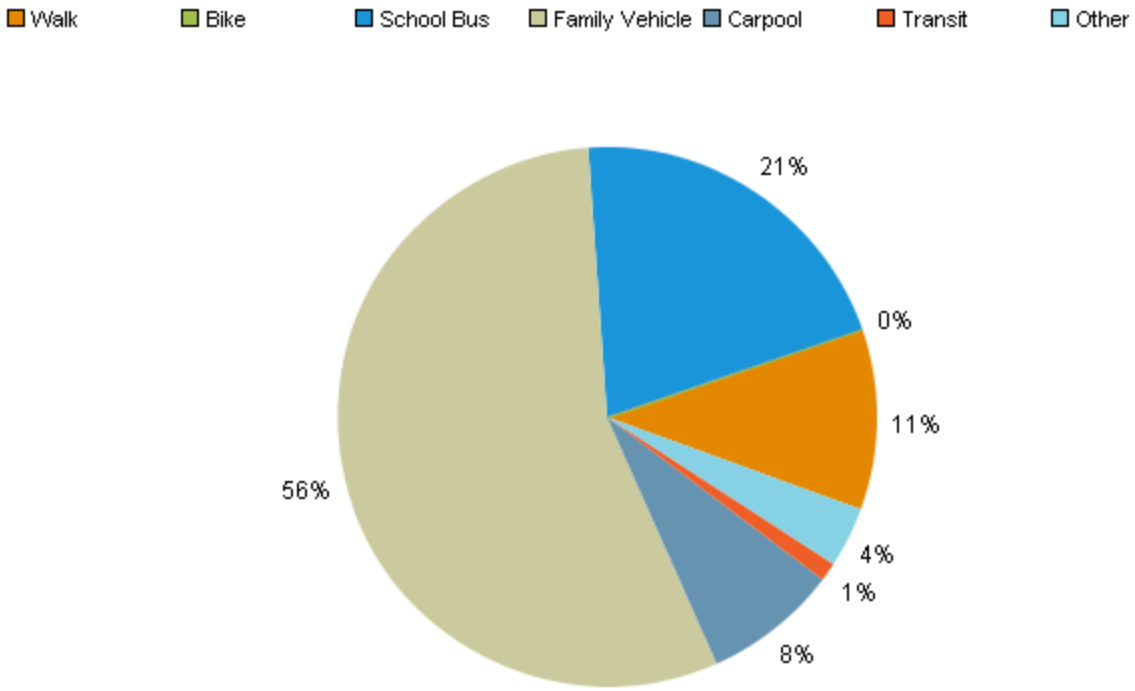
1667282	THE CRAZY DANGEROUS TRAFFIC IN FRONT OF SOUTH POINT HIGH SCHOOL IS MY GREATEST CONCERN! SOMEONE'S GOING TO GET KILLED SOME DAY! PEOPLE TAKE RISKS & DRIVE INTO ONCOMING LANES OF TRAFFIC IN AN EFFORT TO GET IN/OUT. MY CHILD WOULD BE WALKING RIGHT INTO THAT!! NOBODY WILL HELP!!!
1667287	WE LIVE TOO FAR FOR HER TO RIDE A BIKE TO SCHOOL
1667290	TO MUCH TRAFFIC! BELMONT MIDDLE DOES NOT HAVE A DROP OFF OR PICK UP ZONE!
1667292	MY CHILD IS A TRANSFER STUDENT & THIS TRULY DOES NT APPLY!
1667293	IN REGARD TO #13 I DON'T KNOW IF HE WOULD ENJOY WALKING/BIKING TO SCHOOL REGULARLY. IT HAS NEVER BEEN AN OPTION DUE TO DISTANCE. WALKING/BIKING TO SCHOOL WOULD BE VERY HEALTHY FOR MY CHILD IF IT WERE POSSIBLE.
1667295	SOME PARENTS HAVE NO CHOICE
1667304	QUESTION #10 - I WOULD NOT ALLOW MY CHILD TO WALK OR BIKE TO SCHOOL

End of Report

Student Travel Summary

Program Name:	City of Belmont	**Season Collected:**	Spring2010
School Name:	Belmont Middle School	**Data Type *(Pre/Mid/Post)*:**	pre
		Reported School Enrollment:	678
		Number Classrooms:	0
		Number of Tallies Reported:	10

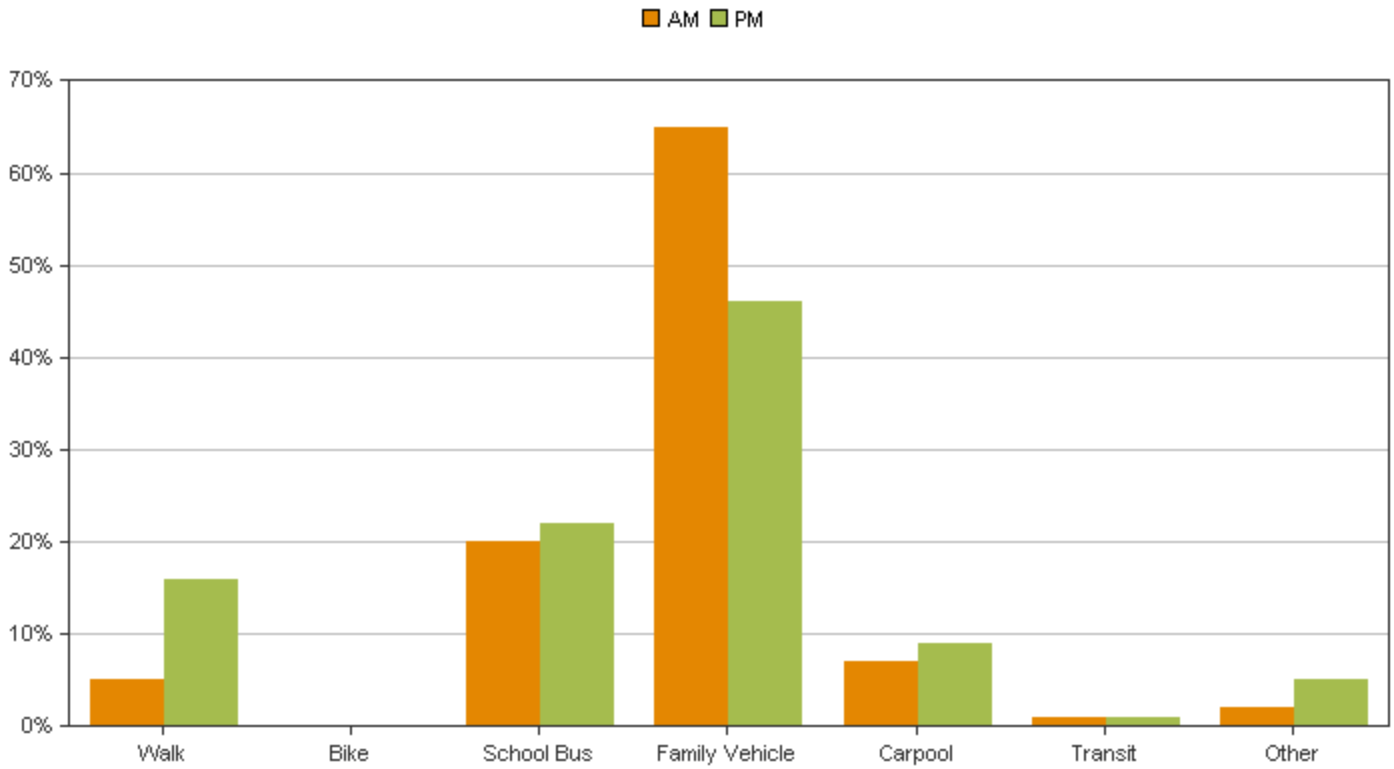
Students Traveling by Each Mode (across all reported days)



	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Average Number of Student Trips for Morning and Afternoon	15.5	0.3	30.7	81.2	11.7	1.0	5.2
Percent	10.7%	0.2%	21.1%	55.8%	8.0%	0.7%	3.6%

Average number of students per day responding to in-class tally counts: **145.5**

Morning to Afternoon Travel Mode Comparison



	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	5.0%	0.2%	19.9%	64.9%	6.8%	0.7%	2.5%
Afternoon	16.5%	0.2%	22.3%	46.4%	9.3%	0.7%	4.6%

Number of students by travel mode to and from school:

	Number of Students	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tues AM	165	7	0	35	113	9	1	0
Tues PM	176	32	0	41	81	15	1	6
Wed AM	186	7	1	37	121	13	1	6
Wed PM	167	24	1	44	74	14	1	9
Thur AM	91	8	0	16	53	8	1	5
Thur PM	88	15	0	11	45	11	1	5

Averages for classes submitting travel tallies:

	Number of Students	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tues AM	16.5	0.7	0.0	3.5	11.3	0.9	0.1	0.0
Tues PM	17.6	3.2	0.0	4.1	8.1	1.5	0.1	0.6

Wed AM	18.6	0.7	0.1	3.7	12.1	1.3	0.1	0.6
Wed PM	16.7	2.4	0.1	4.4	7.4	1.4	0.1	0.9
Thur AM	9.1	0.8	0.0	1.6	5.3	0.8	0.1	0.5
Thur PM	8.8	1.5	0.0	1.1	4.5	1.1	0.1	0.5

Percentages of students by travel mode to and from school:

	Number of Students	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tues AM	165	4.2%	0.0%	21.2%	68.5%	5.5%	0.6%	0.0%
Tues PM	176	18.2%	0.0%	23.3%	46.0%	8.5%	0.6%	3.4%
Wed AM	186	3.8%	0.5%	19.9%	65.1%	7.0%	0.5%	3.2%
Wed PM	167	14.4%	0.6%	26.3%	44.3%	8.4%	0.6%	5.4%
Thur AM	91	8.8%	0.0%	17.6%	58.2%	8.8%	1.1%	5.5%
Thur PM	88	17.0%	0.0%	12.5%	51.1%	12.5%	1.1%	5.7%

End of Report