Pierce Middle School

Grosse Pointe Public School System
South Cluster

Safe Routes to School

July 2020

MICHIGAN STATE UNIVERSITY

Safe Routes to School

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Photos: Unless otherwise noted, all photos are courtesy of MSU SPDC.

Purpose of this Report

This report was prepared by Michigan State University as part of a technical assistance agreement with the local Safe Routes to School (SRTS) committee for Pierce Middle School. This report serves as a detailed record of the SRTS process and provides necessary information to assist in preparing an application for the Michigan Department of Transportation (MDOT) SRTS Infrastructure Grant. The report can be used by the local SRTS team for a variety of tasks including:

- A summary of the projects and programs, including benefits to the community and their relation to the grant application;
- Showcasing public input in the SRTS planning process, including community involvement through meetings and surveys;
- Providing an action plan with information regarding the concerns addressed, recommendations, implementation, and community benefits;
- Preliminary engineering and drawings that visualize improvements for non-motorized alternatives; and
- A resource that can be used for projects that are both funded or outside the scope of the SRTS grant.

Several sections of this report can be used directly to support the SRTS grant application. See Appendix D for information on how the report can be used while completing the SRTS Grant application.

Background of SRTS

SRTS was created by Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU), which was signed into law in August 2005. After SAFETEA-LU expired, the succeeding Moving Ahead for Progress in the 21st Century Act of 2012 (MAP-21) placed SRTS as one of its highest funding priorities for its Transportation Alternatives Program (TAP). TAP continues to receive funding under the Fixing America's Surface Transportation (FAST) Act of 2015.

The money provided to the state is further disseminated to communities for physical infrastructure improvements to help create safe walking and biking environments, as well as non-infrastructure programs such as events, curricula, and activities to educate, encourage, and enable students to safely walk, bike, and roll to school. Infrastructure grants cover built environment improvements such as sidewalks, crosswalks, curb extensions, etc. that are compliant with the Americans with Disabilities Act of 1990 (ADA). Non-infrastructure grants are for programs, events, and activities that encourage walking and biking to/from school, as well as support for community safety volunteerism such as crossing guards and measures to bolster law enforcement around student commutes.

MDOT manages Michigan's SRTS program with programmatic support from the Michigan Fitness Foundation. The purposes of Safe Routes to School programs are to:

- Enable and encourage children, including those with disabilities, to walk, bike, and roll to school;
- Make walking, biking, and rolling to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and
- 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.

For more information about Michigan's SRTS program, go to **saferoutesmichigan.org**.

The 6 E's of SRTS

Safe Routes to School uses six guiding principles when developing a framework to increase safe walking, biking, and rolling practices as well as student health and fitness. All SRTS programmatic and infrastructural recommendations are based on these following Six "E's:"

EDUCATION – Providing students and the community with the skills to walk and bicycle safely, educating them about benefits of walking and bicycling, and teaching them about the broad range of transportation choices.

ENCOURAGEMENT – Generating enthusiasm and increased walking and bicycling for students through events, activities, and programs.

ENFORCEMENT – Deterring unsafe traffic behaviors and encouraging safe habits by people walking, bicycling and driving in school neighborhoods and along school routes.

ENGINEERING – Creating physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.

EQUITY – Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others.

EVALUATION – Assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach.

(https://www.saferoutespartnership.org)

Acknowledgements

Michigan State University Planning Team

The Michigan State University (MSU) College of Engineering and School of Planning, Design & Construction (SPDC), in cooperation with MSU Extension, along with the Michigan Fitness Foundation and the Michigan Department of Transportation (MDOT) are responsible in assisting interested schools with developing a Safe Routes to School action plan that includes design alternatives. The College of Engineering team is led by Tim Gates, with research assistants Steven Stapleton and Matt Motz. The SPDC design team is led by Jun-Hyun Kim with his research assistant Shu Yang. The SPDC planning team is led by Wayne Beyea, with research assistants Aman Pannu, Elena Cangelosi, Emma Gilbert, and Jason Derry.

Local SRTS Team

- Gary C. Niehaus (Superintendent)
- Sara Dirkse (Pierce Middle School Principal)
- Lisa Rheaume (Defer Elementary School Principal)
- Hussain Ali (Poupard Elementary School Principal)
- Adam Jenks (MFF)
- Joshua Carey (MDOT)
- Rebecca Fannon (Program Coordinator)
- Melissa Kalnasy (Carlisle Wortman Associates Inc.)
- Chief John Kosanke (Grosse Pointe Woods Public Safety)
- Chief Steven Poloni (Grosse Pointe City and Park Public Safety)
- George McMullen (Grosse Pointe Woods City Council)
- Vikas Relan (Parent and Grosse Pointe Park City Council)
- Jenya Abramovich (SEMCOG Transportation Planner)
- Suzy Berschback (Healthy Grosse Pointe & Harper Woods Coordinator)
- Brian Rumohr (Pointe Pedaler Coordinator and Parent)
- Wendy Relan (Pierce Parent)
- Lindy Holloway (Defer PTO)
- Amy Pellerito (Defer Crossing Guard)
- Beth Rainbolt (GP Reading Specialist & Literacy Coach)
- Randal Baker (GPPSS Building and Grounds)
- Traci Reitzloff (GP Farm Police)
- Pete Milenkovich & Ron Agacinski (Wayne County)
- Defer, Trombly, Pierce, Poupard, Mason, & Parcells Students

The project team would like to send a special thanks to Melissa Kalnasy for helping to coordinate the local effort.

Community Input

Planning Process

The SRTS planning process for Pierce Middle School included a walking audit, student and parent surveys, and a series of three community meetings to capture input and inform the plan.

1. Walking Audit—The Walking Audit engaged community members in identifying assets and concerns for walking and biking along routes to and from school. Using note taking, pictures, and group discussion, the group recorded their input.

- Walking Audit date: November 18, 2019
- Number of participants: 23

2. Meeting One—At Meeting One, participants discussed what is working, not working, and potential improvements for the students walking and biking to school. The input from Meeting One, the Walking Audit, and the parent and student surveys were used to design the initial engineering designs and programmatic recommendations.

- Meeting One date: November 18, 2019
- Number of participants: 23

3. Meeting Two—At Meeting Two the community reviewed the initial engineering improvements and programmatic recommendations developed by the MSU team to address the feedback from Meeting One, the Walking Audit, and the surveys. Participants provided input on what they liked, didn't like, and what improvements they would like to see. This input was used to revise the engineering and programmatic recommendations to meet the community's needs.

- Meeting Two date: March 17, 2020
- Number of participants: 11

4. Meeting Three—At Meeting Three, the community reviewed the final engineering and programmatic recommendations and provided final input. This input was used to finalize the engineering and programmatic recommendations for the final action plan.

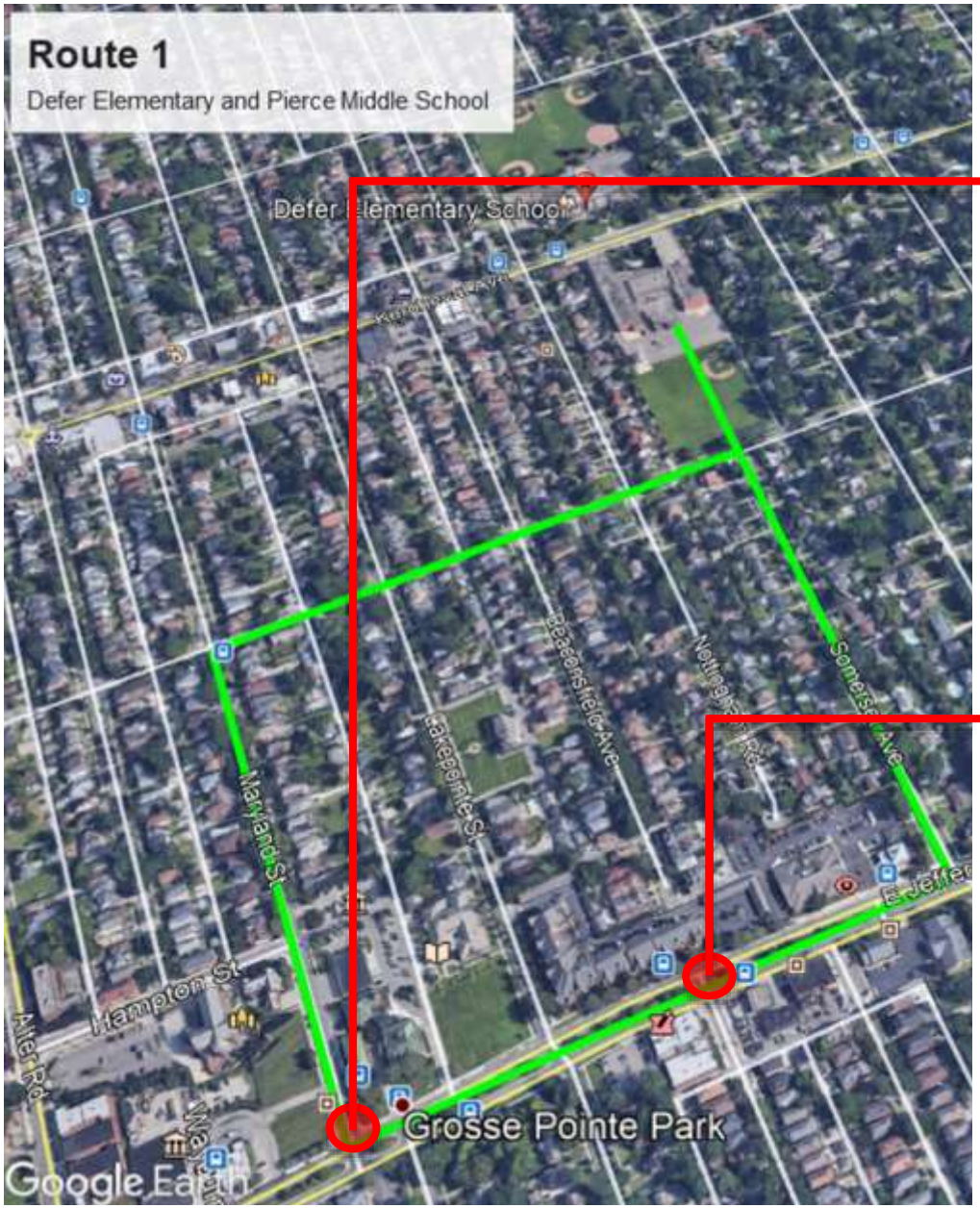
- Meeting Three date: June 30, 2020
- Number of participants: 17

Walking Audit

On November 18, 2019, a group of local students, parents, and teachers along with Michigan State University staff conducted a walking audit for Pierce Middle School and Defer Elementary School. This exercise was designed to document priority routes and their conditions, and assist the school in identifying the issues that impact students traveling to and from campus.

Participants were divided into six groups that followed designated priority routes and were tasked with recording issues they found while walking. The participants were also asked to capture the points of interest with photos and identify concerns. Following the walking audit, the groups reconvened in the Pierce Middle School auditorium to discuss the most notable and serious issues encountered on their walk. Many of the comments revolved around deteriorating sidewalk and street infrastructure, dangerous intersections, and fading crosswalk paint. The following pages chronicle some of the pictures and comments made by walking audit participants.

Walking Route 1



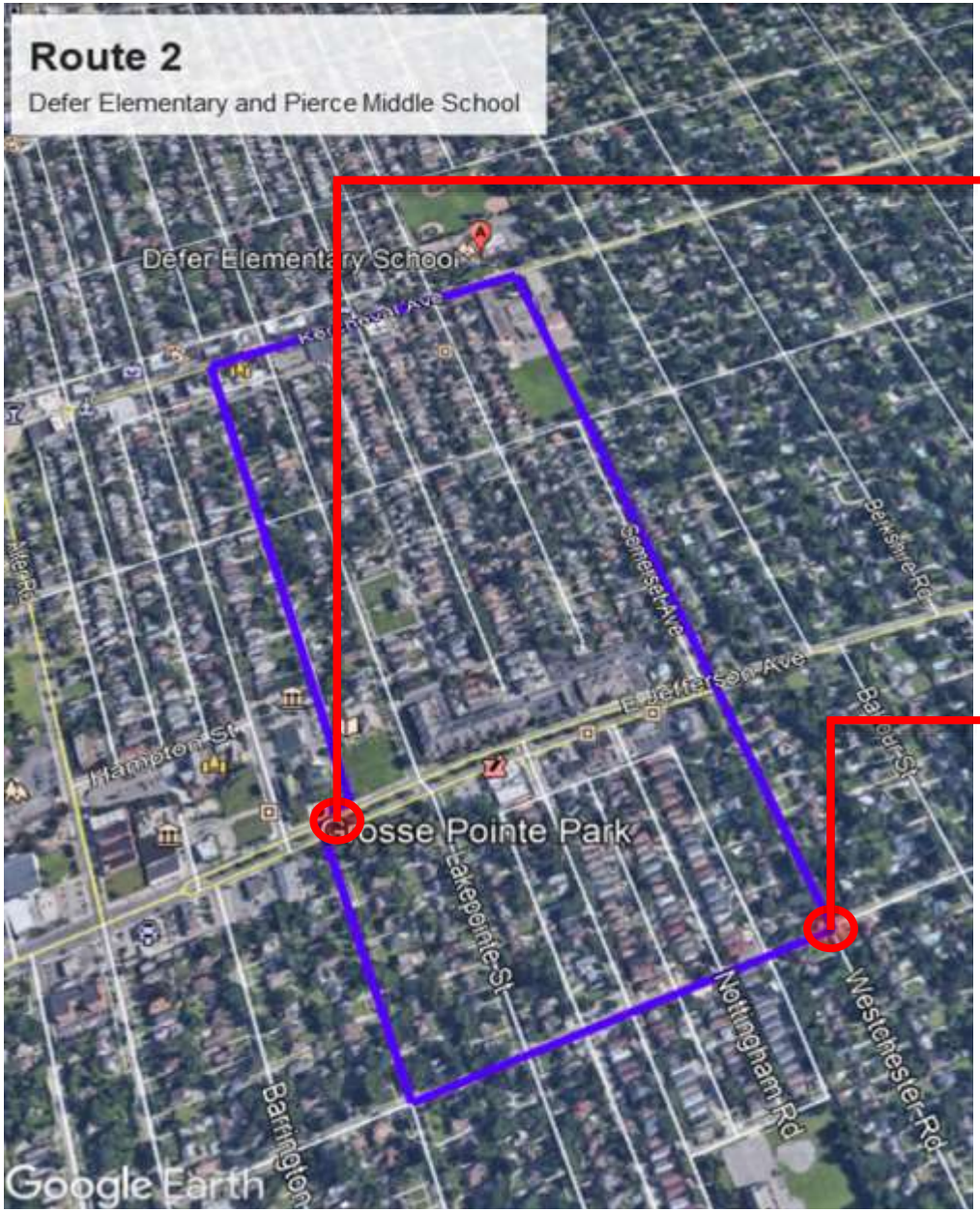
Jefferson & Maryland

Concern: No crosswalk or ADA ramp

Jefferson & Beaconsfield

Concern: Curb deterioration

Walking Route 2



Pemberton & Maryland

Concern: Street median does not have a refuge island

Somerset & Westchester

Concern: Crossing issues with signal

Walking Route 3

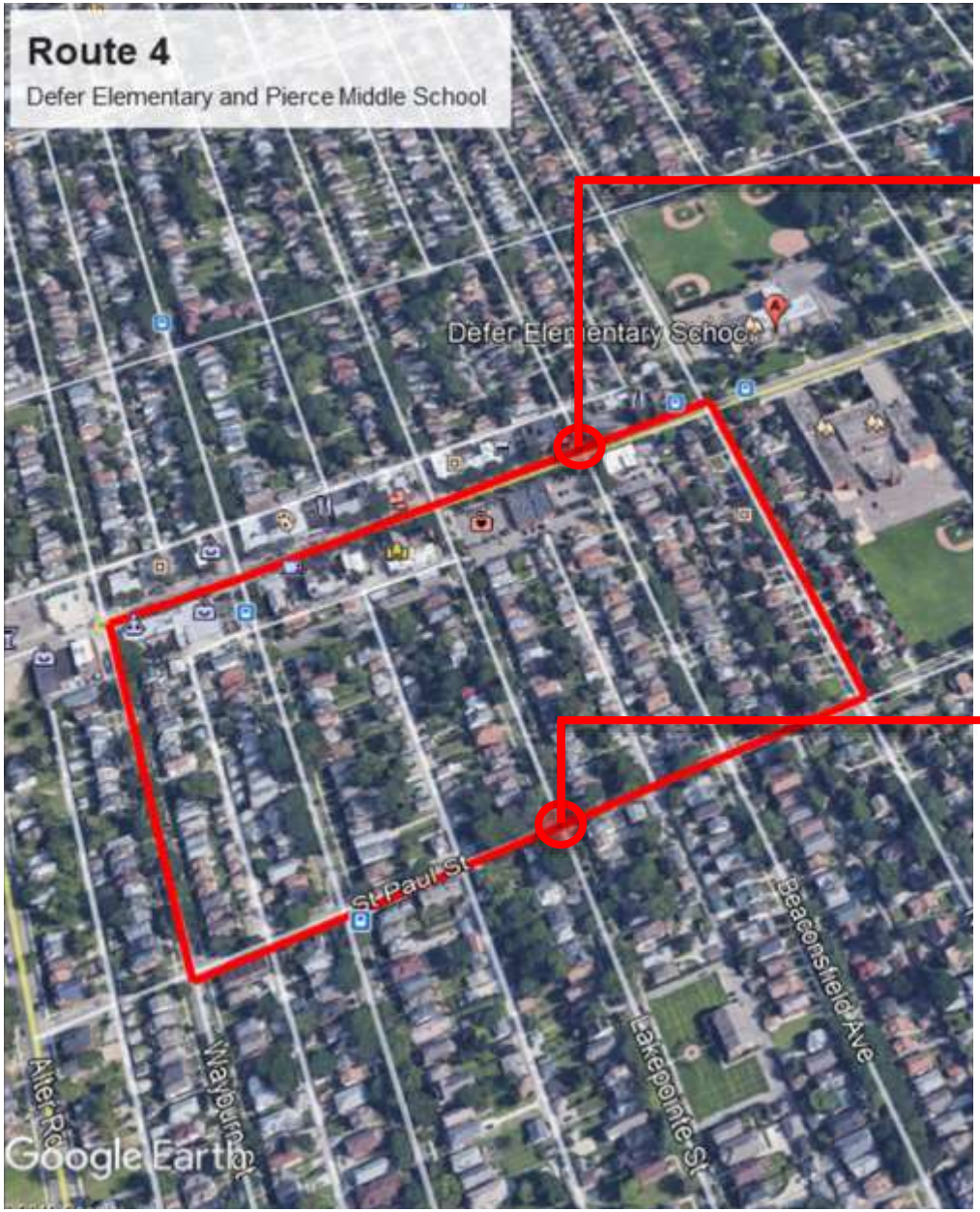
St. Paul & Balfour

Concern: Cars in street on garbage day

Somerset & E Jefferson

Concern: Faded crosswalk/ADA ramp

Walking Route 4



Beaconsfield & Kercheval

Concern: Low visibility due to parked cars

Lakepointe & St. Paul

Concern: No school signage

Walking Route 5

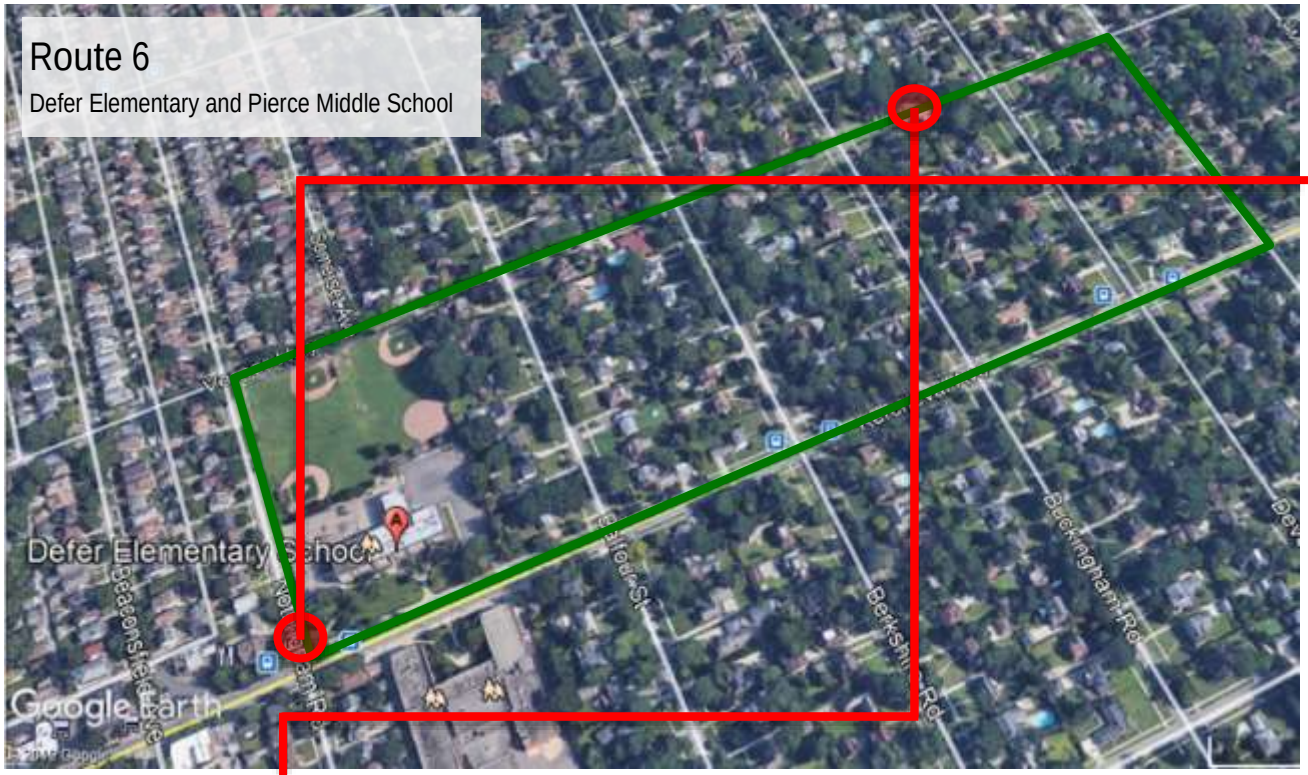
Balfour & Charlevoix

Concern: Overgrown vegetation

Balfour & Vernor

Concern: Parked cars along street interrupt traffic flow

Walking Route 6



Nottingham Road

Concern:

Street parking interferes with flow of traffic during drop-off and pick-up times.

Vernor Highway, between Buckingham & Devonshire

Concern: Garage setbacks are too close to the sidewalk; cars park on the sidewalk

Parent Surveys

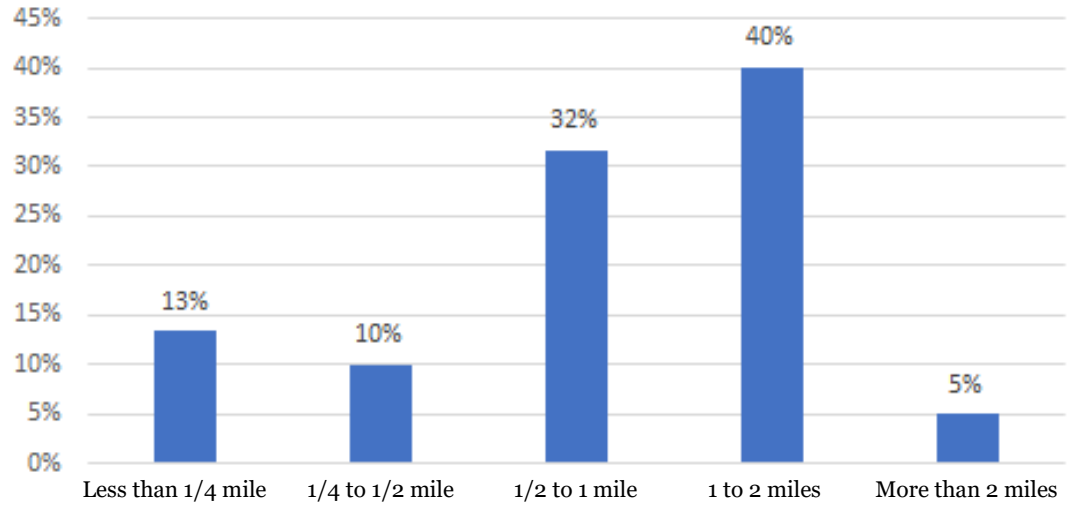
Parents of Pierce Middle School students were surveyed about the travel behavior of their child to and from school. The survey was administered online through the National Center for SRTS, and parents were able to complete the questions remotely.

According to the survey, most students live between 1/2 mile and 2 miles from school (72%), while only 23% of students live less than 1/2 mile from school.

Furthermore, about 54% of students bike to and from school. Taking a family vehicle is the second most common form of travel for students with 28% riding in the morning and 19% in the afternoon.

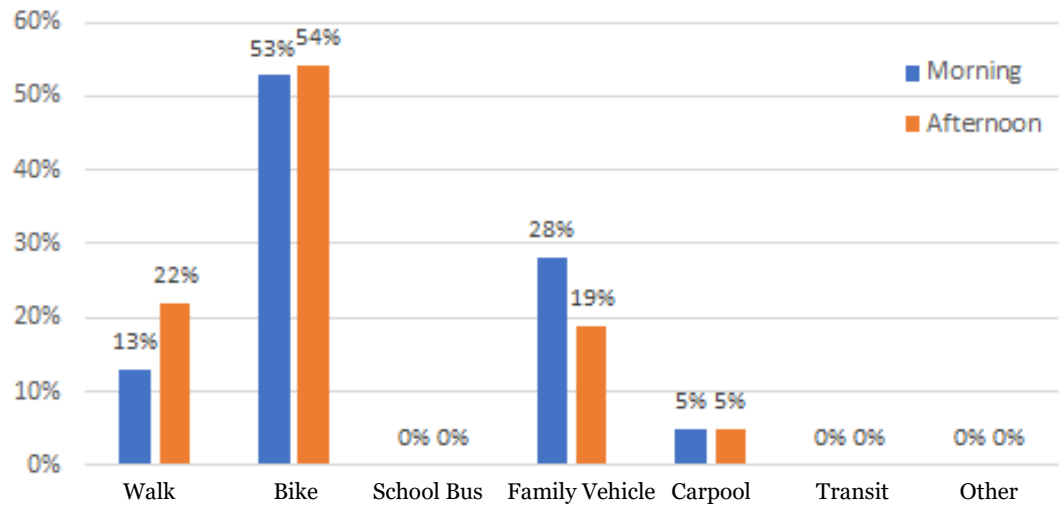
Walking is the third most common method to get to and from school with 13% in the morning and 22% in the afternoon. Carpooling then follows with 5% in both the morning and afternoon.

Parent Estimate of Distance from Child's Home to School



Number of Responses: 60

Typical Mode of Arrival to and Departure from School



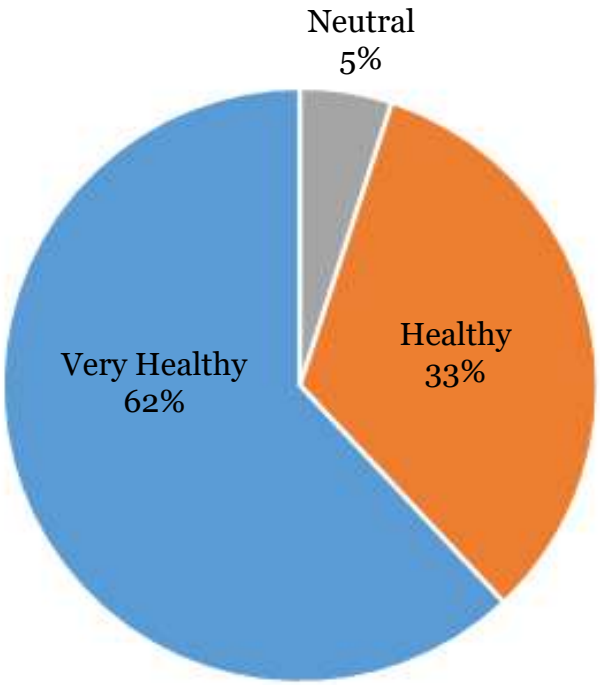
Number of Morning Responses: 60

Number of Afternoon Responses: 59

Parent Surveys

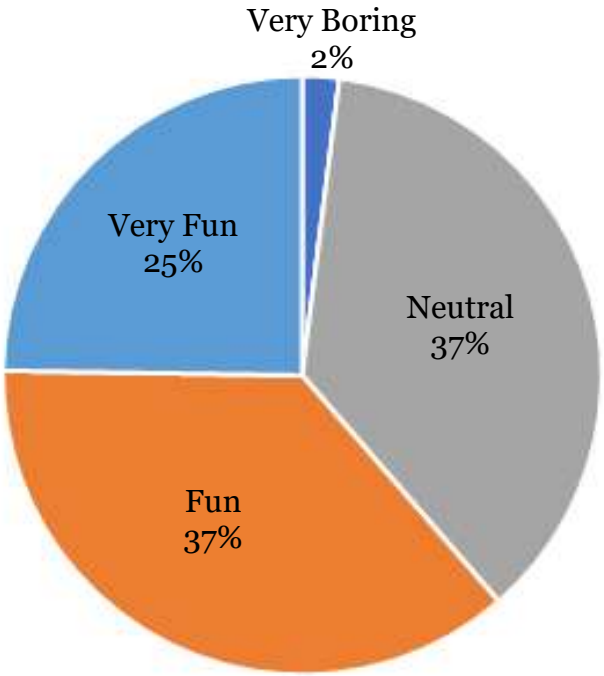
Finally, parents were asked their opinions on how healthy walking and biking to/from school is for their child. As can be seen below, 95% of parents said that walking or biking to school is healthy or very healthy and 5% responded neutral to the question.

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



Number of Responses: 60

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



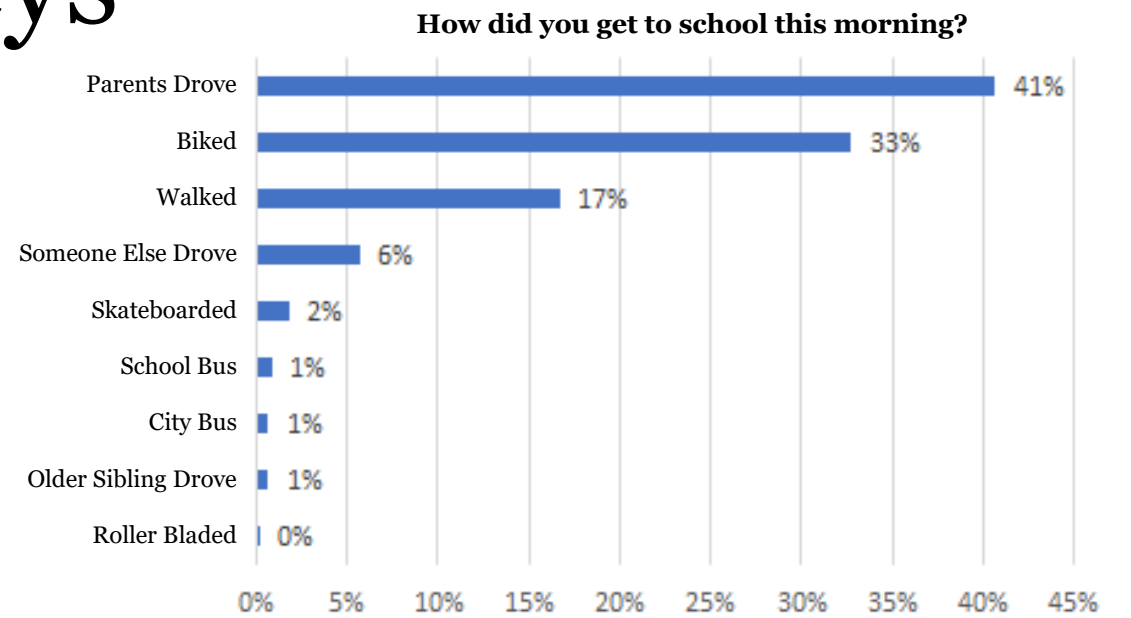
Number of Responses: 61

Parents were then asked about how much fun walking and biking to/from school is for their child. As reported above, 62% of parents responded that walking or biking to school is fun or very fun, 37% of parents had neutral views on the question and 2% responded that the activity is boring or very boring.

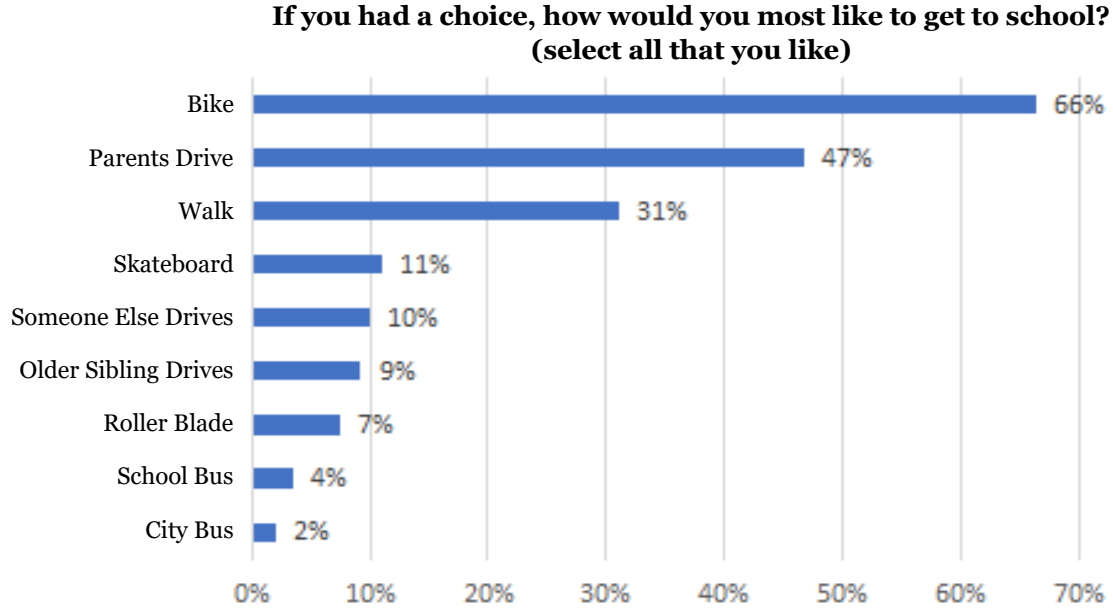
Student Surveys

Students of Pierce Middle School were surveyed about what method of transit they used to arrive at school that morning. The survey shows that a majority of students were driven to school that morning (41%)—followed by biking (29%) and walking (14%).

Students were then asked what form of transportation to school they would prefer if given a choice. A majority of the students selected they would prefer to bike to school (66%)—followed by being driven to school (47%), then by walking (31%). Riding the school bus (4%) or the city bus (2%) were the two least desirable modes of transportation.



Number of Responses: 455



Number of Responses: 454

Summary of Survey Findings

In developing programmatic and engineering recommendations for Safe Routes to School, a number of key findings from the Pierce Middle School student and parent surveys can be considered:

- Most students live less than a mile from their school.
- If students had a choice, students would prefer to bike to school over other modes of transit.
- According to student tallies, a majority of students take some type of motorized transit to and from school.
- According to parent tallies, though, a majority of students typically get to and from school by bike.
- Students' distribution of how they would most like to get to school more closely reflects parent tallies of students' typical mode of arrival to/from school than student tallies of how they get to school in the morning.
- Parents at Pierce Middle School generally have a positive response towards walking and biking to school in terms of fun and healthiness.

Meeting One Input

At Meeting One, on November 18, 2019 at Pierce Middle School, attendees wrote and voiced their thoughts on the current state of walking, biking, and rolling to school for students at Defer Elementary School and Pierce Middle School. Participants were asked three questions for small group discussion: “What is working well?”; “What is not working well?”; and “What are some improvements you would like to see?” The results of this discussion are summarized on the following page.

Meeting One Input

What is working well?

- Crossing Guards
- Presence of students walking and biking
- Culture of walkability/bikeability
- Sidewalk availability
- School safety programs
- Bike racks
- Close community of parents and kids within the neighborhood

What is not working well?

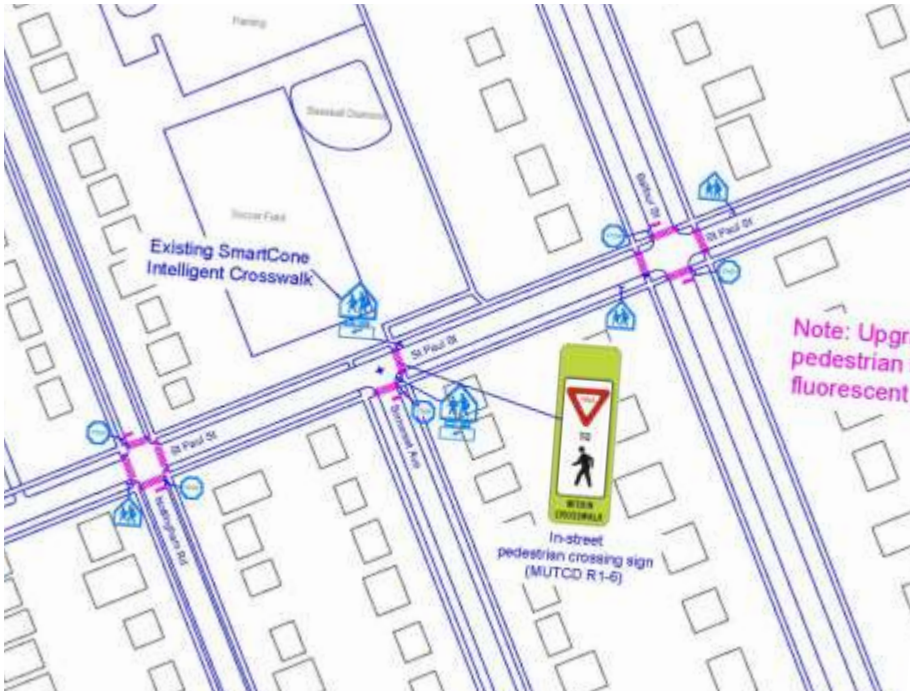
- Crosswalks not clearly visible (signage and paint)
- Unsafe drivers
- Half-roundabout at Sunningdale and Sunningdale Park
- Parking on Charlevoix
- Enforcement of the rules and laws

What are some improvements you would like to see?

- Retimed lights and protected turns
- More/better signage
- Repainted/more visible crosswalks
- More crossing guards
- Better lighting
- School zone speed reduction
- Blinking keychains/reflective tape for backpacks/coats
- Foliage removal
- Adult supervision at pick-up and drop-off
- Drop-off for current Defer kids
- Increased enforcement and mandatory education

Meeting Two Input

On March 17, 2020, a second community input meeting was held with parents, students, faculty, and SRTS coordinators from Defer Elementary School and Pierce Middle School to review the preliminary program and design recommendations presented by the MSU team. Due to pandemic-related stay-at-home orders, the meeting was held virtually over Zoom videoconferencing. Participants voiced their thoughts at the meeting and provided further comment through email following the meeting. The feedback is summarized on the following page.



Meeting Two Input

What are the most important program and design recommendations you heard today?

- Jefferson crossing at Maryland
- Upgrades to crossings at Maryland and Beaconsfield
- School zone enhancements

Is there anything that you would like to see changed?

- Remove the Maryland/Jefferson crosswalk markings
- If parking is removed along Nottingham, a two-way street could help with traffic calming
- If Nottingham is reversed, what accommodations will be made to prevent traffic holding and blocking of the Nottingham crosswalk?
- Because of congestion, the library parking lot might not be the best location for a remote drop-off
- Moving the midblock crossing and traffic signal between the schools would require coordination between the City, County, and MDOT. If removed and moved, it would be challenging to get back in the future
- Move Westchester/Somerset crossing from east side of the street to the west side

What additional recommendations do you have?

- Use high-visibility crosswalk markings at all crossings, not just those on Jefferson
- Treat the entire area from Vernor to St Paul and Nottingham to Balfour as a school zone with the same enhanced crossing treatments at each intersection
- Police station also won't work for a remote drop-off site due to use by emergency vehicles
- Consider other traffic calming treatments on Kercheval like bumpouts at crossings
- "No Parking" zones could be difficult to implement as residents may oppose them and the city would need to make sure it could be legally enforced
- Upgrades to crossings at Maryland and Beaconsfield should happen under a school crossing plan because crossing at these intersections would be contrary to the school route plan
- Many of the crossing suggestions contradict the current school route map
- Consider alternative traffic calming measures like bumpouts and 4-way stops for St Paul. Removal of the existing stop controls may cause confusion to drivers

Meeting Two: Additional Committee Input

Following Meeting 2, the local SRTS team members were asked to collect additional community feedback on the recommendations made. A summary of the key points of these findings is below.

Jefferson & Westchester

- Remove existing crosswalk marking on Jefferson & Somerset. This will reduce the crossing from 86 ft to 63 ft, which will negate the need to change timing on the light.
  - Paint Jefferson walk from south sidewalk perpendicular across Jefferson to north side
  - Install sidewalk from North Jefferson sidewalk to curb
  - Move signage on north side of Jefferson to new landing sidewalk and stop line

Current Crossing

Proposed Crossing

- Pedestrian signals will need to be moved to coincide with change to crossing. Will Wayne County move or approve change with leaving signals in place for '20-'21 school year?
- Walking/biking map to school will be provided for distribution to educate parents and students
- In an effort to reduce traffic near school, the school board should provide some bus pickup at locations on the south side of Jefferson

St Paul & Somerset

- Street markings at crosswalks/school crossings updated (includes Balfour-Nottingham)
- 'No Parking Here to Corner' signs on all 4 corners (to eliminate visibility issues at crossing)
- Add safety patrol/adult corner captains at crossing/ crossing guard from Trombley

Balfour & Kercheval

- Install 'No Parking Here to Corner' if needed
- Install 'Prohibited Left Turn' for northbound traffic during school drop-off/pickup times

Kercheval (between Balfour & Nottingham)

- Restripe markings at designated crossing
- Paint curbs yellow where parking is prohibited
- Replace signs around school to designate legal parking/ no parking/limited times

Vernor & Nottingham

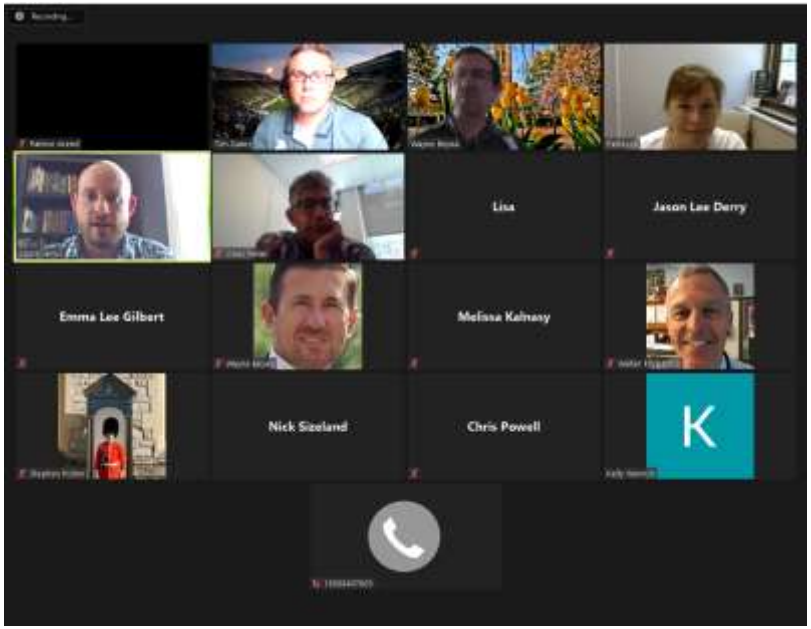
- Restripe markings at crossing
- Replace any signs that are needed in the area

Meeting Three Input

On June 30, 2020, a third community input meeting was held with parents, students, faculty, and SRTS coordinators from Defer Elementary School and Pierce Middle School to look over the revised program and design recommendations presented by the MSU team. Due to the shelter-in-place order at the time, MSU added several adaptations to the existing recommendations to be used while students are at home from school. This meeting was conducted online through video conferencing.

Which recommendation(s) would you most like to see implemented?

- 'No Parking' signs and the 'No Left Turn' sign on St. Paul
- Not changing anything along Nottingham and adding no left turn signs on Balfour.
- Reducing speeds around the schools from 35 mph to 25 mph
- Keeping Nottingham one way to push more traffic onto it for drop-off
- Bump-outs west of Balfour and at all four corners of Nottingham
- Good, educational, direct signage to help guide parents to newer, safer drop-off zones



Additional comments

- No students should cross St. Paul, so making any crossings or small pedestrian signs is unnecessary
- Residents do not want traffic moved to Vernor because it has a lower traffic capacity than Kercheval
- Can we create designated parking spots so kindergarten parents can park and walk their kids to the door?
- Pierce Middle School students will be encouraged to enter school grounds from the front or back, but not the sides. The driveways are too short and the school cannot advocate for students crossing private property.

Current Efforts

The following are programmatic and infrastructural efforts that the Grosse Pointe Public Schools system has initiated, which will complement the SRTS Action Plan Process:

Current Efforts Recognized During the SRTS Community Meetings

- Use of a crossing guard system before and after school as well as the school safeties program.
- There is a good presence of students already walking and biking.
- There are plenty of sidewalks for students to use.
- There is a close community of parents and kids in the neighborhood and a positive perception of walking and biking.

Other Existing Current Efforts

- Have used similar events in the past related to a bike swap/lending library with baseball and hockey.
- Healthy Grosse Pointe & Harper Woods purchased tandem bikes for a kick-off event.
- Parents started formal programming and SRTS funding.
- School district and municipalities are already working on maintaining signage, crosswalk painting, and other infrastructure from the SRTS plan.
- Weekly paper is continuing SRTS education.
- School has busing through special education or homeless programs.
- Local libraries have bike repair stations outside.
- Grosse Pointe Peddlers is a local biking club that rides six months of the year using schools as meeting points.

Action Plan

This action plan will provide Pierce Middle School with the framework necessary to facilitate its Safe Routes to School program. It lists the programmatic and engineering recommendations based on community input meetings, student and parent survey feedback, and walking audit observations developed by MSU SPDC and College of Engineering team with SRTS committee input. These recommendations include suggestions for the Six E's:

Education, Encouragement, Enforcement, Equity, Evaluation, and Engineering.

While Equity and Evaluation are not given specific recommendations, they should be part of the ongoing SRTS planning process to ensure equitable and relevant outcomes.

Education

#1: Bike Safety Curriculum

Concern

Students may not be aware of basic traffic safety rules or guidelines.

Solution

National Highway Traffic Safety Administration (NHTSA) has a Bicycle Safety Activity Kit to help incorporate bike safety into school curriculum.

Quick Steps

Include bike safety elements with other in-class activities.

Partner with organizations like the League of American Bicyclists and Grosse Pointe Peddlers to incorporate bike safety in class curriculum and activities.

Include elements of NHTSA curriculum in daily announcements during a special focus week on safe walking and biking.

Education strategies focus on increasing the awareness of students, parents, and drivers in the school's neighborhood about Safe Routes to School efforts and goals. Education strategies contour closely with encouragement and enforcement efforts. In this section, there are recommendations and strategies for parent, student, and community education at Pierce Middle School based on community concerns and opportunities.

Photo: eatsmartmovemoresc.org

Education

#2: Publicize SRTS Efforts

Concern

Lack of community awareness of SRTS program and routes directed to students and parents near school.

Solution

Publicize SRTS efforts throughout the community.

Quick Steps

Install informational signs regarding pedestrian remote drop-offs, and on-street parking in highly visible locations around the neighborhood.

Distribute flyers to homes near the school. Post awareness flyers of pedestrian routes near school.

Photo: saferoutepartnership.org

Education

#3: Start a Safe Driving Campaign

Concern

Fast vehicle speeds within school zones pose hazards to students walking or biking to school.

Solution

Initiate a campaign to raise awareness of the rules of the school zone.

Quick Steps

Post notices and send reminders to students and parents about the campaign.

Involve local police and broadcast public service announcements.

Photo: healthkids.org

Education

#4: Bike Rodeo

Concern

Students may not know how to maintain their bikes and/or the rules of the road.

Solution

Initiate a Bike Rodeo.

Quick Steps

Develop an obstacle course and repair station for students to practice their skills.

Partner with other family-oriented bike activities.

Photo: elgruponorte.org

Education

#5: Install Wayfinding Signage

Concern

Students are not following the safest possible routes to school.

Solution

Install wayfinding signage to remind students and parents of the safest route to school.

Quick Steps

Develop wayfinding signage for the designated safe routes including distance and walking time to school.

Develop frequent “stops”/ ”checkpoints” along the route to help guide students and parents.

Publicize the signage and distribute maps to students and families.

Photo: squarespace.com/SRTS.pdf

Encouragement

#6: Walk/Bike-to-School Day

Concern

Lack of interest among students to walk/bike to school.

Solution

Have Walk/Bike to School Days frequently to encourage kids to experience walking and biking more often.

Quick Steps

Gauge community interest through a Walk/Bike to School Days.

Increase the frequency of Walk/Bike to School Days based on community engagement and feedback.

Introduce a Remote Drop-off to increase student turnout.

Coordinate with the police to block off streets.

Encouragement strategies are intended to build enthusiasm, excitement, and support for Safe Routes to School efforts. Often, encouragement strategies involve organizing events and activities for children and parents. These encouragement strategies dovetail the education strategies.

Photo: theplugkcps.org

Encouragement

#8: Bicycle Train

Concern

Parents are concerned about their children biking to school alone.

Solution

Organize a series of Bicycle Train events.

Quick Steps

Identify event coordinators and volunteers.

Introduce the event in conjunction with Walk/Bike to School Days.

Publicize the events on school website/newsletter and local media outlets.

Photo: momentummag.com

Encouragement

#9: Carpooling & Remote Drop-off

Concern

Students live too far away to use non-motorized transit.

Solution

Introduce and coordinate carpooling in conjunction with Remote Drop-off.

Quick Steps

Introduce carpooling to parents and engage adults/parent volunteers.

Designate a Remote Drop-off spot where the children can walk together to school.

Coordinate parents who have students near each other.

Photo: gokid.mobi

Encouragement

#10: Incentivize Walking/Biking to School

Concern

The interest of students to walk and bike to school varies throughout the year.

Solution

Implement a reward system and incentives to encourage students to walk/bike to school.

Quick Steps

Establish a Mileage Club program in age-appropriate grades, with prizes.

Continue efforts in Physical Education classes to promote exercise safety and leisure.

Incentivize students to use the Walking School Bus through tokens and prizes.

Photo: gokid.mobi

Encouragement

#11: Bike Library/Bike Swap

Concern

There are children who do not have the opportunity to use non-motorized transit options other than walking.

Solution

Create a bike library/bike swap to allow students in need access to bikes.

Quick Steps

Establish a place to store the bikes.

Store bikes, and notify students as they become available.

Loan out bikes, allowing students to exchange the bikes for larger ones as they grow.

Photo: forums.mtbr.com

Encouragement

Stay-at-Home Adaptation

#12: Walk-and-Wheels Wednesday

Concern

Due to closing of schools during pandemic events, students are not able to walk/bike to school.

Solution

Introduce Michigan Fitness Foundation's Walk-and-Wheel Wednesdays or similar programs to families to encourage students to continue to expand walking/ biking activities.

Quick Steps

Pick a day(s) of the week/month to hold the activity with family members.

Use social media or school communication resources to communicate about walking/biking activities.

Photo: today.com

Encouragement

Stay-at-Home Adaptation

#13: Virtual Mileage Club

Concern

Due to closing of schools during pandemic events, students are not able to walk/bike to school.

Solution

Introduce a virtual Mileage Club program for students and families to establish goals and work towards rewards.

Quick Steps

Coordinate with local running/biking organizations or businesses.

Build off existing reward systems to encourage participation.

Use social media or school communication resources to communicate about walking/biking activities.

Photo: playmakers.com/mileage-club

Enforcement

#14: Progressive Ticketing

Concern

High speed traffic in school zones and lack of parking enforcement.

Solution

Initiate a progressive ticketing system.

Quick Steps

Establish community awareness of the issue.

Announce the action that will be taken and why through flyers, signs, and newspapers. Official warnings from officers can also serve as a reminder.

Enforcement strategies are aimed at identifying and discouraging unsafe driver, pedestrian, and cyclist behaviors along routes to school. Successful implementation of enforcement strategies will result in safer and more conscious sharing of roadways by all.

Official routes to school should be designated so that efforts will be focused in priority areas. Enforcement strategies may often require the assistance of local or state police in the areas that Grosse Pointe Public Schools have prioritized. Additionally, it is best for the school to continue their strong connection with the local police.

Photo: lplrisk.com

Enforcement

#15: Expand Crossing Guard System

Concern

Traffic can make it difficult for students to cross streets around their school.

Solution

Increase the number of crossing guards at locations along the routes.

Quick Steps

Determine the interest of potential crossing guards in the community.

Assign crossing guards along the priority routes that are not currently stationed.

Photo: orangeobserver.com

Enforcement

#16: School Zone Extension

Concern

High speed traffic with aggressive and distracted drivers near the school.

Solution

Explore expanding and further marking school zones around major intersections along popular student routes to slow traffic during school commutes.

Quick Steps

Contact local and state road authorities to determine relevant considerations and criteria.

Photo: boardman.k12.oh.us

Enforcement

#17: Radar Signs

Concern

Safe driving is difficult to enforce in areas where local law enforcement and crossing guards cannot always be present.

Solution

Install portable radar signs in areas prone to speeding vehicles where children frequently walk/bike.

Quick Steps

Contact local law enforcement and inform them of the SRTS program.

Locate hot spots for speeders heading into pedestrian areas.

Install a radar sign in a visible location.

Photo: yourconroenews.com

Engineering

Engineering includes any updates to infrastructure or design adjustments for physical improvements. These engineering recommendations are the result of collaborative efforts that include the walking audit, community meetings, and analysis by the local SRTS Committee and Michigan State University. The before/after design images are included in this section with proposed engineering improvements shown in Appendix C. These designs are preliminary and cost estimates and final design and engineering drawings are part of the next phase of the SRTS process.

SUMMARY OF ENGINEERING IMPROVEMENTS

- Crosswalk installation and restriping
- Installation of traffic lights
- Addition of crosswalk signage
- New crosswalk signage
- New stop signs

Design Examples

Before

After

Nottingham at Kercheval, looking north

Design Examples

Before

After

Kercheval at School Midblock Crosswalk, looking west

Design Examples

Before

After

Kercheval and Balfour, looking west

Design Examples

Before

After

Nottingham at Kercheval, looking north

Design Examples

Before

After

Kercheval at School Midblock Crosswalk, looking west

Design Examples

Before

After

St Paul at Somerset, looking east

Design Examples

Before

After

Somerset at Jefferson, looking south

Design Examples

Before

After

St Paul at Bedford, looking west

Design Examples

Before

After

Vernor at Devonshire, looking east

Design Examples

Before

After

Vernor at Somerset, looking west

Appendix

Appendix A: Walking Audit Report

On Monday, November 18, 2019, a group of local students, parents, and faculty members, along with staff from Michigan State University's (MSU) School of Planning, Design, and Construction (SPDC) and College of Engineering participated in a Safe Routes to School (SRTS) Walking Audit to identify issues impacting students' travel to/from the campuses of Defer Elementary School and Pierce Middle School. The audit is important for identifying areas for improvement and is an essential component for schools to receive future infrastructure grant funding through the SRTS program.

The Walking Audit was performed shortly after students were released from school. After an initial briefing on the SRTS program, participants were separated into six groups, each assigned a different walking route. The six routes were designed by MSU staff based on where students live around the school. One member from each group recorded issues identified along the route while the other members captured areas of concern by photo.

Following the Walking Audit, the six groups reconvened back at Pierce Middle School to discuss the major issues identified and the next steps for a Safe Routes to School grant application submission. Each group reported overall observations giving participants an overview of key issues for students in walking and biking to school.

Some major concerns for Route 1 (Light Green) included a lack of American Disability Act (ADA) compliance and dangerous intersections due to low visibility and lighting. Issues with Route 2 (Purple) included deteriorated sidewalks and crosswalk visibility and maintenance while Route 3 (Blue) concerns included a lack of crosswalk markings, signage, and uneven sidewalks causing pooling. Route 4 (Red) concerns included a lack of signage, crossing challenges, flow of traffic, and visibility for cars and pedestrians. Route 5 (Yellow) concerns included overgrown vegetation impeding sidewalk use and parked cars along the street interrupting traffic flow. Finally, Route 6 (Dark Green) concerns included parking interfering with traffic, low visibility of pedestrians, and difficulties at intersections.

Disclaimer: The Walking Audit is of a non-technical nature following Michigan Fitness Foundation, Safe Routes to School guidelines. The audit is both for educational purposes and to document citizen volunteer observations. The results do not constitute official technical planning, design, or engineering recommendations from MSU, Grosse Pointe, or Grosse Pointe Public Schools.

Appendix A: Walking Audit Report

Image	Location	Concern
A	E Jefferson and Maryland	No crosswalks or ADA ramp
B	E Jefferson and Beaconsfield	Curb deterioration

ROUTE 1: (Light Green)

- E Jefferson Avenue
- Somerset Avenue
- St Paul Street
- Maryland Street

Image	Location	Concern
A	Somerset and Westchester	Crossing issues with signal
B	Pemberton and Maryland	Street median missing a refuge island

ROUTE 2: (Purple)

- Kercheval Avenue
- Grosse Pointe Park
- Pemberton Road
- Fairfax Avenue
- Somerset Avenue

Appendix A: Walking Audit Report

Image	Location	Concern
A	Somerset and E Jefferson	Steep angle of crossing lines, drivers speeding, walk sign timing is too short to cross safely
B	St Paul and Balfour	Faded school crossing marking, no identified crosswalk

ROUTE 3: (Blue)

- Kercheval Avenue
- Balfour Street
- E Jefferson Avenue
- Somerset Avenue
- St Paul Street
- Buckingham Road

Image	Location	Concern
A	Beaconsfield and Charlevoix	Low visibility due to parked cars
B	Lakepointe and St. Paul	No school zone signage

ROUTE 4: (Red)

- Kercheval Avenue
- Wayburn Street
- St Paul Street
- Nottingham Road

Appendix A: Walking Audit Report

Image	Location	Concern
A	Balfour and Vernor	Parked cars along the street interrupt traffic flow
B	Balfour and Charlevoix	Overgrown vegetation

ROUTE 5: (Yellow)

- Kercheval Avenue
- Nottingham Road
- Charlevoix Street
- Maryland Street
- Vernor Highway
- Balfour Street

Image	Location	Concern
A	Nottingham Rd	Street parking interferes with the flow of traffic during drop-off/pick-up times
B	Vernor, between Buckingham and Devonshire	Garage setback is too close to the sidewalk, cars park on the sidewalk

ROUTE 6: (Dark Green)

- Kercheval Avenue
- Bedford Road
- Vernor Highway
- Nottingham Road

Appendix B: Action Plan Summary

Education

Proposed Recommendation	Variation of Recommendation by School	Who Will Make It Happen? (Partner Organization, School, District, Municipality, Road Agency)	SRTS Funding eligible?
#1: Bike Safety Curriculum			
#2: Publicize SRTS Efforts			
#3: Start a Safe Driving Campaign			
#4: Bike Rodeo			
#5: Install Wayfinding Signage			

Appendix B: Action Plan Summary

Encouragement

Proposed Recommendation	Variation of Recommendation by School	Who Will Make It Happen? (Partner Organization, School, District, Municipality, Road Agency)	SRTS Funding eligible?
#6: Walk/Bike-to-School Day			
#7: Bicycle Train			
#8: Carpooling and Remote Drop-off			
#9: Incentivize Walking/Biking to School			
#10: Bike Library/Bike Swap			

Stay-at-Home Adaptations

#11: Walk-and-Wheels Wednesdays			
#12: Virtual Mileage Club			

Appendix B: Action Plan Summary

Enforcement

Proposed Recommendation	Variation of Recommendation by School	Who Will Make It Happen? (Partner Organization, School, District, Municipality, Road Agency)	SRTS Funding eligible?
#14: Progressive Ticketing			
#15: Expand Crossing Guard System			
#16: School Zone Extension			
#17: Radar Signs			

Appendix C: Infrastructure Improvements

SAFE ROUTES TO SCHOOL
INFRASTRUCTURE NEEDS
PIERCE MIDDLE SCHOOL
GROSSE POINTE, MI
CONCEPT DRAWINGS

INDEX OF SHEETS

PREPARED BY:

MICHIGAN STATE UNIVERSITY

Date:
July 2, 2020

NOTE: Non-fundable improvement may not be included.

Appendix C: Infrastructure Improvements

Proposed sidewalk quantities

SHEET 6 = 15 LFT SHEET 11 = 20 LFT

TOTAL = 35 LFT

Proposed ADA ramp quantities

SHEET 1 = 20	SHEET 9 = 14
SHEET 2 = 18	SHEET 10 = 16
SHEET 3 = 20	SHEET 11 = 10
SHEET 4 = 19	SHEET 12 = 16
SHEET 5 = 12	SHEET 13 = 2
SHEET 6 = 12	SHEET 14 = 24
SHEET 7 = 18	SHEET 15 = 24
SHEET 8 = 16	

TOTAL = 241

MAP OF INTERSECTION DETAIL LOCATIONS

MODIFY DATE	SCALE	DRAWN BY	REVIEWED BY	REVIEW DATE	SHEET
7/2/2020	NTS	MM	TG		1

MICHIGAN STATE UNIVERSITY

Appendix C: Infrastructure Improvements

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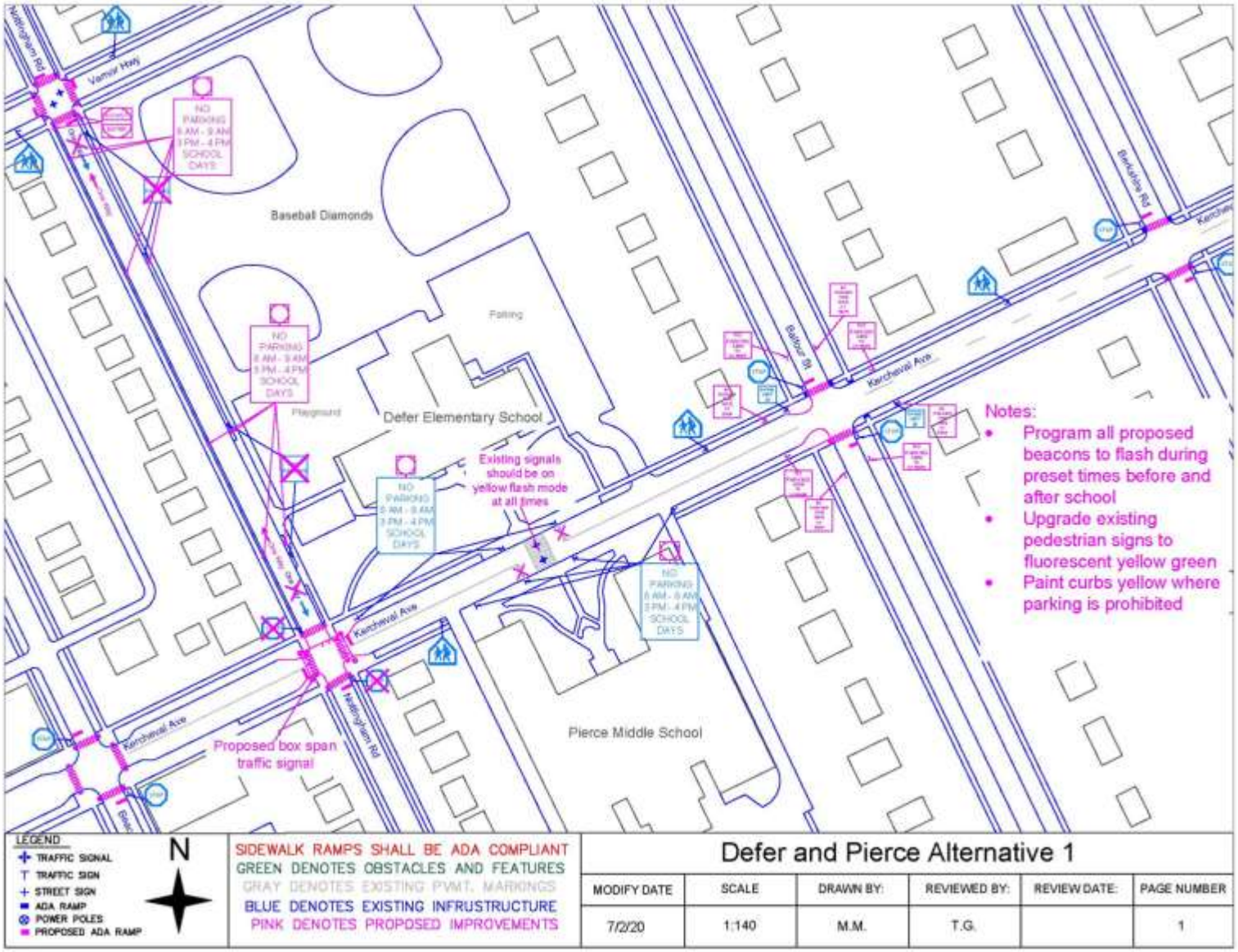

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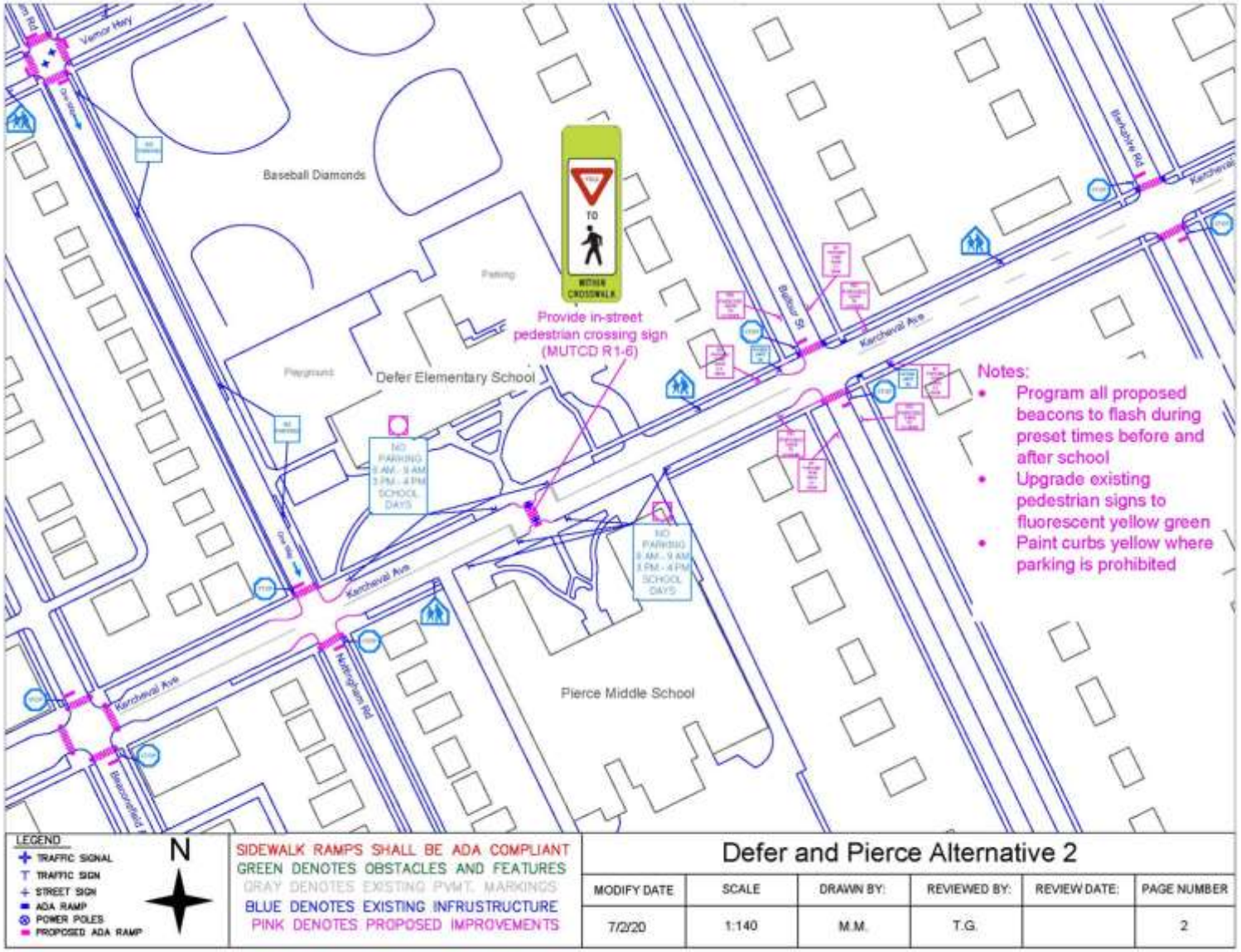

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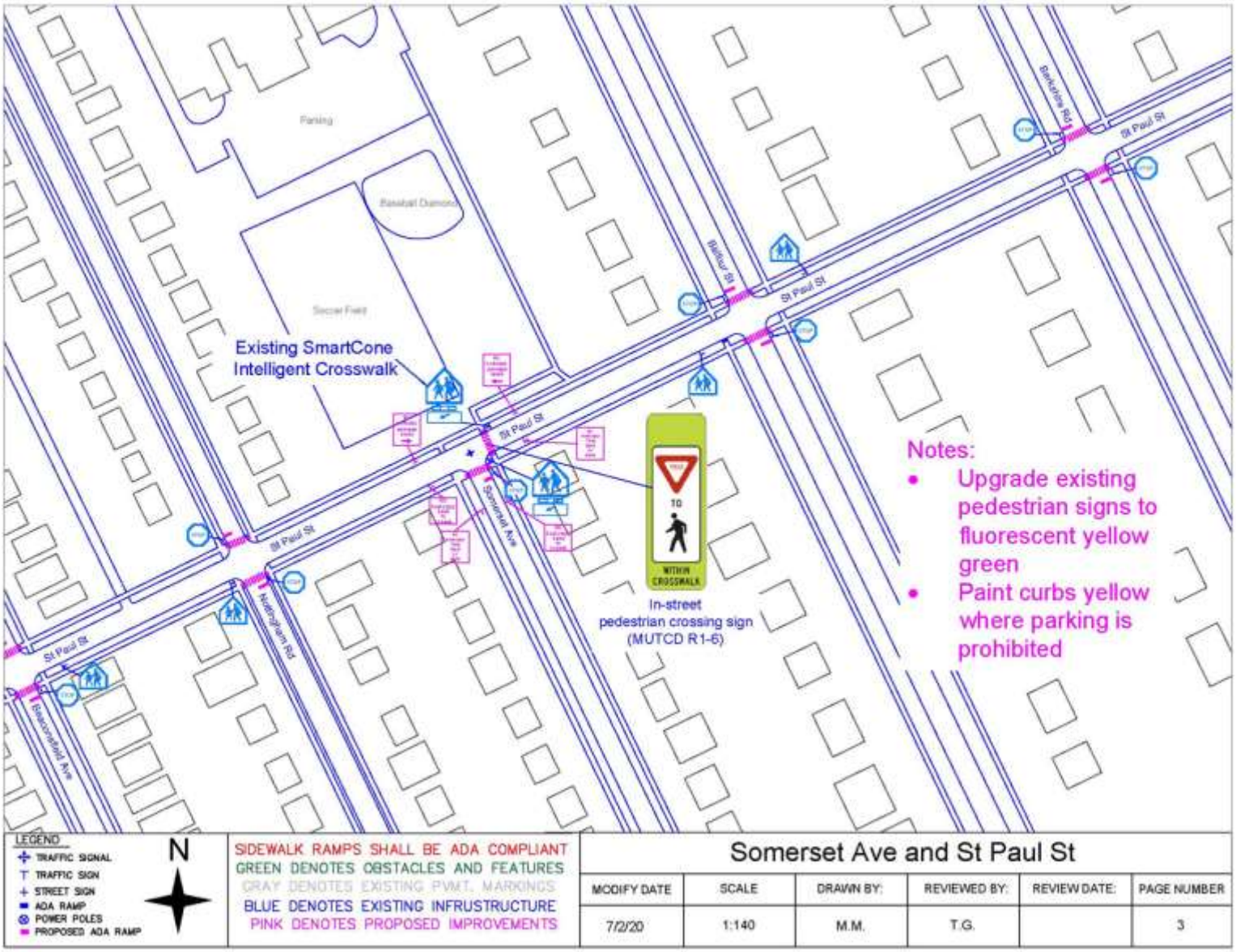

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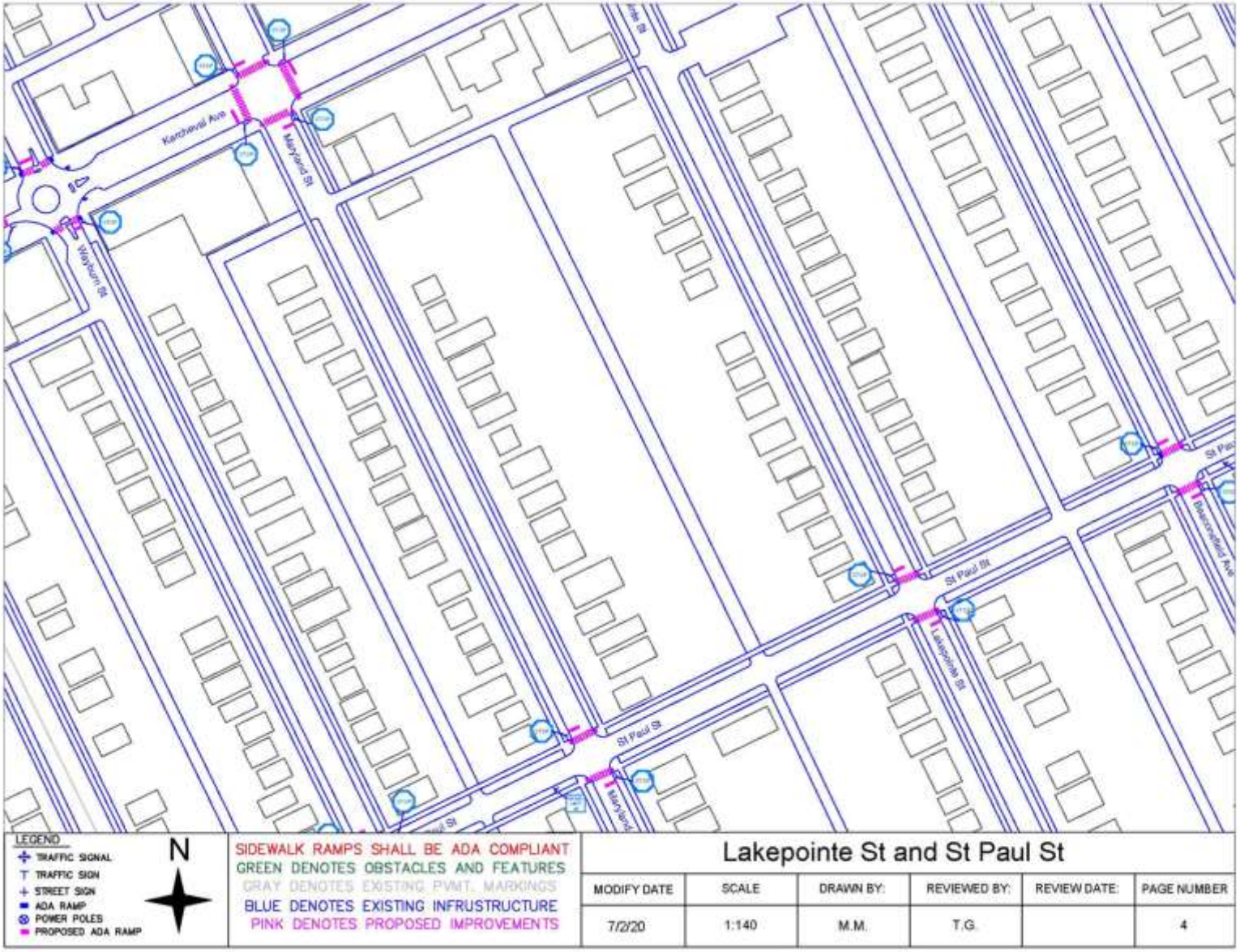

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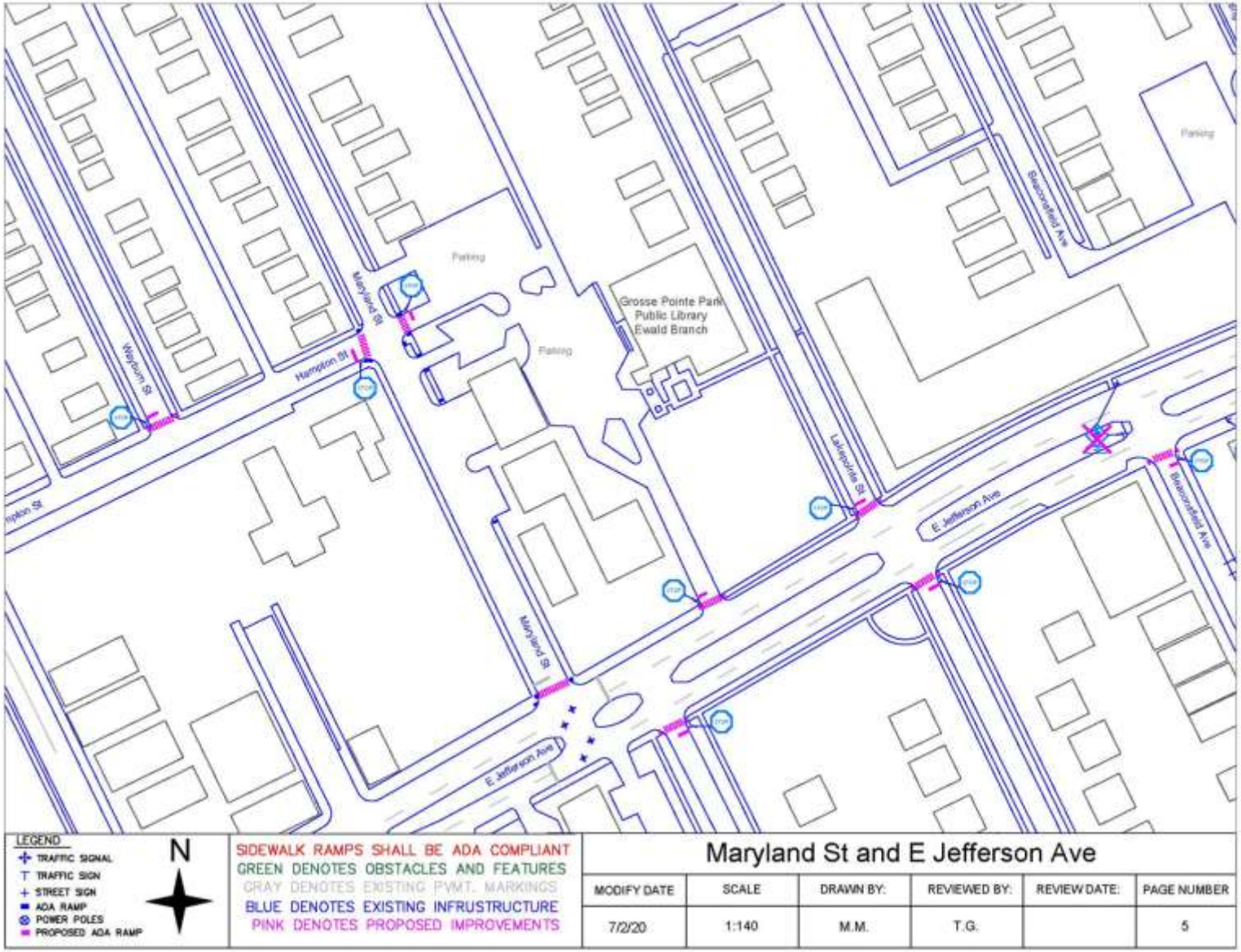

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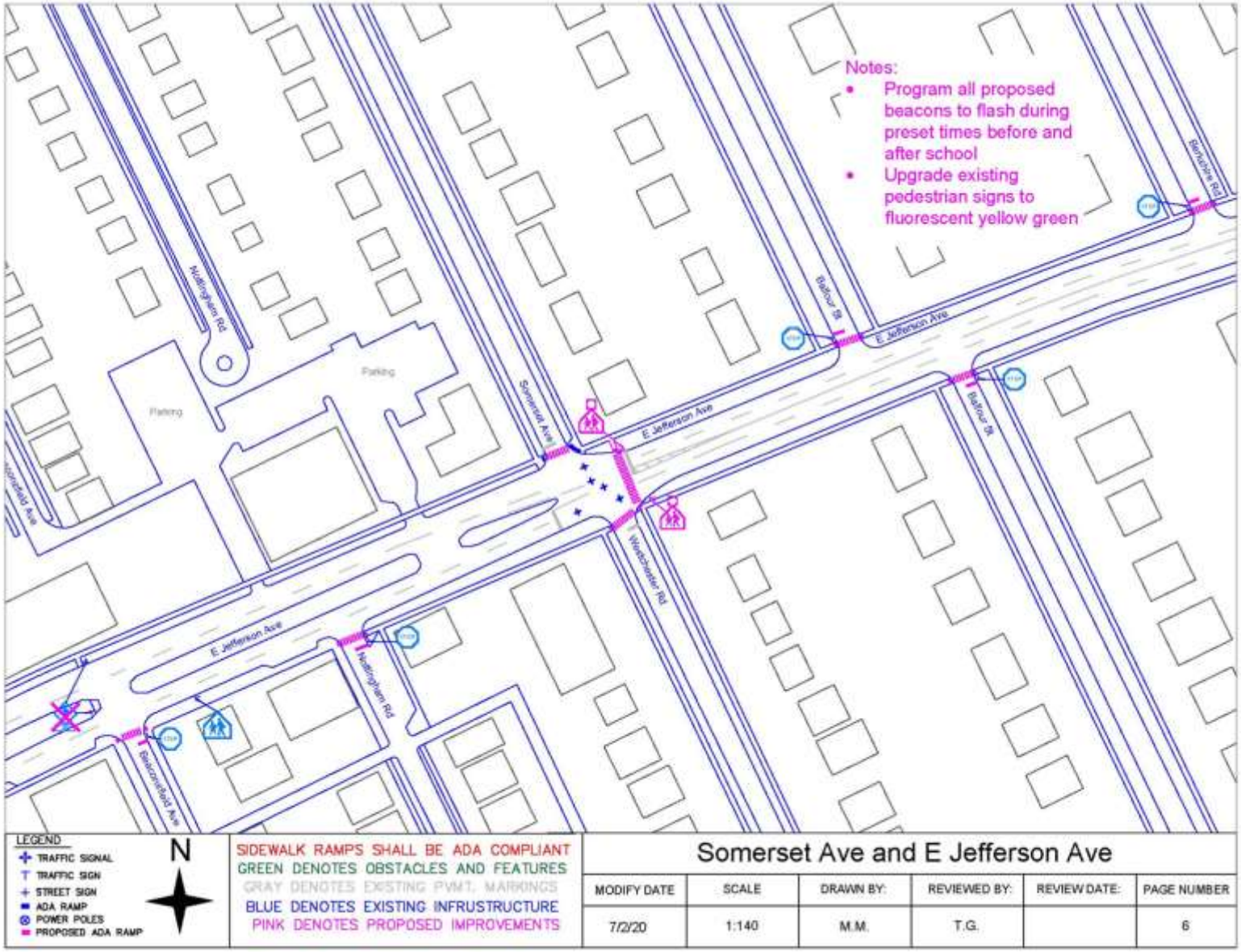

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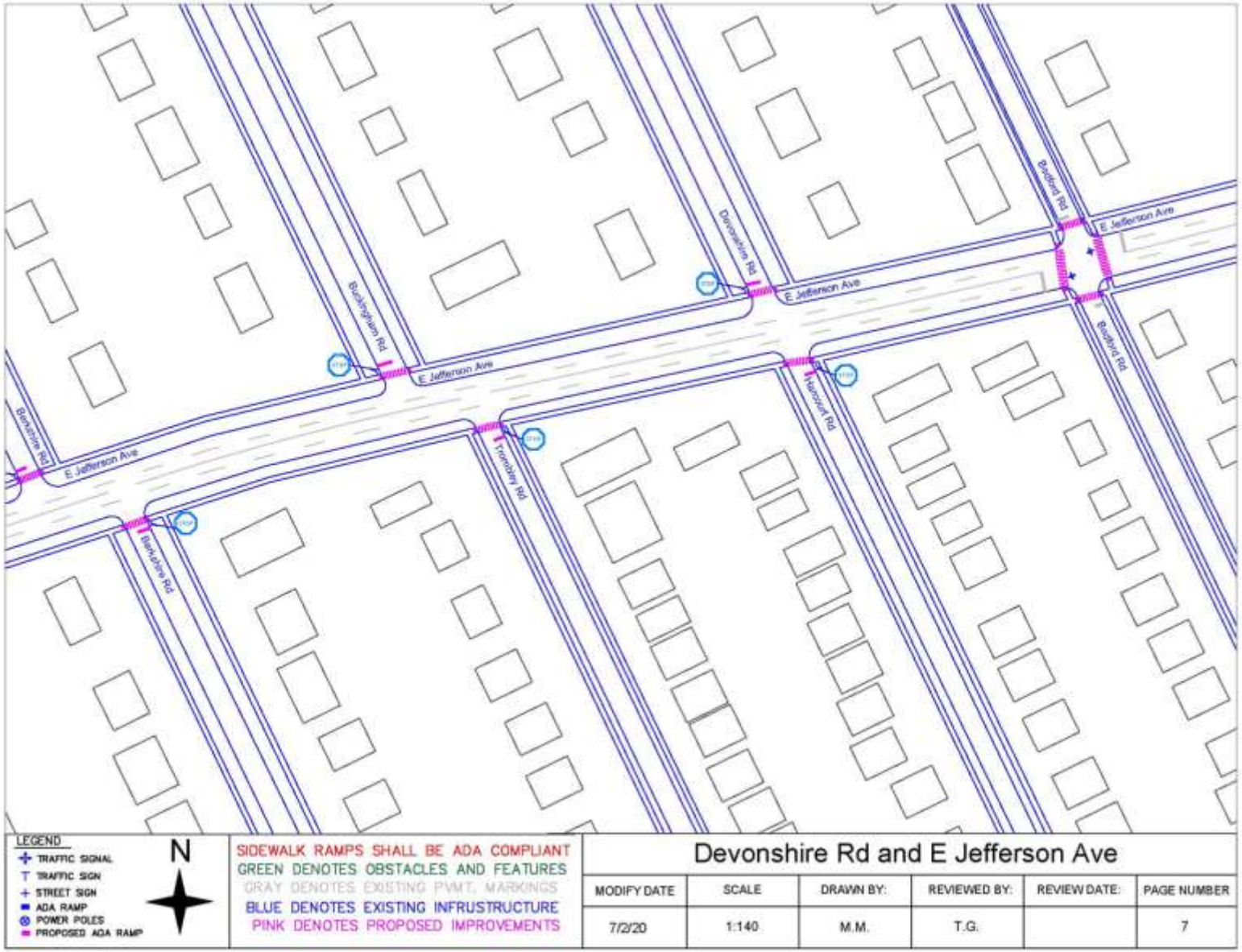

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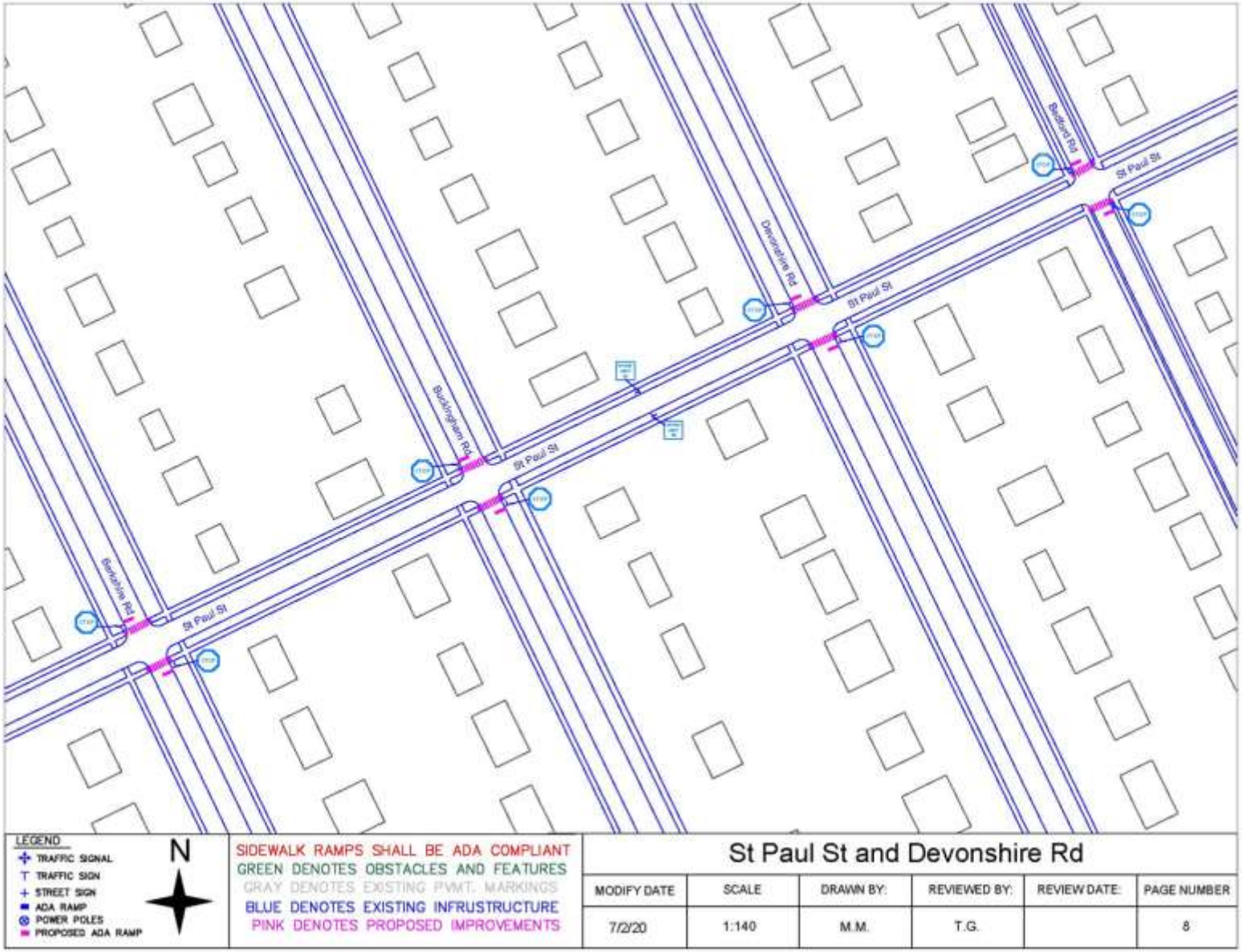

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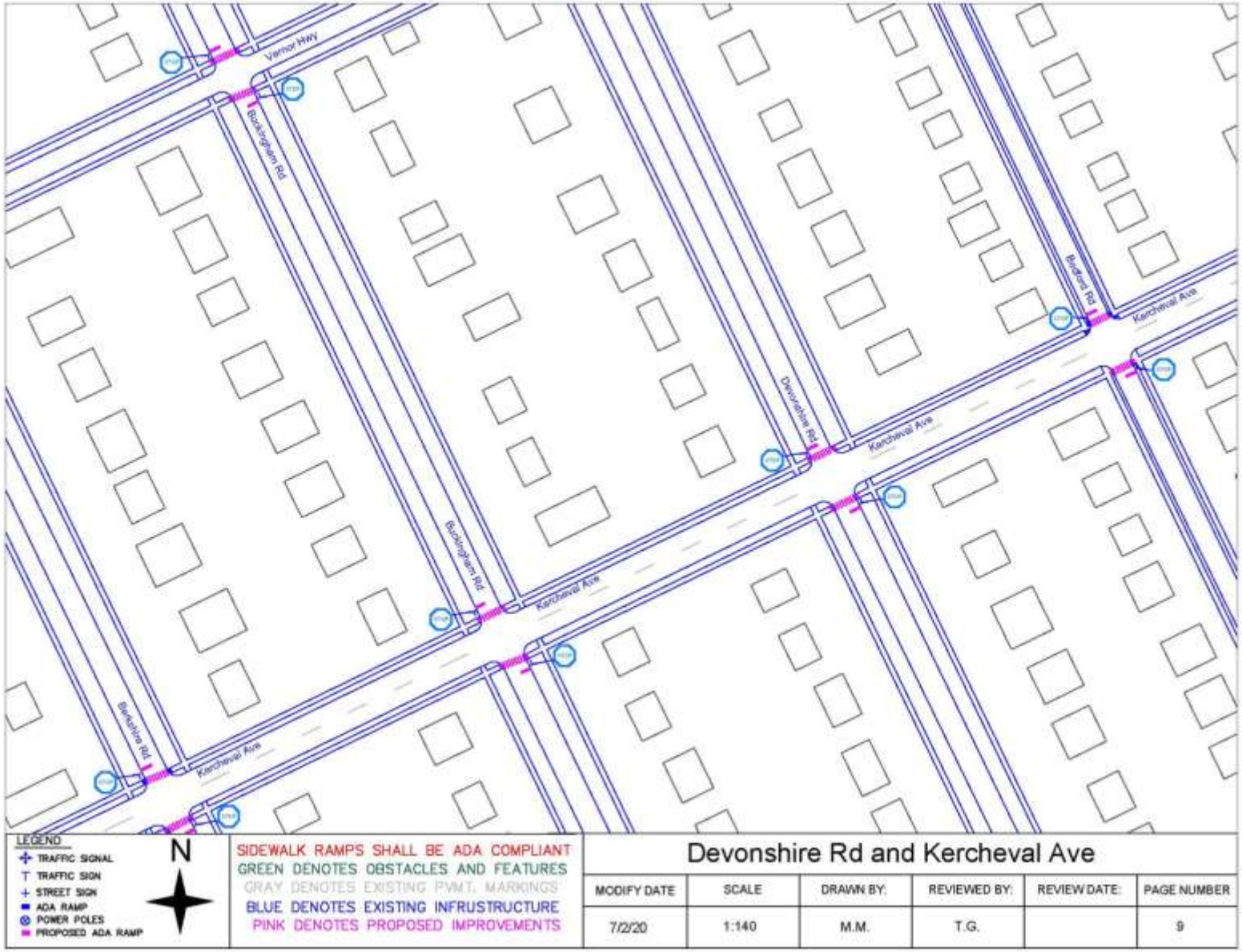

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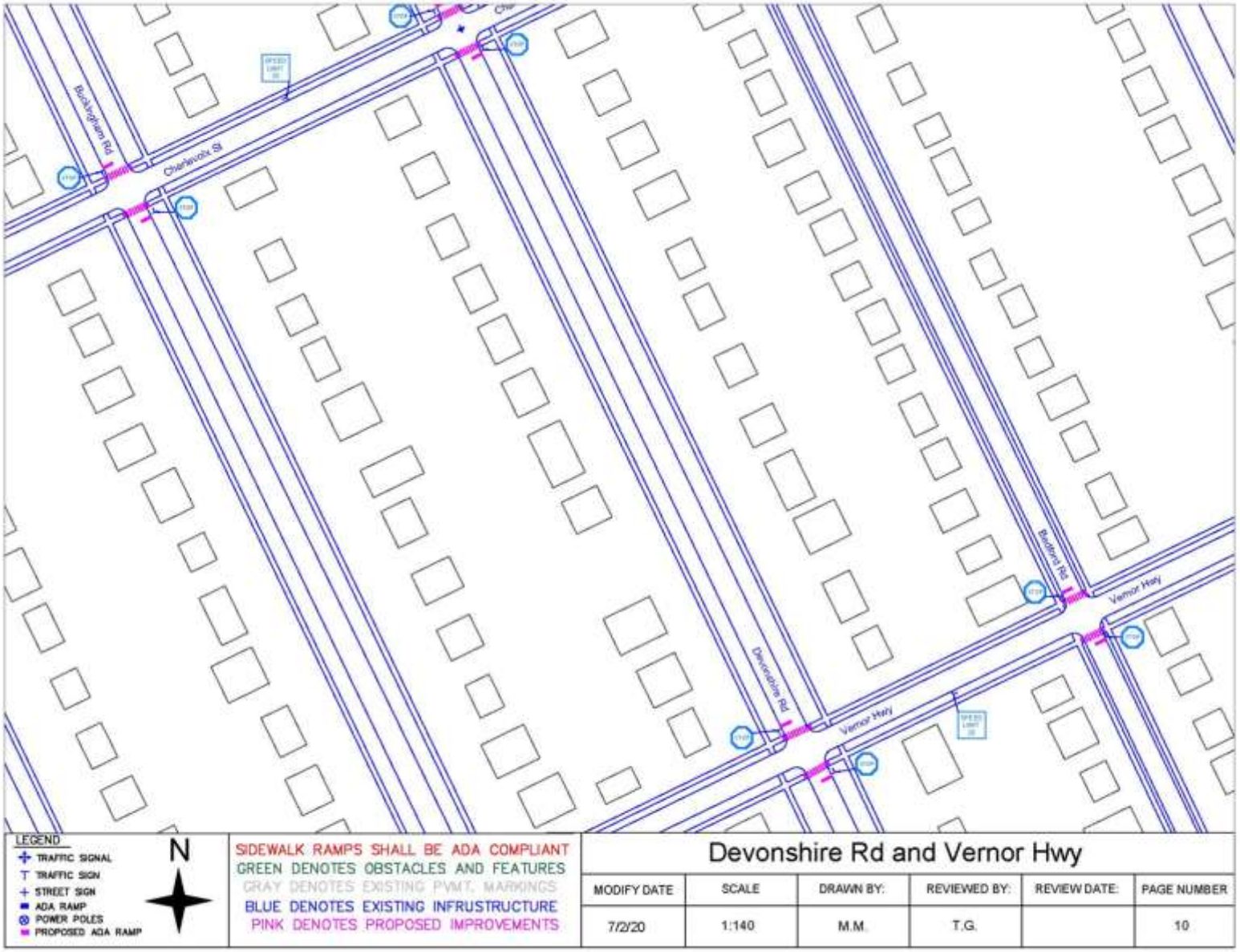

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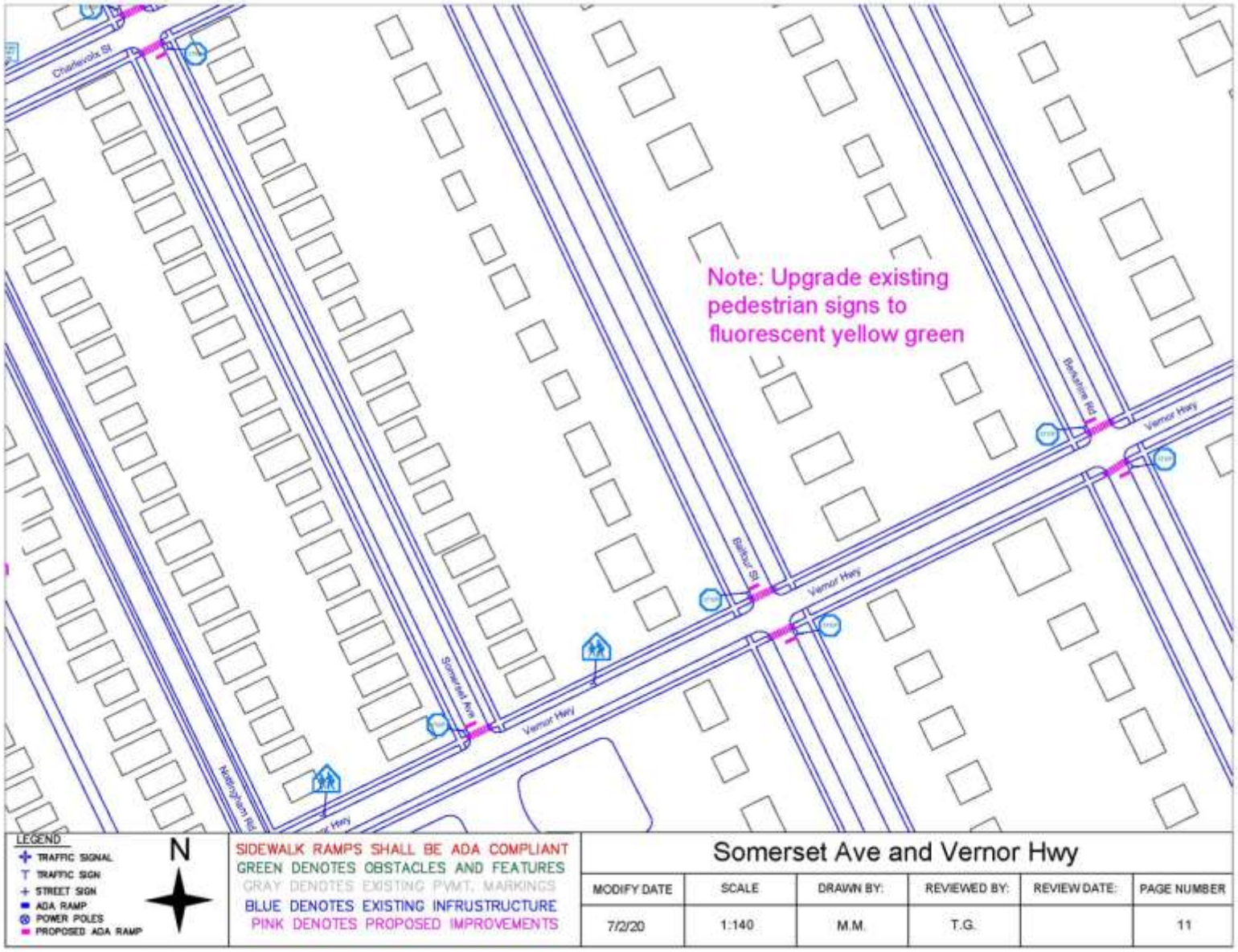

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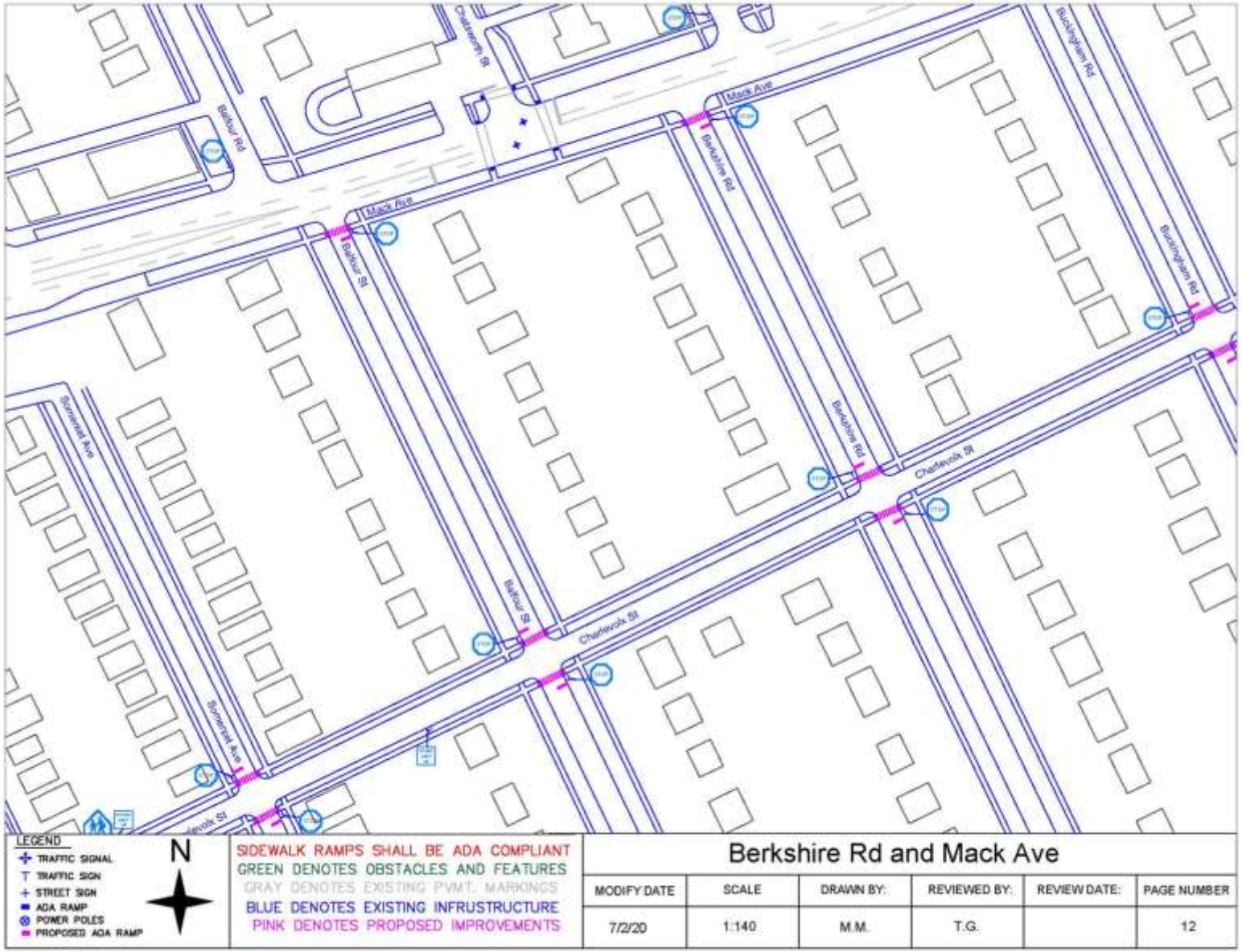

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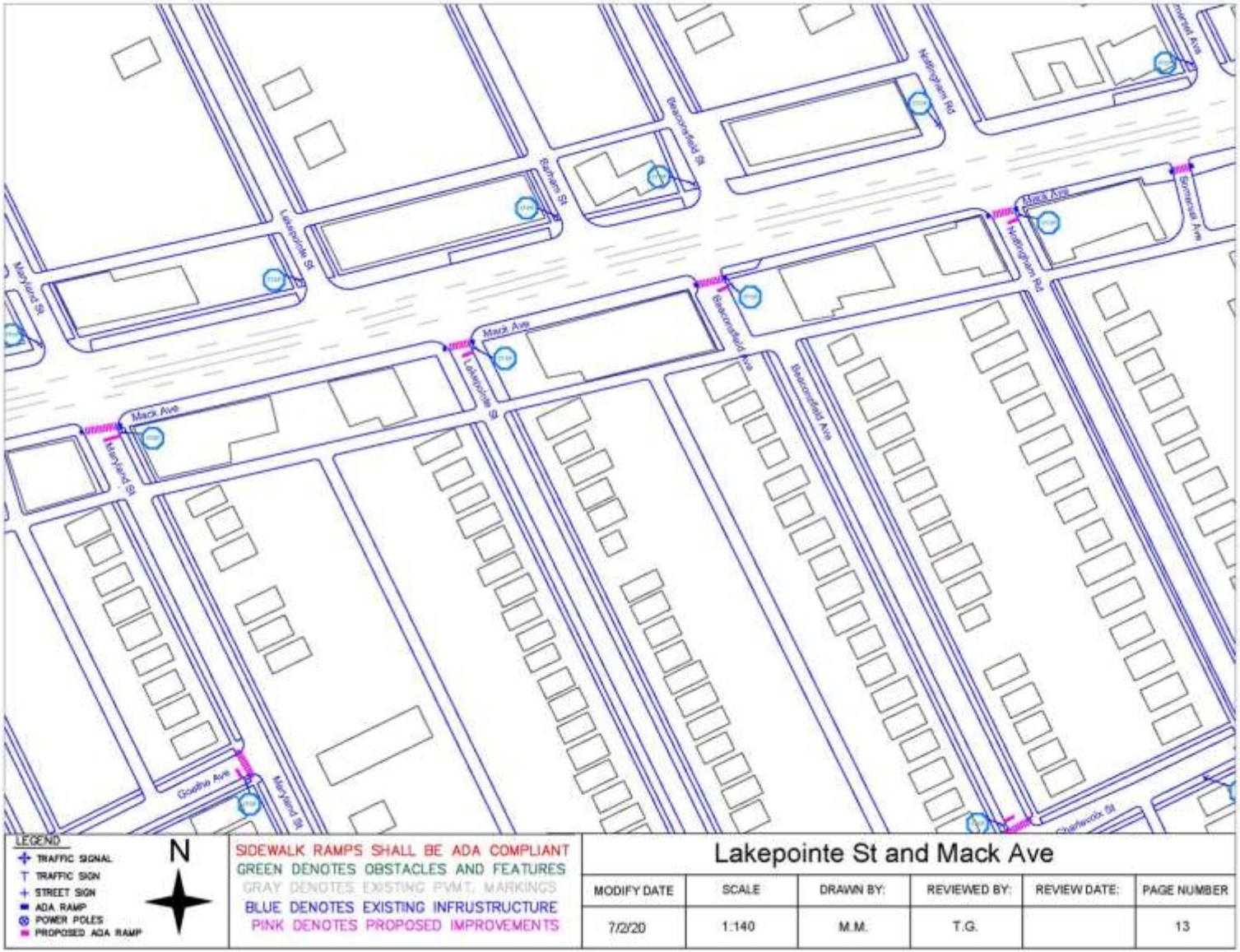

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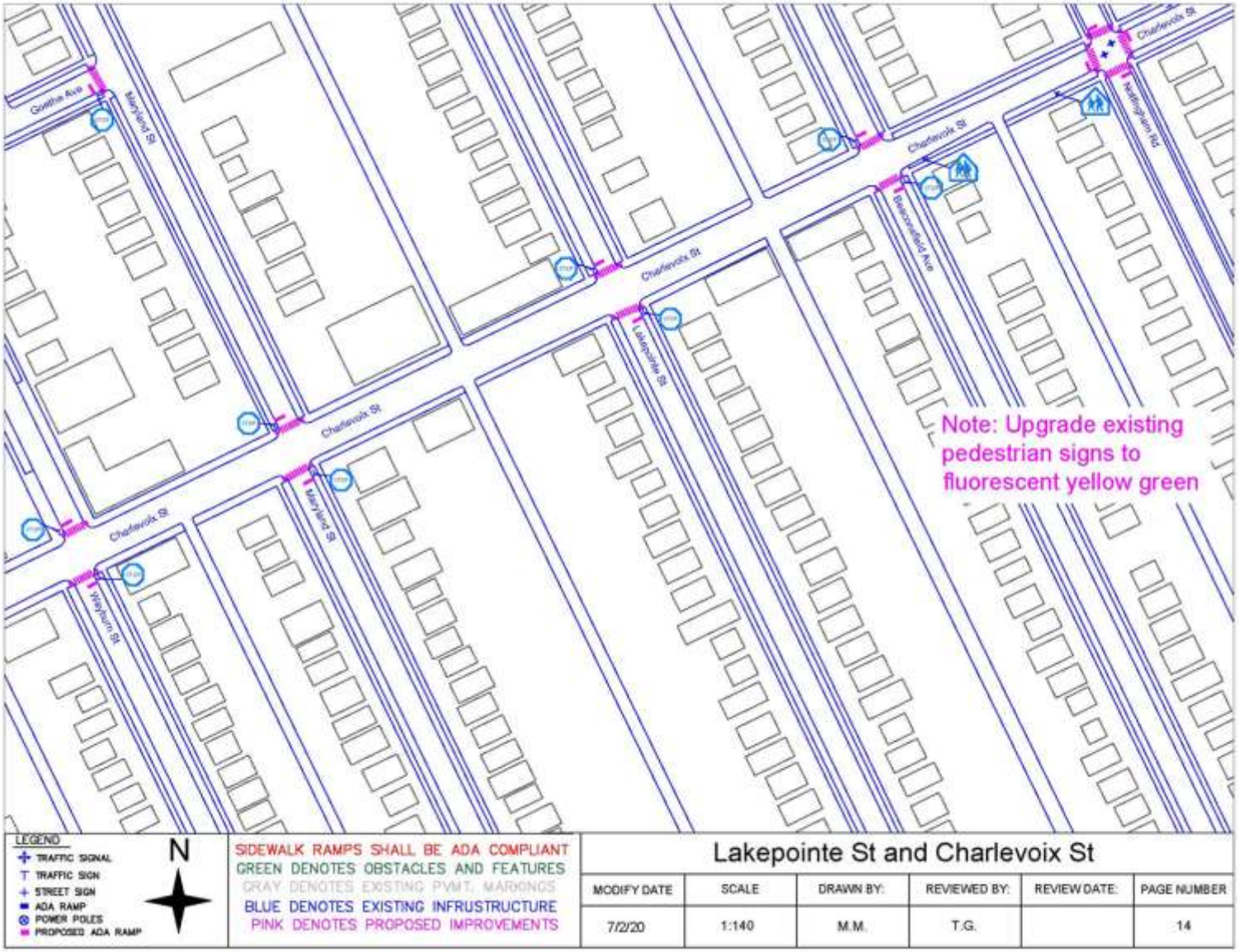

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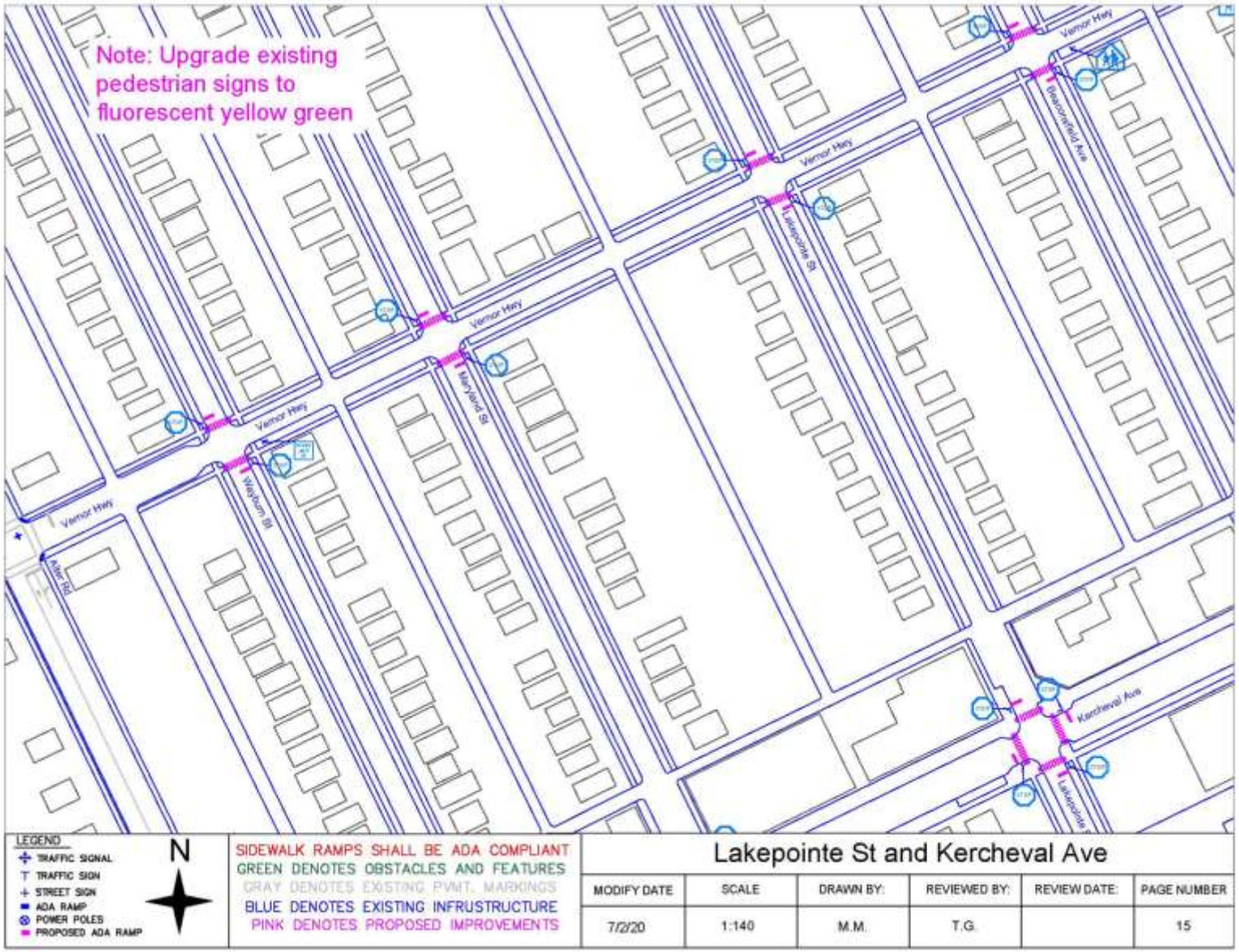

Appendix D: How To Use This Report for the SRTS Grant Application

The list below details the report sections that can be used while applying for the SRTS Grant. Data found on the shared Google Drive is also noted. Please note that this list is a general overview and does not encompass all of the requirements listed in the grant application. The Act 51 agency submitting the grant is responsible for creating an engineering and program budget in conjunction with the school and community.

SRTS GRANT APPLICATION REQUIREMENTS:

- **School Profile and Demographics:** Parent/Student Surveys on Google Drive provided to the community.
- **Planning Process:** Pages 5, SRTS Planning Team; Page 7, Planning Process overview (pages 19-25 for meeting details).
- **Non-Infrastructure Program Description:** Page 26, Action Plan.
- **Non-Infrastructure Budget:** Appendix B: Action Plan Summary
    - **Surveys and Evaluation**
        - **SRTS Survey Report:** Page 18, Summary of Survey Findings (pages 15-17) for detailed survey results.
        - **Map of School Enrollment Area**: Appendix C: Infrastructure Improvements
        - **Map of Student Homes:** Appendix C: Infrastructure Improvements
        - **Travel Tally Results:** Page 17, Student Tallies.
- **Infrastructure Project Description:** Appendix C: Infrastructure Improvements
- **Plan View Sketch:** Pages 63-81, Engineering Images.
    - **Project Photographs:** Pages 45-53, Design Examples

Moving Forward

Next Steps

1

Make the report accessible to community members and collect feedback and reactions to the official publication.

2

Rank the programmatic and infrastructural recommendations according to highest priority and develop cost estimates.

3

Visit the Safe Routes to School Michigan website for more details regarding the submission of the application.

4

Review the SRTS grant application deadlines and checklists provided on the Safe Routes to School Michigan website.

5

Contact your regional grant coordinator before submitting the grant application.

6

Complete the SRTS Grant Application with the help of How to Use this document located in Appendix D.