



Melrose High School/Middle School Campus Bicycle and Pedestrian Accessibility Project: Final Report



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Project Scope

The goal of the project was to identify potential infrastructure projects, bicycle- and pedestrian-friendly policies, and education and encouragement programs that will encourage more students (and staff) to ride bicycles or walk to school.

The project involved a multi-step process:

1. Project Kick-off Meeting:
 - a. Discuss objectives and process
 - b. Identify key informants and data sources
 - c. Establish schedule for meetings/key events
2. Background Research:
 - a. Review existing city and school policies that impact bicycling
 - b. Review existing programs supporting student/staff transportation options and bicycle safety and encouragement
 - c. Review existing planning efforts and documentation for opportunities, consistency, and coordination
 - d. Review available traffic data: counts, collisions, enforcement, parking utilization, etc.
3. Conduct key informant interviews/meetings
 - a. Members of Pedestrian and Bicycle Advisory Committee
 - b. School administrators
 - c. Students
 - d. Parents
 - e. City departments: Public Works, Police, Health, Planning and Community Development
4. Infrastructure Assessment:
 - a. Identify issues, gaps, and challenges in the existing built environment,

including circulation around the campus, ingress to/egress from campus, key corridors connecting campus with surrounding neighborhoods, and bicycle parking.

- b. Observe behavior and interactions among all modes, including bicyclists, motorists, pedestrians, and transit.

5. Reporting/Recommendations
 - a. Melrose Street Infrastructure Recommendations
 - b. Draft Report/Complete Streets Recommendations
 - c. Final Report

The project began with a kick-off meeting on January 18, 2017 at Melrose City Hall. Background materials reviewed included:

- 2004 City of Melrose Master Plan
- 2012 Parking in Downtown Melrose report
- 2012 Main Street Corridor Study
- 2013 Commuter Rail Corridor Plan
- 2016 Complete Streets Consultation Map

Key informant meetings were conducted as follows:

- Lynn Fells Parkway coordination call: March 10, 2017
- City Engineer: March 20, 2017
- Police: April 5, 2017
- Pedestrian and Bicycle Advisory Committee: April 6, 2017

Based on the information obtained from the kick-off meeting, background research, and key informant meetings, WalkBoston and WatsonActive selected the study area for the infrastructure assessment. See Appendix A for a map of the study area.

WalkBoston and WatsonActive conducted initial fieldwork in the study area on April 19, 2017.

WalkBoston and WatsonActive observed Middle School/High School arrival on April 25 and 27, 2017. Dismissal was not observed, as the traffic and safety issues identified by the key informants were focused on arrival. Additional infrastructure observations were also made.

The City Engineer requested a preliminary report recommending a project for possible inclusion in the City's Complete Streets Prioritization Plan. WalkBoston and WatsonActive delivered a report of infrastructure recommendations for Melrose Street on April 28, 2017.

With the assistance of the MassDOT Safe Routes to School Program, online travel surveys were administered for both the High School and Middle School. These surveys collected information about how far away from school students live and their travel modes in the morning and afternoon. An additional parking survey was administered only to High School students who drive themselves to school. The High School travel and parking surveys were administered to students during class on June 6, 2017. The Middle School travel survey was made available to Middle School parents from May 24 to June 12, 2017. Due to low initial participation, the Middle School travel survey was re-administered from June 14-30, 2017.

High School student focus groups were conducted on June 13, 2017 at Melrose High School.

Participants

Kickoff Meeting

Kara Showers, Mass in Motion Coordinator, Melrose Health Department
Gabrielle Watson, Pedestrian and Bicycle Advisory Committee
Elena Proakis Ellis, Melrose Public Works
Ellen Katz, Pedestrian and Bicycle Advisory Committee
Stephen Fogarty, Melrose Public Schools

Steve Liebman, Pedestrian and Bicycle Advisory Committee
Dan Krechmer, Pedestrian and Bicycle Advisory Committee
Liz Foulser, Pedestrian and Bicycle Advisory Committee
Sgt. John Goc, Melrose Police Department
David Watson, WatsonActive
Stacey Beuttell, WalkBoston

Lynn Fells Parkway Coordination

Nathaniel Fink, Toole Design Group
Richard Fries, MassBike
David Watson, WatsonActive

Focus Meetings

Gabrielle Watson, Pedestrian and Bicycle Advisory Committee
Liz Foulser, Pedestrian and Bicycle Advisory Committee
Elena Proakis Ellis, Melrose Public Works
Sgt. John Goc, Melrose Police Department
David Watson, WatsonActive
Stacey Beuttell, WalkBoston

Infrastructure Assessment and Arrival Observations

David Watson, WatsonActive
Stacey Beuttell, WalkBoston

Student Surveys and Focus Groups

Cyndy Taymore, Melrose Public Schools
Stephen Fogarty, Melrose Public Schools
Diane Hogan, Melrose Public Schools
Bryan Corrigan, Melrose High School
Erin Reed, MA Safe Routes to School
David Watson, WatsonActive
Stacey Beuttell, WalkBoston
Brendan Kearney, WalkBoston

Assessment Observations and Recommendations

Overall Findings

The pedestrian environment on and around the Melrose Middle and High School campus generally supports the needs of students walking to and from school. Sidewalks are of adequate width and in good condition, and can be found on every street within the study area. Most crossings are well marked. Pedestrian-actuated signals on the Lynn Fells Parkway give priority to people walking and drivers generally yield to students walking across the street. Minor infrastructure improvements, such as upgrading curb ramps to meet accessibility standards, and improved pavement markings at some crossings will further ensure that the Middle School/High School campus is pedestrian friendly.

The bicycling environment on and around the campus does not adequately support bicycling to and from school. With the exception of a southbound bicycle lane on Tremont Street, there is no dedicated bicycle infrastructure connecting the campus with the surrounding neighborhoods. High-volume traffic during arrival and departure creates a challenging environment for bicycling, and the perception of danger discourages bicycling. There is a significant amount of bicycle parking on campus, but the quantity and quality of the bike parking could be improved.

Student arrival and dismissal are the busiest and most dangerous times for walkers and bicyclists on campus. While arrival and dismissal occur relatively smoothly, small adjustments to vehicular travel patterns could improve safety.

The discussion below provides more detailed descriptions of current conditions and recommendations for infrastructure improvements.

Campus Arrival and Dismissal Patterns

Students arrive to campus along both the Lynn Fells Parkway and Melrose Street. Students driving their own cars walk across the Parkway after parking at The Knoll, the only student parking area. About half of the student body arrives to campus on the Parkway and the other half arrives from Melrose Street.

Lynn Fells Parkway

Student drop off typically happens near or between the two signalized crosswalks on both sides of the Parkway. Drivers form two lanes – one drop-off lane and one thru lane – and stop to let students out before proceeding on their way. In most cases, those dropping off stop well before or well after the crosswalks and do not block visibility of pedestrians in the crosswalk. Traffic is reabsorbed into travel lane in an orderly fashion. U-turns do happen from the eastbound lane to the westbound lane, which is illegal and needs to be discouraged.



People crossing Parkway mid-block during arrival

Students walking across the Parkway generally use the crosswalks and use the pedestrian signals. Many who were close to the crosswalk when the signal was on WALK, would walk across the road near, but not in, the crosswalk to get the WALK sign. Some students walked between cars to reach the school entrances. Several high school students who have parked at the Knoll walk through an open gateway between the two marked crosswalks

and walk across the street outside of the crosswalks.

Access to The Knoll parking area from the Parkway can complicate vehicular traffic flow and present some challenges for people walking. Drivers turning into the Knoll driveway use the WALK sign on the Parkway as a protected left turn.

Pedestrians walking across The Knoll entry drive when drivers are making a left into the drive are hard to see. There is no crosswalk across driveway to remind drivers to look for people crossing. Ideally, the driveway should be farther from the crosswalk leading to the Middle School entrance.

Students were observed arriving by bicycle from both directions on the Parkway. Some were in the roadway, others on the sidewalk. While no conflicts were observed between bicyclists and pedestrians on the sidewalk, if either bicycling or walking increases, the potential for conflict in exists due to the constrained sidewalk width. Some bicyclists observed riding eastbound used the signalized crosswalks near The Knoll entrance to cross to the campus.

Recommendations¹

- Paint a crosswalk across The Knoll entrance drive
- Consider limiting left turns out of The Knoll at dismissal time
- Continue to educate students on the importance of using crosswalks to walk across the Parkway
- As no dedicated bicycle facilities are planned for Lynn Fells Parkway at this time, consider exploring the feasibility of constructing a bike path between the sidewalk and the staff parking lot

Melrose Street

School drop off and pick up procedures designate zones for pick up and drop off on the Parkway, but none are designated on Melrose Street. As a result, student drop off is uncontrolled; it occurs on both sides of the street, and within the short drop-off circle on the school-side of Melrose Street. There are two mid-block crosswalks across Melrose Street between Tremont Street and Lynn Fells Parkway: one at Ashland Street and one at Albion Street. Some students use these crosswalks, but many jump out of their car and cross when there is a gap in traffic.

Many students cross Melrose Street near the entrance to the staff parking lot at the front of the school because this is the shortest route to the school's front door. Students are routinely dropped off on the non-school side of Melrose Street and walk across unprotected to the main sidewalk leading to the school main entrances. Students walking from the shopping plaza to the east (Whole Foods, Dunkin Donuts) also cross unprotected at this location because it is the shortest walk to the school main entrances. This is a potentially dangerous crossing point with no marked crossing and many students walking between cars.

¹ In light of the DCR Lynn Fells Parkway project, this report does not include recommendations for geometric changes to

the Parkway. It is understood that DCR intend to add sharrows (shared-lane markings) to the Parkway.



Students crossing unprotected at parking lot entrance

Drop off also occurs along Melrose St just north of the upper parking lot entrance as well as in the upper parking lot despite the signs prohibiting this behavior. Students can enter through the gymnasium doors at the back of the schools – there are two gymnasium doors – one for the Middle School and one for High School. While parents will most likely continue to stop along the length of Melrose Street, formalizing specific zones may provide the school with a stricter, safer arrival policy.

The existing drop-off loop functions relatively well with drivers accessing it from both the eastbound and westbound lanes. However, it is not adequately sized for the amount of traffic it receives. Left-turning cars queuing to access the drop-off circle block the visibility of students using the crosswalk at Albion Street. Furthermore, drivers leaving the drop-off loop may not see pedestrians in the crosswalk due to traffic backups. The drop-off loop is also used by METCO buses and for sports team pickup in the afternoon.

Many drivers turn left onto Albion Street after dropping off, which backs up traffic in the eastbound lane. Drivers turning left onto Albion Street end up back at Franklin Street where they can turn right or left. Drivers are often vying for a quick left turn onto Albion Street and may not see

pedestrians in the crosswalk. On the westbound side of Melrose Street, drivers allow students to walk in front of their cars after dropping off. This is one of the most congested and potentially dangerous areas near the campus for pedestrians.

In addition to residential driveways along Melrose Street across from and adjacent to the campus, traffic also enters Melrose Street from the Melrose Towers development and from the exit for Rockland Trust and Whole Foods.

On-street parking rules on Melrose Street vary and are not clear. Parallel parking is permitted at least part of the time on some portions of westbound Melrose Street; it is unclear whether parking is permitted on any portion of eastbound Melrose Street. Signs are numerous and inconsistent, with some faded, unreadable signs and some newer signs. Signage on westbound Melrose Street between Main Street and Lynn Fells Parkway permits one-hour parking 8am-6:30pm daily and, on the same block, two-hour parking Monday-Friday. Signage on westbound Melrose Street between Lynn Fells Parkway and Tremont Street is a mix of “no parking 7am-10am except Sat/Sun/holidays”, “no parking any time”, and “no stopping no standing 7am-4pm except Sat/Sun/holidays”. There is little parking signage on eastbound Melrose Street, but there is a single “no parking this side of street” sign across from Ashland Street. All properties on Melrose Street have off-street parking.

Students were observed bicycling in both directions on Melrose Street during arrival, entering the campus through the lower parking lot and riding to the main bicycle parking area at the front of the school.

Recommendations

- Install a new crosswalk, required curb ramps and detectable warning panels across Melrose Street on the north side of the staff parking lot entrance. Place an in-

street pedestrian crossing sign in the new crosswalk during school arrival and dismissal as an added pedestrian safety measure.

- Close/Block off the drop-off loop located on the school-side of Melrose Street between Ashland Street and Albion Street. Place an in-street pedestrian crossing sign in the crosswalk during school arrival and dismissal as an added pedestrian safety measure. Consider restricting left turns onto Albion Street.
- If the drop-off loop must remain, consider moving the crosswalk and required curb ramps from the north side of Albion Street to the south side of Albion Street. Place an in-street pedestrian crossing sign in the crosswalk during school arrival and dismissal as an added pedestrian safety measure.
 - While outside the desire line of students walking to campus, this location is safer because it is more distant from the drop-off exit; is not in the path of drivers turning left onto Albion Street; and is not in the path of drivers making a right turn from Albion Street onto Melrose Street
 - Evaluate sight lines of proposed crosswalk location given topographical change on Melrose Street



Existing crosswalk is too close to pull-out



View of crosswalk blocked by traffic queue

- Enhance the crosswalk across Melrose Street at Ashland Street with upgraded pavement markings. Place an in-street pedestrian crossing sign in the crosswalk during school arrival and dismissal as an added pedestrian safety measure. Consider additional advance crosswalk signage for southeast-bound traffic given the topographical change and limited sight lines at this crosswalk



Crosswalk at Ashland does not meet current standards

- Establish formal drop off zones using signage and potentially pavement markings along the school side of Melrose Street north of the Ashland Street/Melrose Street crosswalk and south of the proposed new crosswalk at the staff parking lot entrance drive



Parking signage is numerous and inconsistent

- If parking can be prohibited at all times on both sides of Melrose Street, consider installation of standard striped bicycle lanes on both sides of the roadway adjacent to the curb
 - If parking cannot be prohibited at all times, consider installation of advisory (dashed) bicycle lanes on both sides of the roadway adjacent to the curb
 - Consider extending the selected treatment east to Main Street and/or west of Tremont Street to the railroad underpass, though either extension will require additional intersection treatments



Students crossing in traffic where there is no crosswalk

- Prohibit on-street parking at all times on both sides of Melrose Street between Lynn Fells Parkway and Tremont Street and replace signage accordingly



Centerline could be shifted to fit bicycle lanes

- Use green pavement coloration and signage where bicycle facilities coincide with designated drop-off zones
 - Designated student drop-off zones discussed in the pedestrian improvements will necessarily coincide with any bicycle facility adjacent to the curb
 - Green coloration and signage may be used to indicate a mixing zone where particular caution is warranted

Melrose Street/Lynn Fells Parkway Intersection

The Melrose Street/Lynn Fells Parkway intersection is un-signalized with traffic flowing freely on the Parkway and both Melrose Street approaches controlled with stop signs. Two crossing guards assist students walking to school during arrival and dismissal times. There are ladder crosswalks across three of the four approaches; there is no crosswalk on Lynn Fells Parkway east of the intersection. The crosswalk across Lynn Fells Parkway is relatively long, connecting to two apex curb ramps on either side of the road. Curb bump-outs on either side of the Parkway would decrease the walking distance.

Dunkin Donuts customers exit via a curb cut onto the Parkway just east of the intersection (effectively in the intersection). There is also a curb cut entrance to Whole Foods and Rockland Trust

on the northeast corner of the intersection. While Whole Foods customers can enter and exit on Main Street, this is the only entrance for Rockland Trust.



Melrose/Parkway intersection during arrival

Recommendations

- Consider installing curb bump-outs on Lynn Fells Parkway on the west side of the Melrose Street intersection. The construction of curb bump-outs must consider the potential for bike lanes along the Parkway. (At this time, sharrows are the only bike facilities planned for this section of the Lynn Fells Parkway.)

Ashland and Albion Streets

Ashland and Albion Streets are two residential streets that students use to walk and bike to school. Both have sidewalks on both sides and generally low volumes of slow-moving traffic. There are crosswalks at the southern end of each of these streets across Melrose Street. Two-hour parking is allowed along these streets. Similar to Tremont Street, parking rules are not always enforced.

Recommendations

- Preserve the residential, shared use feel of these two streets through speed and parking enforcement
 - Consider applying neighborhood slow streets/traffic calming measures to emphasize shared use

and low speed, such as signage, road markings, and intersection traffic diverters

- Consider limiting left turns onto Ashland and Albion Streets during arrival and dismissal times to limit vehicle volumes and promote a safer walking environment for students

Tremont Street

Tremont Street forms the western boundary to the Middle School/High School campus and is home to the sports fields. Most students do not access campus from Tremont Street given the fence that runs along the edge of the fields. Tremont Street is not a particularly walker-friendly corridor between Melrose Street and Emerson Street. The land uses on the west side of the street include several auto body shops, with wide driveways and parking lots spilling into the sidewalk zones. The east side of the street has a sidewalk of adequate width, but it can feel cramped given the chain link fence that defines the edge of the fields and the utility poles on the roadside. Parallel parking spaces are available on the east side of the street between the Lynn Fells Parkway and the northern end of the football field. The street is signed for one-hour parking, but is used primarily by the auto body shops throughout the day, and during athletic events.

Tremont Street is the only street adjacent to the campus with existing bicycle facilities: a striped bike lane southbound, and sharrows (shared-lane markings) northbound.

Recommendations

- Work with business owners to manage car storage and driveways to make the west side of Tremont Street more walking and biking friendly
- Study parking utilization (and who is using it) on Tremont Street to determine whether removing parking on the east side is feasible
- If parking can be removed, the additional width may allow buffered or even

separated bike lanes on both sides of Tremont Street

Union Street

Union Street is a dead-end street that intersects with Tremont Street and runs along the back of the school and rear parking lot. There is no public vehicular access to the campus from Union, but drivers do use Union Street as a drop-off point. Drivers use private driveways to turn around after dropping off students. Union Street provides emergency vehicular access to the back of the schools and the athletic fields. It is possible for cyclists to ride on Union Street and ride around the back of the school to reach the bike racks in the front of the school.

Recommendations

- Work with Melrose Police to discourage the use of Union Street as a drop-off zone
- Consider a sidewalk connection between Union Street and the rear parking lot to give walkers a designated path to reach the school.

Bicycle Parking

The main bicycle parking area for both schools is located in the courtyard between the schools, with approximately 24 spaces in rectangular-hanging racks and 20 spaces in wave racks. This assumes every space is usable and every bicycle parked properly, so actual capacity is probably lower. Two of the rectangular racks are in the courtyard. One rectangular rack and two wave racks are located under the adjacent portico. Covered bicycle parking encourages riding even in inclement weather. These racks can be accessed from the front of the buildings, or by riding through the lower parking lot from Melrose Street, or from Union Street through the driveway next to the athletic fields.

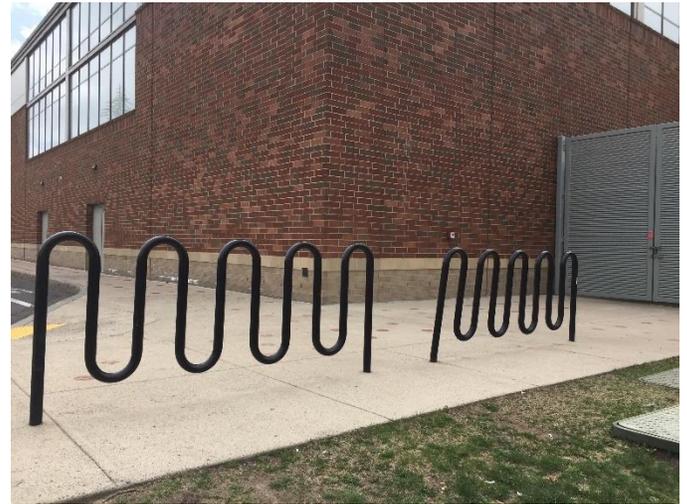
Rectangular-hanging racks adequately support bicycles to prevent them from falling over; wave racks do not adequately support the bicycles and

make it more likely that bicycles will be damaged or parked improperly.

The underpass to the courtyard from Melrose Street is not bicycle-accessible (nor ADA-accessible), so bicyclists must ride all the way around the school to get to the main (and most secure) bike parking area.



Rectangular-hanging racks in courtyard



Wave racks next to the gym



Wave and rectangular-hanging racks under portico

The only other bicycle rack observed on campus was a set of three Inverted-U racks located at the athletic field near the Union Street gate. This is a good rack design, and useful for visitors to the athletic field, but probably too isolated for everyday use by students. This racks is accessible from Union Street or from the front of the Middle School via the driveway running toward the Union Street gate.

There are two wave racks, holding up to 20 bicycles, located near the gym at the rear of the Middle School. Again, wave racks are considered a poor design. These racks were observed to be



Inverted-U racks at field off Union Street

Three swerve racks were observed inside the fence at The Knoll, but were not in use at the time. These racks are also somewhat isolated during the day and at greater risk for vandalism or theft. These racks may be used by non-student visitors to The Knoll.



Swerve racks at The Knoll

Recommendations

- Replace the wave racks under the portico and next to the gym with better designs that hold more bikes and provide better support

- Increase the number of bicycle racks available in the courtyard
 - Place as many racks as possible under existing covered spaces, or consider installing shelters over racks in the courtyard
- Evaluate feasibility of constructing an ADA-compliant ramp from sidewalk level through the underpass leading to the courtyard between the schools
 - Creating a bicycle-friendly connection to the courtyard from Melrose Street would make it unnecessary for students bicycling to and from Melrose Street to ride around the school to get to the main bike parking area



Underpass to courtyard is not bike-accessible

- Consider creating a bicycle and pedestrian connection from Union Street into the upper parking lot by the gym entrances to provide more direct access to the bike racks and gym entrances without interacting with the Melrose Street traffic
- Consider creating a formal bicycle connection (with signage and road markings) from the end of Union, through the driveway along the athletic fields to the front of the schools where the main bike parking is located

Student Surveys and Focus Groups

High School Travel Survey Results

324 High School students responded to the travel survey, a response rate of 34% schoolwide. Note that graduating seniors were not available to participate in the survey due to scheduling issues, so the survey results reflect responses of grades 9, 10, and 11 only. Response rate by grade varied: 55% (9), 56% (10), and 24% (11).

The survey results indicate that many High School students live within potential walking or bicycling distance of the school: 93% of respondents live within two miles, and 43% live within one mile. 29% of trips to or from school are walking or bicycling. 65% of trips to or from school are by automobiles. Interestingly, many more students walk in the afternoon (40%) than in the morning (17%), and there is a decrease in afternoon automobile trips, indicating that as many as 31% of students who are driven to school are leaving on foot or by other means.

Compared with similar Massachusetts schools, the rates of biking and walking at Melrose High School are average for students living a half-mile or less from the school, significantly lower than average for students living between a half-mile and a mile from the school, and much higher than average for students living more than a mile from the school.

Analysis

The survey results suggest that there is significant potential to increase the number of High School students walking or biking to school, particularly among students living up to a mile from school. Walking rates more than double in the afternoon; the survey did not explore the reasons for this, but one can speculate that likely factors include parents being unavailable to pick up students during working hours, the lack of time pressure that is present in the morning, and students participating in after-school jobs or activities close to the school.

The full results of the High School travel survey are included as Appendix B.

High School Parking Survey Results

106 High School students responded to the parking survey. Students were asked to take the survey only if they drive to school. The survey asked students how frequently they drive to school, why they drive to school, where they usually park, how difficult it is to find a legal parking space, whether they have ever received a parking ticket at school, and any other comments they wanted to share about parking.

Driving Frequency: 65% reported driving to school every day, 21% most days, and 14% occasionally.

Reasons for Driving: 50% reported that they drove to school because they need to drive to after-school sports or activities, 41% because it is too far to walk or bike, 38% just like to drive, 37% need to drive to after-school job, and 37% do not like to bike or walk. Note that respondents could choose all the reasons that apply to them or list additional reasons.

Parking Location: 93 respondents (88%) reported parking at The Knoll. A total of eight respondents reported parking on Ashland Street, Albion Street, Tremont Street, Melrose Streets, or at the Middlesex Fells.

Parking Difficulty: 51% of respondents reported it was hard or very hard to find a legal parking space, 24% neither hard nor easy, and 26% easy or very easy.

Parking Violations: 32% of respondents reported receiving a parking ticket at school.

Summary of Notable Comments:

- Create more parking spaces at The Knoll
- Allow on-street parking on surrounding streets

- Allow parking in staff lots
- Assign parking passes and spaces at beginning of year
- Students should pay for parking
- Switch the student and staff parking lots
- Seniors should have priority for parking
- Parking is difficult if you get to school after 7:30am
- Repaint the lines at The Knoll so people park in actual spaces
- Parking is easy after seniors leave (at the end of the school year)
- Difficult to exit The Knoll at the end of the day, maybe have officer direct traffic
- Dog park users take parking spaces before students arrive

Analysis

The parking survey results regarding overall driving frequency are consistent with the travel survey results at 65%. 87% of respondents reported that they drive to school because they need to drive to after-school sports, activities, or jobs; this could be explored further to determine whether there is potential to shift some of those trips to walking, biking, shuttle service, or public transportation. While a large percentage of students reported that they live too far away to walk or bike, 93% of students live within two miles of the school; there may be potential to shift some of these trips to walking or biking. Similarly, students who choose driving as a personal preference might be convinced to shift their preferences by education or incentives. The student comments provided some interesting and actionable ideas, including: parking permits and assigned spaces, paying for parking, re-considering which lots staff and students can use, and re-striping the legal parking spaces in The Knoll.

The full results of the High School parking survey are included as Appendix C.

Middle School Travel Survey Results

169 Middle School parents responded to the travel survey, a response rate of 21% schoolwide. Response rate by grade varied: 27% (6), 20% (7), and 16% (8).

The survey results indicate that many Middle School students live within potential walking or bicycling distance of the school: 97% of respondents live within two miles, and 60% live within one mile. 62% of trips to or from school are walking or bicycling. 38% of trips to or from school are by automobiles. Interestingly, many more students walk in the afternoon (74%) than in the morning (51%), and there is a decrease in afternoon automobile trips, indicating that as many as 46% of students who are driven to school are leaving on foot or by other means. Overall, the rates of biking and walking at Melrose Middle School are much higher than the average Massachusetts middle school.

Analysis

The survey results suggest that there is some potential to increase the number of Middle School students walking or biking to school, though not as much as for the High School students. Walking rates increase by 50% in the afternoon; the survey did not explore the reasons for this, but one can speculate that likely factors include parents being unavailable to pick up students during working hours, the lack of time pressure that is present in the morning, and students participating in after-school activities close to the school. While there are fewer overall automobile trips for Middle School students than for High School students, the percentage of students who arrive by car in the morning and walk in the afternoon is higher for the Middle School than for the High School.

The full results of the Middle School travel survey are included as Appendix D.

High School Student Focus Groups

WalkBoston and WatsonActive conducted 30-minute focus discussions with three groups of High School students. The focus groups began with a brief description of the overall project and the need for student input from the surveys and focus groups. A quick travel mode survey was done by a show of hands to see how the students got to school.

Focus Group Travel Modes

Travel Mode	Group 1: 9 th grade	Group 2: 10/11 grades	Group 3: 10/11 grades
Driven by parent	30%	35%	41%
Driven by self/other student	10%	30%	44%
Carpool	10%	0%	7%
School bus	10%	0%	4%
Public transit	10%	0%	0%
Walk	30%	35%	0%
Bike	0%	0%	4%

The discussion focused on identifying perceived dangerous streets and intersections, suggesting ways to improve safety or convenience getting to and from school, crosswalk usage, reasons why students do not walk or bike to school, and drop-off locations. Student comments closely tracked the travel and parking survey results, and reinforced many of the observations made during the assessment

Participants identified a number of issues at intersections/streets near the campus, including:

- Traffic backups and ineffective traffic control at Lynn Fells Parkway intersections, especially at Melrose Street
- Snow/ice removal issues, especially Lynn Fells Parkway (piled snow blocks access to the sidewalks) and the underpass near the Melrose/Tremont intersection (falling ice)

- Dangerous crossings, including Franklin at Ashland, Melrose at Ashland, and Lynn Fells Parkway/Tremont
- Drivers do not always yield to pedestrians at crosswalks
- Westbound queue to enter The Knoll completely blocks westbound traffic

Participants noted that student do not always use crosswalks, particularly on Lynn Fells Parkway and Melrose Street. Reasons include: parents dropping students off all along both streets; urgency to get car out of The Knoll quickly before traffic backs up; poorly positioned or missing crosswalks at preferred access points; long wait times at walk signals; and relative safety of crossing when traffic is back up and moving slowly.

Participants mentioned parent and staff driving behaviors, including: speeding; failure to yield to pedestrians; drop-offs all along Lynn Fells Parkway and Melrose Street; u-turns on Melrose Street; entering upper staff lot for drop-offs.

Although most students live within reasonable walking or biking distance to campus, participants cited various reasons for not walking or biking, including: weather; lack of motivation/time; busy intersections; desire to drive/ease of driving; distance; insufficient bike racks especially covered bike parking; and needing to drive to after-school activities, sports, and jobs.

Participants who drive to school identified lack of parking and traffic congestion as major issues, but did not indicate that these issues discouraged them from driving. Specific concerns are insufficient parking spaces at The Knoll, and difficulty exiting The Knoll after school due to traffic on Lynn Fells Parkway.

Participants made suggestions to address some of the identified issues:

- Lynn Fells Parkway: extend hours for crossing guards and allow them to direct traffic

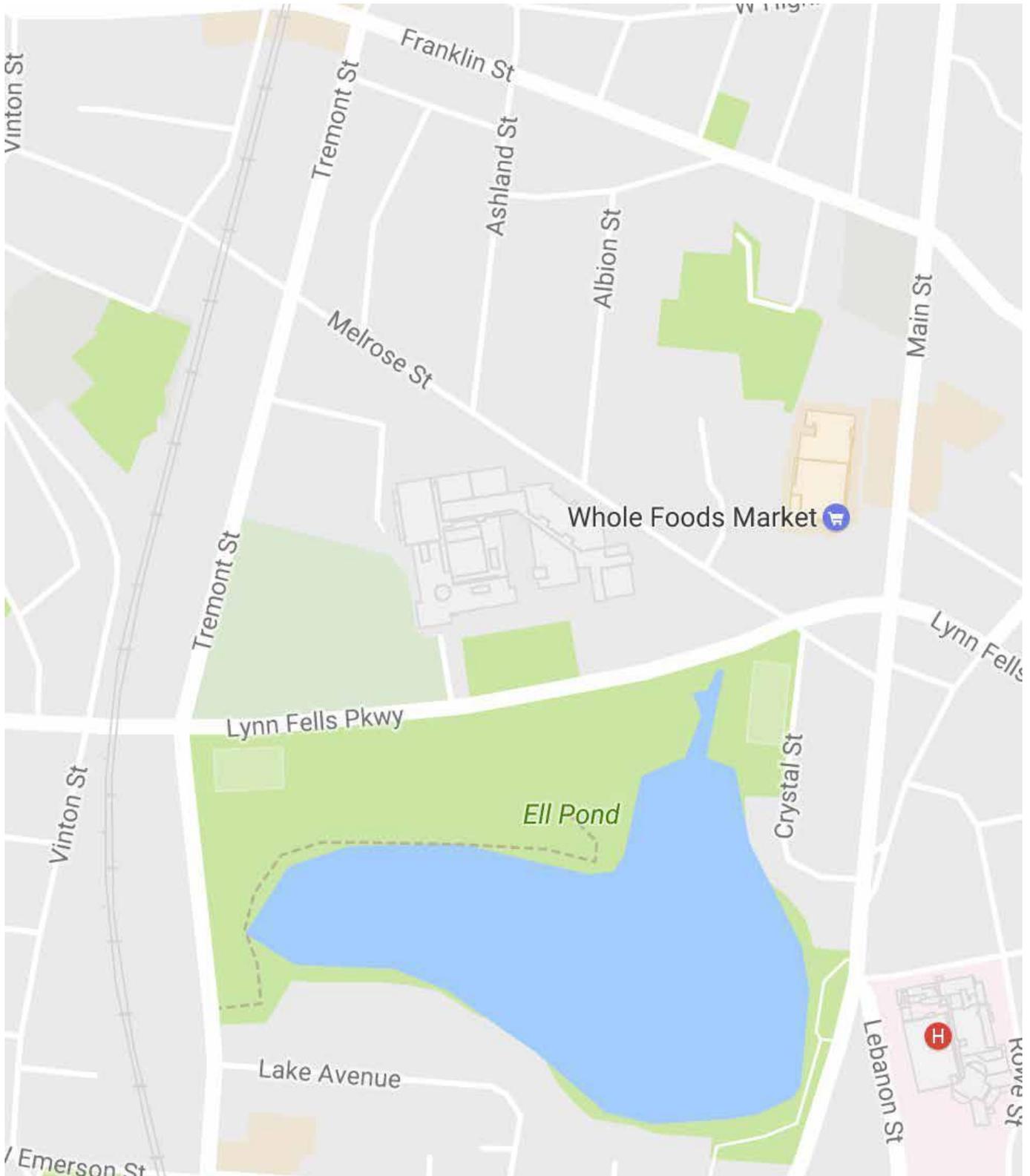
- Melrose Street: need crosswalk by entrance to lower parking lot
- More bike racks, and more covered bike parking
- Shuttle service to Pine Banks Park for afternoon activities
- Create incentive program to motivate people to walk or bike

Recommendations

- Investigate whether to extend hours for crossing guards on Lynn Fells Parkway
- Consider feasibility and need to have crossing guards (or police) direct traffic at the Parkway/Melrose intersection
- Consider adding more bike racks and especially more covered bike parking, as detailed in Bicycle Parking section above.
- Explore feasibility of providing afternoon shuttle service for Middle and High School students to Pine Banks Park and/or other common destinations for organized after-school activities
- Consider signaling the exit from The Knoll to better manage afternoon traffic
- Consider outreach aimed at parents to emphasize safety messages and preferred traffic patterns for drop-off and pick-up
- Consider issuing parking permits to students and assigning parking spaces to better manage limited parking resources (would require re-striping the legal parking spaces in The Knoll)
- Consider having students (and staff) pay for parking permits, which may encourage more people to walk or bike to school
- Study parking lot utilization by staff and students to determine whether existing lots could be used more efficiently

The focus group agenda and discussion notes are included as Appendix E.

Appendix A: Study Area Map



Appendix B: High School Travel Survey Report

(report starts on next page)



MASafeRoutesSurvey.org
 Survey Report
 Melrose - Melrose High
 June 7, 2017

Introduction

This report will help your school plan safe transportation options for all students. It contains the results of a survey conducted at Melrose - Melrose High in May 2017. Participating parents provided information about how students travel to school and their approximate home location. If your school is interested in

- reducing traffic congestion,
- encouraging walking and biking,
- increasing safety, or
- tracking progress towards community goals,

then this information can help you identify the right strategies and best opportunities for new projects and investments.

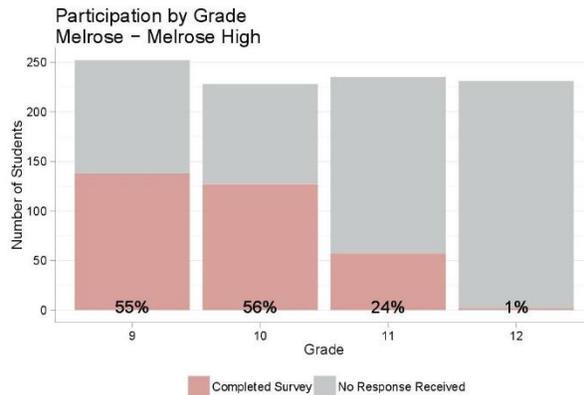
How to Read This Report

This report measures distance to school in terms of walksheds and bikesheds. A *walkshed* includes all the homes within a certain distance to school, based on mapped sidewalks, pedestrian paths, and low volume roadways. We define walksheds for 0.5, 1.0, and 1.5 mile walking distances to school. A *bikeshed* of 2.0 miles also includes multi-use paths and on-road cycle facilities, where mapped. For a map of the walksheds and bikesheds, see the last page of the report. Where "walkshed" is used alone, it always includes the bikeshed of the same distance.

Survey Statistics

- Survey Dates: 2017-05-24 to 2017-06-12
- Responses Received: 324
- School-wide Participation Rate: 34%

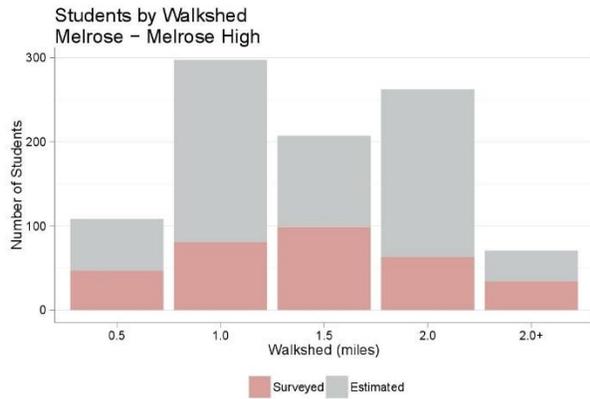
The figure below shows the survey participation rate for each grade. Total enrollment is based on the 2015-2016 school year, per Department of Elementary and Secondary Education. Survey responses from each grade were used to estimate the distance and travel choice for the entire grade. The higher the participation rate, the more reliable the survey results are.



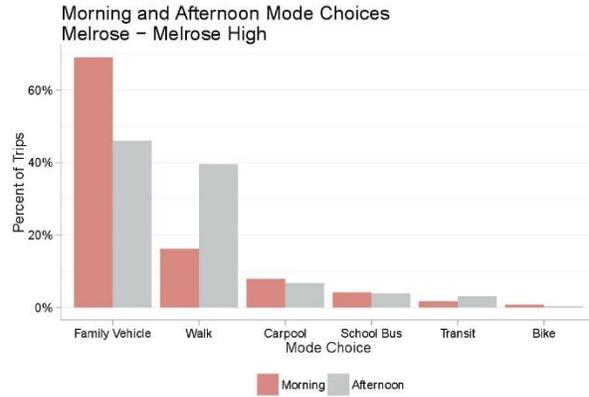
Student Proximity

- Average Distance to School: 1.9 miles
- Within 1.0 Mile Walkshed: 43%
- Within 2.0 Mile Bikeshed: 93%

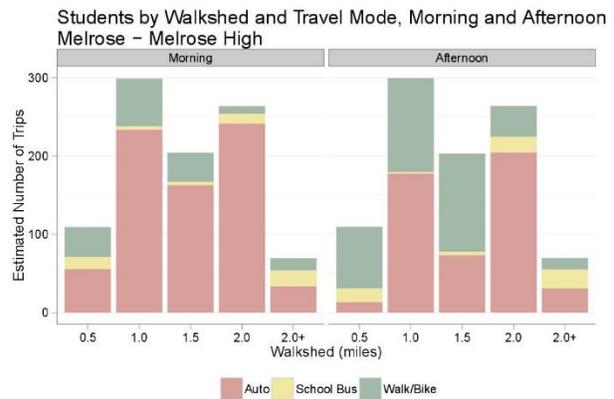
The chart and table below show the number of students surveyed and the total estimated students by walkshed. Student totals by walkshed are estimated assuming that the proportion of surveyed students within each walkshed and grade is proportional to the enrolled students within each walkshed and grade.



Students	0.5	1.0	1.5	2.0	2.0+
Estimated	108	297	207	262	71
Surveyed	47	81	99	63	34
Percent	11%	31%	22%	28%	7%



Walk share is 17.1% in the morning and 40% in the afternoon. The auto share is lower in the afternoon, indicating that as many as 31.3% of those who are driven to school in the morning get home by other means in the afternoon.



Student Travel Choices

- Walk\Bike Trips Within One Mile: 36%
- Walk\Bike Trips Overall: 29%
- Family Vehicle\Carpool Trips Overall: 65%
- School Bus Trips Beyond One Mile: 8%

The chart below shows what percent of trips are made by each travel mode in the morning and afternoon.

Travel Mode, Morning and Afternoon

	0.5	1.0	1.5	2.0	2.0+
Morning					
Auto	56	234	163	242	34
School Bus	16	4	4	13	20
Walk	38	61	37	10	16
Afternoon					
Auto	13	178	73	205	31
School Bus	18	2	4	20	24
Walk	79	120	126	39	15

Greenhouse Gas Emissions (GHG)

- Per-student GHGs within 1 mile: 2131 kg
- Per-student GHGs beyond 1 mile: 5882 kg

Transportation generates more than one-third of the total greenhouse gas (GHG) emissions produced in Massachusetts. Increasing the number of trips made by walking or biking is a critical step toward achieving state goals for GHG reduction. The following table shows the estimated annual GHG emissions (in kilograms of CO₂) for students being driven to school, by walkshed. (It does not include emissions from school buses.) For comparison, the average Massachusetts household drives about 19,000 miles per year, generating approximately 8,000 kg of GHG emissions.

Buffer	Total (kg)	Per Student	Percent
0.5	109406	655	3%
1.0	721614	3236	18%
1.5	1580705	9465	38%
2.0	1695408	7603	41%
2.0+	0	0	0%

How Your School Compares

The table below compares your school's actual walk \bike share to an expected value reflecting average walking and biking rates across Massachusetts. The expected value accounts for student grade levels and

proximity to school, and is based on more than 6,000 surveys collected statewide since 2011.

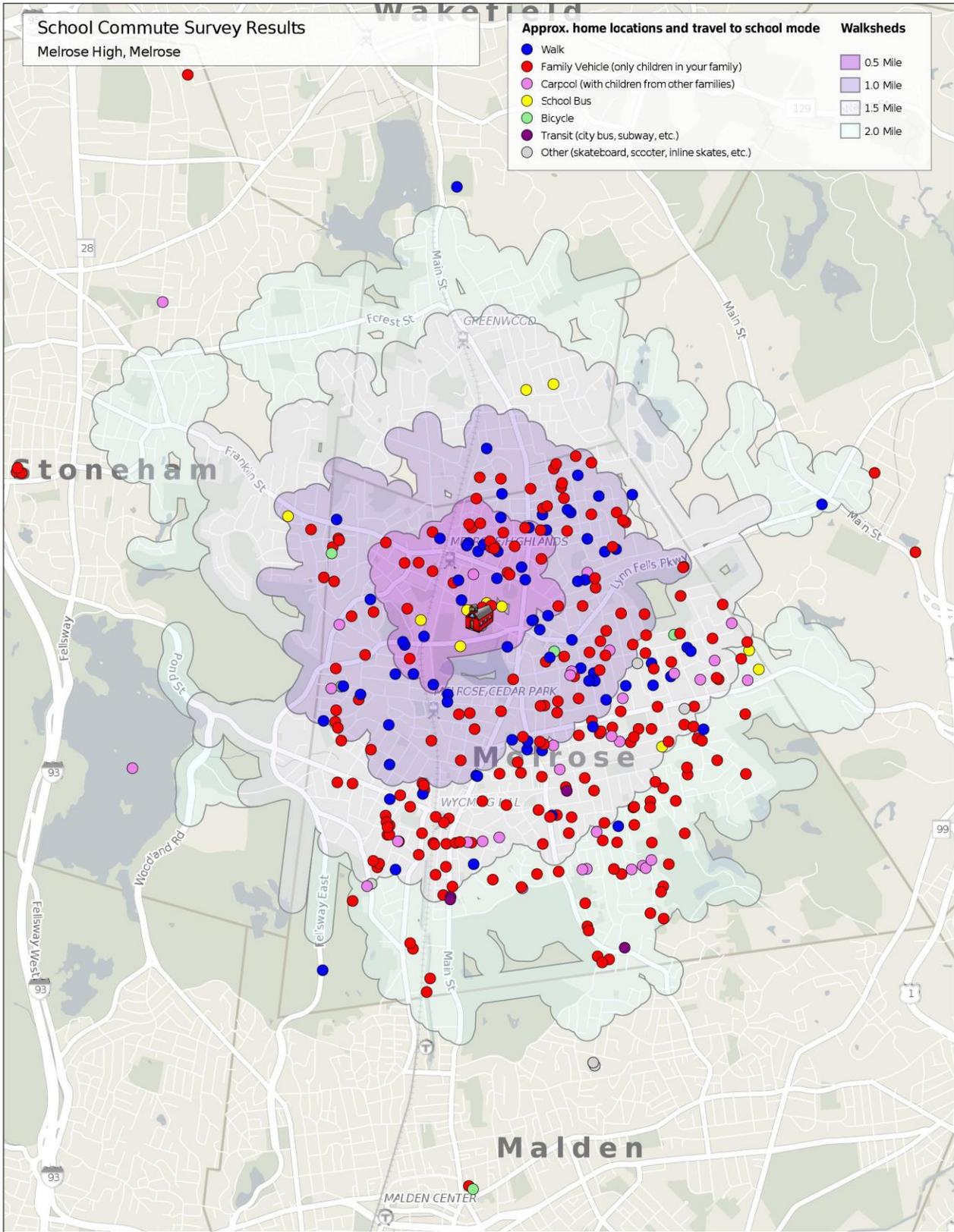
	Actual and Expected Walk \ Bike Share				
	0.5	1.0	1.5	2.0	2.0+
Actual	53%	30%	40%	9%	22%
Expected	58%	40%	15%	4%	10%

Benefits of Walking and Biking

Shifting some school commutes from auto to walking or biking can create real benefits for your community. This section estimates the traffic, physical activity, and GHG benefits that might result from increasing walking and biking. It can help you make the case for investing in Safe Routes to School programs and to track your progress over time.

If your school achieved the "expected" values described above based on grade specific averages for each walkshed, it would:

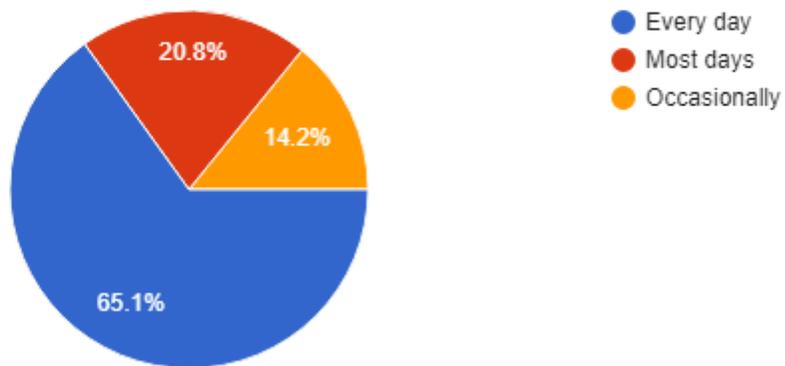
- Reduce number of daily car trips to and from school by 68.
- Provide an additional 28 minutes of physical activity for each newly participating student.
- Reduce annual auto-generated GHG emissions from between 5,724 kg to 9,704 kg, or 0.1% to 0.2%.



Appendix C: High School Parking Survey Summary

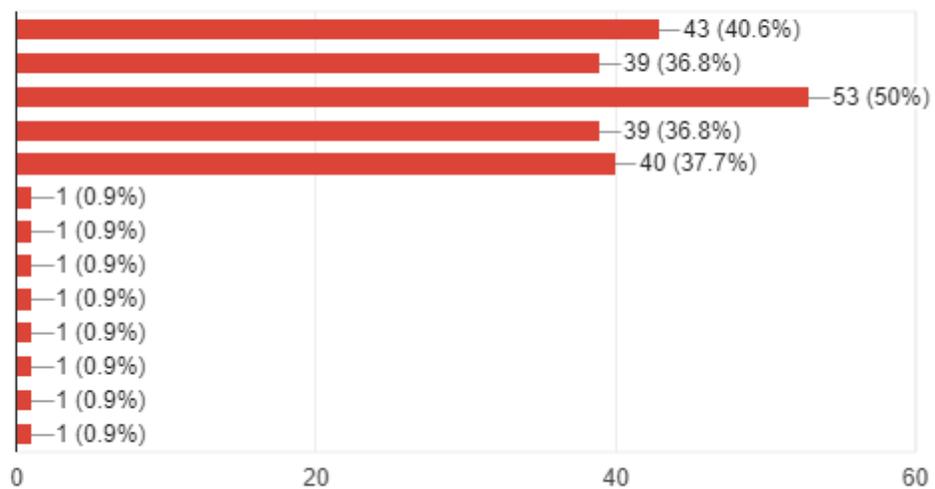
How frequently do you drive to school?

106 responses



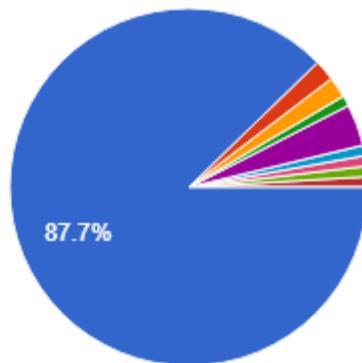
Why do you drive to school? (check all that apply)

106 responses



Where do you usually park?

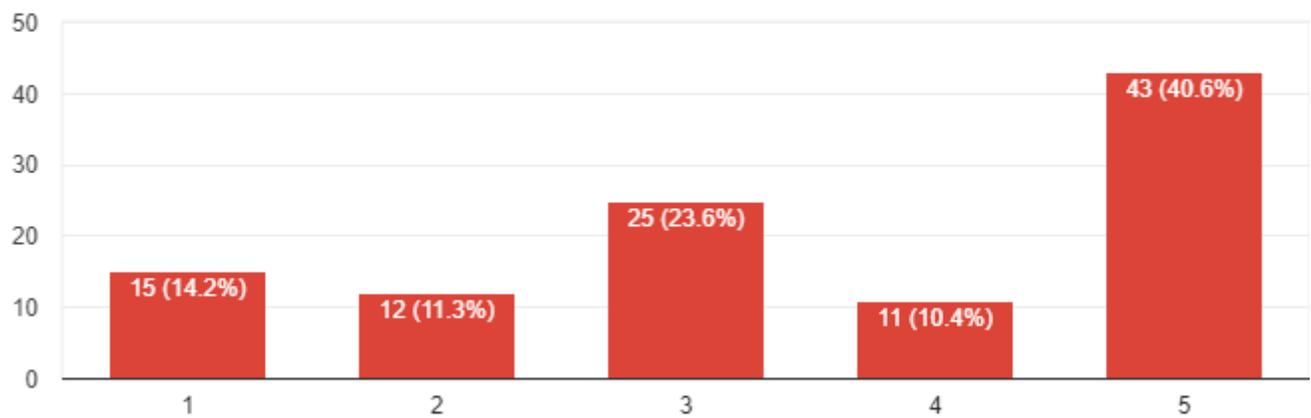
106 responses



- The Knoll
- Ashland Street
- Albion Street
- Tremont Street
- Staff parking lot
- Melrose Street
- Fells
- Where ever there is parking there is usually isn't one
- judt at the drop off area and switch...

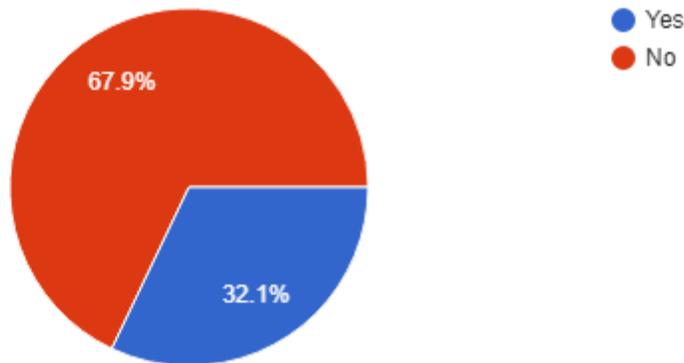
How difficult is it to find a legal parking space?

106 responses



Have you ever received a parking ticket at school?

106 responses



If you have any other comments about parking at MHS, enter them here: 49 responses

knoll needs more spots and u should be able to park on streets surroundin the school (there shouldnt be no parking signs)

I get here early so I get a spot but sometimes even getting here 5 minutes late can make me lose a spot and the lot is full

Let me park on the street or stop ticking me for parking illegally because there are no more spots

LET US PARK IN TEACHER LOTS

Students should be able to park in teachers parking lot with a sign

They should not issue parking tickets at the knoll if there is nowhere else to park... if the lot is full, students do not have extra time to search for parking on side streets or risk getting towed at the Whole Foods Market parking lot.

Give parking passes at beginning of year to those who go and ask for one and assign a space so there is no trouble finding spots and no arguments about parking

Get more student parking

I am a independent person. And I don't like cars killing my clean soil act. Because I was marked to plant a tree for a man. And he will sell his horse to me.

allow students to park everywhere they'll move eventually

If you get to the knoll after 735 before seniors leave at the end of the year you will have to park illegally we need more spots

ALLOW STUDENTS TO PARK IN THE BACK PARKING LOT GEEEEZZZ

Have students pay for spots....more parking spaces

Give us more parking

Pave the spots

Seniors should have superiority for spots next year

I think there should be a better parking situation for students

Parking sucks

We should be able to park on side streets as students

There is in no way enough parking spots for students to park in the morning. Spots are also taken up by people at the dog park. We need to somehow create more parking space for next year

Switch teachers parking lot and students, too many cars on falls

It is easy to find a parking spot now that the seniors have left, but there were no spots when they were here

There needs to be more parking and seniors should have priority on the better spots

Yuh

Get rid of the rocks in the knoll. They smash my bumper and everyone else's. They're wack. Gots to go.

get to school around 7:00-7:20

Parking may be easier if the lines in the lot were visible so drivers actually parked in a spot making more spots available. Also give children assigned spot numbers or parking passes like they used to.

They spaces are really unsafe for small cars and there isn't enough space

Parking is terrible

it is fine right now because the seniors are gone, but the start of next year the parking is going to be extremely hard and there's nothing we can do about it but risk getting a ticket.

There should be a better traffic system for getting out of the knoll at the end of the day because it is very difficult to leave due to Lynn fells traffic. Maybe having Officer Applegate there directing traffic could help make everything flow better.

Loose

We need closer parking

The dog park is very annoying because people go earlier in the morning and fill the spots for about thirty minutes which blocks off parking for students.

There is never anywhere to park, there is a huge traffic jam everday

If you come early enough parking is not an issue

We need more parking! I got a ticket in the knoll, the student parking lot! It wasn't technically a spot but it also wasn't explicitly not a spot!

Stop telling people to come earlier to get a parking spot. No matter how early one person shows up, there is too many students and not enough parking spots.

Its really a pain to get out of the Knoll with all these parents picking up their kids. And its hard to go pick up your siblings after school.

we need more parking than the knoll too many cars between new driving sophmores combined with the juniors and seniors next year

Noiiioo

Pot holes need t be fixed am lines drawn to distinguish spots

Assign spots please

none

only hard to park before senior internships when showing up right before school starts

i think people should have specific spots because for the seniors who are having a late start schedule next year, they are going to struggle finding legal spots at the knoll.

un heard of

usually not enough spots when seniors are around

Appendix D: Middle School Travel Survey Report

(report starts on next page)



MASafeRoutesSurvey.org
 Survey Report
 Melrose - Melrose Middle
 June 27, 2017

Introduction

This report will help your school plan safe transportation options for all students. It contains the results of a survey conducted at Melrose - Melrose Middle in June 2017. Participating parents provided information about how students travel to school and their approximate home location. If your school is interested in

- reducing traffic congestion,
- encouraging walking and biking,
- increasing safety, or
- tracking progress towards community goals,

then this information can help you identify the right strategies and best opportunities for new projects and investments.

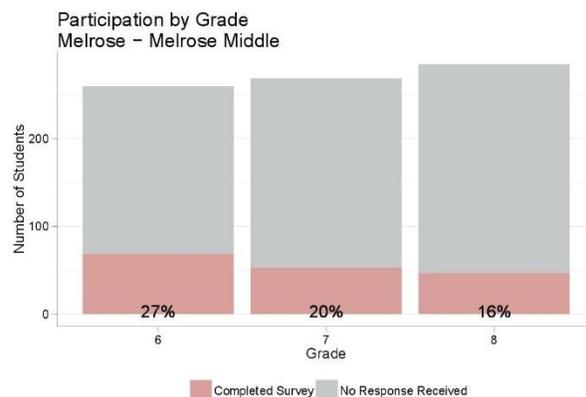
How to Read This Report

This report measures distance to school in terms of walksheds and bikesheds. A *walkshed* includes all the homes within a certain distance to school, based on mapped sidewalks, pedestrian paths, and low volume roadways. We define walksheds for 0.5, 1.0, and 1.5 mile walking distances to school. A *bikeshed* of 2.0 miles also includes multi-use paths and on-road cycle facilities, where mapped. For a map of the walksheds and bikesheds, see the last page of the report. Where "walkshed" is used alone, it always includes the bikeshed of the same distance.

Survey Statistics

- Survey Dates: 2017-06-14 to 2017-06-30
- Responses Received: 169
- School-wide Participation Rate: 21%

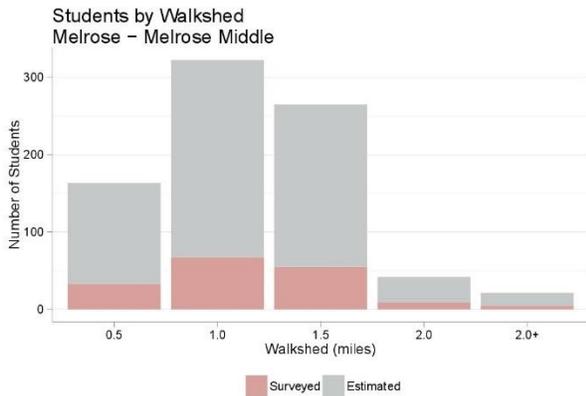
The figure below shows the survey participation rate for each grade. Total enrollment is based on the 2015-2016 school year, per Department of Elementary and Secondary Education. Survey responses from each grade were used to estimate the distance and travel choice for the entire grade. The higher the participation rate, the more reliable the survey results are.



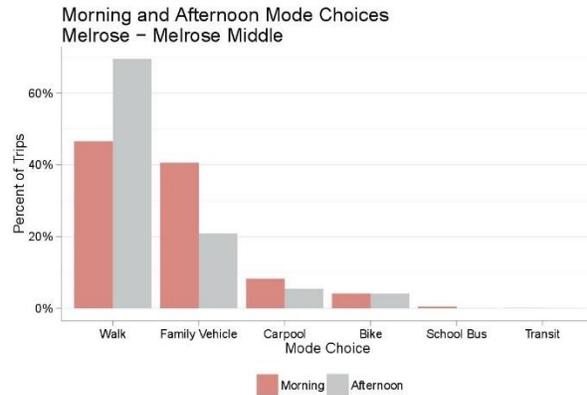
Student Proximity

- Average Distance to School: 1.2 miles
- Within 1.0 Mile Walkshed: 60%
- Within 2.0 Mile Bikeshed: 97%

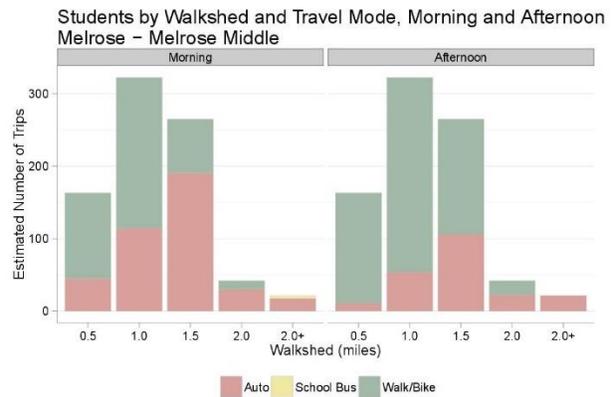
The chart and table below show the number of students surveyed and the total estimated students by walkshed. Student totals by walkshed are estimated assuming that the proportion of surveyed students within each walkshed and grade is proportional to the enrolled students within each walkshed and grade.



Students	0.5	1.0	1.5	2.0	2.0+
Estimated	163	322	265	42	21
Surveyed	33	67	55	9	5
Percent	20%	40%	33%	5%	3%



Walk share is 50.7% in the morning and 73.7% in the afternoon. The auto share is lower in the afternoon, indicating that as many as 46.1% of those who are driven to school in the morning get home by other means in the afternoon.



Student Travel Choices

- Walk\Bike Trips Within One Mile: 77%
- Walk\Bike Trips Overall: 62%
- Family Vehicle\Carpool Trips Overall: 38%
- School Bus Trips Beyond One Mile: 1%

The chart below shows what percent of trips are made by each travel mode in the morning and afternoon.

Travel Mode, Morning and Afternoon	0.5	1.0	1.5	2.0	2.0+
Morning					
Auto	45	114	191	30	18
School Bus	0	0	0	0	4
Walk	118	208	74	12	0
Afternoon					
Auto	11	54	106	22	21
School Bus	0	0	0	0	0
Walk	152	268	159	20	0

Greenhouse Gas Emissions (GHG)

- Per-student GHGs within 1 mile: 1287 kg
- Per-student GHGs beyond 1 mile: 3628 kg

Transportation generates more than one-third of the total greenhouse gas (GHG) emissions produced in Massachusetts. Increasing the number of trips made by walking or biking is a critical step toward achieving state goals for GHG reduction. The following table shows the estimated annual GHG emissions (in kilograms of CO₂) for students being driven to school, by walkshed. (It does not include emissions from school buses.) For comparison, the average Massachusetts household drives about 19,000 miles per year, generating approximately 8,000 kg of GHG emissions.

Buffer	Total (kg)	Per Student	Percent
0.5	69262	398	3%
1.0	378719	2177	18%
1.5	957236	5501	45%
2.0	281555	1618	13%
2.0+	444486	3832	21%

How Your School Compares

The table below compares your school's actual walk/bike share to an expected value reflecting average walking and biking rates across Massachusetts. The

expected value accounts for student grade levels and proximity to school, and is based on more than 6,000 surveys collected statewide since 2011.

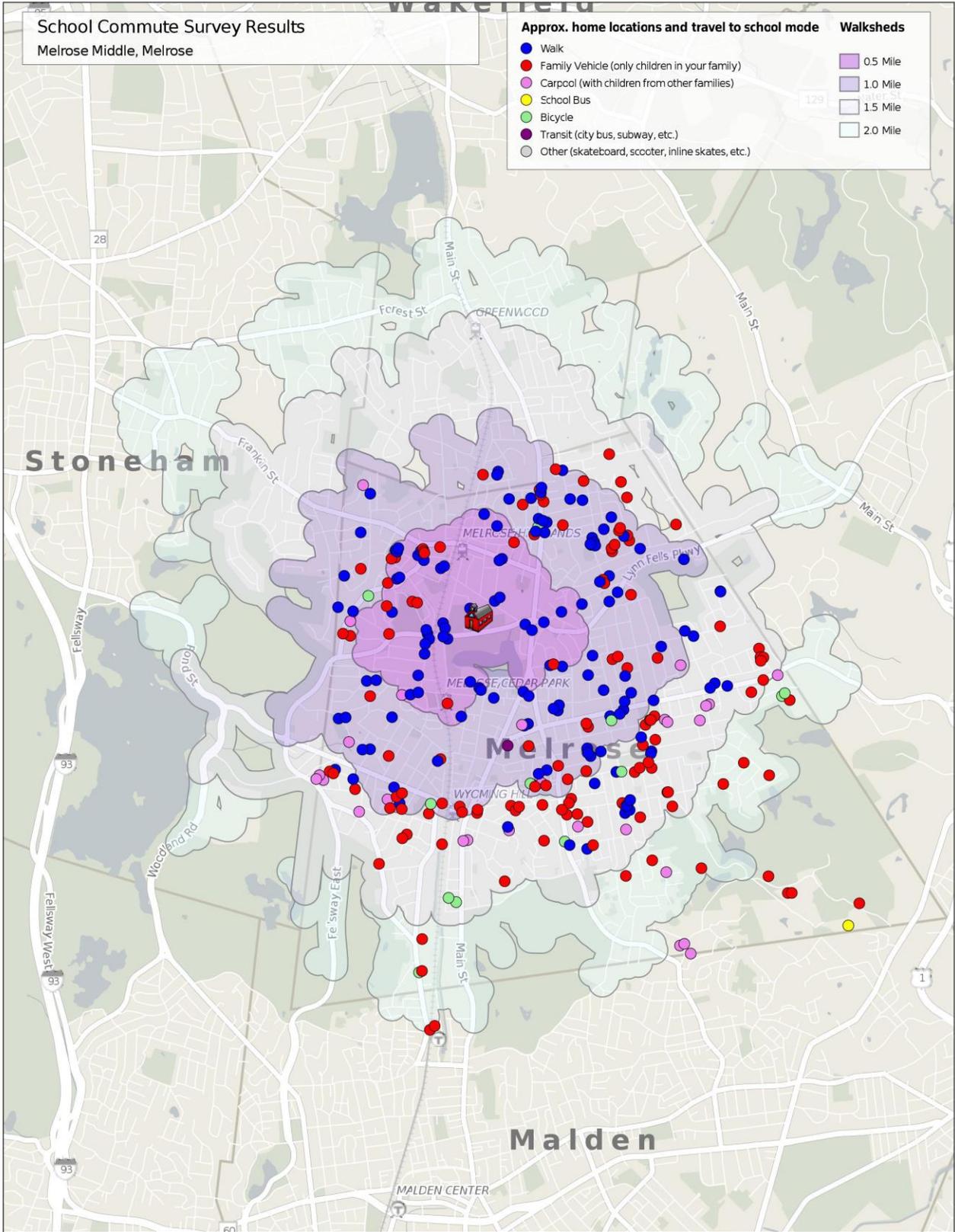
	Actual and Expected Walk/Bike Share				
	0.5	1.0	1.5	2.0	2.0+
Actual	83%	74%	44%	38%	0%
Expected	64%	33%	14%	5%	4%

Benefits of Walking and Biking

Shifting some school commutes from auto to walking or biking can create real benefits for your community. This section estimates the traffic, physical activity, and GHG benefits that might result from increasing walking and biking. It can help you make the case for investing in Safe Routes to School programs and to track your progress over time.

If your school achieved the "expected" values described above based on grade specific averages for each walkshed, it would:

- Reduce number of daily car trips to and from school by 2.
- Provide an additional 75 minutes of physical activity for each newly participating student.
- Reduce annual auto-generated GHG emissions from between 397 kg to 599 kg, or 0% to 0%.



Appendix E: Focus Group Agenda and Notes

Melrose High School Focus Group Agenda – 9th grade class

Be sure to take notes!

Intro (5 minutes)

1. Introduce yourself
2. Quick explanation of the overall project
 - Project Goal: Identify potential infrastructure projects, bicycle- and pedestrian-friendly policies, and education and encouragement programs that will encourage more students (and staff) to ride bicycles or walk to school.
 - Process: Look at the sidewalks, crosswalks, bike paths, bike lanes, traffic signals near campus to see if they support safe biking and walking for students; talk to you about what you think the issues are – survey and focus groups; make recommendations to the city on what to fix and how to fix it
3. Emphasize need for student input: travel and parking surveys, and focus groups
4. Raise-of-hands for travel mode:
 - Driven by parent - 3
 - Drive yourself – 1 (gets a ride with her sister who is upperclassman)
 - Carpool - 1
 - School bus - 1
 - Transit (MBTA bus, subway, commuter rail) - 1
 - Walk – 2.5 (2 said they walk, 1 said he does it sometimes)
 - Bike – 0
 - Other

Discussion (20 minutes)

Emphasize we want to hear student ideas even if we don't ask the right questions!

1. Thinking about your trips to and from school, are there are particular streets or intersections that seem dangerous?
 - a. Lynn Fells intersections near the school - one has crossing guards.
 - fire station near bridge – icicles under the bridge (Melrose/Tremont) during winter are dangerous
 - snow can be a problem – if not cleared. Roads can be icy. Mt Vernon – west Wyoming (hilly streets).
 - Near Horace mann elementary school, there is a blind curve
2. Is there anything you think could be improved about the nearby streets, intersections, or sidewalks to improve safety or convenience getting to and from school?
 - a. Lynn fells – crossing guard. Sometimes people walk in front of cars “since they can” because they know people will stop and cars aren't really moving – Crossing guards aren't there long enough. 630-8am, 2-330pm.. Don't direct traffic – just worry about people crossing the street. Might make sense for them to do more to make it safer for everybody since it can be dangerous when people slam on their brakes.
3. Is there anything you think could be improved on-campus to improve safety or convenience getting to and from school?

4. Do you think the crosswalks on the Fellsway in front of the school and on Melrose Street in back of the school are in the right place? Are there enough of them? Do drivers stop for you when you are waiting to cross?
 - a. They are in OK places, but some kids are crossing wherever they want. Running to their cars to get out before traffic gets backed up trying to get out of lot
 - b. Could use a crosswalk by the entrance to the parking lot – (Melrose Street lower teacher lot)

5. For those of you biking to school, what do you think would make the biking experience safer or more enjoyable?
 - a. None of them did

6. For those of you who do not currently walk or bike to school, what would have to change for you to consider walking or biking?
 - a. I live only 5 min away and walk, it probably would take me longer to bike than walk since I'd have to lock up my bike.
 - b. Weather –
 - c. I wake up too late –
 - d. I'm a slow eater, enjoy breakfast in the morning.
 - e. Too many busy intersections from my part of town to get over here, so not sure what could be done.
 - f. "My mom has something against me walking" → asked follow up on this, and couldn't seem to get at why (do you go through busy intersections or cross busy streets? Didn't think so).

7. For those of you who are dropped off at school, where do you get dropped off? Do you always use a crosswalk when crossing the street? Why not?
 - a. In the back by the gym and the turnaround
 - b. At whole foods
 - c. Between the middle school and high school on Lynn falls
 - d. Jump out before sister parks in the knoll

Crosswalks - Not always, depends where on street get dropped off. Can take too long – there is a button you can push though. (Does it change immediately?)

8. For those of you who have to drive to school, what would make your trip to or from school better?
 - a. n/a. all 9th graders.

Other areas in town we talked about:

Howard street doesn't really have any crosswalks along the way until the Horace Mann. That's a problem, since we all just cross part of the way down the street in the middle.

Green Street also doesn't have crosswalks for long stretches. Same thing. People cross wherever.

Main Street down toward where sports / activities are (Pine Banks) - wide and fast travel makes it difficult to cross

On way to the YMCA on main street another bad place I notice is by the Roosevelt. Multiple cars stacked up. The tunnel only allows 1 car through at a time.

Melrose High School
Biking and Walking to School Focus Group
June 13, 2017

Facilitator – Stacey Beuttell

25 to 30 students
sophomores and juniors

30% drive themselves
35% walk
35% dropped off by parents
no cyclists

When asked why no one bikes to school, one student stated that he was afraid his bike would be stolen. Another said she saw a cyclist get hit by a car at a nearby intersection where the bike ended up under the car (cyclist ok). She thought it would be too scary to ride.

1+2 - Any particular streets or intersections that seem dangerous? Any suggested improvements?

- Most said nothing seems dangerous
- One student mentioned visibility issues on the Fellsway – blind curve; both for walkers and drivers
- Union Street – students park there; parents drop off and turn around in private driveways; student lives on Union Street
- Winter – snow removal is a problem on Fellsway; sidewalks are not clear and mounds of snow not removed to allow students to get out on the sidewalk side

3 - On campus safety issues?

- Teachers/staff drive quickly in on campus parking lot and through parking lanes
- No other concerns

4 - Crosswalks on Fellsway – do cars stop, do you use them, are they in the right place?

- Drivers do not always yield
- Students do not always use crosswalks – cross mid-block when traffic is stopped or there is a gap in traffic

5 – No biking

6 – Why don't you walk or bike?

- Have a car
- Too far
- Easier to drive or be driven
- Have sports or work after school

7 – Where do you get dropped off? Always use the crosswalk?

- Melrose Street (5)

- Several students mentioned getting dropped off on the opposite side of the street and walking in front of cars to cross – not in the crosswalk
- Melrose Street crosswalk is too far from doors that are open in the morning – would have to walk away from door to use crosswalk and then walk back
- Fellsway (4)
 - Don't always use crosswalk – traffic stopped or gap in traffic

8 – Driving to school? What are the issues?

- Lots of traffic during dismissal – leaving the Knoll parking area is awful; have to run from class to get out before traffic gets really bad. Students get held up by crossing guards at the Melrose St/Fellsway intersection (near Whole Foods)
- Parking shortage when juniors start getting their licenses

Overall:

Students did not see walking and biking safety as an issue at Melrose High. No one felt particularly unsafe crossing streets. Drivers complained about some traffic and the need for more parking, but only when prompted.

Melrose High School Focus Group Notes (D. Watson group)

Mostly juniors, a few sophomores

Travel mode:

Driven by parent 11

Drive yourself 12

Carpool 2

School bus 1

Transit 0

Walk 0

Bike 1

Other 0

Traffic on Fellsway @ Melrose St

- Backs up in both directions
- Dangerous, even with crossing guards

Parking problems at The Knoll:

- Traffic on Fellsway doesn't let you merge in when leaving
- Not enough parking spaces (better when the seniors leave)
- Dog park takes up too many spaces
- Need more spaces

Parents drop students off EVERYWHERE

Parents are the biggest safety problem

Students don't use crosswalks on Fellsway

- Inconvenient (from where parents drop them off)
- Safe to cross anywhere when lights are red because no traffic is moving

Melrose Street:

- Parents stop in the middle of the road
- Parents make u-turns
- Kids cross everywhere
- Parents enter upper lot to drop off even though prohibited

Ashland/Franklin intersection: dangerous crossing

Ashland @ Melrose: dangerous crossing

Fellsway/Tremont:

- Dangerous
- Cars block intersection, don't let people cross

Solar glare is a problem

Cars heading westbound on Fellsway waiting to turn left into The Knoll completely block westbound traffic

Bike parking:

- Location is OK
- There is not always enough bike parking available
- Not enough covered bike parking

What would have to change to get you walking or biking to school?

- Weather (might walk when it's nice)
- Distance
- Motivation
- Time (in a hurry)
- Need to get to after-school activities
- If school provided bus/shuttle to Pine Banks Park in the afternoon, more people could walk to school in the morning
- Pay us (incentive program?)

People want to drive – need to solve that problem

We should focus our efforts on elementary students, they live closer to their schools