AA County Safe Routes to Schools - Tyler Heights ES (2023-10-05 19:04 GMT-4) - Transcript

Attendees

Ayden Cohen, Ayden Cohen's Presentation, Daniel Allen, Dave Moncrief, David Braun, Eric Leshinsky, Molly Porter

Transcript

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Dave Moncrief: All right, we are going to go ahead and get that underway this evening. I am recording this meeting for everybody's information. I wanted to thank everyone for joining us this evening for the Anne Arundel County Department of Virtual Public Meeting or Safe Routes to Schools ability study. tonight focusing on Tyler, Heights, Elementary We have seen a fair bit of interest in this project and we proceed. A lot of feedback so far which is super helpful and we're happy to have everyone here joining us. This evening to gather some more before we get too far. I did want to introduce those on the county's project team who are here this evening. My name is David Moncrief. I'm standing in for Adam. Greenstein who is the Dpw project manager for the Safe Routes to Schools project?

Dave Moncrief: We are giving this presentation to 17 different schools this month and I agreed to fill in for Adam on some of those presentation's to get A few evenings with his family. So what I'm going to do is introduce the groups that are represented here this evening on the panel. And then we will get to our presentation and Q&A will follow the presentation.

Dave Moncrief: Joining us tonight. Our personnel from other divisions within NRL County Department of Public Works. Possibly joining us are a couple of folks from the office transportation. Also on the call, our members of the Dpw consultant team from Tool Design. There's a representative from Maryland State Highway. And there is a representative from the city of Annapolis on Summit.

Dave Moncrief: And last but not least, hopefully joining us soon as a representative from Anne Arundel, County Public Schools, who is our most important partner on this project. As we get started.

Dave Moncrief: So in addition to the introductions, we just wanted to go over some of the goals for the meeting, which are not shown on the slide and a couple of housekeeping items. On tonight we are not planning to discuss much in the way of location specific issues. Unless there's something that comes up. That's strongly supported through the comments and Q&A. We are going to focus tonight on high level issues. Procedure process and guidance, And give you information on how to review the full accessibility study and report. So I'll get right into that at the link that's shown on the slide currently. You can find the full report for this elementary school.

Dave Moncrief: And to be posted later will be the recording of this meeting transcript etc from this presentation.

Dave Moncrief: You are encouraged to send comments to Adam, Greenstein, his contact information is on the screen. You can also call him. But it is preferred that you provide comments and writing so that we can record them appropriately. When you are sending an email to ADAM, we strongly encourage that if possible when you send those comments or questions that you include maps graphics and also that you write out the full school name, within the subject line or within the body of the email so that we can identify exactly where you're talking about and what concern, you are raising so that we can most accurately address it.

Dave Moncrief: There are a lot of schools in our county and many of them have similar initials, maybe not Tyler Heights, but a lot of them have seas, etc. So, if you could spell out the name of the elementary school and the street etc, give us as much specific information as possible, when providing feedback, it would be appreciated.

Dave Moncrief: we are accepting public comments until November fit as part of this study, which is about a week and a half after the series of meetings ends later this month, for the 17 schools that we're doing this presentation for That doesn't mean that you can't provide information or comments after that's after that point. But it is a cutoff point for incorporating those comments and concerns into the study responses where we will be providing

Dave Moncrief: From there, I want to go over some housekeeping items for this This public meeting stuff as a webinar. So if you're not on the Project panel or remember the project team you're coming from the community, you are and you only mode which means you will remain muted with your cameras off for the duration of the presentation. But you are encouraged throughout the presentation to use the Q&A future, which is the primary function that we're utilizing during this presentation for feedback. So go over a few steps for the A function. If you're logging in from Google meet a Web browser or a computer, you can use the Activities button which is shown on the slide there with the orange arrow. And as a triangle square and circle, you click on the Activities button. At the bottom right hand side of your screen. After you click on that, you'll select Q&A. And then you can Ask a Question.

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Dave Moncrief: if you're using Google meet on a mobile phone, select the three dots on your screen, then the Activities button, and then click Ask a Question. If you are joining us by phone tonight, Unfortunately, that means we can't share information with you visually and you can't use the A future of the presentation tonight. But again, Adam Green Science, Information is provided on the county project website and you're encouraged to use that for providing any comment.

Dave Moncrief: Also, if you're on a mobile phone or on a web browser, you can ask a question anonymously. There is an option to select that. What when you get into the Q&A future? We Prefer if you do not use that function but if you choose to it's perfectly fine, we do like to know who the questions are coming from so that we can address that person directly and get the most specific information possible if we need to reach out and get additional information.

Dave Moncrief: This meeting, as I mentioned before is being recorded. We want to make sure that folks who can't join this evening can still participate in the Review this information and get the same guidance in case they're scheduled didn't work out that they could join us tonight. So, this audio video recording will be posted on the project website as soon as possible. After the meeting will have to collect all the data The output from Google Meet. Make sure everything looks clean and then we'll post it on the project Web page within a few weeks.

Dave Moncrief: For questions that are not answered directly by the team that tonight via the Q&A function. We will provide written responses to those comments and questions and a single repository. That will also be posted on the project web page at our later date. If you do need translation services, they are available by request. we're still determining how to get that done but if you do request it then we may translate either this presentation, the slides, the report or whatever is requested on a case by case basis If you need that assistance, we're happy to help reach out to us. With all the housekeeping out of the way. I am going to turn it over to in Lambert, who is a project manager with our consultant tool design to go through the remainder of our presentation tonight.

Ayden Cohen: Thanks Dave.

Ayden Cohen: Welcome again to the Tyler Heights virtual meeting, we really appreciate everyone taking time out of their busy. Evenings to join us. On the goal for tonight is to give you an overview of the Savers to School accessibility project and orient you to the report. As Dave has already mentioned, we won't be reviewing specific information and recommendations. It's just too much detail to review in this meeting but full reports are posted on the county's website. We'll start with an overview of the project. Animal County and Anne Arundel, County Public Schools or partnering on safe routes to schools accessibility studies at 17 schools across the county. The schools were previously identified and move in Arundel. The county's transportation functional master, plan and studies are being overseen by a project management team. Consisting of county state, and school district representatives,

Ayden Cohen: Between October 24th 2022 in February 8th of this year. Consultants, from my firm tool design. Conducted a one-day site visit to observe school, arrival and dismissal into assess existing walking and bicycling infrastructure. The studies focused on infrastructure within the school walk zone, but also assess other opportunities within the school, attendance area to expand, active transportation to school. The overall goal of the project is to improve safety and transportation choices for all residents.

Ayden Cohen: Tyler Heights reports summarizes existing conditions and makes recommendations for added infrastructure education or encouragement programs to increase the number of children that can safely walk or ride bikes to school. It's based off the site visit that was conducted on January 31st of this year. Parent surveys were all so administered by the school district at the start of this calendar year, to obtain parent, reported travel modes, the school and reported barriers to walking your bicycling.

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Ayden Cohen: The report contains eight sections. Tonight's presentation will orient you to the general content contained in each but to review the full report and provide input. Please visit the Anne Arundel County Web page shown on the screen. The School Overview section defines the project study area fieldwork was conducted on roads, within a half. Mile of the school. A desk level review was conducted on all roads within a one-mile radius of the school that fall within the school attendance area.

Ayden Cohen: This section of the report also provides school attendance and enrollment information at the time of study as provided by the school, district it describes, the school location and layout. And then provides an overview of how walkers bicyclists school, buses parent and staff vehicles access the school grounds. The parent reported Student Travel Modes and Barrier section summarizes key findings from the parent survey including parent reported distance from home to school school, bus eligibility and use most common travel mode to school and deal travel mode. To school barriers to walking, or by skiing to school, and then streets, use to walk or bike to school. However, it is important to note that for most schools, the survey response range represent a fraction of the student population. We acknowledge that

they may not reflect the experiences and perspectives of all families. So, this information was simply used to supplement information received during observations, and from the school directly for Tyler Heights, we received eight total survey responses.

Ayden Cohen: The Arrival and Dismissal Observations section provides an overview of arrival and dismissal operations. It's reported by the school, a summary of a general observations made by our team and a summary of specific arrival and dismissal observations by each travel mode. That includes walkers and bicycles school, buses and parents driving Our observations focused on behaviors conflicts and general couns of all travel modes and inform how the various travel modes function interact within the existing infrastructure.

Ayden Cohen: The Existing Infrastructure. Conditions section provides maps in a brief description of existing Mark Crosswalks 88 compliant, curb ramps, and existing plan or program on road bike facilities. Regional park trails and paths based on GIS data provided by the county at the start of the project. This information serves as a baseline of sorts for pedestrian, advice called facilities.

Ayden Cohen: The reports also summarize, five years of crash data to assess the total number of crashes, within a one-mile radius of the school. And how many of those involved pedestrians or bicyclists? The crash summary also includes the number of pedestrian and bicycles crashes, within the school walk zone.

Ayden Cohen: The Infrastructure Recommendation section includes both a map to visualize the location and type of recommendation and a table that provides additional detail On the map recommendations within the school. Walk zone are identified by numbers and recommendations that fall outside of the school. Walk zone are identified by letters. The map distinguishes between spot recommendations which is something like a specific intersection or crossing and segment recommendations such as sidewalks or corridors needing speed management. It also color codes recommendations by type of recommendation All recommendations in the plans, aim to improve safety and accessibility for students to walk and bite to school, including measures to reduce vehicle speeds, adjust conflicts between pedestrians or byteslist and drivers, and provide fully accessible side box and street. Crossings

Ayden Cohen: As able the plans acknowledge other projects within the study area. But the county will confirm the approach to impleing recommendations to ensure that they align with other projects if necessary. A quick orientation to the table. Map ID corresponds to the numbers or letters on the recommendations map. In addition to defining the specific location of the recommendation, the location column also describes possible significance such as whether it's inside the school zone or along a key student walking or biking room. Key roots were identified based on information received from school administration, parents surveys, and school observations. Facility type provides. The general category of the recommendation such as sidewalk crosswalk, curb ramp etc, the issue and recommendation columns, provide details on identified issues and specific treatment recommendations

Ayden Cohen: Potential cost listed in the table reflect planning level construction costs, as details related to construction, can't be determined until the method of implementation for proposed improvements is confirmed. Time frame reflects General project. Feasibility are complexity that can help to inform implementation decisions. It's not an indication of the county's plan, time frame for implementation. Again, we've only provided a snapshot of the recommendations table to view the full report and provide input. Please, visit the county's website.

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Ayden Cohen: For some schools, the accessibility studies identified significant barriers, that while important would require additional study beyond the scope of this project to identify appropriate measures in those instances, an additional consideration slide was added to acknowledge the issue and suggest For Tyler Heights. The funds present between Garden Gate Lane and Rockwell Court presentation presents such a barrier. Each school report also includes education encouragement enforcement and evaluation recommendations to help the schools, improve awareness and knowledge of safe practices, reinforce safe behaviors. Encourage travel mode changes, and establish a culture of walking and biking to school.

Ayden Cohen: Finally each report closes with an appendix containing photos that correspond with each recommendation, map these photos document the existing conditions which can help to explain the issue and recommendation. Following this meeting, the county The prioritize list of recommendations prioritization will be based on an assessment of Safety impact, potential demands, which is how many people are likely to benefit and potential benefit to vulnerable populations as well as project feasibility cost and opportunity.

Ayden Cohen: Implementation Timeline and funding source will be based on the type of recommendation. For example, shorter term implementation, may be more feasible for low-cost or quick hit operations and maintenance recommendations. Such as signs payment, markings or vegetation trimming that already have an existing dedicated funding stream. Longer term implementation is required for Projects such as new sidewalks that require funding from the county's capital improvement Schedule for any options. After studies are completed is to be determined

Ayden Cohen: Again, the full reports are posted on the county's website information on how to provide input is included there and also provided on the screen. But if you have any general process questions, we can aim to answer them. Now please submit them using the Q&A function, provided on your screen.

Dave Moncrief: Great, thank you. Ayden again, the Q&A function has been open throughout the presentation and won't remain open for the next few minutes. Please utilize it. If you want to ask any questions, it's the triangle square and circle. As shown on the middle of the slide community engagement is the most critical component of the study. It helps to guide us for issues that may not be identified previously and helps to put a spotlight on issues that may be a higher priority than we may not have identified and also presents us the opportunity to address issues that the community sees as most important potentially quicker than we would have otherwise. So you are encouraged to provide feedback

Dave Moncrief: and do that by contacting Allen Green sign as presented on the screen. I'm gonna leave the Q&A open for about another minute. We do have fairly light attendance online tonight, but if there is somebody that would like to ask a question, we're here to answer.

Dave Moncrief: Thank you everyone, for joining us tonight. That concludes the presentation. We look forward to hearing from you.

Dave Moncrief: Okay, stop recording. Thanks everyone.

Ayden Cohen: Thanks Dave.

Eric Leshinsky: Thank you.

David Braun: Next time.

Meeting ended after 00:19:18 👋 🫱