



## Safe Routes to School: Creating an Action Plan

### Instructions

Please read these instructions before completing the Action Plan.

**Creating the Action Plan is the first step in the application process** for Oregon Safe Routes to School funding, for both Infrastructure (engineering) and Non-Infrastructure (education and outreach, enforcement and evaluation) projects and activities for schools serving any grades from kindergarten up to 8th grade.

### Who develops the Action Plan?

The Action Plan is created through a team-based process. With the conclusions drawn from the collected information, the team will be able to recommend priority projects and activities that the school, municipality and community can advance to promote safe walking and bicycling to school.

The template begins on Page 8.

### SECTION 1: School information (for schools K-8)

The Plan is site-specific for your project. This section includes basic information about the school, including location, enrollment, and contact information for the Safe Routes to School Action Plan.

### SECTION 2: Forming the School Team

The team is made up of a minimum of *three key partners*: the school principal; a parent who represents or has the endorsement of the school parent organization; and city, county or state staff representing the local road authority. An additional member should be a member of the local traffic safety committee, if one exists.

Additional community partners, whose backgrounds and affiliations represent a wide range of interests and expertise related to SRTS, should be included later in the planning process:

School representatives – PTA/PTO/site council member; principal and/or other school staff such as nurse and/or PE teacher; students; district transportation coordinator; district facilities management *especially* if school property/buildings/maintenance will be an issue; school board member; safety patrol coordinator; bus driver; school crossing guard; etc.

Local government -- Council or commission member; transportation or traffic engineer; public works representative; traffic safety committee member; local planner; law enforcement, emergency medical services or fire department; bicycle/pedestrian advisory committee; municipal or regional transit agency if applicable; etc.

Community representatives -- neighborhood or community association members; chamber of commerce or business associations; bicycle/pedestrian advocates; public health professionals; local stakeholder community groups and non-profit organizations; rail, trucking industry representatives, if applicable; media or marketing representative; etc.

## SECTION 3: Assessing the modes of student travel

There are a variety of possible activities that have provided past grant recipients with valuable information about the ability of students to walk and bike to and from school. These are the assessments required for the Oregon process:

- Mapping
- Walking and biking the routes within 1 mile of the elementary school (1.5 miles of the middle school)
- Surveying students and parents

Note: additional support information may be needed to support the projects proposed in your Infrastructure Application (e.g., traffic counts, crash data, speed studies, etc). The team should rely upon the recommendations of local experts to determine what information may be needed.

### Mapping

To understand the conditions around or on the school property, bring the team together to a mapping and brainstorming session where they can give input on conditions and possible solutions, in addition to helping to determine the best current and/or future routes (within one mile walking distance from residential neighborhoods to the elementary school, 1.5 miles of the middle school).

In preparation for the session, work with your school district and/or the local public works department to create **scatter maps** that indicate concentrations of where students live. Scatter maps provide useful information about the numbers of students living within the quarter-mile, half-mile, one-mile, and two-mile distances from the school site. They also bring forward where students live in relation to physical barriers (e.g., state highway, local roads, bridges, train tracks), shopping and food outlets, playing fields and community centers.

You may wish to include others who understand the travel habits of the students, such as the school crossing guards, law enforcement, school bus drivers, and other parents and students.

City maps may be found at: <http://egov.oregon.gov/ODOT/TD/TDATA/gis/CityMaps.shtml>

Maps may also be found at your school district website; Google.com; earth.google.com; Yahoo.com; Mapquest.com; or from your local public works department. **Please include copies of the maps as a supplement to this Plan.**

### Walk and Bike Assessment

Once the team completes the mapping exercise, the team should walk and/or bike the routes to identify physical barriers. The team may want to follow their own format in assessing the “walkability” and the “bikeability” of the immediate school neighborhoods, or they may wish to use the linked checklists on the National SRTS Program website, under “Education:” <http://www.saferoutesinfo.org/sites/default/files/walkabilitychecklist.pdf> and <http://www.saferoutesinfo.org/sites/default/files/bikabilitychecklist.pdf> . Concentrate on streets you believe are critical to walking or bicycling to school, including parks, bike lanes, walkways or trails, and other public right-of-way facilities if they are or could be used by students to travel to and from school.

**Walkability questions to consider:** Are the sidewalks, paths and/or trails on school property connected to logical residential neighborhood access points? Is there room to walk? Are there sidewalks, or shoulders where there were no sidewalks? Are you able to cross safely where you can see and be seen by drivers? Does it feel safe to walk? Can students safely and conveniently reach unlocked school entry doors from these locations?

## SECTION 3: Assessing the modes of student travel, continued

**Pedestrian safety questions to consider:** Does the school provide safety information and/or participate in events that promote safe walking and physical activity such as International Walk and Bike to School Day or walk-a-thons? Is there pedestrian safety guidance given to students who cross with the School Patrol or Adult Crossing Guard?

**Bikeability questions to consider:** Do you have safe bicycle routes? Are there paths, trails, wide sidewalks, low-traffic streets, bike lanes or good shoulders to ride safely with traffic? Does it feel safe riding with traffic? How was the surface that you rode on? How were the intersections that you rode through?

**Bike safety and security questions to consider:** Are visibly-placed bicycle racks available to students at the school? Are there enough to accommodate an increase in bicycles? Can students easily and safely access them? Are they sheltered from the weather? Are bikes in a secure location? Are there opportunities for students to learn about bicycle safety? Are students involved in after-school bike clubs or teams? Is helmet use encouraged?

### Data Collection

It is vital to understand the travel patterns of the students at the school. An initial step in the assessment process will be to query the students and their parents about how their students arrive and depart from school. In order to collect consistent data, the Oregon SRTS Program has adopted two forms from the National Center for Safe Routes to School, the Student Travel Tally and the Parent Survey.

Detailed information and instructions for using the forms are found at <http://www.saferoutesinfo.org/data-central/data-collection-forms>

### Student Tally

Teachers or volunteers will use this form to record specific information about how children arrive and depart from school. It is a hand-raise tally, conducted in each classroom (takes about 5-7 minutes to complete) for two days within one week (not on a Monday or Friday). The form for the tally can be downloaded from the National SRTS Program website: <http://www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally>

If you need assistance in setting up an account, contact Julie Yip, Oregon SRTS Manager, 503-986-4196. Once data is entered, a downloadable summary report is immediately available at the same site.

### Parent Survey

The Parent Survey collects information about factors, beliefs and attitudes that affect parents' decisions about their children walking and bicycling to school. The survey results will help your Team determine how to improve opportunities for children to walk or bike to school. Not only will the collected information allow comparison with the student tally results, but parent comments and identified concerns can lead to more involved discussion (potentially through focus groups) and evaluation (utilizing school team members such as from public works, health department, neighborhood associations, law enforcement).

For online and downloadable options of the Parent Survey, visit <http://www.saferoutesinfo.org/program-tools/evaluation-parent-survey> . If you need assistance in setting up an account, contact Julie Yip, Oregon SRTS Manager, 503-986-4196. Once data is entered, a downloadable summary report is immediately available at the same site.

## SECTION 3: Assessing the modes of student travel, continued

### Optional work to Section 3:

#### **Additional Data Collection Activities**

*The following list includes other activities that have provided past grant recipients with valuable information about the ability of students to walk and bike to and from school. Please provide the results of any optional assessments conducted for the Plan.*

**Photographs and / or videos** – tell the story that students do walk and/or bike to and from school. Take pictures or footage during BOTH arrival and departure times at the school. Decide in advance where the best vantage points will be to shoot the pictures to capture the representative images. Record locations and street directions, time of day, date. Present the pictures in an order that confirms your narrative and tells the story.

#### **Interviews**

School patrol or adult crossing guards; pupil transportation providers (school bus drivers, bus dispatchers); local law enforcement; local traffic or roadway engineers familiar with the transportation system around the school

#### **Observational survey**

The School Team may wish to confirm the results of the Student Tally or may wish to do actual on-site observations of how students arrive and leave school.

This is a simple “tick mark” tally done by volunteer observers with clipboard and survey sheet at these areas:

- the school’s bike rack area, if one exists
- at the crosswalks or pathways adjacent to the school
- at the bus and/or auto pick-up/drop-off area.

It is recommended that observations be made at least 15 minutes before the start of school until ten minutes after the bell rings. Reverse the process for after school. The observers record tick marks for each student observed as a Walker, Bicyclist, Other (for scooter, skateboard, in-line skates, wheelchairs), school or public bus rider, or motor vehicle rider. This should be repeated the same day at the end of school when children are leaving. Make sure the survey is dated, location noted, weather conditions noted, and the time periods of the survey.

This could be conducted for at least two days during a single week, not on Monday or Friday. The street assessments may bring up questions about the motoring environment on certain streets.

**Traffic volume counts, posted speeds and actual speeds** may be obtained from law enforcement or the local public works department to track motorist speeds and monitor traffic volume counts.

**Traffic crash data** may be obtained from your local public works department or the ODOT Transportation Safety Division Traffic Records Program. Crash data may also be available from your local law enforcement agency.

**Crosswalk information** may also be obtained from the School Safety Supervisor, school patrol members or adult crossing guards.

## SECTION 4: Summarizing the findings

Using the information gathered in Section 3, it is now time for the School Team to analyze the collected maps, walking and biking audits and survey evaluation results to identify the barriers and hazards to children walking and bicycling to the school. Include:

- A list of physical barriers and hazards. (Examples: broken and uneven sidewalks; overgrown vegetation; narrow gravel shoulders and no bike lane or sidewalk on approach to school; in crosswalk from school, left or right-turn conflicts when pedestrians have the signal; school parking lot needs better pedestrian flow; bike racks in bad shape, not enough...)
- Evidence that there are households with students enrolled at the school who live within the mile walking distance for elementary school, or the 1.5 mile distance for middle school, who will benefit from proposed infrastructure enhancements. (Examples: printed scatter map, a map with hand-applied stickers showing enrolled students, correspondence from Pupil Transportation regarding households within the catchment area of school, etc.)
- A list of education/encouragement/enforcement barriers and hazards. (Examples: no crossing guard or school patrol at crosswalk across busy street; traffic exceeds 20 mph of school zone; walkable neighborhoods but parents prefer to drive students to school; no pedestrian safety information provided at school; no local enforcement.)

## SECTION 5: Identifying the solutions and creating the Action Plan

Now that the issues have been identified, the School Team is ready to recommend solutions that make up the Action Plan. The expertise of the different School Team members and other interested parties and stakeholders will be especially valuable.

Careful consideration must be given for each SRTS component:

- *Engineering* – Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails and bikeways. Engineering strategies are best used in conjunction with the remaining E's. Engineers typically like problem statements, not solutions. Your team identifies the problems; let the professionals suggest operational fixes.  
(Resource: National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> ; search the keyword, "engineering.")
- *Education* – Teaching children about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, proper walking and bicycling behaviors, and launching driver safety campaigns in the vicinity of schools.  
(Resource: the Oregon Safe Routes to School website, <http://www.oregonsaferoutes.org/> and the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/>.)
- *Encouragement* – Creating events, activities and ongoing programs to promote walking and bicycling and providing safe opportunities for parents and students to travel together and inspire each other.  
(Resource: the Oregon SRTS webpage, [www.oregonsaferoutes.org](http://www.oregonsaferoutes.org) ; at the national level, the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> and search under the keyword, "encouragement.")

- *Enforcement* – Partnering with local law enforcement to ensure traffic laws are obeyed within the 2-mile vicinity of schools (this includes enforcement of speeds, yielding to pedestrians and bicyclists on the road and in crossings) and initiating community enforcement such as crossing guard programs.  
(Resource: visit the Oregon Safe Routes to School website, <http://www.oregonsaferoutes.org/> for local examples; visit the National Center for Safe Routes to School webpage, <http://apps.saferoutesinfo.org/lawenforcement/> .
- *Evaluation* – Monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after the intervention(s).  
(Resource: visit the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> and type in keyword “evaluation.”)

Guidance on the 5 E’s is available online from the National Center for Safe Routes to School, <http://www.saferoutesinfo.org/guide/index.cfm>

## **SECTION 6: Submitting the Action Plan**

Submit this completed document and all supplemental materials along with the Application for the Oregon Safe Routes to School Funding.

### **Implementation**

Now that the School Team has completed and submitted the Action Plan, it is time to take action.

The process through which the Action Plan was created has given your new Safe Routes to School Task Force a chance to find out what resources and stakeholders are available to help achieve success. Even before your application is reviewed and possibly funded, there are undoubtedly activities that can begin immediately using existing staff, volunteers and resources.

In addition, the Safe Routes to School funds currently available from the federal government are most likely not enough by themselves to solve all of the needs of every Oregon community. They are intended to be a catalyst to build relationships, complete demonstration projects and show success, which will then inspire communities to find other resources.

Below are some of the tactics other communities have used to start a program without a large budget, or before acquiring dedicated Safe Routes to School funding:

#### **Engineering**

While there may be large projects that need to be funded, there are certainly smaller projects and activities that can be done without major funding. In fact, Safe Routes to School practitioners have found that it is often the smaller projects that can lead to early success, since they do not require lengthy planning and design phases, and can be integrated into a short program timeline.

Examples include: curb and crosswalk striping, minor repairs, pruning, signage, walking/biking route maps, arrival/departure improvements, bike racks, advanced limit lines, school zone changes, etc.

Various resources may already be accessible through local and state agencies. If agency staff are members of the School Team, they may have already offered help with certain projects.



Sometimes it is a matter of the “squeaky wheel getting the grease.” Some projects may have already been planned, but just need to be fast-tracked.

*(Resource: visit the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> and search the keyword, “engineering.”)*

## **Encouragement**

If physical improvements are needed before children can safely walk or bike to school on a particular route, promote and/or organize fun walking and biking activities before, during or after school right on the school grounds or to/from an area nearby. These events and activities will help build excitement for walking and biking, so that when physical improvements are completed, there will be a ready audience of users.

Encouragement events will provide opportunities for students, parents and others to better understand local conditions, and to experiment with route options. This information can be used to develop a system of routes which can help define where engineering and enforcement work should take place. Maps can be created and made public when improvements are made.

Many parent barriers to walking and biking are based on personal safety, convenience and time. Also, with the rise in childhood obesity, walking and biking to school can be promoted as a solution to an inactive lifestyle. Encouragement activities are ideal for addressing these issues, in addition to creating community cohesiveness by bringing parents and neighbors together to help walk or bike kids to and from school. There is safety in numbers, especially when kids are accompanied by a trusted parent or other adult volunteer.

*(Resource: for examples of local encouragement, visit the Oregon SRTS webpage, [www.oregonsaferoutes.org](http://www.oregonsaferoutes.org) , and at the national level, visit the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> and search under the keyword, “encouragement.”)*

## **Education**

Classes or safety events such as bike rodeos, Safety Town, etc. are relatively inexpensive, and can be provided by school teachers, local volunteers or community groups such as bike clubs or university students, and by agencies such as police, health and fire departments.

Education events can also encourage students and parents to walk and bike to school.

*(Resource: Oregon Safe Routes to School website, <http://www.oregonsaferoutes.org/> ; National Center for Safe Routes to School website, [http://www.saferoutesinfo.org/.](http://www.saferoutesinfo.org/))*

## **Enforcement**

Local police officials who are members of the School Team may be able to provide police services, or even additional services to help the Safe Routes to School effort. They may also be able to tell you how to get services from their department, or may advocate for services on behalf of the School Team.

Police services may not need to be funded through the Oregon Safe Routes to School program, since they may already have a local dedicated funding source.

More information on the Safe Routes to School and the 5E's of Education, Encouragement, Engineering, Enforcement and Evaluation can be found on the National Safe Routes to School website: <http://apps.saferoutesinfo.org/lawenforcement/>





## Safe Routes to School: Creating an Action Plan Template

Note: This document can be protected to prevent unintended changes to the form. If you wish to protect the template, go to the Forms toolbar (under VIEW, Toolbars, check the Forms toolbar). On the Forms toolbar, click on the LOCK symbol to enable protection. Click on the LOCK symbol to remove the protection.

### SECTION 1: School information

School name:	<b>Newport Intermediate</b>			<b>Action Plan Date: 11/5/14</b>	
Street address:	<b>825 NE 7<sup>th</sup> Street</b>				
City:	<b>Newport</b>	State:	<b>OR</b>	ZIP:	<b>97365</b>
County:	<b>Lincoln</b>	School district:	<b>Lincoln County School District</b>		
Type of school:	<input checked="" type="checkbox"/> Public school <input type="checkbox"/> Private school <input type="checkbox"/> Charter school				
School Web site (if any):	<b>www.lincoln.k12.or.us/schools/newport_intermediate</b>				
Total student enrollment:	<b>339</b>	Grades served:	<b>4-6</b>		
Percentage of total enrollment for each grade:	<b>Grade 4: 35%, Grade 5: 32.5%, Grade 6: 32.5%</b>				
Contact for Action Plan:	<b>Tarah Campi</b>		Phone:	<b>541-924-8480</b>	
E-mail:	<b>tcampi@ocwcog.org</b>				

### SECTION 2: Forming the School Team

1. The key partners of the School Team are (Instructions, Page 1):

<ul style="list-style-type: none"> <li>School principal or designated school staff representative endorsed by the school district:</li> </ul>	<b>Tiana Tucker, Principal</b>
<ul style="list-style-type: none"> <li>A parent who represents or has the endorsement of a recognized school/parent organization or site council:</li> </ul>	<b>Helyn Layton (child attends Sam Case Elementary; she is a member of the joint Booster Club with Newport Intermediate and helped organize our Walk to School events in May and Oct. 2014)</b>
<ul style="list-style-type: none"> <li>City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc.</li> </ul>	<b>Tim Gross, Public Works Director, City of Newport</b>
<ul style="list-style-type: none"> <li>Member of the local traffic safety committee (if one exists):</li> </ul>	<b>None exists in Newport</b>

2. Identify all other participants of the School Team (Instructions, Page 1):

<ul style="list-style-type: none"> <li>School or district representation: facilities, maintenance, pupil transportation, etc.</li> </ul>	<p><b>Have consulted with Sue Graves, Safety Coordinator for Lincoln County School District</b></p>
<ul style="list-style-type: none"> <li>Local government representation: council, commission, planner, law enforcement, EMS or fire department, bike/pedestrian advisory committee, transit agency, etc.</li> </ul>	<p><b>Mark Meister, Patrol/Investigations Sergeant, Lincoln County Sheriff's Department</b></p> <p><b>Brent Gainer, Acting Sergeant, Newport Police Department</b></p> <p><b>Tarah Campi, Oregon Cascades West Council of Governments</b></p>
<ul style="list-style-type: none"> <li>Community representation: neighborhood association, chamber of commerce or business association, bike/ped advocates, public health, community groups, non-profit organizations, rail, trucking industry, media, marketing, etc.</li> </ul>	<p><b>Daniella Crowder, Co-owner of Bike Newport shop, bike/pedestrian advocate</b></p> <p><b>Ken Dennis, former chair of City of Newport and Lincoln County Bike and Pedestrian Advisory Committees; former member of Yaquina Wheels Bike Club</b></p>

**SECTION 3: Assessing the modes of student travel**

- Briefly describe the school attendance area. Boundary maps may be available from the school district or can be downloaded and printed from the school website. If available, please include as supplemental information:

**The school attendance area extends from Cape Foulweather in the north to Ona Beach in the south. It extends east on Highway 20 to Fruitvale Road and southeast to the 7900 block of Yaquina Bay Road (see District Boundary Map included with this document). In close proximity to the school site, the attendance area includes residential neighborhoods with varied levels of road improvements.**

**7<sup>th</sup> Street, on which the school is located, has sidewalks on the north side leading up to the school from the west. Eads Street and Fogarty Street are highly used by bike/pedestrian traffic as well as vehicle traffic to access the school from neighborhoods directly to the west of the school. Eads Street has sidewalks on both sides, Fogarty has intermittent sidewalks, and neither has bike lanes. See the Google map included with this document, which shows the school area and nearby streets. Surrounding neighborhoods from which students access these streets have very spotty sidewalk coverage, including some areas where sidewalk presence is at a lot-by-lot level, with some private lots / yards extending to the street, and some sections where there is gravel instead of sidewalks. See the Routes Map included with this document, which shows suggested routes and potential hazards. It focuses on the west side of the school, which is residential. Sam Case Elementary School is also pictured on this map.**

**There is not an extensive road network or population directly north of Newport Intermediate School. Directly east of the school is a low-traffic residential neighborhood that lacks sidewalk coverage. Directly south of the school is a mix of**

residences as well as locations such as the Lincoln County Animal Shelter and Lincoln County Transit. Newport High School / Newport Prep Academy is located to the southwest, on Eads Street.

Harney Street directly south of Newport Intermediate School has bike lanes and sidewalks, relatively high vehicle traffic, and low bike/pedestrian traffic. The crosswalk at the intersection of Harney and 7<sup>th</sup> has high traffic from vehicles, bikes, and pedestrians, because of its close proximity to the school. It has marked crosswalks on two sides and a stop sign only on its south side (see photos #7-9 included with this document).

Some students live on the opposite side of Highway 20 or Highway 101 from the school. Students who live across Highway 20 and who walk/bike to school often cross at Eads to access the school. Photo #10 shows the intersection of Eads and Highway 20. The school does not permit students to cross Highway 101 by walking/biking to access the school.

Newport Intermediate is within a quarter mile of the other public schools in Newport, which are Sam Case Elementary, Newport Prep Academy, and Newport High School.

2. What is the school or the school district policy regarding students' mode of travel to school? Is there a "preferred method of travel" recommended by the school or the district's pupil transportation office? Are there any travel modes not allowed? Why?

**Elementary/Intermediate students (grades K-8) who live more than one mile from school are transported by bus. Students who live less than one mile from the school are transported by bus if walking/biking would require them to cross Highway 101 or Highway 20. The district does not have a policy about the preferred method of travel to school aside from providing busing to students according to Oregon State statutes. There are no travel modes that are prohibited. However, students are not allowed to cross Highway 101 by walking/biking.**

3. Does the school have a Supplemental Plan in place that allows students to be bused to school who live within the mile walking distance of the elementary school, or 1.5 miles for the middle school? If so, what are the health or safety reasons for the Plan?

**Mileage exceptions for health, safety or disability are made in accordance with the district's approved supplemental plan. If students would need to cross Highway 101 or Highway 20 to access their school, they can ride the bus.**

4.  Mapping and brainstorming session held. Include copies of maps, including Scatter Maps, with Action Plan write-up.

We identified (check the statements that apply):

- the residential areas where students are known to walk and/or bike, within the one mile walking distance for elementary students or 1.5 mile distance for middle school students.
- the routes taken by students to and from school.
- the difficult street crossings and discussed possible alternate routes.
- off-road paths that are available for walking/biking to school.
- areas where School Patrol or Adult Crossing Guard assistance occurs or where it could be beneficial if provided.
- streets where heavy traffic congestion may be hazardous to walking and/or biking.
- the areas where School Bus transportation is available.
- the areas where Supplemental Busing for hazardous busing is available.
- the arrival/departure zone (for bus, staff and parent vehicles) and how the flow of traffic influenced the safety and convenience of students walking and biking to school.

5. We walked (or biked) around the routes students take to and from school (see Instructions, Page 3.):

- a. What generalizations may be drawn from the information gathered on the “walkability” of the area around the school site?

**Newport Intermediate is located at the top of a moderate hill in a residential neighborhood. 7th Street, on which the school is located, has sidewalks on only its north side heading up the hill toward the school. Eads Street and Fogarty Street are highly used by bike/pedestrian traffic as well as vehicle traffic to access the school from neighborhoods directly to the west. Eads Street has sidewalks on both sides, while Fogarty has only intermittent sidewalks.**

**Harney Street to the south of the school has bike lanes and sidewalks, relatively high vehicle traffic, and low bike/pedestrian traffic. The intersection of Harney and 7<sup>th</sup>, directly down the hill from the school, is highly utilized by school traffic. The crosswalk is marked on two sides, with a stop sign on the intersection's south side. See photos #7-9. To reduce traffic congestion and improve bike/pedestrian safety, this intersection potentially could warrant a four-way stop, according to comments from the City's Public Works director during a tour 6/3/14.**

**There are no crossing guards serving Newport Intermediate, but the intersection of 12<sup>th</sup> Street and Douglas Street northwest of the school has a crossing guard serving Sam Case Elementary. Many Newport Intermediate students also use this crosswalk frequently, accessing from neighborhoods to the west and northwest of the school(s). In fall 2014, due to parent complaints about safety at the intersection of 7<sup>th</sup> and Harney, Newport Intermediate was considering options for starting a crossing guard program at that intersection. Staff also have asked police to increase patrols there during peak hours.**

An unofficial pathway at 10<sup>th</sup> Street and Fogarty to the west of the school is highly used by pedestrians as a shortcut to avoid higher-traffic streets. A large number of students live in the neighborhood northwest of Sam Case Elementary School near Frank V. Wade Memorial Park (see the Routes Map that accompanies this document). Pedestrian crossing improvements (flashing pedestrian-activated lights) are proposed to be installed in early 2015 at Highway 101 and the intersections of 3<sup>rd</sup>, 10<sup>th</sup>, and 15<sup>th</sup> streets. While this clearly is a pedestrian-safety improvement, students are not permitted to cross this highway to get to school. Renderings by City of Newport Public Works staff that accompany this document show these crossing improvements. The project at 3<sup>rd</sup> and Highway 101 is in the vicinity of the school and is a much-needed safety improvement because the area is one of the most dangerous intersections in town, according to the City's Public Works director.

Students are permitted to cross Highway 20 to get to school. Students living on the opposite side of Highway 20 from the school often cross at Eads Street (see photo #10), and this intersection would be a good candidate for a flashing pedestrian-crossing sign, according to the City's Public Works director. The Newport Recreation Center is also on the opposite side of Highway 20 from the school, southwest of this intersection by only a few blocks, so a flashing light at this intersection would be a benefit to students accessing this destination as well as to the nearby neighborhoods. There is spotty sidewalk coverage between the highway and the rec center. Sidewalk coverage is also spotty on Highway 20 north of Douglas Street, which is less than one mile from the school and is used by students and other pedestrians. Other residential streets in the area with spotty sidewalk coverage include Fogarty Street between 7<sup>th</sup> and 12<sup>th</sup>; and portions of Benton Street, 2<sup>nd</sup>, 3<sup>rd</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>, among others. There are no sidewalks or traffic control methods in place at the intersection of 11<sup>th</sup> and Fogarty Street, which is frequented by students from Sam Case and Newport Intermediate (see photo #11). Staff have observed traffic to move through this intersection without pausing. There is one stop sign at the intersection of 12<sup>th</sup> and Fogarty near Sam Case Elementary, which is also frequented by pedestrians from both schools (see photos #12-13). The stop sign is at the south side of the intersection. Since this section is gravel, there is no stop-line to indicate where traffic stops. This intersection also is near the Newport Swimming Pool, which generates considerable after-school foot traffic and vehicle traffic. This intersection lacks marked crosswalks.

b. In what ways does the school promote pedestrian safety?

Newport Intermediate participated in Walk and Bike to School Day on Oct. 9, 2013 in partnership with Safe Kids Oregon, the Bicycle Transportation Alliance, Bike Newport and Oregon Cascades West Council of Governments. Bike / pedestrian / driver / passenger safety information and fun giveaways such as stickers, reflective slap bracelets, and healthy snacks were given away in the school lobby as students arrived at school. More safety information was provided that day in a 4<sup>th</sup> grade PE class. The school's former principal and several parents and students, along with the City of Newport Public Works Director, attended the annual bike ride from the local Bike Newport bike shop to local schools, including Newport Intermediate. The ride had a police bike escort.

A similar event was held May 14, 2014. Also on May 14, 2014, a walking group gathered at First Presbyterian Church, which was identified by Parent Survey data (in Dec. 2013) as being in close proximity to student residences (see Newport Intermediate Walk Bike Map included with this report). Due in part to the lower morning walking numbers (5%) and higher afternoon walking numbers (29%) reported in the Student

**Transportation Tally in Dec. 2013 (see #6 below), we focused on a morning walking schoolbus in an endeavor to foster increased morning walking. Photos from this event accompany this document (photos #1-5). The event also featured snacks and giveaways. A student transportation in-class tally report showing data from Dec. 2013 and late-May 2014 accompanies this document. Morning walking numbers were 9% in May and afternoon walking numbers were 26%. Updated data will be collected in Spring 2015.**

**Another Walk/Bike event was held Oct. 8, 2014. Several dozen students, families and community members attended the bike ride, while close to two dozen attended the walk (see photos #14-16). This event was promoted by the Lincoln County Sheriff's Dept., Lincoln County Health and Human Services, Newport Police Dept., Sam Case Elementary, Newport Intermediate, Bike Newport, Cascades West Rideshare (Oregon Cascades West Council of Governments), the Sam Case / NIS Booster Club, the First Presbyterian Church, and others. All of these organizations also provided volunteers for the event. Community support for this twice-annual event continues to build. The school promotes these events via distributing fliers (printed by Oregon Cascades West Council of Governments) and sometimes using the "one call" system which provides automated phone calls to families.**

**The City of Newport Public Works Director said that anecdotally, there probably are "1,000 pedestrians for every 1 cyclist" in Newport. He emphasizes the importance of pedestrian-safety education, encouragement, enforcement, and infrastructure.**

- c. What generalizations may be drawn from the information gathered on the “bikeability” of the area around the school site?.

**Major streets to the west and south of the school from which many students access the school (Eads, Fogarty and Harney) do not have bike lanes and have moderate to high vehicle traffic during school hours. Eads Street is closed between NE 3rd and 4th Streets in the vicinity of the nearby Newport High School during school hours, because the campus has buildings on both sides of the street and high pedestrian traffic crossing the street. Through-traffic tends to bypass this closure and travel instead onto Fogerty, Harney, and Benton, which impacts the Newport Intermediate School area.**

- d. Evaluate the bicycle facilities provided for the students’ use:

**There is a bicycle rack displayed prominently in front of the school, which we've observed to be used infrequently, according to observations by the team and anecdotal observations by school staff. The bike rack is uncovered (see photo #6) and is a "wheel bender" style rack, which is not the current standard. Staff have stated anecdotally that parking for skateboards would be useful. The existing bike rack is located directly in front of the school, which provides a sense of security for personal belongings; however, the area could use lighting to enhance safety and security.**

- e. In what ways does the school promote bicycle safety?

**Newport Intermediate participated in Walk and Bike to School Day on Oct. 9, 2013 in partnership with Safe Kids Oregon, the Bicycle Transportation Alliance, Bike Newport and Oregon Cascades West Council of Governments. Bike / pedestrian / driver / passenger safety information and fun giveaways such as stickers, reflective slap bracelets and healthy snacks were given away in the school lobby as students arrived at school. More safety information was provided that day in a 4th grade PE class. The school's former principal and several parents and students, as well as the City of Newport Public Works Director, attended the annual bike ride from the local Bike Newport bike shop to local schools, including Newport Intermediate. The ride had a police bike escort.**

**Similar events were held May 14 and Oct. 8, 2014. Photos from the May and October events accompany this document (photos #1-5 and #14-16). The twice-annual timing and diverse participants have helped build Walk and Bike to School Day into a popular recurring event.**

**A student transportation in-class tally report showing data from Dec. 2013 and late-May 2014 also accompanies this document. Both afternoon and morning biking increased from 0% in December to 0.3% in May. Updated data will be collected in Spring 2015.**

6. We conducted the In-Class Student Tally (see page 3 of Instructions) and this is how our students travel to and from school:

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other



<b>% of Students</b>	<b>29% Morning</b>	<b>0% Morning</b>	<b>38% Morning</b>	<b>28% Morning</b>	<b>5% Morning</b>	<b>0% Morning</b>	<b>0% Morning</b>
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7. We conducted the Parent Survey (see page 3 of Instructions).

Of the surveys that were returned, these are the TOP 5 Issues of parents whose students do NOT walk/bike to school:

- Distance
- Convenience of driving
- Time
- Before / after-school activities
- Traffic speed along route to school
- Traffic volume along route
- Adults to walk / bike with
- Sidewalks or pathways
- Safety of intersections & crossings
- Crossing guards
- Violence or crime
- Weather or climate

#### Section 4: Summarizing the findings

1. List the physical environmental barriers and hazards. (See Instructions, Page 5.)

**Students from various neighborhoods live on the opposite side of Highway 101 or Highway 20 from the school. The intersection of Highway 20 and Eads Street could be improved with a flashing pedestrian light.**

**Sidewalk connectivity is a concern on many residential streets. Lack of bike lanes on residential and arterial streets is a concern.**

**High traffic from parent dropoffs at Newport Intermediate and other local schools.**

**The intersection of Harney Street and 7<sup>th</sup> Street could be improved with a 4-way stop to mitigate traffic congestion and improve bike/pedestrian safety.**

**Paving is needed at the intersection of Fogarty and 11<sup>th</sup> and on the south side of the intersection of Fogarty and 12<sup>th</sup>. Sidewalks and marked crossings also are needed at these locations. Fogarty and 12<sup>th</sup> could benefit from more traffic control devices (there is only 1 stop sign, on the intersection's south side), and Fogarty and 11<sup>th</sup> currently doesn't have any traffic control devices.**

2. List the education/encouragement/enforcement barriers and hazards. (See Instructions, Page 5.)

**Bike/pedestrian encouragement/education activities need to be inclusive to students who cannot bike/walk to school (for reasons including because they would have to cross Highway 101 to do so, which is prohibited). In order to be inclusive to these students, there should be an emphasis on bike/pedestrian safety and skills as lifeskills rather than a singular emphasis on school transportation.**

## Section 5: Identifying the solutions and making the Action Plan

See Instructions, Pages 5-6, for details on how to complete this section, and consider the “Five E’s” in your response.

- A. List the physical improvements and possible strategies for implementation. Provide evidence that there are students who live within the proposed project area who will benefit from proposed improvements

### **Engineering:**

**Students could benefit from upgraded, covered, lighted bike racks and the addition of skateboard parking. The current bike rack in front of the school is a "wheel bender" model, which is not the current standard.**

**Sidewalks are needed on several side streets east, west and south of the school and on Highway 20 north of the intersection at Douglas Street, which is a section used by students accessing the school, nearby neighborhoods, and the Newport Recreation Center.**

**The intersection of Eads and Highway 20 could be improved with a flashing pedestrian-crossing sign.**

**The intersection of Harney and 7<sup>th</sup> Street could be improved by being a four-way stop (there currently is only 1 stop sign).**

**The intersection of Fogarty and 12<sup>th</sup> could benefit from sidewalks; paving on its south side; traffic control devices on its north and west sides; marked crosswalks on all sides; and a painted "stop line" on its south side.**

**The intersection of Fogarty and 11<sup>th</sup> could benefit from paving, sidewalks, and traffic control devices on all sides.**

- B. List the needed safety enforcement/educational/encouragement programs and possible strategies for improvement:

**Enforcement: Intersection enforcement would be helpful on streets where high levels of pedestrian and bike traffic accompany high vehicle traffic (Examples: Harney, Fogarty, Eads, Highway 20).**

**Encouragement: Purchasing snacks and incentive items for events; establishing meetup locations for walking school buses / bike trains (First Presbyterian Church is one example, used in May 2014 and Oct. 2014).**

**Education: Continue to engage parents/teachers; printing for promotional fliers and signs; use Lincoln County landing page at [www.oregonsaferoutes.org](http://www.oregonsaferoutes.org); translation of recruitment materials such as meetup maps and fliers into Spanish.**

- C. Prioritize the strategies. Assign a time schedule for implementing these strategies. If there are areas earmarked for improvements, include maps identifying those areas:

### **Short term:**

**1) Make a presentation to the parent Booster Club in fall 2014 to continue to engage its members with the Safe Routes process (one Booster Club member volunteered at Walk and Bike to School Day in May and Oct. 2014).**

**\* The presentation was accomplished 9/10/14; future outreach will be considered to increase engagement. We also should consider mentorship opportunities-- for**

example, if any school staff walk or bike to school, they can share information with students.

2) During 2014-15 school year, fall: Team has 100 safety lights: Decide how to best distribute safety lights to students. For example, ask police to give a pedestrian safety lesson in coordination with the light distribution.

3) Have fliers translated into Spanish in time for May 2015 Walk/Bike to School Day.

4) Ask school office to print promotional fliers and signs for events during 2014-15 school year. Continue to promote events through Booster club's social media, email listservs, school newsletter, etc.

5) Begin using Lincoln County landing page at [www.oregonsaferoutes.org](http://www.oregonsaferoutes.org) during 2014-15 school year; ask school to promote link via newsletters, outreach to parents, etc.

6) Seek donations for snacks and incentive items for events during 2014-15 or 2015-16 school year to establish possible contacts for future events.

7) Work on establishing meeting locations during 2014-15 school year for bike trains and walking school buses. Encourage Booster Club to participate in meet-ups: At least 2 per year. Central Coast Assembly of God at 236 NE 6<sup>th</sup> Street could be an easily-accessible meetup location; we'll investigate using this site starting with the May 2015 Walk/Bike to School Day. The benefit of this location is that it is close to Newport Intermediate (somewhat close to Sam Case), and it is on the east side of Highway 101. Both schools are also on the east side of the highway. Bike Newport, where the bike groups usually meet during the twice-annual walk/bike to school day events, is on the west side, and police escorts are needed to halt 101 traffic for the group to pass. Avoiding crossing 101 would be ideal. The walking group was initiated during the May 2014 walk/bike day and meets at the First Presbyterian Church, 227 NE 12<sup>th</sup>. The walking group should consider continuing to meet there because the site is closer to Sam Case; the May and Oct. 2014 walking groups primarily included Sam Case students. Other sites could be added for future events. An NIS walking group may choose to meet at Central Coast Assembly of God instead; that church is .5 miles from NIS while First Presbyterian is .8 miles.

8) Discuss intersection enforcements with law enforcement during 2014-15 school year, perhaps to be timed to occur before walk/bike days. Enforcement also should focus on areas of safety concerns, for example, the intersection of Harney and 7<sup>th</sup>.

During 2015-16 school year:

9) Pursue funding during 2015-16 school year for an upgraded bike rack, possibly covered. Consider skateboard parking options.

10) Consider funding options for a bike fleet or opportunities to share a bike fleet (for example, the fleet owned by the Philomath school district). Fleet could be used to teach bike safety during PE class, after school, at a community event, or etc.

Longer term:

**11) Continue communications with the City of Newport and ODOT regarding potential intersection improvements, including converting the intersection of Harney Street and 7<sup>th</sup> to a 4-way stop; installing a flashing pedestrian crossing at Eads and Highway 20; paving and installing traffic control devices at Fogarty and 11<sup>th</sup>; paving the unpaved south side of the intersection of Fogarty and 12<sup>th</sup> and adding crosswalks and additional stop signs; and installing sidewalks on residential side streets such as Fogarty between 7<sup>th</sup> and 12<sup>th</sup> as well as 7<sup>th</sup> north of the school and along Highway 20 between Douglas and Highway 101.**

**The Parent Survey conducted in December 2013 particularly identifies the safety of intersections and crossing as one of the concerns most cited by parents who do not currently permit their students to walk/bike to school. We believe the infrastructure and non-infrastructure improvements outlined in this document would make a tangible improvement to safety for the school and community, and result in increased walking and biking among students.**

## **Section 6: Submitting the Action Plan**

Submit this completed Action Plan Template and all supplemental materials including any optional collected information, along with the Safe Routes to School Application.

### **Optional Assessments Page – Not Required**

**You may use this page to record additional information for the school team's use.**

1.  Pictures and/or video footage were taken to document the barriers and hazards.
2. If information was gathered by interviewing additional sources, check all that apply:
  - school patrol or crossing guard or safety supervisor
  - law enforcement
  - school bus driver or dispatcher
  - local roadway or traffic safety engineer
  - city or county planner

Highlight information learned:

City of Newport Public Works Director Tim Gross was a valuable contributor to a walkability / bikeability tour 6/3/14. Lincoln County School District Safety Coordinator Sue Graves provided valuable input during a walkability tour 9/10/14.

3.  Check here if Observational Survey was completed.

This is how our students travel to and from school:

<b>Travel Mode</b>	<b>Walk</b>	<b>Bike</b>	<b>School Bus</b>	<b>Family Vehicle</b>	<b>Carpool</b>	<b>Public Transit</b>	<b>Other</b>
<b># of Students</b>							

4. Record any additional information gathered, such as traffic volume data, speed study data, etc.