



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 ; 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 , 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:	Sweet Home Junior High School			Action Plan Date:	6/30/14
Street address:	880 22nd Avenue				
City:	Sweet Home	State:	OR	ZIP:	97386
County:	Linn	School district:	Sweet Home School District		
Type of school:	<input checked="" type="checkbox"/> Public school <input type="checkbox"/> Private school <input type="checkbox"/> Charter school				
School Web site (if any):	www.sweethome.k12.or.us/juniorhigh				
Total student enrollment:	325	Grades served:	7-8		
Percentage of total enrollment for each grade:	7th = 49% and 8th = 51%				
Contact for Action Plan:	Tarah Campi		Phone:	541-924-8480	
E-mail:	tcampi@ocwcog.org				

SECTION 2: Forming the School Team

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

<ul style="list-style-type: none"> School principal or designated school staff representative endorsed by the school district: 	Colleen Henry, Principal, Sweet Home Junior High
<ul style="list-style-type: none"> A parent who represents or has the endorsement of a recognized school/parent organization or site council: 	Scott Swanson, parent, and reporter for the Sweet Home Era newspaper. Not a member of the Site council.
<ul style="list-style-type: none"> City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc. 	Joe Graybill, Engineer, City of Sweet Home Public Works
<ul style="list-style-type: none"> Member of the local traffic safety committee (if one exists): 	Chief Jeff Lynn, Sweet Home Police Dept. Gina Riley, Community Services Officer, Sweet Home Police Dept.

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

<ul style="list-style-type: none"> School or district representation: facilities, maintenance, pupil transportation, etc. 	<p>Kevin Strong, Business Manager, Sweet Home School District</p>
<ul style="list-style-type: none"> Local government representation: council, commission, planner, law enforcement, EMS or fire department, bike/pedestrian advisory committee, transit agency, etc. 	<p>Craig Martin, City Manager, City of Sweet Home</p> <p>Joe Graybill, Engineer, City of Sweet Home</p> <p>Tarah Campi, Transportation Options Outreach Coordinator, Oregon Cascades West Council of Governments</p>
<ul style="list-style-type: none"> 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. 	<p>Donna Short, Santiam Spokes Bike Club member</p> <p>Doug Robin, Santiam Spokes Bike Club member</p> <p>Ken Bronson, Director of the Linn Shuttle transit service and Sweet Home Senior / Community Center; President of the Santiam Spokes bike club; Member of Sweet Home Rotary Club</p> <p>Laura Goodrich, Member of the Sweet Home All Lands Commission and Sweet Home Economic Development Group</p> <p>Jon Meier, Sweet Home Trails member and U.S. Forest Service Sweet Home Ranger District staff</p> <p>Stephanie Gotchall, U.S. Forest Service Sweet Home Ranger District staff</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:

A scatter map showing the attendance area and clusters of student home-locations is included with this document. The map was created by City of Sweet Home Public Works staff in April 2014. In close proximity to the school site, the attendance area includes residential neighborhoods with varied levels of road improvements. 22nd

Avenue immediately east of the school has sidewalks on only one side. Mountain View Road to the south and east of the school is narrow, winding, steep, and lacks sidewalks. Ames Creek Road further south is also narrow, winding, and has only partial sidewalks. Many students who walk and bike use these roads to access the school. Long Street to the north of the school does have sidewalks, and 18th Avenue to the west has partial sidewalks. 22nd Avenue, 18th Avenue and Long Street have moderately high traffic volumes. A Google map is included with this document showing the school location and surrounding streets.

A no-parking area along 22nd Avenue directly east of the school poses a hazard because of traffic congestion during pick-up and drop-off hours: parents often idle their vehicles, and students often can be seen darting between vehicles that are dropping off students, according to school staff.

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?

Sweet Home School District policy states: School transportation by bus will be provided for students to and from school and for transporting students to curricular and extracurricular activities sponsored by the district. Transportation will be provided for homeless students to and from the student's school of origin as required by the No Child Left Behind Act of 2001. These services shall be provided throughout the regularly scheduled school year and during the regular school day as determined by the district. Elementary students who live more than 1 mile from school and secondary students who live more than 1.5 miles from school will be transported by bus. Elementary students living less than 1 mile and secondary students living less than 1.5 miles from the school are not eligible to ride the school bus and are permitted to walk or bike, or be dropped off by vehicle; no mode is preferred over another mode.

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 and disability will be made in accordance with the district's approved supplemental plan.

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?

Some engineering concerns hamper walkability in the immediate vicinity of the school. For example: 22nd Avenue has a moderate hill and lacks sidewalks on one side, while Mountain View Road lacks sidewalks, and Ames Creek Road has only partial sidewalks. Mountain View and Ames Creek are narrow, and visibility is difficult because of winding nature of the roads. See the Google map that accompanies this document, which shows the location of these roads. Because Mountain View -- which is directly south of the school -- also lacks a shoulder on one side, pedestrians are forced to walk on the wrong side of the road if they're heading west away from the school, in order to be safer (see photo 1 accompanying this document). There are no crossing guards serving this school.

During our walkability audit conducted 5/1/14, shrubbery was found to be impeding bike/pedestrian traffic along Mountain View near the school. Police officers who were present for the walk said they would ask City staff to come and trim it. Loose gravel was present along most of the stretch of Mountain View that we walked, leftover from snow/ice mitigation over the winter. The city's traffic engineer who was present for the walk said he would request a street sweeper.

Mountain View also lacks street lighting near the school, although there is lighting at the corner of Mountain View and 22nd, and an existing light pole to the west on Mountain View could be used for additional lighting near that intersection, according to the City's traffic engineer. During summer 2014, the City's Public Works department plans to conduct right-of-way clearance along this road, removing shrubs and other items that are impeding public right-of-way along the route, which is heavily used by

students walking to school from nearby neighborhoods.

18th Avenue directly west of the school has intermittent sidewalks with some properties and landscaping extending to the curb line. Sidewalks are missing in proximity to a crucial stretch of residential development which is close to the school and the Boys and Girls Club. A well-used pedestrian trail from the back (north) side of the school, directly west to 18th Ave., enables students to access sports fields, nearby neighborhoods, and the nearby Boys and Girls Club while avoiding Mountain View and 18th Ave (see photo 2).

Long Street has sidewalks on both sides east from the school to 35th Ave., but is not used as regularly by bikes/pedestrians as some of the other streets that are closer to where the school is sited.

The overall walkability score is a 16 out of 30 on the National Center for Safe Routes to School walkability checklist, according to the City's traffic engineer. (A rating of 16 means walkability is "OK, but needs work").

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

Walk and Bike to School Day, May 7, 2014: Bike / pedestrian safety information and fun giveaways such as reflective stickers and bright shoelaces were given away in the school library as students arrived at school, along with healthy snacks, and coffee for parents (see photos 3-4). A flier for this event is included with this document, as well as a sign-in sheet showing more than 40 students attending. Parents, teachers, and volunteers from the Sweet Home Police Dept. and Santiam Spokes Bike Club also attended.

Walk and Bike Challenge, May 2014: Students were invited to participate by tracking their bike, skate and walk trips throughout the month then turning in their tracking sheet for prizes. Two Homerooms participated, and they received a basket of safety-related prizes to share. The individual students who tracked the most trips were entered into a drawing. Two winners in the drawing each were awarded a skateboard and helmet, funded by Safe Kids Oregon.

Throughout the school year: Staff members are on duty before and after school to monitor students as they arrive and leave school grounds. Students are required to walk their bike/skateboard when on campus. Students are instructed on proper before- and after- school procedures during Homeroom each year.

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

Access points from the north, south, east and west include moderate-traffic-volume residential streets with sidewalk connectivity concerns, and visibility concerns on some streets because they are winding. There are no marked bike lanes on any of these streets.

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

There is 1 uncovered bike rack located by the gym and a covered bike "cage" which is close to the front of the school and also close to the uncovered rack. We observed 5/1/14 and saw 1 bike in the cage (see photo 5) and zero on the uncovered rack. However, the principal has said that the bike rack in the cage is often full, and the uncovered rack is used for overflow. A utilization observation conducted by Safe Routes Action Team member Donna Short in 2009 corroborates the high level of utilization. Donna's findings are included with this document (titled "2009 bike audit").

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

Walk and Bike to School Day, May 7, 2014: Bike / pedestrian safety information and fun giveaways such as reflective stickers and bright shoelaces were given away in the school library as students arrived at school, along with healthy snacks, and coffee for parents (see photos 3-4). A flier for this event is included with this document, as well as a sign-in sheet showing more than 40 students attending. Parents, teachers, and volunteers from the Sweet Home Police Dept. and Santiam Spokes bike club also attended. A second flier is also included showing group bike ride meetup locations. Students didn't end up choosing to participate in this activity, but, several teachers were enthusiastic and the team will work to spread the word about similar future events further in advance.

Homeroom lessons on bike safety were taught to all students on May 5 and May 12, 2014. These lessons were taken from material available at www.oregonsaferoutes.org (See copies included with this document, titled "Behaviors of Safe Bikers" and "SHJH Homeroom").

Walk and Bike Challenge, May 2014: Students were invited to participate by tracking their bike, skate and walk trips throughout the month then turning in their tracking sheet for prizes. Two Homerooms participated, and they received a basket of safety-related prizes to share. The individual students who tracked the most trips were entered into a drawing. Two winners in the drawing each were awarded a skateboard and helmet, funded by Safe Kids Oregon.

Throughout the school year: Staff members are on duty before and after school to monitor students as they arrive and leave school grounds. Students are required to walk their bike/skateboard when on campus. Students are instructed on proper before- and after- school procedures during Homeroom each year.

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
% of Students	Morning 18%	Morning 2%	Morning 25%	Morning 49%	Morning 5%	Morning 0%	Morning 0.8%

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.)

There are sidewalk connectivity concerns west and south of the school, as detailed in this Action Plan.

Loading zone: Hazardous use in a no-parking zone: Parents idle their vehicles when waiting for students or waiting to get into position to drop them off; culture of using unofficial loading zone; parental instructions to children crossing roadways are poorly implemented (students often dart into traffic). Alternatives should be investigated, for example narrowing the no-parking zone so loading is not feasible, building a roundabout (see sketch that accompanies this document, titled "Junior High Roundabout"), or painting the pavement with instructions on where not to park.

Traffic volume and visibility is a concern on winding roads. Some concerns about right-of-way clearance, as detailed in this document (shrubs overhanging the road, for example).

For safety, students use an unofficial path to access the Boys and Girls Club, 0.5 miles away, in order to avoid roads that lack sidewalks.

There are no bike lanes on roads near the school and no space for a bike lane on 18th Ave. and Mountain View Roads (narrow).

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

Loading zone drop-off behaviors of parents: Driver education needed among road users in general and parents in particular. School does have postcards to send home to parents who have made specific violations, so the team could expand on this important outreach with more diverse and proactive messaging via letters, presentations at parent meetings, information in the newsletters or the newspaper, etc.

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

A second bike cage could be useful: See information about overflow on page 14. Upgraded bike racks also could be useful. Photo 5 included with this document shows an older "wheel-bender" style of bike rack, which is no longer a current standard.

Sidewalks are needed on nearby streets, particularly 18th Ave. and Mountain View Roads directly west and south of the school.

Lighting is needed on Mountain View Road directly south of the school, west from the intersection of 22nd.

Changes to the no-parking zone out front of the school need to be investigated to eliminate hazardous unauthorized loading. The feasibility of pavement painting, a roundabout, or other options should be explored. Consider a 1-year pilot project to paint the pavement in the no-parking zone, detailing traffic flow.

A pedestrian bridge was completed over Ames Creek close to the school on Mountain View Road near Elm Street in spring 2014 (see photo 6). The team could partner with public outreach about this improvement, for promoting transportation safety and awareness in general.

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

Enforcement: Student-dropoff education and driver education is needed, and can be achieved through parent meetings, newsletter articles, school website, and other channels. (Messaging can include education/encouragement, too). Possibly partner with police department for intersection enforcements and no-idling campaigns.

Encouragement: Continue participation in events like the Walk and Bike Challenge. Pursue funds for snacks and incentives for events. Team should promote police department's annual summer safety fair. Consider conducting a survey of students / parents to find out how many students are in need of a bike / helmet, then pursue funding for bike fleets and helmets. (Some helmets have been purchased via McKinney-Vento homeless-outreach funding, which may not be an option in the future. In spring 2014, the district was a recipient of 20 helmets via a Safe Kids Oregon mini-

grant, which were provided free to students at Sweet Home Junior High, Oak Heights Elementary and Kidco Head Start. Other helmets are available from the police department during its annual summer safety fair).

Education: Include bike/pedestrian safety/education classes during PE, including potentially using a bike fleet borrowed from Philomath, or purchasing one with future funding. Train teachers in bike/pedestrian safety curricula. Possibly incorporate bike information into Outdoor Club, which is currently active at the school. The school hosted a bike club in previous years, which disbanded around 2009. The currently-popular Outdoor Club could help re-invigorate bike interest.

Partner with all local elementary schools for outreach: For example, host bike/pedestrian meetup locations or a community bike rodeo.

Use wellness as one focus of messaging; active transportation trend has been increasing in recent years (for example, more recreational runners in town).

- 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: 2014-15 school year:

1) Fall: Pursue parent education about safe drop-off practices. The principal has indicated that attendance at recent parent-night activities has been high. She sees this as fertile ground for helping change the drop-off culture and educating parents about safety, especially targeting parents of new incoming students. Newsletter items / web postings also will be considered throughout the school year focusing on safety, policy, and wellness. The principal may spearhead creating a video with students explaining safety rules, in Fall 2014.

2) A consultant working with the state Safe Routes to School program has offered to create a map by Fall 2014 showing suggested drop-off flow at the school.

3) Pursue funding opportunities for an additional bike rack / cage.

4) Public outreach related to Ames Creek pedestrian bridge: Talk to City staff in summer 2014 regarding potential safety messaging in public outreach materials about the pedestrian bridge.

5) Participate in May 2015 Walk and Bike Challenge and similar event in Oct. 2014. Continue to pursue funding for safety-related incentives (lights, reflective stickers, etc.) as well as bikes and helmets.

6) Promote police department's annual summer safety fair. Evaluate the need for intersection enforcement through conversations with the police department.

7) Introduce bike elements to Outdoor Club.

8) Host district-wide training on Cycle Safe and Neighborhood Navigators curricula for interested teachers, and encourage incorporating lessons into PE classes (coordinate with Safe Routes consultant and district about timeline; hopefully Fall 2014). Philomath bike fleet could be used in class(es), and class(es) could culminate with a bike rodeo

and/or maintenance fair. Emphasize with teachers and administrators the ways that these curricula can meet Common Core educational standards.

9) Continue to investigate maintenance improvements such as right-of-way clearance.

During 2015-16 school year:

1) Plan for a more robust bike component to Outdoor Club.

2) Consider having Junior High students who are in the club or who have completed bike safety classes help teach bike safety to elementary schoolers via a bike rodeo, etc.

3) Continue the priorities mentioned above.

Long-term:

Pursue upgrades to sidewalks, lighting, and school dropoff infrastructure. The Parent Survey conducted in March 2014 identified speed and volume of traffic as two key concerns among parents who do not currently permit their students to walk/bike to school (see page 15). We believe the priorities detailed below and throughout this document would provide tangible safety benefits for the school and community, resulting in increased walking and biking among students.

1) Work with City of Sweet Home Public Works Department and others to pursue funding for enhanced lighting at the intersection of 22nd and Mountain View, and along Mountain View west of that intersection.

2) Work with City of Sweet Home Public Works Department and others to pursue funding for sidewalks along 18th Avenue and Mountain View Road. In the case of Mountain View Road, one of the City of Sweet Home police officers who attended the team's Walkability Audit in May 2014 remarked that this stretch of Mountain View has been considered a hazard for many years, dating back to her own childhood in Sweet Home, if not earlier.

3) Work with the City of Sweet Home Public Works Department and the Sweet Home School District to evaluate the feasibility of and funding for a multiuse paved path from the northwest of the school to 18th Ave. to facilitate students accessing sports fields, residential neighborhoods, and the Boys and Girls Club (see the unofficial path, in photo 2).

4) Work with the City of Sweet Home Public Works Department and Sweet Home School District to evaluate the feasibility of and funding for possible changes to the no-parking zone which is used for loading/unloading. Consider options such as a roundabout or pavement painting to indicate no-parking areas. Consider a 1-year pilot project to paint the pavement in the no-parking zone, detailing traffic flow.

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.

- Pictures and/or video footage were taken to document the barriers and hazards.
- 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:

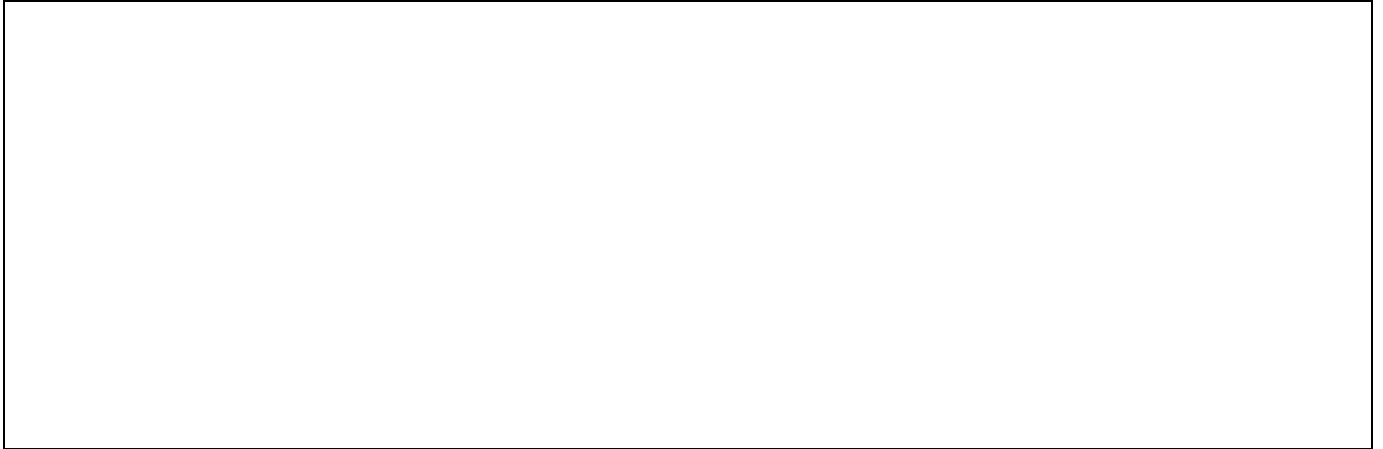
City of Sweet Home Traffic Safety Engineer Joe Graybill provided significant contributions to this report and produced a scatter map showing student residence locations in proximity to the school. The map is included with this report. Joe Graybill also was a significant contributor to the walkability audit.

- Check here if Observational Survey was completed.

This is how our students travel to and from school:

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

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

A large, empty rectangular box with a thin black border, intended for recording additional information as specified in the list item above.