



# STRATEGIC PLAN

Eugene-Springfield and Lane County Safe Routes to School



# 2026-2030

Prepared for:



**Central Lane Metropolitan Planning Organization**

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Prepared by:

**SafeRoutes**  
Eugene-Springfield Safe Routes to School



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Date Released: June 2026

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*Dedicated to our colleague and friend:*

*Laughton Elliott-DeAngelis, Springfield Public Schools, SRTS Coordinator (former)*

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# EXECUTIVE SUMMARY

This strategic plan outlines how the Eugene-Springfield Safe Routes to School program will work over the next five years to make active and shared travel safer and more appealing for students and their caregivers for the school commute. The 2026-2030 Safe Routes to School (SRTS) Strategic Plan includes the Eugene-Springfield and Rural Lane County programs, which collectively cover the three school districts in the metro area and 13 rural school districts. Each school district in the Eugene-Springfield area and the Rural Lane County Safe Routes to School program work independently, but also collaborate in a regional approach to offering SRTS programming and support for infrastructure improvements.

This plan is the region's fourth strategic plan since 2012 and the first to include the Rural program. While SRTS programs continue to expand and evolve, new goals emerge and others remain as ongoing actions. Each programmatic goal aligns with the six "E's" of SRTS nationwide: Education, Evaluation, Equity, Engineering, Encouragement, and Engagement. Each goal includes action items to move the program forward.

## **SRTS on the Upswing: Program Capacity and Reach**

In 2022, the Eugene-Springfield SRTS program welcomed its first full-time regional coordinator, whose time is split among 4J, Bethel, and Springfield School Districts. Interns also returned to the SRTS program after a pause during the Covid-19 pandemic to work on special projects like developing a transit education program, launching a youth advisory group and refining components of the programs' data collection and analysis.

With expanded staffing and a strong foundation, SRTS educational and encouragement activities are surpassing pre-covid levels. Longstanding and new programs alike are being institutionalized within districts so that more students have access to bike, pedestrian and transit education, including learn to ride a bike classes before students reach bike safety classes. Springfield has standing "Walking School Buses," where students walk to school together weekly in a chaperoned group. And nearly all schools in the metro area and many in rural Lane County are participating at least annually in special events like Ruby Bridges Walk to School Day or seasonal Walk and Roll to School Days.

Partnerships with local government and nonprofit groups, as well as deep connections within the school districts, expand the SRTS programs' reach and impact. The City of Eugene's Recreation Program provides Bike Safety Education classes across the metro area. With local government and nonprofit partners, SRTS led an effort to launch and sustain free, quarterly, Community Learn to Ride a Bike events that rotate around the region. These events, held with Shift Community Cycles, Cities of Eugene and Springfield, Willamalane, Cascadia Mobility and Lane Council of Governments have taught hundreds of people how to ride a bike and have led to spin-off adult learn to ride a bike events.

Partnerships also enhance the SRTS programs' ability to meet equity goals. SRTS collaborates with Shift Community Cycles, local education foundations and Safe Kids West to distribute free bikes, helmets and locks to students. Close collaboration with Lane Transit District gets free, student transit passes into the hands of thousands of students each year. Finally, with the City of Eugene's Outdoor Recreation and their Adaptive Recreation programs, as well as through relationships within the school districts, SRTS is able to use adaptive bikes with students in our education programs. All these efforts move the needle towards active and shared transportation becoming more accessible for everyone.

While programming is vital for increasing the use of active and shared transportation, safe and accessible infrastructure is also crucial. Housed within the school districts in the metro area and within Lane Council of Governments for the rural programs, SRTS does not tend to own the infrastructure that students use for their school commute. However, the programs work closely with local jurisdictions to advise on needed improvements and to serve as a liaison between the jurisdictions and the school communities. SRTS continues to rank needed infrastructure projects based on safety, equity and other factors in order to provide objective input to local jurisdictions about infrastructure near schools. Collaborations with local cities and Lane County contributed to many improvements for students using active and shared transportation for their school commute.

Finally, the SRTS programs are returning to other means of evaluation beyond assessing infrastructure needs after pausing during the pandemic and defunding of the national SRTS database. Eugene School District 4J recently introduced new means of collecting student modes of travel and qualitative data on barriers to and benefits of active and shared travel. These methods could be replicated by other districts in the region. Meanwhile, the programs in the metro area implemented an equity analysis to track where program resources are flowing to determine if the highest need schools are receiving the greatest amount of support.

## SRTS into the Future

The efforts described above further strengthen the foundation upon which the Eugene-Springfield and Rural Lane County Safe Routes to School programs move forward. Within the pages of this strategic plan is the roadmap to the programs' future. That future includes continuing to expand the reach of our education programs; reaching more schools and students with effective encouragement activities; building more opportunities to connect Safe Routes to School programming; developing ways to gather stories and data about the effects of Safe Routes on our school communities; and continuing to collaborate with local jurisdictions to make the areas around our schools safer to walk or roll.







# PROGRAM GOALS OVERVIEW

## EQUITY

Center equity in all SRTS activities with particular attention to ensuring outcomes are fair and increase safety and health for students of marginalized communities or living in areas that are transportation disadvantaged. Work to reduce barriers to attendance when transportation is a factor.



## ENGAGEMENT

Continue and build upon established methods for stakeholders to weigh in on SRTS programming and infrastructure so as to maintain and grow relevance and effectiveness of SRTS work in the region.

## EDUCATION

Sustain and expand the reach of current education programming in urban and rural areas for pedestrian and bike safety, learn to ride a bike classes and transit education.





## EVALUATION

Collect, analyze and share data to help answer questions about the effectiveness of programming and about the distribution of program resources.



## ENGINEERING

Advocate for and support efforts to improve infrastructure at and around schools, using objective means of prioritizing efforts, in order to increase safety and use of active and shared transportation for the school commute.

## ENCOURAGEMENT

Every school participates in an annual encouragement activity, while programs like “walking school buses” and standing “Walk & Roll to School” days (e.g. Walking Wednesdays) are formalized and expanded.





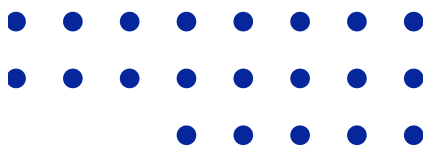


# SRTS KEY ACHIEVEMENTS



## 2021-2025

- Replaced two half-time positions with a **full-time regional SRTS Coordinator**.
- **Acquired four new bike fleets and 50 replacement bikes** to expand education in and after school and for field trips. In Bethel, students helped build the new bikes.
- Led regional effort to hold **quarterly, all-ages, Community Learn-to-Ride events serving more than 800 participants over multiple years**, and supported annual Latinx and adult Learn-to-Ride events led by partners.
- More than **3,000 students learned to ride a bike** in our Kindergarten/First grade Learn to Ride programs..
- Regularly **integrated life skills students** in education programming.
- **Established a youth council** to engage middle and high schoolers regionally.
- **Nearly all schools participated** in at least one **annual encouragement event**.
- Established **new transit education program** in 4J for 8<sup>th</sup> and 9<sup>th</sup> graders to build skills and confidence riding the bus for thousands of students.
- **Launched improved pedestrian safety program** in 4J, Springfield, and in the rural school districts. More than 3,000 students in 4j, Springfield, and rural practiced traffic safety in this “Scoot Town” pilot.
- **6,500+ 5<sup>th</sup> and 6<sup>th</sup> graders learn the rules of the road** on bikes during PE classes in all urban districts and across rural Lane County.
- Started **walking school buses in Springfield**, now in their third year running.
- **Supported infrastructure planning and installation** efforts resulting in 16 ODOT-funded SRTS infrastructure projects improving active travel to school.
- Established **summer elementary and pre-K bike programs** with regional Migrant Education Program and 4J summer school.



## 2021-2025 (cont.)

- **Made strides towards creating Traffic Gardens** - safe and fun spaces to practice bike skills - with a grant for a DIY kit and consultant time to Bethel for a temporary Traffic Garden and a grant to the City of Eugene for design of a permanent Traffic Garden.
- **Establishment and expansion of rural programming** to bring SRTS to thirteen rural school districts with education and events
- Partnered with 4J Communication and Data teams for **effective data collection from families and students on travel modes and perceptions.**
- **Initiated a means of assessing equity** as it relates to program and resource distribution.
- Bethel secured an innovative mobility program grant to **research neighborhood connectivity and perceptions of safety** for active modes of school travel.

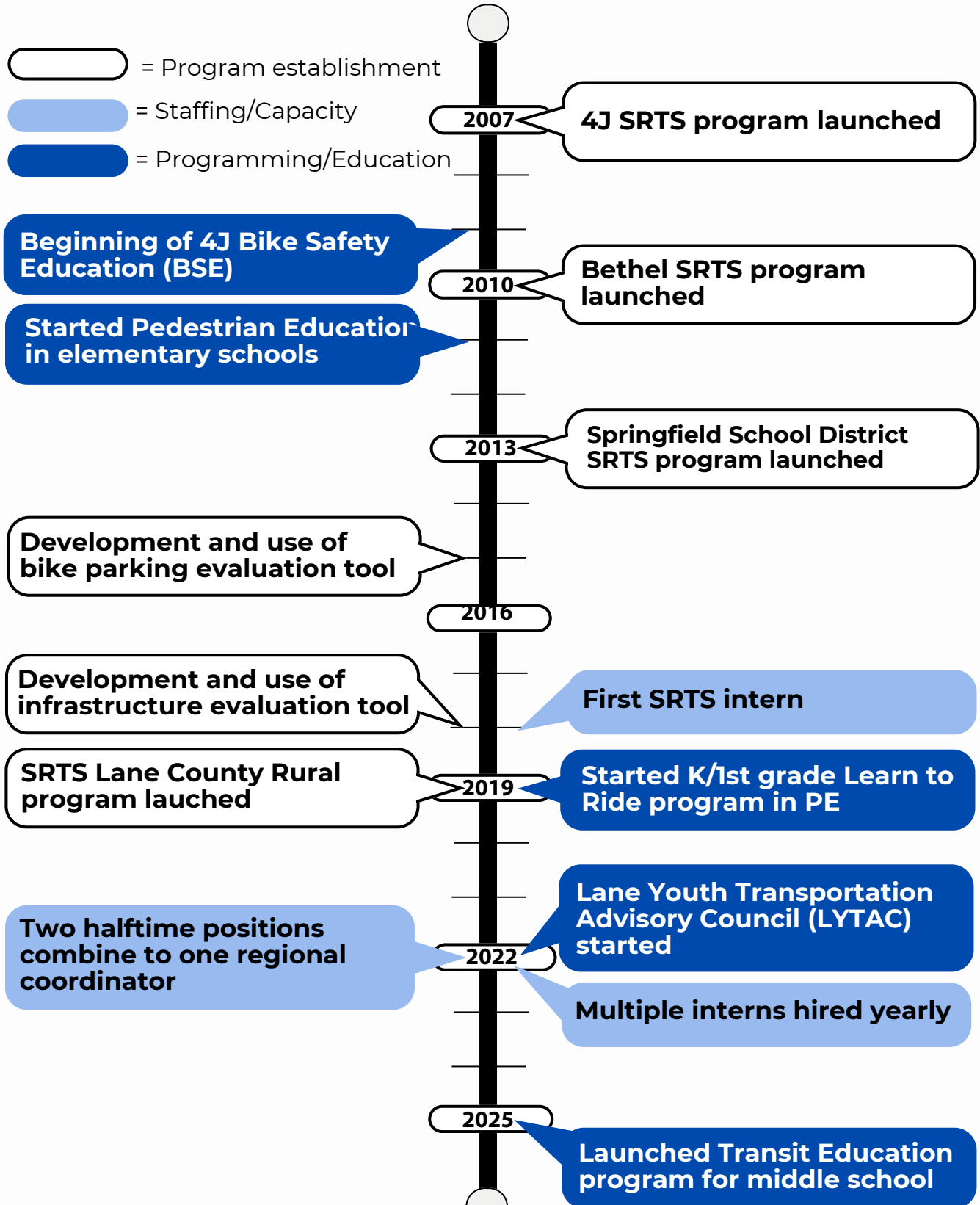






# PROGRAM HISTORY

- = Program establishment
- = Staffing/Capacity
- = Programming/Education







# GOALS AND ACTIONS

## EQUITY

Goal: Center equity in all SRTS activities with particular attention to ensuring outcomes are fair and increase safety and health for students of color, low-income students, students with disabilities, Native American students, LGBTQIA+ students, students whose families speak a language other than English, students in unstable housing, femme students, students in areas that are transportation disadvantaged and other demographic groups with disparate outcomes in the areas of active and shared transportation. Work to reduce barriers to attendance for students who are chronically absent or are at risk of chronic absenteeism when transportation is a factor. Equity in a transportation and SRTS context is crucial because it pertains not only to students' mobility, sense of safety in public spaces and physical health, but also to their ability to access education.

### Action Items:

1. Use an equity lens for:
  - Program development and implementation to ensure that SRTS programs are culturally relevant and are reaching students belonging to the groups listed above.
  - Use of and distribution of resources to ensure that an equitable share is going to students belonging to the groups listed above.
2. Continue to direct more SRTS program resources to highest need schools and students and connect them with relevant community resources. This includes staff time and programming as well as free bikes, helmets, locks, high visibility accessories, bike repair events, etc..
3. Continue to make programming and materials visually, culturally, and linguistically accessible, including by translating into languages beyond English and Spanish.
4. Continue to communicate the commitment to center equity in all areas of programming.
5. Continue to increase collaboration with district physical and occupational therapists and special education programs.
6. Measure effectiveness in the above mentioned actions. See evaluation for more details.

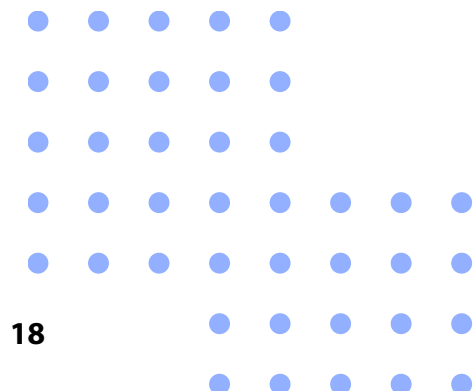


# ENGAGEMENT

GOAL: Create new opportunities and strengthen established methods for community members, school staff, students, and families to share ideas, communicate concerns, and engage with SRTS programming and infrastructure.

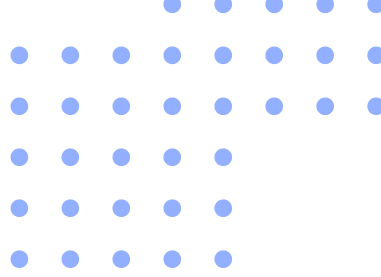
## Action Items:

1. Build inclusive engagement with all students and communities.
  - Identify (and document) underserved communities and the key partners needed to build meaningful connections.
  - Strengthen relationships with existing partners and establish new connections to better understand the needs, priorities, and perspectives of these communities and to better serve these communities.
  - Ensure existing and new events and activities are accessible, welcoming, and culturally responsive for all students.
  - Center the voices of students from diverse backgrounds—including students with disabilities, low-income students, students of color, Native American students, female students, LGBTQIA+ students, students whose families speak a language other than English, unhoused students, and other groups—so their experiences guide decision-making.
  - Capture youth perspectives through our existing youth council or other structured opportunities, ensuring student input directly shapes programming, resources, and outreach strategies.
2. Strengthen and streamline SRTS outreach.
  - Update and simplify all communication materials for clarity and cultural responsiveness.
  - Use multiple channels—newsletters, websites, social media, email, and printed materials—to reach all families and staff.
  - Provide materials in multiple languages and accessible formats for diverse communities.
  - Highlight ways for families and students to get involved and provide feedback.





# ENGINEERING



GOAL: Advocate for and support efforts to install both temporary and permanent improvements to infrastructure surrounding schools, on school sites, and on routes to schools in order to increase safety and use of active transportation for the school commute. These efforts should be based on need with safety and equity as the most heavily weighted factors determining need, as identified through the SRTS Infrastructure Tool.

## Action Items:

1. Continue to advocate for improvements to address the highest priority infrastructure needs with top consideration for safety and equity.
2. With partners and the public, continue to identify and rank infrastructure needs with the long-term goal of identifying all needs in the walk zones, starting with the highest need schools.
3. Continue to leverage and support key local and regional safety initiatives.
4. Provide input to local jurisdictions, committees, commissions, and councils as well as to local decision makers.





# EVALUATION

GOAL: Use and refine previously developed performance measures. Collect, analyze and share data to help answer questions about the effectiveness of programming and about the distribution of program resources. Develop new data collection tools as needed.

## Action Items:

1. Improve regional data collection and sharing.
  - o Return to a form of parent/guardian surveys in all districts, now that the National Center for Safe Routes to School database no longer exists, aiming to collect that data every three to five years.<sup>1</sup>
  - o Return to a means of collecting data on student travel for the school commute (previously classroom tallies, via the National Center for Safe Routes to School database), aiming to collect that data annually.<sup>2</sup>



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<sup>1</sup>The National Center for Safe Routes to School previously maintained a national database of parent surveys and classroom tallies for Safe Routes to School. In 2025, 4J created a district-wide survey for parents/guardians for which they received more than 1,000 responses across nearly all of their schools. 4J hopes to continue to use this parent/guardian survey moving forward. The other districts have yet to determine how they will collect this data.

<sup>2</sup> Student travel is now a question on the 4J School Climate Survey, but was not currently collected in the other districts at the time of publication.



2. Prepare and share an annual summary of highlights from Safe Routes to School activities for the year.
3. Use an equity scoring tool in 4J, Springfield, and the rural programs to compare program delivery in higher need schools to that in lower need schools to assist with the goal of resource distribution proportionate to the level of need.<sup>3</sup>
4. Use evaluation as a tool for continuous improvement of programming.
5. Develop a means of capturing stories and qualitative data to complement quantitative data in regards to working with certain populations like Life Skills students and rural communities.
6. Use maps of student locations when possible to inform programming decisions and communications.

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<sup>3</sup> As a smaller district with less variation between schools, in terms of need, Bethel does not need this evaluation mechanism to assist with allocation of resources.

# EDUCATION

GOAL: Grow the Pedestrian Safety Education programs used to teach students about walking safely in their neighborhood to reach 85% of elementary schools by 2030. The two-week Bicycle Safety Education program continues to reach all eligible schools within the Eugene-Springfield region and 1/3 across rural Lane County with scheduling preferences given to the highest need schools. Continue to hold Learn-to-Ride a bike programming in all elementary schools in 4J and Springfield Districts and half of rural elementary schools. Expand transit education to all districts where feasible.

## Action Items:

1. Continue to expand the Bicycle and Pedestrian Safety Education programs across Lane County.
2. Continue to build relationships with school staff to increase school and class participation in education programs.
3. Increase student participation within programs where permission slips are required, yet can serve as a barrier for individual student participation.
4. Ensure that curriculum is taught effectively to students regardless of ability, skill level, culture, and language.
5. Offer adaptive equipment for SRTS education programs.
6. Implement pop-up traffic gardens to help riders develop traffic safety skills and build enthusiasm for biking.
7. Educate community members about driving safely in school zones and school parking lots.





9. Continue the Learn-to-Ride programs, which reaches thousands of students each year across Lane County.<sup>4</sup>
10. Expand the transit education program to the Eugene-Springfield Districts and where relevant in rural schools.
10. Partner with City of Eugene to implement a permanent traffic garden. Test a semi-permanent traffic garden at Clear Lake Community Center.
11. Incorporate personal safety and route selection into traffic safety programs beyond transit education.
  - Create a micro-lesson on route selection in Bike Safety classes to ensure uniformity in teaching standards.
12. Ensure Bike Safety Education program continues across the region.
13. Increase the number of teachers in rural school districts trained to teach Safe Routes to School education programs.

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<sup>4</sup> Encourage Bethel elementary PE teachers to continue teaching the bike learn-to-ride, scooter, skateboard unit.



# ENCOURAGEMENT

Goal: Every school in the region participates in an annual encouragement activity with high need and underserved communities receiving additional support that allows for responsive programming. Formalize and expand programs proven to be effective like “walking school buses” and standing “Walk & Roll to School” days (e.g. Walking Wednesdays).

## Action Items:

1. Encourage and support at least one annual encouragement event at each school.
2. Provide resources and expertise to support schools interested in establishing chaperoned walking groups, a.k.a. Walking School Buses and Bike Bus programs or recurring events.
3. Continue to expand middle and high school programming.
4. Continue to work with Lane Transit District (LTD) to get transit passes to as many students as possible and to increase ridership through the Student Pass program.
5. Encourage connection between families for carpools, walking, biking and busing together, as well as for walking and biking groups.







# GLOSSARY OF TERMS

**Bicycle Safety Education (BSE)** - A proven program that teaches safe bicycling skills with on-bike experience to students at school during normal class time with a 10-day curriculum. Target age group is fifth or sixth grade students.

**Bike Train** - An organized group of students, with an adult escort, that travels by bike to/from school along a set route for safety and fun.

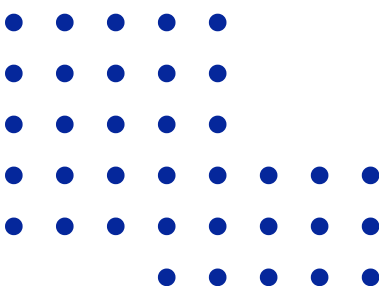
**High Need Schools** - The regional SRTS team bases our definition of High Need Schools on the student population. In all three districts, the SRTS team uses the equity score from our infrastructure ranking tool, which provides a numerical score based on percentages of students who qualify for special education services; for free and reduced lunches; who are English language learners; and race/ethnicity. In 4J, a district-designed Needs Index can also be used. That index is based on the same factors with the exception of the inclusion of mobility rates (new enrollments/departures during the school year) and exclusion of race.

**Park and Stride** - A site that caretakers travel to then drop off their students to walk, bike, skate, scoot or use a mobility device the rest of the way to school. This option helps students participate in SRTS activities even when they live too far to walk or bike from home to school. It relieves parents from navigating busy school parking lots and it reduces traffic, thereby enhancing safety for students.

**Pedestrian Safety Education (PSE)** - A program that teaches safe walking skills to elementary students during normal class time at school.

**Traffic Garden** - an interactive space for children to practice bike skills safely, without the threat of cars. It consists of child-scaled streets and other traffic elements, created in two or three dimensions.

**Walking School Bus (WSB)** - An organized group of students, with an adult chaperone, that travels by walking to/from school along a preplanned route for safety and fun.



# Appendices





# SRTS PROGRAMS AND PARTNERS

## **SAFE ROUTES TO SCHOOL CORE PROGRAMS**

**Eugene Springfield and Lane County Safe Routes to School:** (programs, tools, resources, volunteering, rural program): [www.eugenespringfieldsrts.org](http://www.eugenespringfieldsrts.org)

**4J Safe Routes to School:** [www.4j.lane.edu/saferoutes](http://www.4j.lane.edu/saferoutes)

**Bethel Safe Routes to School:** [www.bethel.k12.or.us/saferoutestoschool](http://www.bethel.k12.or.us/saferoutestoschool)

**Springfield Safe Routes to School:**  
[www.springfield.k12.or.us/services/transportation/safe-routes](http://www.springfield.k12.or.us/services/transportation/safe-routes)

## **PARTNERS**

**Cascadia Mobility:** (community event partners, particularly for Latinx-focused events) [www.cascadiamobility.org](http://www.cascadiamobility.org)

**City of Eugene Adaptive Recreation:** (community event and program partners for inclusion) [www.eugene-or.gov/134/Adaptive](http://www.eugene-or.gov/134/Adaptive)

**City of Eugene Outdoor Recreation Program:** (Bike Safety and some Pedestrian Safety) [www.eugene-or.gov/outdoor](http://www.eugene-or.gov/outdoor)

**City of Eugene Transportation Options:** (community event and program partners) [www.eugene-or.gov/487/Transportation-Options](http://www.eugene-or.gov/487/Transportation-Options)

**Lane Council of Governments:** (rural program, administrative and technical support for all programs) [www.lcog-or.gov](http://www.lcog-or.gov)

**Lane Transit District:** (youth transit pass, education) [www.ltd.org](http://www.ltd.org)

**Shift Community Cycles:** (bike repair at events, free bikes for students, education and programming partners) [www.shiftcc.org](http://www.shiftcc.org)

## **OTHER RESOURCES:**

**EugeneSpringfield Safe Routes to School Infrastructure Prioritization Tool**  
<https://www.eugenespringfieldsrts.org/infrastructuretool>

**EugeneSpringfield Safe Routes to School Bike Parking Assessment**  
<https://www.eugenespringfieldsrts.org/bikeparkingassessment>



# SRTS ACTIVITIES AT LOCAL SCHOOLS

(2020-2025)	N/A	Activity not offered for these grades		
	Y/N	Activity at School/ Not at School		
4J Schools (K-12)	K-1 Learn to Ride	Walk/Bike Events	Bike Education	Pedestrian Education
Adams Elementary	Y	Y	N/A	Y
Awbrey Park Elementary	Y	Y	N/A	Y
Buena Vista Elementary	Y	Y	N/A	Y
Camas Ridge Elementary	Y	Y	N/A	Y
Charlemagne Elementary	Y	Y	N/A	Y
César Chávez Elementary	Y	Y	N/A	Y
Chinese Immersion Elementary	Y	Y	N/A	Y
Coburg Community Charter (Charter K-8)	N	Y	N	Y
Edgewood Elementary	Y	Y	N/A	Y
Edison Elementary	Y	Y	N/A	Y
Family School	Y	Y	N/A	Y

	<b>K-1 Learn to Ride</b>	<b>Walk/Bike Events</b>	<b>Bike Education</b>	<b>Pedestrian Education</b>
<b>Gilham Elementary</b>	Y	Y	N/A	Y
<b>Holt Elementary</b>	Y	Y	N/A	Y
<b>Howard Elementary</b>	Y	Y	N/A	Y
<b>McCornack Elementary</b>	Y	Y	N/A	Y
<b>Ridgeline Montessori (Charter K-8)</b>	N	Y	Y	Y
<b>River Road/El Camino Elementary</b>	Y	Y	N/A	Y
<b>Spring Creek Elementary</b>	Y	Y	N/A	Y
<b>Twin Oaks Elementary</b>	Y	N	N/A	Y
<b>Village Charter School (Charter K-8)</b>	N	Y	N	Y
<b>Willagillespie Elementary</b>	Y	Y	N/A	Y
<b>Yujin Gakuen Elementary</b>	Y	Y	N/A	Y
<b>Arts and Technology Academy</b>	N/A	Y	Y	N/A
<b>Cal Young Middle</b>	N/A	Y	Y	N/A
<b>Kelly Middle</b>	N/A	Y	Y	N/A
<b>Kennedy Middle</b>	N/A	Y	Y	N/A
<b>Madison Middle</b>	N/A	Y	Y	N/A
<b>Monroe Middle</b>	N/A	Y	Y	N/A

	<b>K-1 Learn to Ride</b>	<b>Walk/Bike Events</b>	<b>Bike Education</b>	<b>Pedestrian Education</b>
<b>Network Charter (7-12)</b>	N/A	Y	Y	N/A
<b>Roosevelt Middle</b>	N/A	Y	Y	N/A
<b>Spencer Butte Middle</b>	N/A	Y	Y	N/A
<b>ECCO/Eugene Education Options</b>	N/A	N	N/A	N/A
<b>Churchill High School</b>	N/A	Y	N/A	N/A
<b>North Eugene High School</b>	N/A	Y	N/A	N/A
<b>Sheldon High School</b>	N/A	Y	N/A	N/A
<b>South Eugene High School</b>	N/A	Y	N/A	N/A
<b>Bethel Schools (K-12)</b>	<b>K-1 Learn to Ride</b>	<b>Walk/Bike Events</b>	<b>Bike Education</b>	<b>Pedestrian Education</b>
<b>Clear Lake Elementary- closed 2024</b>	N	Y	Y	Y
<b>Danebo Elementary</b>	N	Y	Y	Y
<b>Fairfield Elementary</b>	N	Y	Y	Y
<b>Irving Elementary</b>	N	Y	Y	Y
<b>Malabon Elementary</b>	N	Y	Y	Y
<b>Cascade Middle School</b>	N/A	Y	N/A	N/A
<b>Shasta Middle School</b>	N/A	Y	N/A	N/A

	<b>K-1 Learn to Ride</b>	<b>Walk/Bike Events</b>	<b>Bike Education</b>	<b>Pedestrian Education</b>
<b>Meadow View (K-8)</b>	N	Y	Y	Y
<b>Prairie Mountain (K-8)</b>	N	Y	Y	Y
<b>Willamette High</b>	N/A	Y	N/A	N/A
<b>Kalapuya High School</b>	N/A	Y	N/A	N/A
<b>Springfield Schools (K-12)</b>	<b>K-1 Learn to Ride</b>	<b>Walk/Bike Events</b>	<b>Bike Education</b>	<b>Pedestrian Education</b>
<b>Centennial Elementary</b>	Y	Y	N/A	N
<b>Douglas Gardens Elementary</b>	Y	Y	N/A	N
<b>Guy Lee Elementary</b>	Y	Y	N/A	N
<b>Maple Elementary</b>	Y	Y	N/A	Y
<b>Mt Vernon Elementary</b>	Y	Y	N/A	N
<b>Page Elementary</b>	Y	Y	N/A	N
<b>Ridgeview Elementary</b>	Y	Y	N/A	N
<b>Riverbend Elementary</b>	Y	Y	N/A	N
<b>Thurston Elementary</b>	Y	Y	N/A	N
<b>Two Rivers - Dos Rios Elementary</b>	Y	Y	N/A	N
<b>Walterville Elementary</b>	Y	Y	N/A	N

	<b>K-1 Learn to Ride</b>	<b>Walk/Bike Events</b>	<b>Bike Education</b>	<b>Pedestrian Education</b>
<b>Hamlin Middle</b>	<b>N/A</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>
<b>Yolanda Elementary</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>	<b>Y</b>
<b>Agnes Stewart Middle</b>	<b>N/A</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>
<b>Briggs Middle</b>	<b>N/A</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>
<b>Hamlin Middle</b>	<b>N/A</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>
<b>Thurston Middle</b>	<b>N/A</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>
<b>Springfield HS</b>	<b>N/A</b>	<b>Y</b>	<b>N/A</b>	<b>N/A</b>
<b>Thurston HS</b>	<b>N/A</b>	<b>Y</b>	<b>N/A</b>	<b>N/A</b>
<b>Academy of Arts and Academics</b>	<b>N/A</b>	<b>Y</b>	<b>N/A</b>	<b>N/A</b>
<b>Gateways High School</b>	<b>N/A</b>	<b>Y</b>	<b>N/A</b>	<b>N/A</b>
<b>Rural Lane County Schools</b>	<b>K-1 Learn to Ride</b>	<b>Walk/Bike Events</b>	<b>Bike Education</b>	<b>Pedestrian Education</b>
<b>Academy for Character Charter</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
<b>Al Kennedy Alternative High</b>	<b>N/A</b>	<b>N</b>	<b>N/A</b>	<b>N/A</b>
<b>Applegate Elementary</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
<b>Bohemia Elementary</b>	<b>Y</b>	<b>Y</b>	<b>N</b>	<b>Y</b>
<b>Child's Way Charter</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>

<b>Child's Way Charter</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
<b>Cottage Grove High</b>	<b>N/A</b>	<b>N</b>	<b>N/A</b>	<b>N/A</b>
<b>Creslane Elementary</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>	<b>Y</b>
<b>Creswell High</b>	<b>N/A</b>	<b>N</b>	<b>N/A</b>	<b>N/A</b>
<b>Creswell Middle</b>	<b>N/A</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>
<b>Crow Jr./High School</b>	<b>N/A</b>	<b>N</b>	<b>N</b>	<b>N/A</b>
<b>Dorena School</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
<b>Elmira Elementary</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
<b>Elmira High</b>	<b>N/A</b>	<b>N</b>	<b>N</b>	<b>N/A</b>
<b>Fern Ridge Middle</b>	<b>N/A</b>	<b>N</b>	<b>N</b>	<b>N/A</b>
<b>Kennedy Middle</b>	<b>N/A</b>	<b>N</b>	<b>N</b>	<b>N/A</b>
<b>Harrison Elementary</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
<b>JC Options</b>	<b>N/A</b>	<b>N</b>	<b>N/A</b>	<b>N/A</b>
<b>Junction City High</b>	<b>N/A</b>	<b>N</b>	<b>N/A</b>	<b>N/A</b>
<b>Laurel Elementary</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>	<b>Y</b>
<b>Lincoln Middle</b>	<b>N/A</b>	<b>Y</b>	<b>N</b>	<b>N/A</b>
<b>London School</b>	<b>Y</b>	<b>Y</b>	<b>N</b>	<b>Y</b>
<b>Lowell Jr./High School</b>	<b>N/A</b>	<b>N</b>	<b>N</b>	<b>N/A</b>

	<b>K-1 Learn to Ride</b>	<b>Walk/Bike Events</b>	<b>Bike Education</b>	<b>Pedestrian Education</b>
<b>Lundy Elementary</b>	N	N	N	N
<b>Mapleton Elementary</b>	Y	Y	Y	Y
<b>Mapleton Jr./High School</b>	N/A	Y	Y	N/A
<b>Marcola Elementary</b>	N	N	N	N
<b>McKenzie Elementary</b>	N	N	N	N
<b>McKenzie Jr./High School</b>	N/A	N	N	N/A
<b>Mohawk Jr./High School</b>	N/A	N	N	N/A
<b>Mountain View Academy</b>	N	N	N	N
<b>Oklea Middle</b>	N/A	Y	N	N/A
<b>Oakridge Elementary</b>	Y	Y	Y	Y
<b>Oakridge Jr./High School</b>	N/A	Y	Y	N/A
<b>Pleasant Hill Elementary</b>	N	N	N	N

	<b>K-1 Learn to Ride</b>	<b>Walk/Bike Events</b>	<b>Bike Education</b>	<b>Pedestrian Education</b>
<b>Pleasant Hill Jr./HS</b>	<b>N/A</b>	<b>N</b>	<b>N</b>	<b>N/A</b>
<b>Siuslaw Elementary</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
<b>Siuslaw Middle</b>	<b>N/A</b>	<b>Y</b>	<b>Y</b>	<b>N/A</b>
<b>Territorial Elementary</b>	<b>Y</b>	<b>Y</b>	<b>N</b>	<b>Y</b>
<b>Triangle Lake Charter</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
<b>Veneta Elementary</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>
<b>West Lane Technology Learning</b>	<b>N/A</b>	<b>N</b>	<b>N/A</b>	<b>N/A</b>