

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

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### SECTION 1: School information

School name:	<b>Roosevelt Middle School</b>				
Street address:	<b>680 East 24<sup>th</sup> Ave.</b>				
City:	<b>Eugene</b>	State:	<b>OR</b>	ZIP:	<b>97405</b>
County:	<b>Lane</b>	School district:	<b>Eugene School District 4J</b>		
Type of school:	Public school   Private school   Charter school				
School Web site (if any):	<a href="http://www.schools.4j.lane.edu/roosevelt/">www.schools.4j.lane.edu/roosevelt/</a>				
Total student enrollment:	<b>659</b>	Grades served:	<b>6-8</b>		
Percentage of total enrollment for each grade:	31% 6 <sup>th</sup> graders, 33% 7 <sup>th</sup> graders, 36% 8 <sup>th</sup> graders				
Contact for Action Plan:	<b>Shane Rhodes</b>		Phone:	<b>541-687-3227 ext. 276 Work 541-556-3553 Cell</b>	
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### SECTION 2: Forming the School Team

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

• School principal or designated school staff representative endorsed by the school district:	Current Principal: Morley Hegstrom Starting Aug. 2009: Eric Anderson
• A parent who represents or has the endorsement of a recognized school/parent organization or site council:	Claire Dannenbaum (parent Volunteer)
• City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc.	Lee Shoemaker, City of Eugene Bicycle & Pedestrian Coordinator
• Member of the local traffic safety committee (if one exists):	

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>Principal Morley Hegstrom  Assistant Principal Juan Cuadros  School Nurse Marlys Martin  Teacher Morgan Christensen  Crossing Guard Walt Fettgatter  Parents Peter Dilcher, Kathy Brandt, and Claire Dannenbaum, Megan James, Brian Miller  4J School District SRTS Coordinator, Shane Rhodes  4J School District Facilities Larry Massey, Ben Brantley, Jon Lauch  4J School District Transportation Safety Dan Fuerhing  4J Risk Management Director, Patrick Hughes  4J School District Transportation Director Jan Anderson</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>City Engineer Mark Shoening</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>Lane Transit Department, Smart Ways to School Program Director, Lisa VanWinkle  University of Oregon Public Policy, Planning and Management Assoc. Prof. Marc Schlossberg  City of Eugene Outdoor Program Coordinator, Tom Powers  South Willamette BTA Coordinator Sonja Mae  Lane Coalition for Healthy Active Youth, Executive Director, Laurie Trieger</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 description of the RMS school attendance area as provided by the 4J school district's Transportation Department:

North of Sunridge Dr. and E 35<sup>th</sup> Ave.  
West of and including Franklin Blvd.  
South of Willamette River and E. 6<sup>th</sup> Ave.  
East of Oak St., Washington St., and Friendly St.  
(See Supplemental #1 for a map of the RMS school attendance area)

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?

The Eugene 4J School District does not have a policy regarding students' mode of travel to school.

There are no modes of travel prohibited.

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?

The 4J School District has the following Supplemental Plan Policy:

Transportation may be provided for students who reside within the 1 to 1.5 -mile limit for exceptionally hazardous walking conditions and for health and special education reasons. Criteria used to evaluate "exceptionally hazardous walking conditions include consideration of: roadside walking conditions, street crossings railroad crossings, and other significant safety factors.

Special education and health reasons would include any 504 exceptions for children who have a temporary condition such as a broken leg or who are recovering from surgery or any student with an IEP (Individual Education Plan) or an FSEP.

4. Mapping and brainstorming session held. Include copies of 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?

The RMS SRTS Team referenced Dr. Marc Schlossberg's Walkability Study of August, 2006 to perform the walkability study. In May, 2008, RMS SRTS Committee members retraced Dr. Schlossberg's Study Route to update his study. (See Supplemental)

This is a summary of the updated findings:

- 1) The neighborhoods NE and SE of RMS are generally safe to very safe for walking to school. A significant area improvement is that there is now a traffic light as well as an Accessible Pedestrian Signal (APS) at 26<sup>th</sup> and Hilyard, making this a safe area to cross the street and then access a new multiuse path that was put in between the Amazon Park pool parking lot and the back of RMS. However, the timing of the light is too short for cyclists crossing the intersection if using the 'loop detector' instead of the pedestrian activated signal (which places cyclists in the improper lane position for continuing straight across Hilyard)
- 2) The connection to Amazon Park from 28<sup>th</sup> Ave. at Hilyard continues to be a 'red dot' intersection (very unsafe). A safer crossing is needed to improve the connection between the park and the suggested bike route on 28<sup>th</sup>.
- 3) The intersection at Hilyard and E. 24<sup>th</sup> Ave. (directly east of RMS) has been improved to allow more time for students to cross. An APS was installed in the fall of 2007.
- 4) Alder St. is a recommended route but has been identified as a cut through by many parents as an alternate to Hilyard St. and the RMS SRTS Committee has discussed the increased safety and accessibility for students walking and biking if this parallel street were traffic calmed and analyzed as a potential Bicycle Boulevard.
- 5) The intersection at Amazon Parkway and W.24<sup>th</sup> has a 4 way traffic light but doesn't have dedicated green turn lights. While busy at peak hours, the daily vehicular traffic volume does not exceed the threshold to warrant such action. (per City of Eugene regulations)
- 6) One block north of RMS, Dr. Schlossberg's "Intersection" map has a cluster of red dots (very unsafe). A sharp turn east at this point combined with poor visibility by pedestrians continues to make this a dangerous place to cross.

The intersection of 19<sup>th</sup> and Willamette is a dangerous place for students to cross. There are no signals or crosswalks and the cars are focused on quickly merging into a right lane.

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

- 1) The school has a crossing guard at the crosswalk in front of RMS at the corner of 24<sup>th</sup> Ave. and Patterson St. from 8:30 a.m. until 9a.m. before school and from 3:15 p.m. until 3:30p.m. after school on “even days” and from 3:00p.m. to 3:15p.m. on “odd days”. The crossing guard enforces safe pedestrian practices.
- 2) The crossing guard monitors lunch crossing across a busy intersection at 24<sup>th</sup> Ave. and Hilyard and enforces safe pedestrian practices.
- 3) RMS took part in the October Walk and Bike to School Event.
- 4) An April Green Week & Walk & Roll Day featured SRTS displays in the RMS Commons and material to students.
- 5) The Bike Phantom program allows the bike phantom to interact with student pedestrians and promote safety.
- 6) The RMS SRTS Program Manager has pedestrian and bicycling promotion and education articles in the RMS electronic newsletter and the monthly newsletter.

The SRTS Committee is working with the 4J Facilities Dept. to improve crosswalk safety in the rear RMS parking lot.

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

The RMS SRTS Team referenced and adapted Dr. Marc Schlossberg’s Walkability Study of August, 2006 to perform the bikeability study. In May, 2008, RMS SRTS Committee members retraced Dr. Schlossberg’s Study Route to update his study for student bicyclists and pedestrians. Additionally, our committee used the Eugene Bike Route map as a reference. ([http://www.eugene-or.gov/portal/server.pt/gateway/PTARGS\\_0\\_2\\_11283\\_0\\_0\\_18/EugeneMap.PDF](http://www.eugene-or.gov/portal/server.pt/gateway/PTARGS_0_2_11283_0_0_18/EugeneMap.PDF)).

The following observations were made:

- 1) A new multiuse path between the Amazon Park Pool parking lot and the back of RMS.
- 2) A new bike and pedestrian crossing with excellent signage is now present near the west end of 24<sup>th</sup> Ave.
- 3) A new multiuse path runs east and west through Amazon Park, connecting Alder and Hilyard to Amazon Parkway at 26<sup>th</sup> Ave, however, timing at this intersection is too short for students to cross. This intersection is used by the RMS Bike Education class for the ‘neighborhood training ride’ part of the course.
- 4) Accessing the Amazon Park multiuse paths from 29<sup>th</sup> and Amazon Parkway is somewhat tricky. A bike lane along the south side of 29<sup>th</sup> between Willamette and Amazon Parkway merges with a right turn lane. There is a sign indicating the bicyclists should alternatively use the sidewalk.
- 5) A multi-use path ends at Hilyard at 28<sup>th</sup> Ave. but no good crossing exists at this location.
- 6) Multiuse paths throughout Amazon Park are generally in good condition. Notable exceptions are several areas of uneven and cracked sidewalks on the bike path just south and north of 24<sup>th</sup> Ave..
- 7) The bike path along 24<sup>th</sup> Ave. is external to curbside parking. Hazards include parked cars accessing 24<sup>th</sup> Ave. without checking their side view mirror for bikers. *or* parked drivers who suddenly open their door into the path of a biker. Most students use the narrow sidewalks along 24<sup>th</sup> Avenue which are in need of some repairs. This parking area is used by residents of nearby housing as well as park users.
- 8) There are no bike lanes on Willamette Ave. and students who chose to ride their bicycles on the Willamette Ave. sidewalks need to be hyper-vigilant of the many area driveways into area businesses.
- 9) The side streets west of Willamette St. between 19<sup>th</sup> and 26<sup>th</sup> Ave. have steep grades and no bike lanes. Intersection stop signs are present on most north-south side roads.

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

- 1) The bicycle facility is housed behind a cyclone fence, which is locked once the morning school bell has rung and opened again at the end of the school day. About 1/8 of the facility is sheltered by a high roof but this does not effectively protect the bicycles from rain.
  - 2) The bicycle facility is located in the courtyard behind the main school building. Visual observation of the bicycle facility is poor and only one classroom has windows that look out at the bike rack.
  - 3) The bicycle racks within the facilities are base racks in which locks cannot be used to secure the bike's frame to the rack.
  - 4) Vandalism, including bicycle mischief (e.g. disabling the brakes on bicycles) or outright stealing of the bikes, has occurred during school hours.
5. No bike racks are present in the front or west or east sides of RMS

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

- 1) The RMS Physical Education teacher, Morgan Christensen is a certified League of American Bicyclists instructor and teaches a bike safety education class as part of the 6<sup>th</sup> grade physical education fitness program.
- 2) Low-cost helmets are made available to students.
- 3) The RMS administration has official rules on wearing helmets to school. Students are stopped if they are seen riding their bicycles without their helmets. An initial warning is given but if the behavior persists, their parent is contacted and told that the student may not ride their bicycle to school unless the behavior is corrected. It is a "minor" infraction to not wear a helmet to school.
- 4) Additionally, the RMS administration and RMS SRTS program manager write news articles concerning bicycle safety for the monthly newsletter and a weekly electronic newsletter.
- 5) The west side RMS parking lot is now a dedicated fire lane, which decreases pedestrian/bicyclist intersecting with cars at peak arrival and departure hours
- 6) RMS has closed the D gym parking lot to car drop-offs at peak hours, which decreases pedestrian/bicyclist intersecting with cars at peak arrival and departure hours.
- 7) The RMS administration and SRTS Committee has been encouraging parent driven cars to drop-off their students in the off-campus "preferred parking lots" to decrease use of the RMS parking lot and use of those lots have increased over the past year.
- 8) RMS took part in the October Walk and Bike to School Event.
- 9) An April Green Week/Walk and Roll Week day featured SRTS displays in the RMS Commons as well as a helmet fitting clinic.
- 10) The Bike Phantom program allows the bike phantom to interact with student bikers and promote safety. 6. The RMS SRTS Program Manager has pedestrian and bicycling promotion and education articles in the RMS electronic newsletter and the monthly newsletter.
- 11) The RMS SRTS Program Manager has pedestrian and bicycling promotion and education articles in the RMS electronic newsletter and the monthly newsletter.



6.

We

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
% of Students	20%	10%	7%	37%	8%	17%	1%

conducted the In-Class Student Tally (see page 4 of Instructions) and this is how our students travel to and from school:

7. We conducted the Parent Survey (see page 4 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 environment barriers and hazards. (See Instructions, Page 4.)

a. Physical Barriers to Bicyclists:

- 1) Current bicycle shelter is inadequate to protect bicycles from inclement weather and vandalism. Old style bike racks do not offer adequate bike security.
- 2) Absence of bicycle racks in front of school acts as barrier for adult volunteers and staff to bike to RMS.

b. Physical Barriers to Bicyclists and Pedestrians:

- 3) On-site convergence of vehicles, pedestrians and bicyclists at peak arrival/ departure times creates problems with pedestrian flow on 24<sup>th</sup> Ave and in the RMS rear parking lot.
- 4) Busy traffic at major intersections on Hilyard is a perceived barrier to accessing the Amazon Park multiuse paths from 24<sup>th</sup> to 30<sup>th</sup> Ave. Parallel street of Alder needs improvements to increase cyclist & pedestrian presence.
- 5) Access to the multi-use path system in Amazon Park from areas west of Amazon Parkway requires negotiating a complex intersection at 29<sup>th</sup> & Amazon Parkway.
- 6) Access to the multi-use path system in Amazon Park from areas East of Amazon Parkway requires negotiating a difficult crossing at 28<sup>th</sup> & Hilyard
- 7) Lack of crosswalk signage in the RMS rear parking lot.
- 8) Inadequate signage on 24<sup>th</sup> Ave.
- 9) External bike lane to parked cars on the south side of 24<sup>th</sup> Ave or narrow alternate sidewalk creates unsafe conditions for bicyclists.
- 10) Steep grades in many neighborhoods are perceived as a barrier by students and their parents to bicycling home from school.
- 11)

Lack of a School District/City of Eugene collaborative process to assess school siting and neighborhood boundary issues as it affects bicycling and walking to school.

2. List the education/encouragement/enforcement barriers and hazards.  
(See Instructions, Page 4.)

a. Education Barriers:

- 1) Lack of an established, uniform approach to traffic safety education for K-8.
- 2) Lack of school and community parent-oriented resources/classes to teach bike and pedestrian safety to their children contributes to parents' reluctance to allow their child to bike and walk to school.
- 3) Challenge of finding time to teach school pedestrian and bicycle education in a demanding, state test driven, academic schedule.

b. Encouragement Barriers:

- 1) Bike and Walk promotional events at RMS reward *current* bicyclists and pedestrians but may not significantly increase the number of *new* bikers and walkers.
- 2) Readership numbers and the willingness to consider making personal transportation behavior changes limit the impact of current RMS media efforts (newsletter, electronic newsletter, assemblies).
- 3) Bike and Walk promotion is not currently one of the School District's priorities.
- 4) The School District does not have a bike and walk policy.

c. Enforcement Barriers:

- 1) Lack of crosswalk guard at the rear RMS crosswalk.
- 2) Lack of personnel to monitor traffic along the west RMS driveway at peak hours.

Lack of City or Community personnel available, on a regular basis, to monitor unsafe vehicular and student bike/ped behavior in front of RMS on 24<sup>th</sup> Ave.

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

See Instructions, Pages 4-5, 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:

1. Remodel existing bike shelter and build new bike racks
  - a. Continue collaboration with the University of Oregon Design Bridge Program to finalize the design of a new bike shelter and rack supplies and work on funding to permit, build, and maintain new bike parking structure.
  - b. Recruit RMS parent and community volunteers to assist in the building of the bike shelter and install bike racks.
  
2. Create a Bicycle Boulevard on Alder St. with multiple safe access points across Hilyard to Amazon Park including a designated marked pedestrian crossing at 28<sup>th</sup>, improved timing at 26<sup>th</sup>, and traffic calming on Alder. Also improve the pedestrian and bicycle crossing at 19<sup>th</sup>, 24<sup>th</sup> and 30<sup>th</sup> on Alder. Improve signage directing students to Amazon Park and other 'suggested routes'
  
3. Prevention of non-authorized vehicles from on-site access at peak arrival/departure times.
  - a. Develop a plan and implementation strategy to close the RMS parking lot to vehicular arrivals and departures at peak hours by the end of the 2009-2010 academic year.
  - b. Use the planning year to make physical improvements in the rear parking lot, including adding crosswalk signage, and consider traffic calmers on either side of the crosswalk.
  
4. Improve signage on 24<sup>th</sup> Ave. west of the RMS driveway.
  - a. Prune tree that partially obscures Pedestrian Crossing Sign on 24<sup>th</sup> Ave, west of the RMS driveway.
  
5. Develop a School District/ City of Eugene collaborative Approach to Addressing School Siting and School Neighborhood Boundary issues.
  - a. RMS SRTS Program Manager to lead the organizational development of the newly formed Eugene SRTS Team.

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

I. EDUCATION, ENCOURAGEMENT, & ENFORCEMENT are being addressed in the current Eugene 4J School District SRTS non-infrastructure grant.

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

See Section 5:A for priorities.  
Time schedule, Fall 2010 to Fall 2011

### **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 planner

Highlight information learned:

3. Check here if Observational Survey was completed.

<b>is our</b>	<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>This how</b>
	<b># of Students</b>								

**students travel to and from school:**

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

