



# Safe Routes to School: Creating an Action Plan Template

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## SECTION 1: School information

School name:	<b>McCornack Elementary School</b>				
Street address:	<b>1968 Brittany</b>				
City:	<b>Eugene</b>	State:	<b>OR</b>	ZIP:	<b>97405</b>
County:	<b>Lane</b>	School district:	<b>Eugene 4J</b>		
Type of school:	Public school   Private school   Charter school				
School Web site (if any):	<b><a href="http://schools.4j.lane.edu/mccornack/">http://schools.4j.lane.edu/mccornack/</a></b>				
Total student enrollment:	<b>417</b>	Grades served:	<b>K-5</b>		
Percentage of total enrollment for each grade:	<b>K 13% 1<sup>st</sup> 17% 2<sup>nd</sup> 17% 3<sup>rd</sup> 19% 4<sup>th</sup> 19% 5<sup>th</sup> 15%</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:	<b>Tasha Katsuda, Principal</b>
• A parent who represents or has the endorsement of a recognized school/parent organization or site council:	<b>Marina Hajek, Parent Heather Wilson, Parent</b>
• City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc.	<b>Lee Shoemaker, City of Eugene Bike and Walk Coordinator</b>
• 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><b>Edwin Jaffarian, P.E. Teacher</b>  <b>Holly Richardson, Classroom Teacher</b>  <b>Sandra Corbin, Shirley Lemley, Leslie Wonn, McCornack School Crossing Guards</b>  <b>Dan Fuerhing, Eugene 4J School District Transportation Safety Director</b>  <b>Patrick Hughes, Eugene 4J School District Risk Management Director</b>  <b>Jan Anderson, Eugene 4J School District Transportation Director</b></p>
<ul style="list-style-type: none"> <li>Local government representation: council, commission, planner, law enforcement, EMS or fire department, bike/pedestrian advisory committee, transit agency, etc.</li> </ul>	<p><b>Mark Shoening, City Engineer</b></p>
<ul style="list-style-type: none"> <li>Community representation: neighborhood association, chamber of commerce or business association, bike/ped advocates, public health, community groups, non-profit organizations, rail, trucking industry, media, marketing, etc.</li> </ul>	<p><b>Lisa VanWinkle, Lane Transit Department, Smart Ways to School Program Director</b>  <b>Associate Professor Marc Schlossberg, University of Oregon Public Policy, Planning and Management</b>  <b>Colette Ramirez, City of Eugene Outdoor Program Coordinator</b>  <b>Sonja Mae, South Willamette BTA Coordinator</b>  <b>Laurie Trieger, Lane Coalition for Healthy Active Youth Executive Director</b></p>

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

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

**The area is mostly flat with just a few hills. There are two main streets with a large amount of traffic, West 18<sup>th</sup> Street and Bailey Hill Road. Most of the other streets are neighborhood streets.**

- 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 student's 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 Eugene 4J School District has the following Supplemental Plan Policy: Transportation may be provided for students who reside within the 1 to 1 ½ 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 Individual Education Plan (IEP) 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?

**Lack of marked crosswalks on Todd Street.  
Students and parents must cross three driveways to access school property.  
Access to the back of school is via a neighborhood connector/  
sidewalk adjacent to a wetland, which landscape slopes toward the  
connector/sidewalk and is frequently underwater or muddy.**

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

**Physical education classes monthly use a wide variety of audio/visual and hands-on preparation for the next day’s walkability. Videos include ASIMO walkability safety presented by the National Safety Council. Other areas involve bicycle safety CD’s and students walking bicycles in a mapped-out grid involving street corners and crossings. Students also practice safety with lights and hand signals.**

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

**In addition to the generalizations stated in 5a, 18<sup>th</sup> Street is a busy street with excessive school traffic due to the number of schools clustered in the area. McCornack has no bike lane access to school and students must ride on the sidewalks for safety reasons.**

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

**The hooks on the “hang-up” bike rack are too close together and at a dangerous height for students. Students could easily get poked in the head by the hooks. Additionally, the bike rack area is not covered.**

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

**We have a performing unicycle teacher that promotes helmets and safety around bicycles. Students practice bicycle safety signals in the gym on a street course. Videos are shown depicting street hazards for bicycles to watch for, i.e., car doors opening, cars turning.**

6.

We

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
% of Students	17.73%	1.28%	28.01%	47.68%	3.63%	.81%	.87%

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.)

**Muddy and wet sidewalk on west side of school.**  
**Lack of marked crosswalks on Todd Street.**  
**Busy traffic on 18<sup>th</sup> Street.**  
**Need to cross multiple school parking lot driveways.**  
**Curved road with obscured visibility**  
**Lack of bicycle lanes**  
**Uneven pavement**  
**Flooded walkways during rainy season**  
**Lack of sidewalks on both sides of street**  
**Lack of crosswalks**  
**Lack of sidewalk around school parking lot area allowing for safe pedestrian flow**  
**Uncovered bike racks**

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

**Lack of enforcement of traffic speeds on 18<sup>th</sup>.**  
**Teacher time to implement educational materials on safety.**

**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:

**Addition of sidewalk to take students around the perimeter of the parking lot avoiding the three driveways.**  
**Improvement of rear paved path, drainage issues.**  
**City of Eugene to provide two marked crosswalks across the intersection of Todd and Ellen Streets.**  
**Improve bike parking with updated racks and covering.**

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

**Purchase of speed reader board or request to borrow one from the City of Eugene**  
**Request city to do periodic enforcement (police officer), especially on 18<sup>th</sup> and Brittany**  
**Safety literature**  
**Suggested routes map**  
**Use of additional trained crossing guards**  
**Students to walk school perimeters to discuss problem areas**

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

**1. Parking area Path**  
**2. Rear Path**  
**3. Marked crosswalks**  
**4. Bike Parking**

**Time schedule 09-10 school year**

## **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.

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
<b># of Students</b>	16%	3%	30%	50%	1%	0%	0%

**students travel to and from school:**

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

