



# Safe Routes to School: Creating an Action Plan Template

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## SECTION 1: School information

School name:	<b>César E. Chávez Elementary (previously housing Family School)</b>			
Street address:	1510 West 14th Avenue			
City:	<b>Eugene</b>	State:	<b>OR</b>	ZIP: <b>97402</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):	<b><a href="http://schools.4j.lane.edu/family">http://schools.4j.lane.edu/family</a></b>			
Total student enrollment:	<b>534</b>	Grades served:	<b>K-5</b>	
Percentage of total enrollment for each grade:	<b>18% K, 18% 1<sup>st</sup>, 18% 2<sup>nd</sup>, 15% 3<sup>rd</sup>, 18% 4<sup>th</sup>, 14% 5<sup>th</sup></b>			
Contact for Action Plan:	<b>Paul Adkins</b>	Phone:	<b>541-255-2478</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>Denisa Taylor (School Principal)</b>
• A parent who represents or has the endorsement of a recognized school/parent organization or site council:	<b>Darin Lomsdalen (Cesar Chavez Parent &amp; Staff)</b>
• City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc.	<b>Lee Shoemaker, Bicycle and Pedestrian Coordinator City of Eugene</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>4J School District SRTS Coordinator, Shane Rhodes</b>  <b>4J School District Facilities Larry Massey, Ben Brantley, Jon Lauch</b>  <b>4J School District Transportation Safety Dan Fuerhing</b>  <b>4J Risk Management Director, Patrick Hughes</b>  <b>4J School District Transportation Director Jan Anderson</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>City Engineer Mark Shoening</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>Lane Transit Department, Smart Ways to School Program Director, Lisa VanWinkle</b>  <b>University of Oregon Public Policy, Planning and Management Assoc. Prof. Marc Schlossberg</b>  <b>City of Eugene Outdoor Program Coordinator, Tom Powers</b>  <b>South Willamette BTA Coordinator Sonja Mae Lane Coalition for Healthy Active Youth, Executive Director, Laurie Trieger</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:

**Our building is home to two (2) schools. A neighborhood school (César Chávez) and an alternative school (Family School). The attendance area is made up of the neighborhood surrounding the school (generally a one-mile radius) with a high majority of students attending from across the 4J district. Maps have been included representing the 2008 – 2009 distribution of students.**

- 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?

**Students that live within the neighborhood that attend Cesar Chavez and live either more than one mile away from the school or are on an established bus route may ride the school bus to school. Students who live less than a mile away from school must provide their own transportation. Students attending Family School must provide their own transportation unless they have a sibling attending Kindergarten that rides the bus or have a hardship. Walking, biking, carpooling, family car, transit, etc. are all permitted.**

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?

**If they have applied for a hardship or are in Kindergarten or have a sibling in Kindergarten.**

**The 4J School District also 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.**

**Hazard conditions have been identified at this school and a supplemental plan is place because of the identified hazard of crossing Chambers. It is for the attendance area less than a mile, west of Chambers, south of 13th, and north of bike path at 17th.**

**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 schools are bordered by two busy arterial streets (18<sup>th</sup> on the south and Chambers on the east), however 18<sup>th</sup> has a bicycle/pedestrian bridge that leads from Westmoreland park (accessible through neighborhood streets) and Chambers has an underpass using the multi-use path that passes behind the school. The school is easily accessible from the south via this multi-use path. Chambers is a difficult street to cross for pedestrians with signalized crossings at 18<sup>th</sup> and 13<sup>th</sup>. There is a marked crosswalk at 14<sup>th</sup> but this leads to a field that is fenced off from the school. Last year 15<sup>th</sup> avenue was completed with new sidewalks and parking, however a crosswalk was not installed for it crossing Chambers. Access from the north is difficult with no through streets between Chambers and Polk. Also, students coming from farther East must cross 18<sup>th</sup> at a difficult intersection (Friendly) or travel up and around to access Westmoreland park. Parents have also raised concerns about the ‘criminal’ element and homeless people using the underpass of Chambers and the multi-use path to camp, eat or escape the rain.**

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

**Both schools have participated in National Walk & Bike to School Day, holding a large “pep rally” to encourage students and families to not only walk and bike to school but to practice safe traffic behaviors. Crossing guards at the front of the school during arrival and departure talk to parents and students about traffic behavior.**



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

**A multi-use path is very accessible at the rear of the school traveling east, west, and south.  
Access from the West and North can be difficult when needing to cross Chambers, 11<sup>th</sup> or 13<sup>th</sup>.**

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

**There is no covered bike parking at the school but there are convenient racks at the front of the school. The multi-use path, bike-ped bridge, and neighborhood cut-through areas allow for great access from the east, west, and south.**

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

**Both schools have participated in National Walk & Bike to School Day, holding a large “pep rally” to encourage students and families to not only walk and bike to school but to practice safe traffic behaviors.  
Crossing guards at the front of the school during arrival and departure talk to parents and students about traffic behavior.**

6.

We

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
% of Students	18% Fam 10% CC	14% Fam 4% CC	12% Fam 51% CC	42% Fam 32% CC	10% Fam 2% CC	0% Fam 0% CC	4% Fam 2% CC

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.)

**Crossing Chambers North of 16<sup>th</sup> is difficult, traffic volumes are high and traffic is traveling fast. Check school zone speeds. Access from the North is difficult. Covered bike parking does not exist at the school.**

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

**More education could be carried out in the classroom and to the parents about appropriate travel modes and the hazards involved with the arrival and departure area. Cesar Chavez also pulls a large percentage of the student population from outside of the school's region and busses many students to the location.**

#### 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:

**Crossing 18<sup>th</sup> and Chambers are barriers where there is not an underpass or overpass so installing a marked crosswalk and making pedestrian improvements at 14<sup>th</sup> and improving the crossing of 18<sup>th</sup> at Friendly would increase safety for students attempting to cross in those areas.**

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

**More education on the safest and suggested routes for getting to the school need to be done. There is good access for students living within the school boundary, especially to the south, east, and west, families need to be encouraged to use those facilities.**  
**Enforcement of the school zone on Chambers.**  
**Enforcement of the Chambers underpass area (homeless and 'criminal' usage) would make more parents feel comfortable using it. Possibly more lighting, widening, or posting 'no loitering' signs.**

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

**Installing a crosswalk on 14<sup>th</sup> and Chambers, improving the crossing at 18<sup>th</sup> & Friendly, and improving the under pass are the top priorities.  
Implementation in the Fall of 2010**

### **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.

