

Safe Routes to School: Creating an Action Plan Template

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SECTION 1: School information

School name:	Edison Elementary				
Street address:	1328 East 22nd Ave.				
City:	Eugene	State:	OR	ZIP:	97403
County:	Lane	School district:	4J		
Type of school:	Public school Private school Charter school				
School Web site (if any):	http://schools.4j.lane.edu/edison/index.html				
Total student enrollment:	305	Grades served:	K-5		
Percentage of total enrollment for each grade:	15% K, 16% 1st, 16% 2nd, 18% 3rd, 19% 4th, 17% 5th				
Contact for Action Plan:	Tom Maloney		Phone:	541-687-3284	
E-mail:	maloney@4j.lane.edu				

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:	Tom Maloney
• A parent who represents or has the endorsement of a recognized school/parent organization or site council:	Lisa MacMaster
• 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"> School or district representation: facilities, maintenance, pupil transportation, etc. 	<p>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"> Local government representation: council, commission, planner, law enforcement, EMS or fire department, bike/pedestrian advisory committee, transit agency, etc. 	<p>City Engineer Mark Shoening</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>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

1. 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:

Edison is located in a residential neighborhood near the University of Oregon. Its primary feeder streets (designated as collectors) are Agate and 24th.

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?

Edison is a neighborhood school with no on site parking. In addition 30% of Edison's student body live outside of the Edison boundary. We encourage families to walk, ride, skate, car pool or ride the bus to and from school. We caution families to take every precaution when crossing Agate, 19th and 24th streets.
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?

Edison is located in a generally quiet neighborhood area with sidewalks and low traffic counts. The largest streets students need to cross are Agate and 24th. The crossing at Agate and 22nd does not feel comfortable as speeds are perceived as higher than posted speed limit and compliance with the crosswalk is low. Speeds and compliance on 24th are also an issue.

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

We teach safe crossing and proper drop off and pick up procedures at the beginning of each school year. We also provide periodic safe pedestrian and biking reminders to students.

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

Edison is located in a generally quiet neighborhood area with low traffic volumes. Parents and students bike in from several directions and identified issues at 23rd & Harris, 24th & Onyx and Emerald, and Agate & 22nd. 23rd is a main access point for many parents but the crossing at Alder, Harris and University were labeled as particular issues for biking in with students.

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

Edison recently revamped its bicycle storage and safety area with previous grant project with the University of Oregon Design Bridge Project. It provides a safe location for bikes that is well lit, secure, and inviting. Parent and student use of this area has increased since the installation. Access to this area is from both the East and West sides of the school (from the rear/south area).

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

We cover safe ridership at the beginning of the school year and we monitor bike riding in the immediate vicinity on a daily basis.

6.

We

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
% of Students	26%	7%	13%	7%	4%	1%	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.)

Uneven sidewalks, speed of traffic on bike route main thoroughfares, deteriorating crosswalk visibility, uneven grade at crosswalk (22nd and Agate) impedes safe crossing, lack of other slowing traffic measures makes stand-alone crosswalks dangerous. Agate is a neighborhood street classified as a collector, which limits safety measures. Speed and visibility are the greatest risks to walkers and bikers.

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

**Many students live farther than 1.5 miles from the school and even with the schools encouragement efforts may never be able to come the whole distance to school.
Enforcement of pedestrian right-of-way is limited by police department budgets. Some physical safety measures have a limited shelf-life before drivers "get used to them" and for this reason, we prefer manually activated flashing lights to alert drivers when a pedestrian is present.**

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:

**Improve the 22nd Ave. & Agate street marked crosswalk with a Stutter Flash system.
Add marked crosswalk on Harris at 23rd (North and South side).
Refresh crosswalks on 23rd and 22nd at Onyx and Emerald.
Work with the City of Eugene to implement the changes.**

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

**Enforcement of traffic speeds and crosswalk compliance needs to improve for both Agate Street and 24th Ave.
Continuing education and encouragement of parents (through newsletters, announcements, suggested route maps, events, etc.) on the need to walk or bike to school to improve the safety for all students.**

- 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. Improve the 22nd Ave. & Agate street marked crosswalk with a Stutter Flash system.**
 - 2. Add marked crosswalk on Harris at 23rd (North and South side).**
 - 3. Refresh crosswalks on 23rd and 22nd at Onyx and Emerald.**
- Improvements will be made when funding is available, projected project completion is Fall 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.

is our	Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other	This how
	# of Students								

students travel to and from school:

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

