



# Safe Routes to School: Creating an Action Plan Template

## SECTION 1: School information

School name:	<b>Camas Ridge Elementary (formerly Harris/Eastside)</b>				
Street address:	<b>1150 East 29<sup>th</sup> Ave.</b>				
City:	<b>Eugene</b>	State:	<b>Oregon</b>	ZIP:	<b>97403</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):	<a href="http://WWW.EASTSIDE-PARENTS.COM">WWW.EASTSIDE-PARENTS.COM</a> <a href="http://schools.4j.lane.edu/harris/">http://schools.4j.lane.edu/harris/</a>				
Total student enrollment:	<b>304</b>	Grades served:	<b>K - 5</b>		
Percentage of total enrollment for each grade:	<b>1<sup>st</sup>-19%, 2<sup>nd</sup>-19%, 3<sup>rd</sup>-25%, 4<sup>th</sup>-17%, 5<sup>th</sup>-20%</b>				
Contact for Action Plan:	<b>Mike McCann (parent volunteer)</b>		Phone:	<b>541-683-4652</b>	
E-mail:	<a href="mailto:mmccann22@gmail.com">mmccann22@gmail.com</a>				

## SECTION 2: Forming the School Team

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

<ul style="list-style-type: none"> <li>• School principal or designated school staff representative endorsed by the school district:</li> </ul>	<b>Wally Bryant, School Principal</b>
<ul style="list-style-type: none"> <li>• A parent who represents or has the endorsement of a recognized school/parent organization or site council:</li> </ul>	<b>Mike McCann, parent (coordinator)</b> <b>Sarah Petersen, parent</b> <b>Lisa Moeller, parent</b> <b>Emily Proudfoot, parent</b>
<ul style="list-style-type: none"> <li>• City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc.</li> </ul>	<b>Lee Shoemaker,</b> <b>Bicycle and Pedestrian Coordinator</b> <b>City of Eugene</b>
<ul style="list-style-type: none"> <li>• Member of the local traffic safety committee (if one exists):</li> </ul>	

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>  <b>Mary Christensen, teacher</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, Colette Ramirez</b>  <b>South Willamette BTA Coordinator Sonja Mae</b>  <b>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 school is a hybrid between a neighborhood school (Harris) and an alternative school (Eastside). The Schools are being combined in 2008/09, and will function as a single elementary school beginning in the fall of 2009. Our attendance area is focused primarily on the neighborhood surrounding the school (generally a one-mile radius) with additional students attending from across the Eugene 4J district. Maps have been included showing the 2008/09 distribution of students within a one and two mile radius of the school. Please see Attachment 1.**

- 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, attend their neighborhood school and live either more than one mile away from the school or on an established bus route may ride a school bus to school. Students who live less than a mile from school must provide their own transportation (walk, bike, car, etc.). Students attending either a different neighborhood school from their own or attending an alternative school, like Eastside, must provide their own transportation to and from school. All modes of travel are 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?

**Certain students who live within a one-mile walking distance of our school can take the school bus. Generally, these are students that have an individualized education plan (IEP) or are special-needs students. However, students who live within the one-mile distance who can walk to a bus stop outside of the one-mile distance may also ride the bus.**

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.

**Please see Attachment 2.**

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 school sits on the edge of a neighborhood with busy streets to the south (30<sup>th</sup> Ave.) and west (Hilyard St.). Generally, walk- and bikeability within the neighborhood is good because traffic volume tends to be low. However, the neighborhood is missing many marked crosswalks, school zone signs, children present signs, marked bike paths and traffic calming devices. Unfortunately, a fairly large number of our students live across either 30<sup>th</sup> Ave. (14%) or Hilyard St. (10%), and those streets are not very safe for elementary students to cross without parents or other adults. There are no school crossing zones or crossing guards across these two streets at our school.**

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

**The principal and some staff greet the students each morning and also see them off in the afternoon. Bus delivery and pick up zones are against the curb directly in front of the school. An off-street student drop off zone for family vehicles was established in the school's parking lot. The school hosted a walk and bike to school day event early in the school year to promote walking, biking and general commuting safety.**

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

**Many of the streets in the immediate school neighborhood are low-use residential streets, and, although they lack bike lanes and bike route signs, they are appropriate for biking to and from school. Several issues were identified, however: (1) The street in front of the school (29<sup>th</sup> Ave.) is busy with school buses and parent's vehicles. This forces the bicycles on to the sidewalk and creates conflicts with the walkers. Better bicycle ingress and egress are needed. (2) There is a pedestrian bridge across 30<sup>th</sup> Ave. at University St. This bridge does not work for elementary school-aged kids pushing bicycles. The closest traffic light for safely crossing 30<sup>th</sup> Ave. is 5 or 6 blocks away at Hilyard St. Consequently, students who must cross 30<sup>th</sup> Ave. with their bikes take great risks in trying to cross against the heavy (and fast) traffic on 30<sup>th</sup> Ave. (3) There are a series of off road paved bike paths in Amazon Park to the west of the school. These provide excellent feeder routes to the school neighborhood. Unfortunately there are few points that allow access from Amazon Park across Hilyard St. to the school neighborhood.**

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

**The school currently has two ground level bike racks that can hold approximately 20 bikes each. These bike racks are located between separate wings of the school along a paved fire lane (See photographs included as Attachment 3). The bike racks are standard issue for the district and, while not in great shape, are used on a daily basis. However, they do not provide an effective way to lock the bikes and they are prone to damaging wheels when bikes fall or are pushed over. The bike racks are also exposed to the elements and do not provide any cover to the bikes. Some bikes get parked and locked elsewhere, as a result. There are no designated bike lanes or routes on the school grounds or on the immediate streets around the campus. The pedestrian bridge over 30<sup>th</sup> Ave. adjacent to the school has bike ramps for pushing a bike up and over the bridge, but it is too steep for elementary school-aged children to use.**

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

The school participates in the annual Walk and Bike to School Day event and, as part of that event, gives away information and prizes to promote bicycle safety.

See notes from the “walk-about” included as Attachment 4.

6.

We

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
% of Students	7.3	1.6	32.6	50.6	5.9	1.1	1.0

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.)

**As an alternative school, we will always draw students from across the city. This will impact the distance and time required to get those students to school. However, for students that live within a reasonable walking and biking distance from the school, the biggest hazard and barrier to walking and biking is getting people safely across 30<sup>th</sup> Ave. and Hilyard St. Roughly 21 percent of our students cross one or both of these streets to get to school. There are no cross walks, no crossing guards and no school zones for our students on either street. The only traffic light is at the intersection of 30<sup>th</sup> and Hilyard; it is a high use intersection with three lanes of traffic in each direction, turn lanes and arrows. The pedestrian bridge across 30<sup>th</sup> Ave. is not usable for bikes, strollers, or wheelchairs.**

**Bike parking facilities are dated and don't function well. New facilities would help promote bicycling as an appropriate transportation option. The school could also do more to promote carpooling, walking (walking school bus), and biking.**

**Another issue is the ingress and egress for bicyclists to the school grounds. All traffic flows into/onto the school grounds from the front of the school on 29<sup>th</sup> Ave. School buses and parent vehicles crowd the front of the school. This forces bicyclists onto the sidewalk with pedestrians, creating conflict.**

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

**In general, school zones are not marked around the school, cross walks are not marked at intersections, and most intersections are marked for two-way stops or yields. Traffic on 30<sup>th</sup> Ave. is too fast for students to cross safely and the street is not marked as a school zone. Public transportation (City bus) stops are not co-located with the pedestrian bridge. The entire area around the school should be re-evaluated by the City for compliance with standard school traffic regulations and measures.**

**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) We need a safe way to get kids and bikes across 30<sup>th</sup> Ave at University St. This could be done with a traffic light, traffic calming devices and a marked crosswalk.**  
**(2) We need better bicycle access to the school grounds. This could be done by providing an alternate access point for bikes that avoids the front of the school.**  
**(3) We need better bike parking and infrastructure on the school grounds. *Note: Our school has been accepted by a University of Oregon School of Architecture program called designBridge that will help our school community design and construct a bike parking and bike promotion structure on our school grounds during the 2009-2010 school year. designBridge is securing funding for the design through an OTREC grant.***

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

**(1) We need 30<sup>th</sup> Avenue to be designated as a school zone with reduced traffic speeds during hours when kids are traveling to and from our school. We need the area around our school to be marked as a school zone. We need to have crosswalks added at intersections surrounding our school. We need to work with the city to evaluate the safety of the 2-way stop and yield intersections in our school neighborhood. All of these activities require our SRTS committee to engage and work with 4J District and City of Eugene Public Works staff. (2) We need to do a better job helping to establish car pools and walking school buses within our school community. This can best be done at the beginning of the school year when families are establishing their routines.**

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

**Our first priority is addressing the issue of getting students safely across 30<sup>th</sup> Ave. As a first step, our committee will begin discussions with district and City staff around getting 30<sup>th</sup> Avenue declared and marked as a school zone with reduced traffic speeds when students are present. Physical changes to establish a safe crossing route across 30<sup>th</sup> at University and possibly Harris will come next through continued discussions with staff.**

**Our second priority is to improve our biking infrastructure through the replacement of the existing bike racks with a covered bike parking area. Working with designBridge from the University of Oregon, we will design a bike parking area for our school during the fall 2009 term. We are asking for funding through the SRTS grant program for the construction of the bike shelter during the spring 2010 term. As part of this process we will engage district staff around improving the biking access to the shelter and grounds.**

**As a third priority, we will prepare information promoting walking, biking, and car pooling to be distributed to families at the beginning of the school year, and provide assistance to school families through the Schools parent –teacher organization (PTO) to establish walking school buses and car pools.**

## **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.

**We are submitting four attachments:**

**Attachment 1: Maps showing the locations of student homes relative to the school.**

**Attachment 2: Maps of identified problem areas identified during brainstorming sessions.**

**Attachment 3: Photos from the school “walk-about.”**

**Attachment 4: Findings from the school “walk-about.”**