



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

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### SECTION 1: School information

|  |   |                  |                           |      |       |  |  |
|--|---|------------------|---------------------------|------|-------|--|--|
| School name:                                   | Adams Elementary  |                  |                           |      |       |  |  |
| Street address:                                | 950 W. 22nd Avenue  |                  |                           |      |       |  |  |
| City:  | Eugene  | State:           | OR                        | ZIP: | 97405 |  |  |
| County:  | Lane  | School district: | Eugene 4j School District |      |       |  |  |
| Type of school:                                | <input checked="" type="checkbox"/> Public school <input type="checkbox"/> Private school <input type="checkbox"/> Charter school |                  |                           |      |       |  |  |
| School Web site (if any):                      | www.adams.4j.lane.edu   |                  |                           |      |       |  |  |
| Total student enrollment:                      | 380   | Grades served:   | K-5                       |      |       |  |  |
| Percentage of total enrollment for each grade: | K-16% 1st-18%, 2nd-18%, 3rd-20%, 4th-18%, 5th-13%   |                  |                           |      |       |  |  |
| Contact for Action Plan:                       | Shane MacRhodes   | Phone:           | 541-556-3553              |      |       |  |  |
| E-mail:  | rhodes_sh@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:                                | Cynthia Sainz                      |
| • A parent who represents or has the endorsement of a recognized school/parent organization or site council:                 |                                    |
| • City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc. | Lee Shoemaker                      |
| • Member of the local traffic safety committee (if one exists):  | Briana Orr (BPAC Safety Committee) |

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>  | Shane MacRhodes   |
| <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>  | Briana Orr (BPAC) |
| <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> |                   |

**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:

North boundary- 18th Ave. East Boundary- Willamette/Amazon Parkway/Hilyard. South Boundary- 33rd Ave./Crest West Boundary- Hawkins Lane/27th Ave./Chambers

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 parent arrival/departure area along 22nd & Adams and the school bus arrival/departure area on 22nd is congested and uncomfortable for pedestrians. 18th is a busy barrier street but has some good signalized and an above grade crossing. 18th & Friendly is a connection that is busy and uncomfortable. Polk & 24th and Polk & 22nd crossings should be analyzed also. 23rd & Amazon has marked crosswalk but parked cars block view (yellow zone parking common). 22nd has gaps in marked crosswalks. There are 5 mid-block neighborhood connectors in the area as well. Hills on East and South boundary edge make walking more difficult there.

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

The school will be the first to implement the 4j School Districts Pedestrian Safety Education Curriculum, using the BTA PSE curriculum. The class will be presented to the two 2nd grade classes at Adams. The school has also participated over the last two years in the Boltage encouragement program. Adams also has two active Walking School Bus routes happening, one with a UO student group.

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

Bike lanes were recently installed on 24th Avenue to connect the Friendly Street (which needs better signage and traffic calming to raise it's Bike Boulevard status) to Chambers (which has bike lanes). The school is also connected via 22nd to Westmoreland Park Path (connected to the Fern Ridge Path). Hills on East & South border edges make biking more difficult there.

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

Bicycle facilities received a letter grade of F (37/115 points), one of the worst in the district, on a recent site evaluation. It received the score because it has outdated, uncovered, and inconvenient bike parking.

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

There is information that goes out at the beginning of the year about safe walking and biking around the school grounds. The school has also participated over the last two years in the Boltage encouragement program.

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

| <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>% of Students</b> | 15.5%       | 3.5%        | 30%               | 46.5%                 | 2.5%           | .5%                   | 1.5%         |

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 environmental barriers and hazards. (See Instructions, Page 4.)

18th & Friendly crossing, Lincoln & 22nd crossing, 24th (Lincoln-Friendly) has no bike facilities and missing sidewalk sections, parent and bus arrival and departure area in front and east of school, hills on East and South area of boundary.

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

General Parent Education – parents do not have the information to make informed choices about how walking and biking would benefit their children.  
Speed and Traffic Control Enforcement – Limited funds for targeted enforcements  
Teacher time is maxed out for education and encouragement activities.

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

See Instructions, Pages 4-6, 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. Provide evidence that there are students who live within the proposed project area who will benefit from proposed improvements

Install new covered bike parking area. Improve the crossing at 18th & Friendly. Improve the crossings of 22nd/24th & Polk. Create path connection between Fillmore and Polk (which will also connect to Westmoreland Park Path and avoid ATA/Family School parking area). Sidewalk infill on 24th & Friendly. Improve bus and car arrival/departure areas with better markings & bulb-outs. Analyze 28th & Friendly curve (timing & sitelines). Create marked crosswalk corridor for 22nd.

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

Continue participation in Walk+Bike to School Day and Challenge Month. Consider continuation of Boltage encouragement program. Train teachers to teach Pedestrian Safety Education to 2nd graders each year. Continue to grow walking school bus program and consider a bike train program. Educate parents on proper parking for arrival/departure times. Work with traffic enforcement on parking (near school), crosswalk (22nd, 24th, Polk), and speed enforcement (24th & Polk streets).

- 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) Bike Parking 2) Improve arrival/departure area (including education) 3) 22nd/24th & Polk Crossings 4) 24th & Friendly Sidewalk infill 5) Continue Pedestrian Safety Education and Walk + Bike encouragement programs 6) 22nd Marked Crosswalk Corridor 7) Westmoreland Path 8) 18th & Friendly Crossing 9) Work with traffic enforcement to improve safety in the area 10) Analyze 24th & Friendly intersection for improvements

## **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.

This is how our students travel to and from school:

| Travel Mode   | Walk | Bike | School Bus | Family Vehicle | Carpool | Public Transit | Other |
|---------------|------|------|------------|----------------|---------|----------------|-------|
| # of Students |      |      |            |                |         |                |       |

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