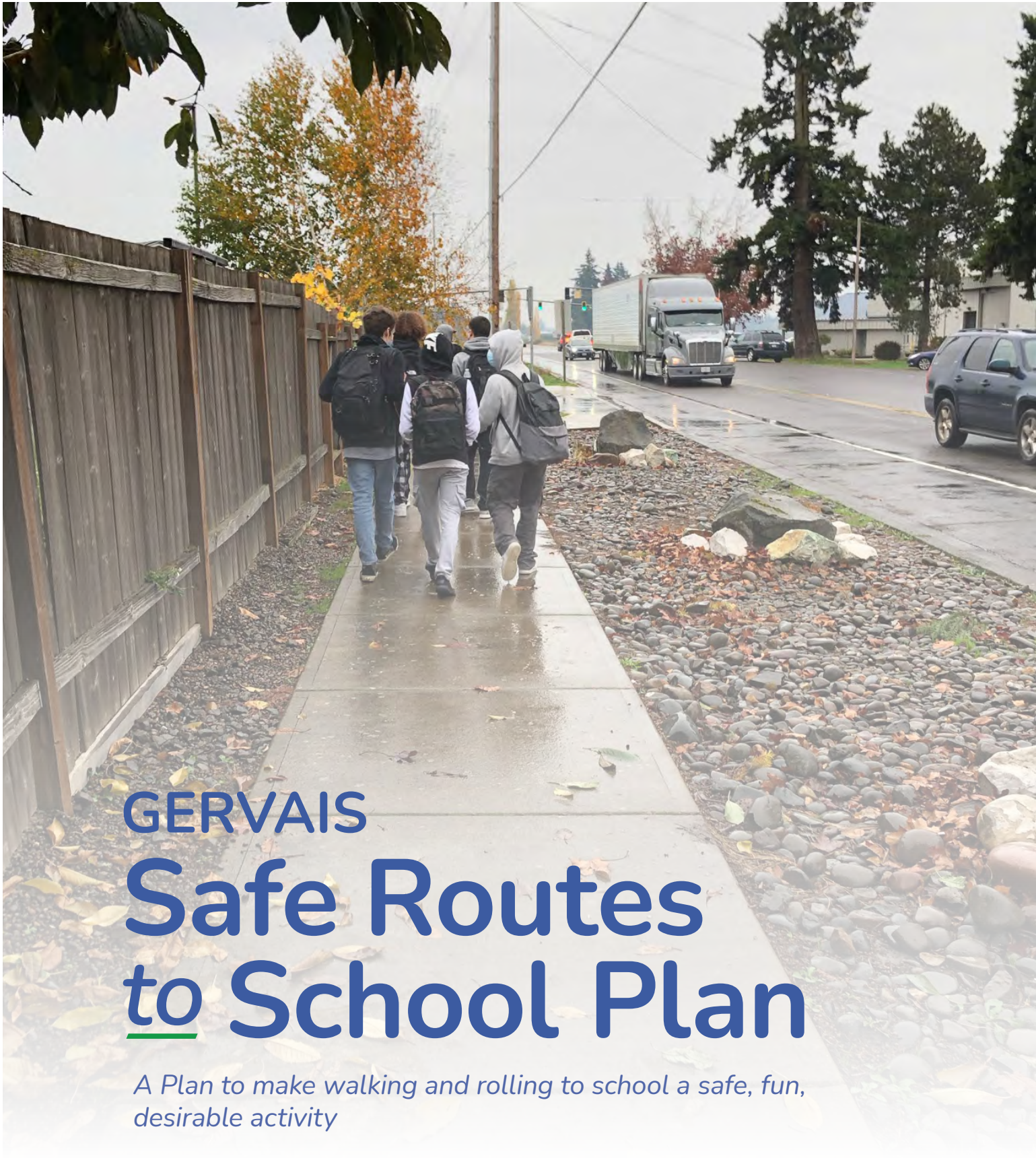




GERVAIS Safe Routes to School Plan

*A Plan to make walking and rolling to school a safe, fun,
desirable activity*

GERVAIS SCHOOL DISTRICT
FINAL REPORT / MAY 2022

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • THE STREET TRUST

ACKNOWLEDGEMENTS

The following key people and their organizations participated in the Safe Routes to School (SRTS) Plan efforts. Their creativity, energy, and commitment were critical to the success of this Plan.

DANDY STEVENS
Gervais School District

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Gervais Elementary School

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WHAT IS SAFE ROUTES TO SCHOOL?

*Safe Routes to School (SRTS) is a comprehensive program to **make school communities safer** by combining engineering tools and engagement with education about safety and activities to enable and encourage students to **walk and roll to school**. SRTS programs involve partnerships among municipalities, school districts, transit districts, parks and recreation districts, public health agencies, community members, parent volunteers, and community groups.*

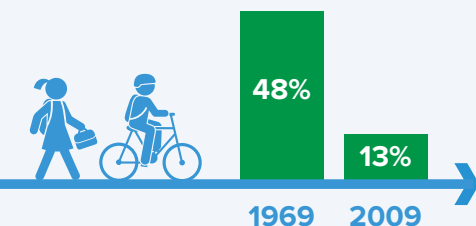
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families, by reducing traffic conflicts and enabling walking and rolling trips for all purposes.

Learn more at: www.oregonsaferoutes.org

Why Safe Routes to School?

THE PROBLEM

Within the span of one generation, the percentage of children walking or bicycling to school has decreased **73%**.



Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



Roads near schools are congested, **decreasing safety and air quality** for children.



This movement away from active transportation is a **self-perpetuating cycle**.

Fewer students walking & biking to school

More parents driving children to school

Rising concerns about safety of walking & biking

Increased traffic at & around school

THE SOLUTION

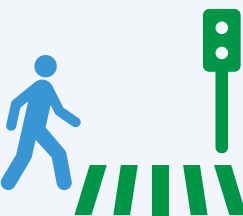
Safe Routes to School programs and activities help overcome obstacles to walking, biking, and skating by **improving safety** and making it **fun and convenient for everyone**.



SRTS education and encouragement programs can result in a **25%** increase in walking and biking over five years.



When education and encouragement programs are combined with infrastructure improvements, such as sidewalks and safe crossings, SRTS can result in a **45%** increase in walking and biking.



1 mile of walking each way to school equals **2/3 of the daily recommended 60 minutes** of physical activity.



Student Benefits of Safe Routes to School

Numerous studies have documented that Safe Routes to School projects and programs can lead to increased walking and bicycling activity among students. But why is it important for communities to make it safer and more convenient for students to walk and bike to school?

INCREASED SAFETY FOR STUDENTS

Even if some caregivers choose to drive their students to and from school, many families don't have this option. Some families have no access to a vehicle and others have work schedules that don't allow them to drop their students off or pick them up at school. When we provide critical SRTS improvements and education to our communities, we make it safer for these (and all) students to travel safely.

REDUCTION IN ABSENCES AND TARDINESS

Especially in historically-disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as Walking School Buses and Bike Trains provide alternative options for students to get to school on time, and ready to learn¹.

HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people². Walking even one mile to school and one mile home gives a student about 40 minutes of physical activity – two-thirds of the recommended amount!

IMPROVED ACADEMIC PERFORMANCE

Staying healthy and getting regular exercise have been shown to improve students' academic performance. In one study, researchers found that after walking for 20 minutes, students responded to test questions with greater accuracy and had more brain activity than students who had been sitting. They also learned tasks faster and more accurately following this physical activity³.

CLEANER AIR, FEWER ASTHMA COMPLICATIONS

Increasing the number of students walking and biking to school means decreasing the number who have to rely on private vehicles. This improves air quality near schools, decreasing students' exposure to pollution generated by idling vehicles and heavy traffic.

GREATER CONFIDENCE

When young people are able to navigate their neighborhood on their own, they build self-confidence and independence. They may also learn to read signs, monitor time, keep track of their belongings, and other valuable skills.

STRONGER SOCIAL CONNECTIONS

Arriving to school via Walking School Bus, Bike Train, or even just with a friend or sibling fosters community and builds social bonds. Especially when so many students face challenges like bullying and isolation, this opportunity to make connections can be extremely beneficial.

¹ Attendance Works. "Springfield: Walking School Bus - Attendance Works." Accessed August 22, 2016. <http://www.attendanceworks.org/what-works/springfieldwalking-school-bus/>.

² Cooper et al., *Commuting to school: Are children who walk more physically active?* *Amer Journal of Preventative Medicine* 2003: 25 (4)

³ Hillman CH, Pontifex MB, Raine LB, Castelli DM, Hall EE, Kramer AF. *The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children.* *Neuroscience*. 2009;159(3):1044-1054. doi:10.1016/j.neuroscience.2009.01.057

* McDonald, Noreen, Austin Brown, Lauren Marchetti, and Margo Pedrosa. 2011. "U.S. School Travel 2009: An Assessment of Trends." *American Journal of Preventive Medicine*.
+ Centers for Disease Control. www.cdc.gov/physicalactivity/basics/children/index.htm
** McDonald, N., Steiner, R., Lee, C., Rhoulac Smith, T., Zhu, X., and Y. Yang. (2014). Impact of the Safe Routes to School Program on Walking and Bicycling. *Journal of the American Planning Association*.

Community Benefits of Safe Routes to School

Students and their families are not the only ones who benefit when we encourage and enable young people to walk or bike to school safely. In many ways, Safe Routes to School benefits the whole community. Communities that prioritize active transportation can see improvements such as:

REDUCED TRAFFIC CONGESTION

Reducing the number of families commuting to school in private vehicles reduces traffic around the school. This means improved circulation for people driving, as well as safer conditions for pedestrians and bicyclists. As more people feel comfortable walking and bicycling, this can also foster an environment where community members see active transportation as a viable option and priority, leading to additional shift from driving to active modes.

STRONGER SENSE OF COMMUNITY

Opportunities for social connection and a greater sense of community increase as students and parents participate in collective active transportation (such as Walking School Buses) or get to know neighbors while out walking or biking. Additionally, the common goal of improving conditions for walking and bicycling can bring families, neighbors, school officials and community leaders together.

SAFER STREETS

As the use of private vehicles increases, crash rates tend to increase¹. Conversely, when higher numbers of people are able to walk and bike safely, communities can see a decrease in crashes. More people engaged in active transportation can also improve personal security and the perception of safety by providing more “eyes on the street.”

¹ Litman, Todd and Fitzroy, Steven (2021). *Safe Travels: Evaluating Transportation Demand Management Traffic Safety Impacts*, Victoria Transport Policy Institute



LOWER COSTS

Encouraging and enabling bicycle and pedestrian trips reduces costs for families, communities and school districts. Families save on gas, while communities spend less on building and maintaining roads. Meanwhile, school districts spend less on busing students who live within walking distance of schools.

IMPROVED ACCESSIBILITY

When communities prioritize infrastructure improvements and make walking and biking to school safer, all community members benefit. Improved facilities make it easier for all people to get around, including parents with strollers, senior citizens, residents without cars, and residents with temporary or permanent mobility impairments.

ECONOMIC GAINS

Studies show that businesses in neighborhoods that are walking and bicycle friendly see more business and higher sales².

² Rodney Tolley (2011), *Good For Business - The Benefits Of Making Streets More Walking And Cycling Friendly*, Heart Foundation South Australia

ODOT’s Project Identification Program



The Gervais School District, ODOT Region 2 representatives, and the school community worked with ODOT’s SRTS Technical Assistance Providers – Alta Planning + Design and the Willamette Valley and Coast Regional SRTS Hub– to complete this SRTS Plan.



This SRTS Plan supports Oregon’s statewide SRTS construction (infrastructure) and education/ engagement (non-infrastructure) efforts. The Project Identification Program (PIP) Process is an Oregon Department of Transportation (ODOT) technical grant program that connects communities in Oregon with Planning assistance to



identify needs and opportunities near one or more schools, focusing on streets within a quarter-mile of the school, as well as critical issues within a mile of the school.*

The goals of the PIP process are:



- To engage school partners in identifying and prioritizing projects that will improve walking and bicycling routes to schools.
- To identify and refine specific projects that are eligible for the ODOT SRTS Infrastructure Grants and prepare jurisdictions to apply for the funding.

The Gervais SRTS Plan Process



- For more information on the program, visit: www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx
- Final SRTS Plans can be found at www.OregonSafeRoutes.org

Using this Plan

This Plan lays the foundation for schools, the community, local public agency staff and ODOT to work together on reducing barriers for students walking and biking to school.

These recommendations include both long- and short-term construction improvements as well as education and encouragement program recommendations. It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and bicycling to school. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

WHO ARE YOU?

Each partner has a key role to play in contributing to this Plan's success.

I AM A STUDENT

- Practice and encourage safe walking and rolling to, from, and near school
- Participate in a Walking School Bus or another education/encouragement idea identified in Chapter 4
- Promote SRTS activities through artwork or school projects

I AM A CAREGIVER

- Understand the conditions at your student's school in Chapter 2 to plan a walking/rolling route or advocate for improvements
- Help implement many of the educational and encouragement programs suggested in Chapter 4
- Support fundraising for projects and programs (see Appendix E)

I WORK FOR THE SCHOOL DISTRICT

- Distribute information about walking and rolling safely, and SRTS talking points in Appendix B to caregivers and the school community.
- Tackle the SRTS objectives and actions from Chapter 2 that are relevant to the School District and develop Chapter 4 programs that educate and encourage students and caregivers to seek alternatives to single family commutes to school.
- Prioritize facility improvements on District property
- Work with multiple schools, sharing information and bringing efficiencies to programs at each school working on SRTS.

I AM A TEACHER OR OTHER STAFF MEMBER

- Include bicycle and pedestrian safety in lesson Plans and school curriculum (see Chapter 4 and Appendix B).
- Arrange field trips within walking distance of school and teach lessons about safety along the way.
- Be positive and encourage students and families to try walking and rolling!

I AM A COMMUNITY MEMBER

- Learn about walking and bicycling conditions in your neighborhood and how a SRTS program can improve them (see Chapter 2)
- Participate as an advocate to support education and encouragement programs (see Chapter 4)

I WORK FOR THE CITY OR COUNTY

- Identify citywide issues and opportunities related to walking and bicycling and to prioritize construction improvements provided in Chapter 4
- Pursue funding for improvements, using sources listed in Appendix E

I WORK FOR LAW ENFORCEMENT

- Raise awareness of traffic rules, focusing on key SRTS locations that have a history of crashes.
- Focus on traffic safety education, rewarding positive behavior, and supporting school walk and bike events. Be mindful of strategies that may disproportionately and negatively affect children and families of color, low wealth, or marginalized populations.

I WORK IN PUBLIC HEALTH

- Identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors (see Chapter 4).



Student submission to Oregon Safe Routes to School
Walk + Roll Fall Art Contest, 2021



INTRODUCTION

This chapter includes an overall vision as well as specific actions that city and school leadership can take to support SRTS. It also includes an overview of the public input process that shaped this Plan.

Vision

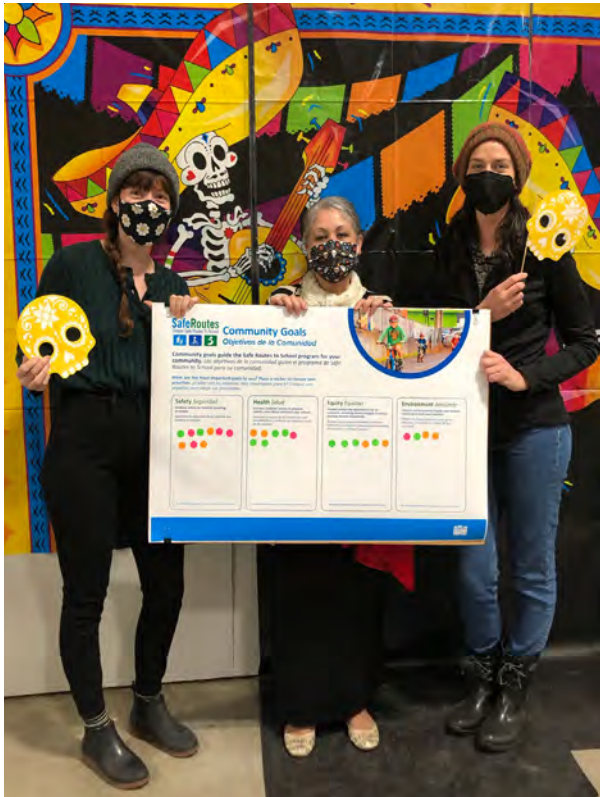
The Gervais community envisions a future where students and their families safely, comfortably, and conveniently walk and bicycle as part of the daily school commute and a healthy lifestyle.



Goals, Objectives, and Actions

The ODOT SRTS PIP team suggested overall goals to support SRTS in the areas of health, safety, equity, or the environment. Participants in the Gervais PIP process selected Safety and Health as the main priorities for the community. A summary of community engagement activities is included in the following section.

The following are specific recommended objectives and actions based on the community-identified goals, as well as community input from the walk audit and data collected throughout the PIP process. Actions may relate to achieving more than one goal, but each action is only listed once.



SAFETY

Goal: Increase safety for families traveling to school, including perceptions of safety, since perceived barriers can have a real impact on whether parents allow their students to walk or bike.

Objective 1: Students are able to walk and bike to and from campus, between schools, and to homes within a quarter-mile of the school.

- Action: Gervais School District will integrate on-campus infrastructure improvements into their ongoing planning processes, with particular attention to the middle school and high school parking lots.
- Action: The City of Gervais will apply to the ODOT Competitive SRTS Infrastructure Grant in 2022 for infrastructure improvements, outlined in Chapter 4.

Objective 2: Safe walking or biking access is available to all families within one mile of the school.

- Action: The City of Gervais will adopt the long-term infrastructure recommendations as a part of its planning processes as the opportunity arises.
- Action: The City of Gervais and Marion County will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter mile of each school, which are a priority for school leadership.

Objective 3: Pedestrian and bicycle safety education is available to students in Gervais.

- Action: Marion County will consider applying for the ODOT SRTS Education Grant to fund a Safe Routes to School Coordinator position to work with communities outside the Salem-Keizer area (where there is already a coordinator). This coordinator would organize safety, education and encouragement activities.
- Action: Gervais Elementary, Gervais Middle School, and Gervais High School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

HEALTH

Goal: Increase student access to physical activity and reduce emissions near schools.

Objective 1: Students have increased physical activity before, after, and during the school day.

- Action: Gervais Elementary, Gervais Middle School, and Gervais High School will look for areas of overlap between SRTS efforts and other health initiatives and P.E. class.

Objective 2: The school community supports families using active and shared transportation to access school and reach nearby destinations.

- Action: Gervais School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Gervais Elementary, Gervais Middle School, and Gervais High School will share relevant health statistics and messages in school newsletters, back to school night, or through other communication channels.

EQUITY

Goal: Increase access and opportunity to walk and bike to school for all residents, with a particular focus on transportation-disadvantaged populations (non-white and Latinx, low-income and low-wealth households, those with limited English proficiency, households without access to a vehicle, people with disabilities, crowded households, elderly, youth).

Objective 1: Engage with families from historically-disadvantaged groups to hear and learn about their barriers to students walking or biking to school.

- Action: Gervais School District, Gervais Elementary, Gervais Middle School, and Gervais High School will provide SRTS information and educational materials in English and Spanish.



- Action: Where opportunities arise, Gervais School District, Gervais Elementary, Gervais Middle School, and Gervais High School will partner with existing groups and organizations that serve particularly the Latinx community, low-income households, and other historically-disadvantaged groups to help disperse information and better understand needs and barriers.

- Action: Gervais School District, Gervais Elementary, Gervais Middle School, and Gervais High School will consider how to overcome barriers such as parent work schedules and transportation limitations to enable all parents to participate in SRTS programs and activities.

Objective 2: Prioritize infrastructure and non-infrastructure improvements that connect underserved or low-income communities, particularly the Latinx community, to schools and improve access for students walking, biking, and taking transit to school campuses.

- Action: The City of Gervais will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities, particularly the Latinx community.
- Action: If Marion County (or another agency) decides to implement a SRTS Education and Outreach Program, the SRTS coordinator will work to include lower income students, those with mobility challenges, Spanish-speaking students, and students from other historically marginalized groups in SRTS events and activities.

ENVIRONMENT

Goal: Increase environmental health near schools, including air and water quality

Objective 1: Reduce congestion and air pollution near the school campus.

- Action: Gervais School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.



A Community-Driven Planning Process

The vision, goals, objectives and actions provided here, as well as the detailed construction project and programmatic recommendations to follow in Chapter 4, were shaped by community input. Community members had the opportunity to participate in the SRTS planning process and provide feedback in the following ways:

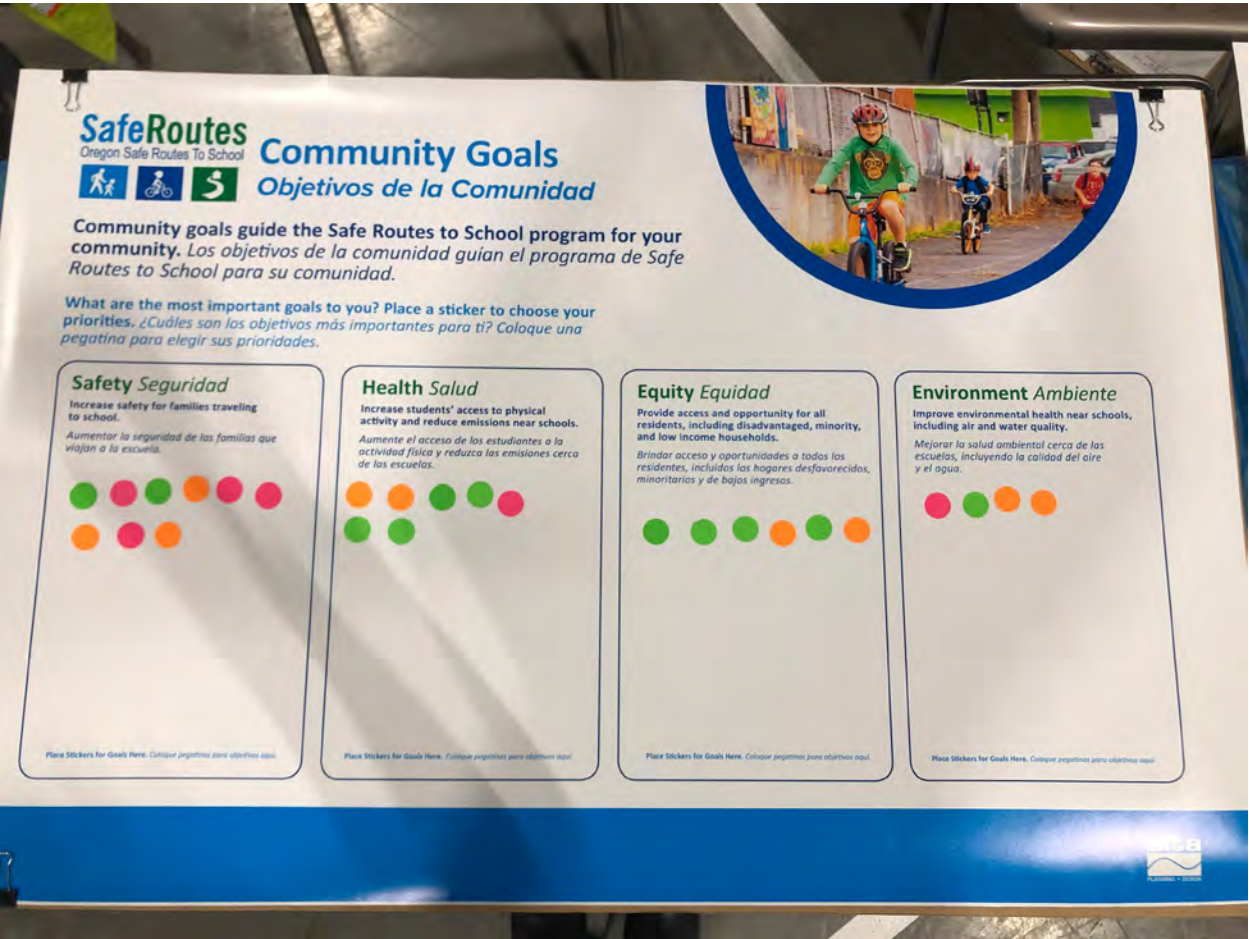
- Participation on the Project Management Team (PMT)
- Participation in a school walk audit and community meeting
- Virtual feedback using the online Public Input Map and survey
- Visiting a bilingual SRTS table at the schools' Dia de los Muertos event

Gervais School District and the three schools spread the word about the walk audits, community meetings, and the online Public Input Map and survey. The schools promoted the PIP process and opportunities for community input on social media channels and through e-mail.

The project team hosted a series of four walk audits in Gervais on November 2, 2021. In order to comply with CDC guidance on COVID-19 prevention, in-person gatherings were limited to 12 people, participants were required to stay 6 ft apart, and masks were required on school campus.

Five people attended the walk audits and community meetings, providing feedback about specific barriers and challenging locations near the schools. Participants also had the opportunity to speak with crossing guards about their observations of traffic flow and pedestrian behavior. Following the observations of arrival and dismissal, members of the project team met to debrief what they'd observed.





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COMMUNITY ENGAGEMENT KEY THEMES

Through in-person discussion and public comments on the Public Input Map, the Gervais community provided the following insights:

- There are many students and families who walk to and from school in Gervais. Some walk alone, others with siblings or classmates, and others with an older family member.
- Parents whose children walk to school reported that walking is fun, healthy, and encouraged by the schools.
- High speeds and traffic volumes on Douglas Ave are the biggest impediments to safe travel, particularly when students are crossing the street. Parents felt that these conditions had

worsened over time and predicted that they would continue to become a bigger issue as development patterns changed.

- Parents and school staff had concerns about bullying.

Based on the feedback received through all engagement methods, it is clear that the Gervais community is already very active when it comes to walking to and from school. Because of this, parents and school staff would like to make it safer and more comfortable for all students to walk and bike.

When asked through the Public Input Map about the most important goal for a Safe Routes to School Plan for Gervais, respondents indicated that Safety was their top priority, followed by Health, Equity, and Environment, as shown in the photo above.



INTRODUCTION

This chapter summarizes the key challenges and opportunities for families accessing schools by walking or bicycling that this Plan seeks to address.

The following pages provide contextual information for each of the schools, as well as key themes documented during the walk audits and through community and partner input. A detailed summary of the Planning process and activities that took place to support this Plan is included in Appendix C.

Previous Planning processes and additional data informed the existing conditions documented in this chapter.



SCHOOL CONTEXT:

Gervais Elementary

150 DOUGLAS AVE

PRINCIPAL:

Creighton Helms



ENROLLMENT:
412



GRADES SERVED:
K-5



88% of students eligible for free or reduced lunch



DEMOGRAPHICS*
● Hispanic, 72%
● White, non-Hispanic, 25%
● Multiracial, 2%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	920
Spanish	570
Russian	58
Hmong	6
Mayan languages	2

Total Languages Spoken: ?

*Source: Oregon Department of Education 2019-2020 school year

**Source: Oregon Department of Education 2018-2019 school year

Gervais Elementary
Safety Assessment

Date: November 2, 2021

SCHOOL LAYOUT

Gervais Elementary is a public school located in the City of Gervais in rural Marion County, Oregon. The school is on the southwest side of Douglas Ave, a County road that is one of the major routes through town. To the west, Douglas Ave becomes St. Louis Rd and connects to Interstate 5 and the community of St. Louis. To the east, Douglas Ave crosses Hwy 99E and travels toward the community of Mt. Angel.

There are two main school buildings, one for the older elementary students and one for the younger. Both of these buildings front Douglas Ave. There is a play yard and staff parking lot located behind the buildings.

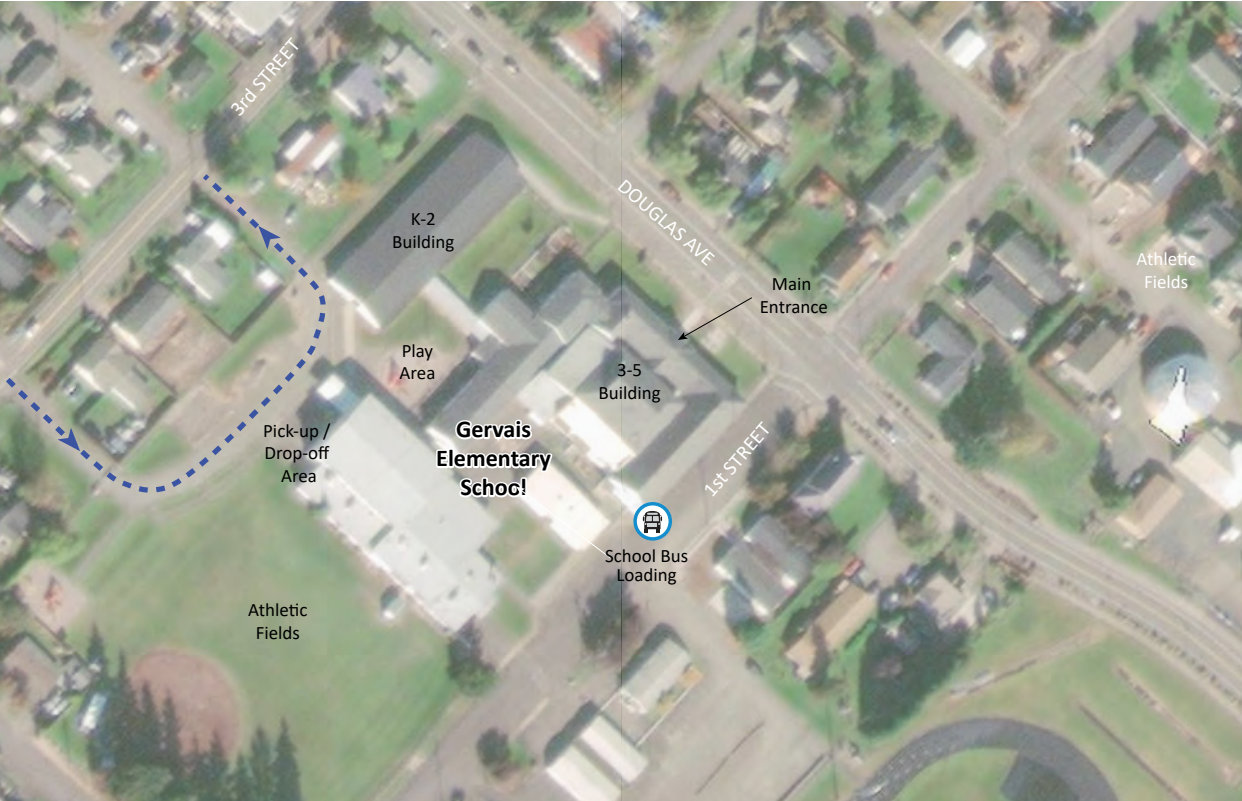
SITE CIRCULATION

Vehicles: There is a formal pick-up and drop-off area at the circular driveway just southeast of 3rd St, where many students are dropped off by car. Some students are dropped off by parents at the school's main entrance on Douglas Ave.

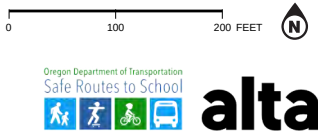
School Buses: Buses turn off of Douglas Ave southwest onto 1st St, where they park on the northwest side of the street to pick up and drop off students. The buses then circle around the campus, heading north of Alder Ave toward 3rd St.

Pedestrians/Bicyclists/Micromobility: Students arriving by walking or rolling generally use Douglas Ave, many of them crossing at the mid-block crosswalk in front of the school entrance to get to the south side of the street.

The Gervais School District has actively discouraged younger students from walking or biking to school because of road hazards surrounding the school. The school buses students who live within what would be considered a typical walking distance because of these hazards.



Gervais Elementary School
Site Plan



Transit: Route 10x of the Salem Area Mass Transit District connects Gervais with the surrounding Salem area. The nearest stop to Gervais Elementary School is at 4th St and Douglas Ave, which is 0.1 miles from the school. This route runs Monday through Saturday every few hours from as early as 6:32am and as late as 8:02pm.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

Gervais School District has hosted an annual bike rodeo in June with the Gervais Police Department in previous summers. Through this event, the District partners with a bike repair business. Students are able to participate in the biking education course and receive a certificate and a helmet if they need one. The school also has certified crossing guards staffing crosswalks during the school year.

Bike and Pedestrian Facilities Inventory



The school crossing is located at mid-block on Douglas Ave between 2nd St and 1st St. This is not an ideal location for visibility and creates an additional required stop for vehicles traveling along Douglas Ave.



There is a crossing guard stationed at this crossing during arrival and dismissal, and students must wait to cross until the crossing guard signals them.



A crossing guard is also stationed at the south leg of the crossing of 1st St at Douglas Ave.



There are currently sidewalks along the south side of Douglas Ave near the school between 2nd St and 1st St, but these sidewalks do not continue along the entire south side of Douglas Ave.



School buses drop students off on Douglas Ave, in front of the school.



Sidewalk gaps along the south side of Douglas Ave create areas where students are walking through gravel parking areas with no curbs to separate them from the street.

Key Themes

- While staff and students are trained to safely use the mid-block crossing of Douglas Ave (located in front of the school entrance), this is not an ideal location for a crossing of a major road.
- Douglas Ave needs sidewalk, bike lane, and crossing improvements to improve the safety of the corridor for people walking and rolling.
- Vehicles travel at high speeds when entering Gervais from both the east and the west. Traffic calming is needed to reduce speeds and increase visibility of crossings used by students and families.
- Sidewalks on the west side of 1st St provide a safe route south to the school. Two blocks west, 3rd St needs sidewalk improvements to make the corridor accessible.
- The at-grade railroad crossing near 4th St and Douglas Ave doesn't have any pedestrian safety infrastructure. This is a major corridor for students traveling from west of the railroad tracks and could use upgrades that would make this crossing less hazardous.



Existing crosswalk markings along Douglas Ave are not high-visibility, making them harder to see, especially during the winter or when it is dark. Curb ramps are also not ADA-compliant. For example, the above image shows the intersection of 3rd St and Douglas Ave.



While there is a radar feedback sign and school zone sign warning drivers to slow down, these signs are routinely ignored, creating a potential hazard for people crossing near the elementary school.



There is a bike lane east of 1st St on Douglas Ave. However, no bike lane exists west of 1st St.



Sidewalks are in good condition and complete on the west side of 1st St between Ivy and Douglas. However, crosswalk markings along 1st St are not high-visibility and the paint is faded.



Sidewalks along 3rd St have many gaps. There are also obstacles present, such as utility poles, overgrown grass and moss, broken and uneven concrete, and puddles, which limit how accessible the sidewalk is for people of all ages and abilities.



At Ivy Ave and 3rd St, trucks turning SW from Ivy Ave onto 3rd create a hazard when they have to make wide turns into the NE-bound lane. This creates a barrier for vehicles traveling NE on 3rd, who are unable to see the trucks easily.



The at-grade railroad crossing west of 4th St lacks clear signage and markings indicating where pedestrians should wait when a train is approaching. The existing sidewalks do not connect all the way over the crossing.

SCHOOL CONTEXT:

Gervais Middle School

300 DOUGLAS AVE

PRINCIPAL:

Bob Martin



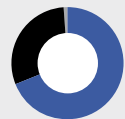
ENROLLMENT:
245



GRADES SERVED:
6-8



90% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- Hispanic, 69%
- White, non-Hispanic, 30%
- Multiracial, 1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	920
Spanish	570
Russian	58
Hmong	6
Mayan languages	2

Total Languages Spoken: ?

*Source: Oregon Department of Education 2019-2020 school year

**Source: Oregon Department of Education 2018-2019 school year

SCHOOL CONTEXT:

Gervais High School

300 DOUGLAS AVE

PRINCIPAL:

Kent Stott



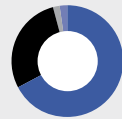
ENROLLMENT:
580



GRADES SERVED:
9-12



64% of students eligible for free or reduced lunch



DEMOGRAPHICS*

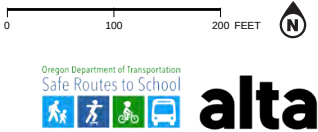
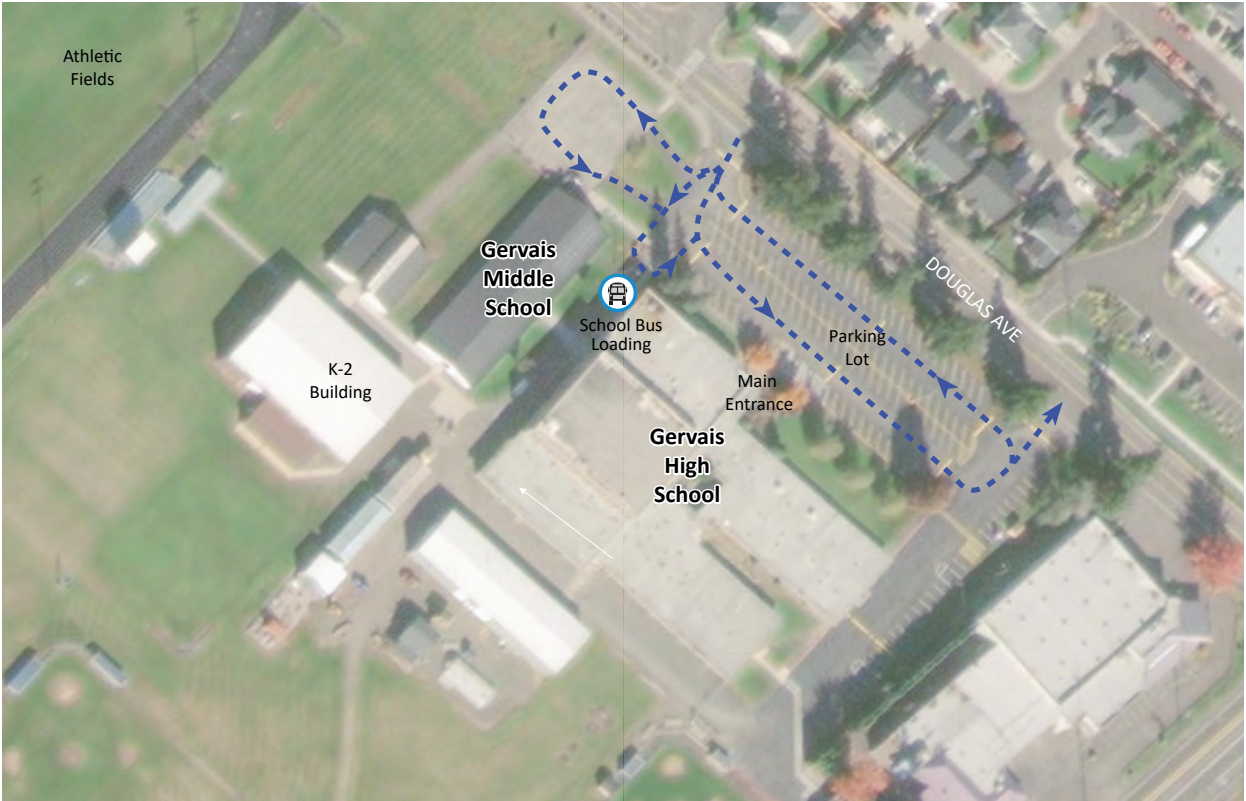
- Hispanic, 66%
- White, non-Hispanic, 28%
- Asian, 2%
- Multiracial, 2%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	920
Spanish	570
Russian	58
Hmong	6
Mayan languages	2

Total Languages Spoken: ?



Gervais Middle School & High School
Site Plan

Gervais Middle & High
School Safety Assessment

Date: November 2nd, 2021

SCHOOL LAYOUT

Gervais Middle School and Gervais High School are public schools located southeast of Gervais Elementary School on Douglas Ave. The school is on the southwest side of the road just northwest of Hwy 99E. Vehicle speeds on Douglas Ave are an issue due to the proximity to this state highway.

The middle school and high school share a campus but are located in two separate buildings. Each school has a parking lot of its own, both of which are located along Douglas Ave. The high school parking lot is larger to accommodate student parking.

SITE CIRCULATION

Vehicles: Students are dropped off in the parking lot for either the middle or high school. Parents or caregivers tend to drop off middle school students either by looping through the driveway or, more often, at the northwest side of the high school parking lot. High school students are usually dropped off at this location, as well, or in front of the school entrance. This depends on where the vehicle is headed after the school, as the northwest driveway exit is better for northwest-bound travel, while the southeast driveway exit provides convenient access to Hwy 99E.

School Buses: Buses enter the parking lot from Douglas Ave and drop off or pick up students between the two school buildings.

Pedestrians/Bicyclists/Micromobility Students arriving by walking or rolling generally use Douglas Ave, many of them crossing at the intersection of Black Walnut Ave and Douglas Ave. There is a crossing guard stationed at this intersection in the morning and afternoon.

Transit: Route 10x of the Salem Area Mass Transit District connects Gervais with the surrounding Salem area. The nearest stop to Gervais Middle and High Schools is at 4th St and Douglas Ave, which is 0.3 miles from the school. This route runs Monday through Saturday every few hours from as early as 6:32am and as late as 8:02pm.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

Gervais School District has hosted an annual bike rodeo in June with the Gervais Police Department in previous summers. Through this event, the District partners with a bike repair business. Students are able to participate in the biking education course and receive a certificate and a helmet if they need one. The school also has certified crossing guards staffing crosswalks during the school year.



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Bike and Pedestrian Facilities Inventory



The middle school parking lot has designated pedestrian travel paths marked on the pavement.



The high school parking lot lacks designated pedestrian paths where people can walk safely between Douglas Ave and the high school's main entrance. Students walk across the vehicle travel area.



Vehicles turning east off the highway encounter school zone signage, including this Speed Limit sign. However, people driving do not always slow down in response to the signs and sometimes pass the school at high speed.



There is also a speed feedback radar located along Douglas Ave as vehicles approach the crossing at Black Walnut Ave.



Vehicles sometimes back up to Hwy 99E during arrival and dismissal times.



The curb radius on the northwest corner of Douglas Ave and Hwy 99E is wide. A narrower curb radius would encourage vehicles to slow down as they make the turn onto Douglas Ave and into Gervais.

Key Themes

- On-campus pedestrian circulation for the middle school is organized, while the high school lacks designated pedestrian routes through its parking lot.
- The proximity of this campus to Hwy 99E means that slowing down vehicles and making crossings highly-visible are top priorities.
- The crossing of Douglas Ave at Black Walnut St is a very popular location for students. This crossing could use additional signage and visibility to alert people driving through town.
- There is no direct way to cross Douglas Ave from the high school to the Dollar General, a popular after-school stop for students. For this reason, some students cross this major road between crossings.



Drivers headed west from OR 99E on Douglas Ave frequently travel at high speeds as they approach the crosswalk at Black Walnut St, the primary crossing location for students attending the middle school and high school.



Many students use the crossing of Douglas Ave at Black Walnut St. A large portion of the residences in Gervais are located north of Douglas Ave, and this crossing connects students with those neighborhoods.



There is a crossing guard stationed at the crossing of Douglas Ave at Black Walnut St during arrival and dismissal.



The NW corner of Douglas Ave at Black Walnut St does not include ADA-compliant curb ramps.



Sidewalks on both sides of Douglas Ave between the elementary school and the middle/high school are in good condition with landscaping and overhead lighting.



Middle school and high school students cross Douglas Ave mid-block to reach the Dollar General, as there is no crosswalk facilitating convenient access to the store.



Black Walnut St provides an important route for students traveling from residential areas north of Gervais Middle School and High School. Sidewalks in this area of town are narrow but consistently available. Neighborhoods in this area feature wide streets with few marked crosswalks.



INTRODUCTION

This chapter outlines recommendations for construction projects as well as education and encouragement programs that address the issues identified in Chapter 3.

Changes to the streetscape are essential to making walking and rolling to school safer and more comfortable. Infrastructure improvements make it safer and more comfortable for families to walk and bike to school – and benefit everyone who travels to school and through the school area.

In addition, education and encouragement programs are a necessary component of any successful SRTS Plan. Often, programs that get more youth walking and rolling lead to increased public support for infrastructure projects – they can be an important first step towards building out the physical elements that make walking, biking, and rolling safer and more comfortable. Also, relative to many construction projects, most education and encouragement programs are very low cost.

The recommendations for construction projects and education and encouragement programs contained in this chapter were informed by existing conditions and input from school and district staff, caregivers, students, community members, and city and county staff, and are tailored to meet the needs and interests of the school community.



Construction Project Recommendations

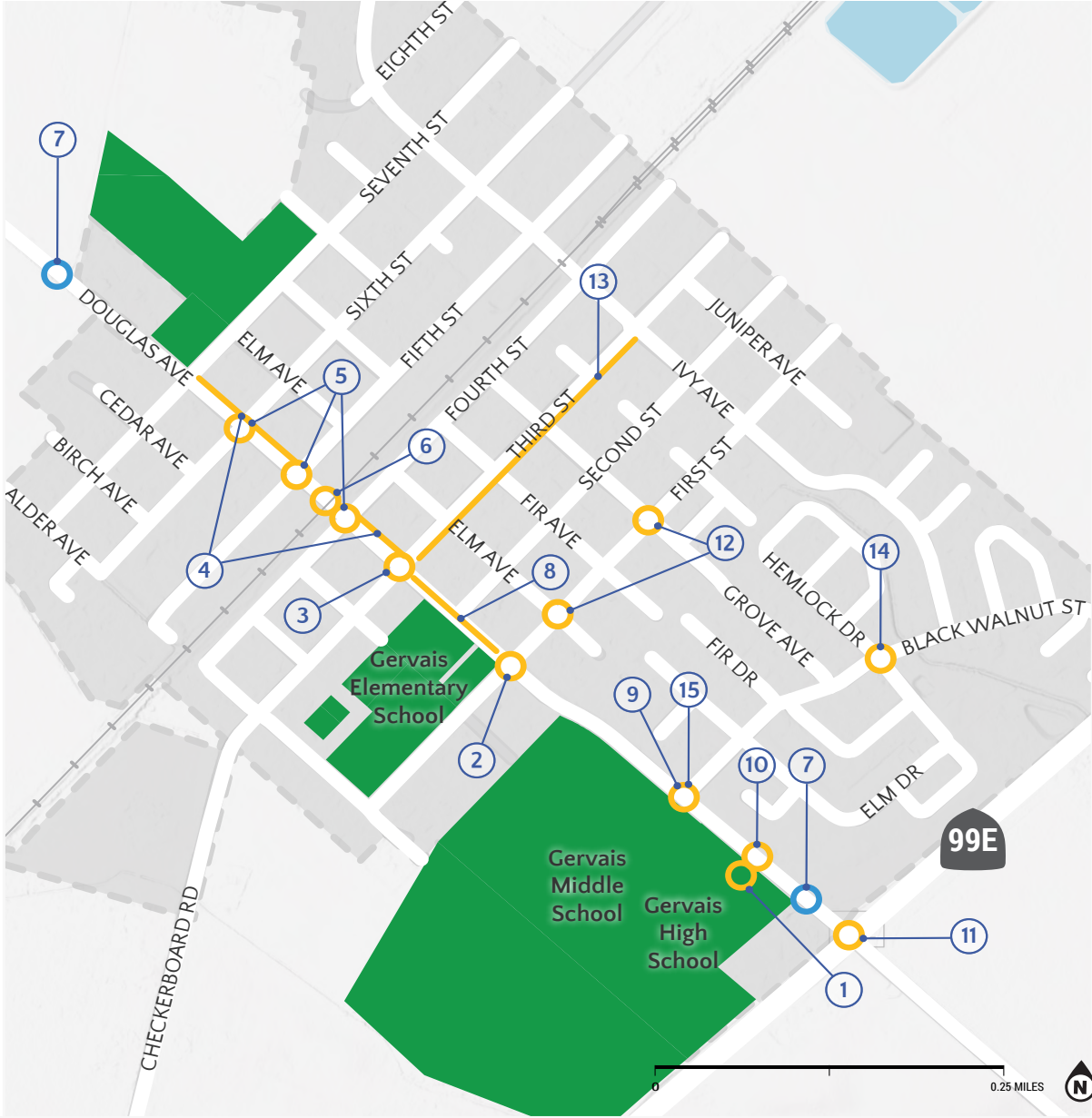
Construction project recommendations are shown and described on the following pages. The map on the following page is a guide to the location of recommendations described in detail in Table 1. A more detailed table is included in Appendix F that includes: the needs identified at each location and ensuing construction recommendations, as well as the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction.

This Plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements near the schools. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure. All construction projects need to be reviewed and designed by engineers and approved by the local road authority.

The recommendations are categorized into implementation timelines based on existing conditions, input from local partners, readiness of the school or community to accomplish the recommendation, resources available and other factors:

- **Short term:** within a year
- **Medium term:** 1-3 years
- **Long term:** 3-5 years

Implementation takes place continuously over time, with cooperation amongst partners and often, new sources of funding. Appendix F lists a variety of funding sources that can be used to implement the recommendations outlined in this section.



IMPROVEMENT
RECOMMENDATIONS

- Street Improvement
- Crossing Improvement
- Signage Improvement
- Railroad
- School Property
- Parks
- Water
- City Boundary



Document: N:\Shared\PROJECTS\2020-2023 ODOT SRTS Assistance\3. GIS\Map\ODOT SRTS HIP Maps\Project\00-2020-223_ODOTSRTS_PIP_Map.aprx Date Saved: 1/15/2021
Data sources: Oregon Spatial Data Library, Crash Analysis and Reporting Unit, ODOT

Table 1. Gervais Schools Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
Gervais High School Grounds		
01	Install a raised pedestrian crossing/walkway area from the main entrance of the high school across both parking lanes to Douglas Ave. This walkway should connect with sidewalk recommended for the south side of Douglas Ave between Black Walnut St and OR 99E.	Long term
Douglas Avenue		
02	Relocate primary school crossings to the intersection of 1st St and Douglas Ave. At the crossing of Douglas Ave and 1st St: - Install high-visibility continental crosswalk across Douglas Ave (NE leg of the intersection) - Restripe the crosswalk on the SW leg of intersection to eliminate the angle point within crosswalk and make the crossing a straight path between the curb ramps. Install high-visibility continental crosswalks at this location. - Upgrade curb ramps to ADA standards. - Per in-progress SRTS improvements, install high-visibility continental crosswalks at NW leg of the intersection (crossing of 1st St). - Install rectangular rapid flashing beacons (RRFBs) with the School Zone crossing sign (MUTCD S1-1) and downward diagonal arrow (MUTCD W16-7P) at SE-bound and NW-bound approaches along Douglas Avenue. - Build, repair and/or replace sidewalks leading to intersection of 1st and Douglas - Construct curb extension on SW corner. - Install ADA-accessible curb ramps on all corners.	Medium term
03	At the crossing of Douglas Ave and 3rd St: - Install high-visibility continental crosswalks at all four legs of the intersection, leaving transverse lines in place to create a ladder-style crosswalk. (Optional: remove transverse lines before installing high-visibility continental crosswalk markings.) - Build, repair and/or replace sidewalks leading to intersection of 3rd and Douglas - Install ADA-compliant perpendicular curb ramps on all corners	Medium term
04	Install new sidewalks: - along the north side of Douglas between 3rd St and 4th St - along the north side of Douglas between 5th St and 7th St	Medium term

Rec #	Recommendation	Timeline
05	Install high visibility continental crosswalks and ADA curb ramps at: - the NE leg of the intersection of 4th St and Douglas Ave, in front of Gervais Market. - the SE leg of the intersection at 4th St and Douglas Ave. (Also construct sidewalks and driveway apron serving frontage of Post Office) - the NE leg of the intersection of 5th St and Douglas Ave (The sidewalks at the north and east corners of this intersection will have to be reconstructed to - the NE and SW legs of the intersection of 6th St and Douglas Ave. (The City could choose to leave transverse markings on the NE leg in place to create ladder-style crosswalk or remove for standard continental markings)	Medium term
06	Extend sidewalk from NW and SE to reach at grade rail crossing. Install “Look” pavement markings on the sidewalk on both sides of the railroad crossing to alert pedestrians. Install detectable warning surfaces on both sides of the railroad crossing. Optional: Install pedestrian automatic gates on either side of the railroad crossing. (These gates have “arms” that lower in front of the sidewalk path, similar to those used for vehicles at this crossing.)	Medium term
07	Replace existing School Zone Speed Limit Signage (“When Children Are Present”) with “When Flashing” and add flashing beacon, which will be turned on during arrival and dismissal. (Two school zones may be required due to the length of this segment.) Note: A single school zone or two school zones could be designated for the stretch of Douglas Ave between the elementary school campus and the high school campus. An engineering study is recommended to determine which of these options would be most suitable for the particular conditions along this route.	Medium term
08	Install bike lane between 3rd St and 1st St on Douglas Ave (per draft improvement plan).	Medium term
09	To increase visibility at the intersection of Douglas Ave and Black Walnut St, replace existing sign with RRFB and School Zone crossing sign (MUTCD S1-1) with downward diagonal arrow (MUTCD W16-7P) (Per In-progress SRTS improvements)	Medium term
10	Consider installation of a new mid-block high-visibility continental crosswalk connecting the proposed sidewalk on the south side with the existing sidewalk on the north side, with a pedestrian refuge island on Douglas Ave. The crossing is recommended to be located northwest of the entrance to the Dollar General parking lot. Install RRFB and School Zone crossing sign (MUTCD S1-1) with downward diagonal arrow (MUTCD W16-7P) at this crossing. If a mid-block crossing is installed, iinfill sidewalk gaps and reconstruct driveways along south side of Douglas Ave between Black Walnut St and 99E.	Long term

Rec #	Recommendation	Timeline
Highway 99E		
11	Reduce the corner radius at the north corner of the intersection of Hwy 99E and Douglas Ave in order to encourage people driving to slow down as they enter Gervais (and the school zone).v Install ADA curb ramps on the southwest corner of the intersection of 99E and Douglas Ave, connecting to future sidewalk infill on the south side of Douglas Ave.	Medium term
1st Street		
12	Restripe crosswalk markings at Elm Ave and Grove Ave, updating to high visibility continental stripes.	
3rd Street		
13	Clean/maintain existing sidewalks along 3rd St between Douglas Ave and Ivy Ave. Replace inaccessible sidewalk panels, infill sidewalk gaps, and construct curb ramps along the east side of 3rd St between Douglas Ave and Ivy Ave. Relocate obstacles where possible.	Long term
Black Walnut Street		
14	Install high-visibility crosswalks on Black Walnut St from Douglas Ave north. Prioritize the intersection of Hemlock Dr and Black Walnut St for improvements due to its location near Gervais Community Park. Install ADA curb ramps at any new crosswalks along Black Walnut St.	Medium term
15	Install an ADA-compliant curb ramp at the northwest corner of the intersection of Douglas Ave and Black Walnut Ave (in front of the middle school)	

Education and Encouragement Program Recommendations

The programs outlined in this section are intended to increase awareness, understanding, and excitement for walking and rolling to school. Table 2 includes additional details about each recommended program including a brief description, suggested leads, timeline, and resources.

Suggested walking routes were also developed with project partners, based on community input and findings from the bike and pedestrian facility inventory. The Suggested Route Map provided on page 54 encourages students and families to consider walking and biking to school. It also provides a School Commute network for the City to focus future infrastructure investments along the most important routes to school.

The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:

1. Coordination between practitioners through Regional Hubs (see call-out below)
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll events
<https://www.oregonsaferoutes.org/walkroll/>
4. Bicycle and pedestrian safety trainings and a loaner bike fleet – coming in 2022

Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:
<https://www.oregonsaferoutes.org/>

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

The ODOT SRTS Program can provide free resources, materials, and guidance to implement education and encouragement programs. The ODOT SRTS Education team is working in parallel with the Construction team to help communities across the state implement education and encouragement efforts. The team holds Regional Hub meetings to discuss statewide and regional SRTS strategies and efforts. Regional Hub Coordinators are a resource for local SRTS coordinators and regions without a coordinator to help create and sustain successful SRTS programs.

SRTS champions or involved staff in or near Gervais and Marion County are a part of the Willamette Valley and Coast Hub. Register for the meetings and office hours [here](#) or fill out the [contact form](#) to be connected with your Regional Hub Coordinator. Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.



SUGGESTED
WALKING AND
BIKING ROUTES



- Suggested Route
- Desired Route
- Railroad
- School Property
- Parks
- Water
- City Boundary

Table 2. Gervais Schools Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Parent Education and Outreach	Gervais Elementary School, Gervais Middle School, Gervais High School	Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus.	Short term	Seasonal travel tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Safe Routes to School Coordinator Position	Marion County or other agency	Apply for funding for a Safe Routes to School Coordinator for Marion County through the ODOT Competitive Education Grant.	Short term	Example job description and application materials	Include in the scope of this grant funds for translation of materials and programs where necessary	Receipt of funding from ODOT and hiring of a SRTS Coordinator
Pedestrian and Bike Safety Education	SRTS Coordinator, Gervais Elementary School, Gervais Middle School, Gervais High School	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Medium term	Travel Safety Hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating; feedback from families
Community School Safety Campaign	Gervais Elementary School, Gervais Middle School, Gervais High School	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Medium term	Outreach materials	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Walking School Bus and Bike Train	SRTS Coordinator, Gervais Elementary School	A SRTS Coordinator could help staff and parents organize a walking school bus or bike train for students who usually walk alone or whose parents have work schedules that conflict with drop-off times. Additionally, events could be held periodically to raise awareness of these options among students and families.	Short term	Communications to parents, routes and meet-up points, signs, staff/volunteer time	Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families
Walk + Roll to School Day	SRTS Coordinator, Gervais Elementary School, Gervais Middle School, Gervais High School	Organize participation in Walk + Roll to School Day to encourage and celebrate walking and biking at the school. This could also be a good time to organize a pilot Walking School Bus or Bike Train. Prize/incentive donations could be solicited from local businesses.	Short term	Food, music, decorations, incentives or prizes for students	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating

PARENT EDUCATION AND OUTREACH

Parents are the primary decision-makers about how their students get to school. Informing parents about their options for walking and bicycling, as well as communicating the benefits of active transportation, can encourage more families to walk and bike. This can occur through school e-news or announcements, and other informational resources. After high-priority construction recommendations are implemented, suggested route maps can show parents the best walking or biking route to the school and help overcome concerns about barriers.

Resources include:

- The Oregon SRTS website has a host of safety tips for parents who are interested in their student [walking](#) and [biking](#) to school. Also, sign up for the [newsletter](#) to get current materials and seasonal safety tips
- The [National Center for SRTS](#) offers tools and training to provide communities the technical support they need to make community-enhancing decisions.

SAFE ROUTES TO SCHOOL COORDINATOR POSITION

A designated individual who is tasked with coordinating and championing Safe Routes to School can greatly increase the likelihood of program success. A SRTS coordinator is usually charged with scheduling, publicizing, and administering SRTS programming, including encouragement events, educational activities, safety campaigns, Walking School Buses and Bike Trains for students and their families. This person is also responsible for coordinating between various involved jurisdictions, community groups, and community stakeholders to promote SRTS as a priority.

Funding for SRTS Coordinators is available through ODOT’s competitive Education Grant process, as well as some regional and local governments.



TRAFFIC SAFETY CAMPAIGN

A school traffic safety campaign can share simple safety messages and increase the visibility of the school zone and families traveling in the area. Focus outreach during back to school time, as the weather turns and time changes in the late fall, and during the early spring months, to address seasonal visibility issues. Resources include:

- The Oregon SRTS website has a host of [banners, brochures, and other materials](#) that schools can use to raise drivers’ awareness of students traveling in a school area. Order materials from the ODOT [Storeroom](#) and check the [www.oregonsaferoutes.org](#) website for current incentives and outreach materials available.
- The [Drive Like It](#) campaign offers yard signs, safety kits, and other materials with a simple, clear message.



PEDESTRIAN AND BIKE SAFETY EDUCATION

Pedestrian and bike safety education teaches students basic traffic laws and safety rules. Lessons are usually during PE classes or after school and may be one-time Bike Rodeos or multi-day courses.

Resources include:

- The ODOT SRTS [Neighborhood Navigators 2.0 Curriculum](#) includes a flexible in-class and on-bike Walk and Roll Safety Education lesson Plans and workbooks. The ODOT SRTS technical assistance team are piloting bike fleets and new Train-the-Trainer materials in 2022. Sign up for the Oregon SRTS newsletter or join the Regional Hub meetings to learn when these will launch.
- Oregon SRTS provides [curriculum for activities and lessons](#) that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian [education videos](#).
- The National Highway Traffic Safety Administration offers a [child pedestrian safety curriculum](#) and [Cycling Skills Clinic Guide](#) to help organizations Plan bike safety skills events.



WALKING SCHOOL BUS/BIKE TRAIN

In a walking school bus, a group of students walks together to school, accompanied by one or two adults (usually parents or guardians of the students on the “bus”). As the walking school bus continues on the route to school, they pick up students at designated meeting locations. Similar to walking school buses, bike trains involve a group of students biking together with adults.

Bike trains and walking school buses for elementary school students are typically led by a parent, however, middle school students can become leaders, act as role models, and practice and teach safe bicycling behaviors. Bike trains may be more appropriate for middle school students, as they



enable students to feel independent in their mobility, while also providing the safety and comfort of riding in a group.

ODOT’s SRTS Website has [resources and tips](#) to get started, including a [2021 webinar](#) on the topic

WALK + ROLL TO SCHOOL DAYS

Walk+Roll events encourage and celebrate students walking and rolling to school.

Keep the momentum going year-round with ODOT SRTS’ monthly themes:

- September: Back to School
- October: International Walk to School Day
- November: Ruby Bridges Walk to School
- February and March: Winter Walk+Roll
- April: Earth Month
- May: Bike Month

Parents can set up a table on the event day to provide refreshments and small rewards for families who participate, as well as maps, lights, and safety information to encourage more students and families to join in the fun. Even families who live too far from school to walk and bike can participate by driving to a designated central location and walking together from there. Coffee and breakfast can be provided, and students can dress up or hold posters to make a fun, parent-supervised parade to school. Walks could also take place as a part of another health-related event or to benefit a cause.



Resources include:

- Schools in Oregon can order incentives to support and promote [Walk + Roll to School Day](#).
- King County Metro in the Seattle area has a [Tool Kit with resources](#) to plan a Walk + Roll to School Day event.
- [Walk and Bike to School](#) suggests event ideas and Planning resources for encouraging active transportation at schools.
- The National Center for SRTS maintains a [national database of walk and bike to school day events](#), as well as event ideas and Planning resources.

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INTRODUCTION

This chapter identifies high priority projects and provides guidance for implementation, including information about the ODOT SRTS Competitive Grants.

One of the goals of the PIP Process is to identify and refine specific projects that are eligible for the ODOT SRTS Infrastructure Grant and prepare jurisdictions to apply for the funding. This chapter describes the community-driven process to prioritize recommendations for the Competitive ODOT SRTS Infrastructure Grant Application, as well as additional project-related details that will be needed to complete the application.



Project Prioritization Process

PMT members provided feedback on how actions and recommendations should be prioritized in their community. This exercise requires thinking about trade-offs between different goals and actions.

The PMT found safety to be the most important prioritization factor while also recognizing that equity, student density, and proximity to school were essential when considering projects. In order to make active transportation a reality for students, a long-term approach that maximized safety was essential.



Prioritization Criteria

How should we prioritize projects in your community?

- PROXIMITY TO SCHOOL**
Projects should be prioritized based on their distance from a school.
- EQUITY**
Projects should be prioritized based on their ability to support walking and biking for all students regardless of age, ability, race, or income.
- COMMUNITY-IDENTIFIED NEED**
Projects should be prioritized because they were identified through school or community engagement, parent/caregiver feedback, or during another Planning process.
- STUDENT DENSITY**
Projects should be prioritized based on their proximity to current and future students and families.
- FEASIBILITY**
Projects should be prioritized based on their location on or along a street that is already Planned for improvements, their cost, or other feasibility measures that make them most achievable in the short term.
- SAFETY** ★
Projects should be prioritized based on how unsafe a road is, looking at factors such as speed, traffic volumes, number of lanes, crossing distance or history of crashes.

★ *Prioritization criteria identified as the most important to the community*

High Priority Construction Projects

The following are top priority improvements recommended for the Competitive ODOT SRTS Infrastructure Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking both to and from and between schools. The City of Gervais will be the relevant party to prepare the Competitive ODOT SRTS Construction Grant application for these projects.

Table 3 (page 49) provides a planning-level cost estimate for each recommendation to the City. Table 4 (page 50) provides additional project-specific information needed for ODOT grant applications.

Appendix E includes more detailed project cost estimates.

Table 3. City of Gervais Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	\$90,900
Traffic Control	\$136,400
Erosion Control	\$18,200
Clearing and Grubbing	\$9,100
Upgrade School Zone Signs	\$68,200
Douglas Avenue at 1st Street Improvements	\$81,250
Douglas Avenue at 3rd Street Improvements	\$226,605
Douglas Avenue Sidewalks (Both sides between 3rd and 4th)	\$243,250
Douglas Avenue at 4th Street Improvements	\$88,150
Douglas Avenue Railroad Crossing Improvements	\$11,660
Douglas Avenue at 5th Street Improvements	\$11,350
Douglas Avenue at 6th Street Improvements	\$67,760
Douglas Avenue Sidewalks (North side between 5th and 7th)	\$110,700
Additional Costs	\$924,100
Total Project Cost	\$2,087,625

Table 4. Project Details for ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF GERVAIS
Relevant Right of Way ownership	Varies
Utility implications and opportunities to mitigate	N/A
Environmental resource implications	N/A
Stormwater management implications	Installation of sidewalk along Sturdevant Rd will require stormwater mitigation. Where possible, this is accounted for in project cost estimates.
Near a railroad? Or bridge, tunnel, retaining wall affected?	Douglas Avenue railroad crossing improvements will require coordination with railway jurisdiction.
AADT	Unknown
Priority Safety Corridor	No

Next Steps

With an SRTS Plan in place, it’s time to shift attention to implementation.

The strategies identified in this Plan may seem overwhelming at first. Just remember that anything you can do to make walking, biking, and rolling to school safer, easier, and more fun for students is a step in the right direction. Here are some things to remember:

START SMALL

Small actions can have a big impact, especially when it comes to building support, interest, and momentum for bigger initiatives.

FOCUS ON EQUITY

Not everyone has equal opportunities to walk and bike to school. Identify and prioritize strategies to address and overcome barriers that disproportionately impact the most vulnerable students.

BUILD PARTNERSHIPS

Look for opportunities to strengthen existing partnerships and build new ones. Reach out to caregivers, community members, local agencies and community organizations, and other partners to expand capacity and support for SRTS initiatives.

EMPOWER STUDENTS AS LEADERS

Student-led initiatives can generate enthusiasm and improve social conditions for SRTS. Empower students to take ownership of programs to raise awareness, build excitement, and expand opportunities for their peers to walk and bike to school.

TRACK PROGRESS

Continue to track trips and survey caregivers and students about their experiences walking, biking, and rolling to school. Conducting regular evaluation will help your team understand what works and what doesn’t work and allocate resources accordingly. Consider reporting annually on progress.

CELEBRATE SUCCESS

Take time to recognize efforts and celebrate progress. Whether it’s changing travel habits, achieving a major milestone, implementing an infrastructure improvement, launching a new program, or hosting a successful event, recognize and celebrate success.



APPENDICES

Appendix A. For More Information 54

Appendix B. SRTS Talking Points. 55

Appendix C. Planning Process 57

Appendix D. Existing Conditions 59

Appendix E. Funding and Implementation 62



APPENDIX A. FOR MORE INFORMATION

This appendix provides contact information for state and national SRTS program resources as well as school partners.

NATIONAL RESOURCES

Safe Routes to School Data Collection System

<http://www.saferoutesdata.org/>

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.com/>

National Center for Safe Routes to School

<http://www.saferoutesinfo.org/>

Safe Routes to School Policy Guide

http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool

<https://www.changelabsolutions.org/product/safe-routes-school-district-policy-workbook>

Safe Routes to School National Partnership State Network Project

<http://www.saferoutespartnership.org/state/network>

Bike Train Planning Guide

http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability

http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf

Tactical Urbanism and Safe Routes to School

<http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school>

STATE RESOURCES

The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:

1. Coordination between practitioners through Regional Hubs that meet monthly
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll events
<https://www.oregonsaferoutes.org/walkroll/>
4. Bicycle and pedestrian safety trainings and a loaner bike fleet – coming in 2022

Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<https://www.oregonsaferoutes.org/>

APPENDIX B. SRTS TALKING POINTS

To ensure a successful SRTS program, it is crucial to get school principals and other school administration leaders the communications resources they need to share the importance of SRTS with caregivers. To get these leaders involved initially, in-person meetings are a great start and opportunity to share SRTS goals and potential activities for the year. This gives school leaders a chance to learn more about the program, but also share thoughts and ideas unique to their school. Share with them the academic benefits: students that walk or bike to school arrive awake, alert, and ready to learn, and physical activity before school increases academic performance and reduces student absences.

The following list of facts and statistics can be used by principals and other SRTS advocates in communications materials to share the benefits of a SRTS program. These points have been collected from national sources, and apply to all schools and school districts: big or small, urban or rural, etc.. They are intended to be used in communication materials such as school newsletters, emails, school websites, social media posts, signs, videos, and direct communications with caregivers (including handouts, emails, texts, automated calls, etc.). Except where otherwise noted, the following are based on research summarized by the National Center for Safe Routes to School. More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>.

Traffic: Costs, Congestion, and Safety

- In 1969, half of all US students walked or biked to school; by 2009, that number had dropped to just 13 percent.
- In the United States, 31 percent of students in grades K–8 live within one mile of school; 38 percent of these students walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking, biking, and rolling, more people feel comfortable walking and bicycling.
- Reducing the miles caregivers drive to school by just one percent would reduce 300 million miles of vehicle travel and save an estimated \$50 million in fuel costs each year.
- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the ‘safety in numbers’ principle. As more families walk and bike to school, streets and school zones become safer for everyone.

Health: Physical Activity and Obesity

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that students who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”
- Researchers have found that people who start to include walking, biking, and rolling at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that students who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of students walking, biking, and rolling to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.

Environment: Air Quality, Climate Change and Resource Use

- Did you know? When you walk, bike, or carpool, you’re reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.
- Did you know that modern cars don’t need to idle? In fact, idling near schools exposes students and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your student, please don’t idle – you’ll be doing your part to keep young lungs healthy!
- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.
- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine’s pollution control system is cold and ineffective. Thus, shifting 1 percent of short automobile trips to walking or biking decreases emissions by 2 to 4 percent.
- Eight bicycles can be parked in the space required for just one car.

APPENDIX C. PLANNING PROCESS

The Gervais SRTS Plan Process



Project Initiation

The first step in the Planning process was to collect data and information to support evaluation of existing conditions. This included two meetings with the Project Management Team (PMT) to identify issues and opportunities related to SRTS. Existing Conditions information is included in Chapter 3 and Appendix D.

School Safety Assessment

The School Safety Assessment included the walk audit observations, community meetings, and a bike and pedestrian facility inventory.

WALK AUDIT

During each walk audit, the PMT and community participants observed traffic conditions, travel patterns, and behaviors for all modes of travel during arrival or dismissal at each school. Before each walk audit, the team gathered to identify key routes and locations for observation.

COMMUNITY MEETING

The School Safety Assessment community meeting was an opportunity for school leadership, roadway jurisdiction staff, teachers, and parents to discuss barriers to walking and biking to school, and brainstorm ideas for how to overcome them. The meetings were held directly after each walk audit. Meeting participants discussed the typical routes that students who walk and bike take to and from school, points of conflict between people driving and walking/biking, ongoing SRTS programming and some additional ideas for education and engagement events at the school.

BIKE AND PEDESTRIAN FACILITY INVENTORY

The bike and pedestrian facility inventory documented existing infrastructure, focusing on all streets within a quarter mile of all schools. The inventory collected the following information about general infrastructure deficiencies and needs:

- **Sidewalk deficiencies** – lack of continuity, insufficient width, poor surface condition, non-compliant cross-slopes and driveways, lack of separation from the travel lane, and obstacles (utility/light poles, signs, and vegetation)
- **School area signs and pavement markings** – presence, placement, and condition
- **Paths** – formal or informal, surface material
- **Bike lanes** – lack of continuity, insufficient width or markings, presence of on-street parking, speed and volume of traffic, poor pavement condition
- **Bicycle, scooter, and/or skateboard parking** – presence, location, visibility, degree of security, and utilization
- **Drop-off/pick-up areas** – designated areas, curb paint, and signs
- **Visibility** – insufficient pedestrian lighting, line of sight obstacles (parked cars, vegetation, signs, and poles)

The bike and pedestrian facility inventory collected the following information about street crossings:

- **Traffic signals** – pedestrian signals, push-button location and reach distance, signing, countdown feature, accessible pedestrian signal feature, and sufficient crossing time
- **Marked crosswalks** – condition, type, signs, visibility, and whether ramp is contained within crosswalk markings
- **Curb ramps** – presence at corners, ADA-compliant design (tactile domes, ramp and flare slope, level landing)
- **Connections with neighborhood trails or paths** – signage, bike parking, ease of connection to transit hubs, parks, or schools

Deficiencies and needs identified in the bike and pedestrian facility inventory inform the infrastructure recommendations described in Chapter 4.

Review Process

Following the School Safety Assessments, initial recommendations were prepared and shared with the PMT for review. The PMT met to discuss the recommendations, and to identify priority projects for the Competitive ODOT SRTS Infrastructure Grant. Once this was complete, a Draft SRTS Plan was prepared and underwent both PMT review as well as Public Review in the form of an online interactive PDF document.

APPENDIX D. EXISTING CONDITIONS

Plan Review

CITY OF GERVAIS GENERAL PLAN TRANSPORTATION ELEMENT (2001)

As the primary transportation planning document for the City of Gervais, this section of the 2001 General Plan provides a guide for the improvement of the City’s streets and circulation system, including pedestrian and bicycle travel. The following goals are included in the plan:

- Provide a circulation system which is safe and efficient for vehicle users, pedestrians and bicyclists.
 - Encourage the provision of street crossing improvements to enhance the mobility of citizens who are elderly or experience physical disabilities.
- Several policies relevant to Safe Routes to Schools are included in this plan:
- New construction shall provide bicycle and pedestrian facilities that provide safe and convenient access within, to, and from new land divisions, planned developments, shopping and industrial areas to nearby residential areas, and neighborhood activity centers, such as schools, parks and shopping.
 - On arterials, prohibit on-street parking to accommodate the use of street rights-of-way for bicycle and pedestrian traffic where necessary and to facilitate the flow of traffic.

The plan also includes the implementation guidance that streets, curbs, sidewalks, bikeways, and pedestrian ways that need repair should be prioritized for improvement in the capital improvement program.

In terms of the existing active transportation network, the Plan mentions the designated bicycle and pedestrian route along Douglas Ave, which includes five-foot paved shoulders on both sides.

MARION COUNTY SRTS NEEDS INVENTORY (2009)

Marion County made the following account of needs, gaps, and barriers to students walking and biking to school in Gervais:

Missing sidewalk locations

- North side of Douglas St from Hwy 99E west to existing sidewalk
- North side of Douglas St from 3rd St west to back of store
- North side of Douglas St from 5th St west to city limits
- South side of Douglas St from 99E west to east entrance of HS
- South side of Douglas St from 3rd St west to post office
- South side of Douglas St from 4th St west across RR tracks to 5th
- South side of Douglas St from 7th St west to city limits
- East side of 3rd St from Douglas St north end of block at Fir St
- East side of 3rd St north from Elm St to Fir St
- East side of 3rd St north from Grove Ave to 840 3rd St
- East side of 3rd St south from Douglas to Checkerboard
- West side of 3rd St south from Douglas to Checkerboard
- North side of Ivy Street from 3rd St west to city limits
- North side of Ivy Street from 640 Ivy west to city limits

Missing/ inadequate ADA ramps

- Douglas St at SW corner of 1st St at middle school
- Douglas St south side 300 block near post office

where it transitions from no sidewalk to sidewalk

- Douglas St at 5th st NW corner
- Douglas St at 5th st SW corner
- Douglas St at 7th st NW corner
- Douglas St at 7th st SW corner
- Third St at Elm St SW corner
- Third St at Fir St NW corner
- Third St where 3rd turns into Ivy, SW corner

Bike lane needs (collectors and arterials only)

- Douglas St from 3rd St west to city limits, north and south sides
- Third St from Checkerboard north to Ivy Ave, east and west sides of street
- Ivy Ave from 3rd St to city limits, north and south sides

Hazards

- Checkerboard Rd sight distance issue as you approach school crosswalk going northbound

Signage needs

- Per ODOT Ch 7, should the intersection of Hwy 99E and Douglas at the traffic signal be signed accordingly?

Parent Survey Issues

- Create a walking/biking path separate from traffic on 99E
- More safety lights
- The distance is too far to walk or ride bikes

MARION COUNTY SRTS PROJECT IDENTIFICATION FOR GERVAIS MIDDLE & HIGH SCHOOLS (2010)

Marion County recommended the following projects to improve walking and biking safety for students of the middle and high schools in Gervais:

- Sidewalks and bike lanes on Douglas Ave from Hwy 99E west to connect with existing facilities near school
- Sidewalks and bike lanes on Douglas Ave from 3rd St east to 7th St
- Sidewalks and bike lanes on 3rd St (Checkerboard Rd) south from Douglas Ave to the City Limits
- Sidewalks and bike lanes on Douglas Ave west from 7th St to the City Limits
- Convert shoulders to bike lanes on Douglas Ave from west City Limits to OR 99E
- Install School Speed 20mph Zone flashing lights at the school crosswalks on Douglas Ave at the middle/high school frontage
- Install School Speed 20mph Zone flashing lights at the Sacred Heart School frontage on Douglas Ave

Previous SRTS Efforts or Walking/Biking Encouragement Activities

EDUCATION AND ENGAGEMENT ACTIVITIES

In addition to the school-specific SRTS activities

CONSTRUCTION ACTIVITIES

In 2020, the City was awarded an ODOT SRTS Construction Grant for improvements on Douglas Ave. This includes relocation of the crosswalk from mid-block between 1st St and 2nd St to the intersection of Douglas Ave and 1st St, as well as signage changes and bike lanes.

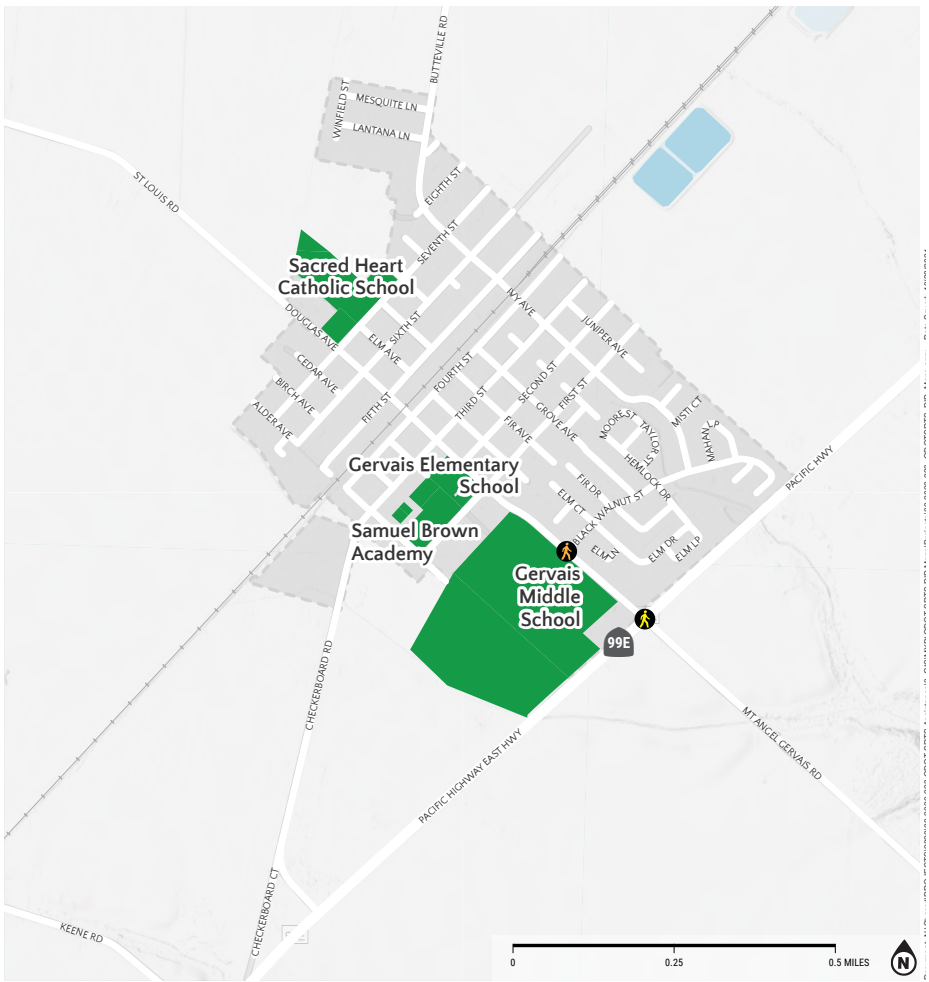
Crash History

From 2014 to 2018, there have been two reported crashes involving a bike or pedestrian in the vicinity of the two focus schools (see Figure 3). One crash occurred in March of 2015 around 2pm, when a person driving hit a pedestrian at the intersection of Hwy 99E and Douglas Ave. According to the report, the person driving disregarded the traffic signal and the pedestrian was illegally in the roadway.

A second pedestrian injury collisions occurred at the intersection of Douglas Ave and Black Walnut St, which is the major intersection for students walking and biking to the middle and high school. According to the report, in 2016, two pedestrians were hit by a person driving who failed to stop at the stop sign. It was dark at the time of the crash.

These are both areas that have been identified as important considerations for developing safe student travel networks.

Figure 3. Crashes Near Gervais Schools



COLLISIONS WITH PEOPLE WALKING AND BIKING 2014-18



Pedestrian Collisions	Bicyclist Collisions	
Pedestrian Injury	Bicyclist Injury	Railroad
2 or more Pedestrian Injuries	2 or more Bicyclist Injuries	School Property
Pedestrian Fatality	Bicyclist Fatality	Parks
		Water
		City Boundary

APPENDIX E. FUNDING AND IMPLEMENTATION

This section lists a variety of funding sources that can be used to implement the recommendations outlined in Chapter 4. These funding sources are accurate as of July 2021 but may change over time. Please refer to ODOT or other funding jurisdictions website for the most up to date information.

This section also includes detailed Planning-level cost estimates for the High Priority Projects identified in Chapter 5.

Statewide Funding Opportunities

ODOT SRTS GRANTS

ODOT currently offers Safe Routes to School specific funding pools for local jurisdictions interested in improving walking and biking conditions near schools, including a competitive infrastructure grant program, a rapid response infrastructure grant, and an education (non-infrastructure) grant.

COMPETITIVE INFRASTRUCTURE GRANT

ODOT's SRTS Competitive Infrastructure Grant program funds roadway safety projects located within a one-mile radius of an educational facility that improves walking and biking conditions for students on their way to school. Funding requests may range between \$60,000 and \$2 million, with a 40% local match (special circumstances may allow a 20% reduction in match requirements). These funds are awarded on a competitive application basis to cities, counties, transit districts, ODOT, any other roadway authority, and tribes are in compliance with existing jurisdictional Plans and receive school or school district support. Learn more about the 2021-2022 grant cycle at <https://www.oregon.gov/odot/Programs/Pages/SRTS-Competitive-Infrastructure-Grant.aspx>.

RAPID RESPONSE INFRASTRUCTURE GRANT

Up to 10% of state SRTS funding will be reserved for projects that can demonstrate serious and immediate need for safety improvements within a one-mile radius of schools. This funding would be awarded outside of the Competitive Infrastructure Grant cycle as a Rapid Response Infrastructure Grant. Eligibility

requirements for Rapid Response Infrastructure grants can be found at <https://www.oregon.gov/odot/Programs/Pages/SRTS-Rapid-Response-Grant-Program.aspx>.

EDUCATION GRANT

In addition to funding construction improvements for Safe Routes to School programs, ODOT reserves approximately \$300,000 annually for funding of SRTS Education programs and projects that encourage students in grades K-8 to walk and roll to school. This competitive grant program distributes funding to a project over the course of two to three years with a 12% match requirement. Grant funds are traditionally used for capacity building and innovation. For more information, visit <https://www.oregon.gov/ODOT/Programs/Pages/SRTS.aspx>.

SMALL CITY ALLOTMENT PROGRAM (SCA)

The Small City Allotment Program is available to communities with less than 5,000 residents. One application may be submitted per city per year, and successful projects may receive up to \$100,000. Successful applicants may request an advance of up to 50% of their award and will receive the remainder of their award upon submission of project invoices. An awardee may not have more than two active SCA projects at any given time; if the awardee has two active projects, another application cannot be submitted until one is completed. SCA funds can be used as a match for SRTS grant funding, but the SRTS grant has to have already been awarded prior to the request for SCA funds as match. SCA projects must be completed within two years from the agreement execution date. For example, if a community receives a SRTS grant award and an SCA grant for matching funds, chances are they may need to extend the SCA grant to coordinate with the SRTS project work. This is permitted, but the SCA award would be considered an open project until the SRTS project was closed out. Also important to note, the SCA program does not require any matching funds. The state cannot reimburse for any right of way or utility costs, and all work must be performed within the public road right of way. For more information, visit <https://www.oregon.gov/ODOT/LocalGov/Documents/SCA-Guidelines.pdf>

OREGON COMMUNITY PATHS PROGRAM

The Oregon Community Paths Program (OCP) is funding 21 off-road Active Transportation projects totaling \$15 million in 2021. Through the OCPP, ODOT strives to fund projects for pedestrian and bicycle transportation projects including the development, construction, reconstruction, resurfacing, or other capital improvement of multi-use paths, bicycle paths, and footpaths that improve access and safety for people walking and bicycling. The program is funded through FHWA Transportation Alternatives funds, and state Multi-modal Active Transportation funds. For more information visit <https://www.oregon.gov/ODOT/Programs/Pages/OCP.aspx>

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

TGM supports community efforts to expand transportation choices by linking land use and transportation Planning. TGM services include an annual competitive grant program for Planning work leading to local policy decisions for transportation facilities and services or for land uses with supportive transportation changes. The grant application period opens in the Spring and closes in the Summer. In addition to grants, TGM provides several other non-competitive services to help resolve land use and transportation Planning issues: Quick Response to bridge the gap between long range Planning and development of specific properties, Code Assistance to identify and remove barriers to smart growth, Transportation System Plan (TSP) Assessments to evaluate local TSPs, and Education and Outreach projects to move community conversations forward. For more information visit <https://www.oregon.gov/lcd/TGM>

STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

Walking and biking connections to transit are eligible under ODOT's STIF Discretionary and Statewide Network Program, a new fund for transit started in 2018. STIF formula and discretionary funds may be used to support projects that connect pedestrians and bikers to public transit. This fund program was created in response to HB 2017 and funds are dispersed every two years. For more information visit <https://www.oregon.gov/odot/RPTD/Pages/Funding-Opportunities.aspx>

CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

The CMAQ program is jointly administered by the FHWA and FTA, with projects selected by local jurisdictions designated as high pollution areas. Bike/pedestrian projects make up a significant portion of the funded projects, which must focus on air quality improvement. For more information visit www.fhwa.dot.gov/environment/air_quality/cmaq/

Federal Funds

Some federal funding sources may be available to certain communities and can be used for Safe Routes to School projects. Such as:

- Community Development Block Grant Program, <https://www.orinfrastructure.org/Infrastructure-Programs/CDBG/>
- Rural Development Grant Assistance Program, <https://www.usda.gov/topics/farming/grants-and-loans>

Local Funding Opportunities

POTENTIAL SCHOOL BOND OPPORTUNITIES

Localities can leverage school bonds to collect funding for transportation educational programing and school-zone pedestrian/bicycle infrastructure improvements. School bonds may be sufficient to cover the cost of low to mid cost projects or could be utilized to collect local match dollars for state awarded grants.

SRTS PROJECTS AND THE TSP

Cities and counties undergoing transportation system Plan updates should consider including a section on their Plans and priorities for Safe Routes to School infrastructure upgrades and programming to identify project expenses well in advance and allow ample time to gather project funding.

QUICK BUILDS

Quick Builds are temporary roadway improvement installments that utilize temporary barriers (such as traffic cones, Planters, hay barrels, etc.) to test and demonstrate how a street would operate with bicycle and/or pedestrian infrastructure improvements. These low-cost Quick Build projects can serve as an immediate term temporary solution to traffic issues while local jurisdictions build support and funding for permanent infrastructure improvements. Depending on specific site conditions and the nature of materials used, Quick Builds can last for several hours to several months.

Priority Project Cost Estimates

The following pages include planning-level cost estimates for the recommended projects. These projects are priorities for the school community and City of Gervais. These projects are also candidates for ODOT SRTS Competitive Infrastructure Grant funding.

Table 5. City of Gervais Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Mobilization	10%	\$90,900	1	\$90,900
Traffic Control	15%	\$136,400	1	\$136,400
Erosion Control	2%	\$18,200	1	\$18,200
Clearing and Grubbing	1%	\$9,100	1	\$9,100
1) Upgrade School Zone Signs				
Remove sign	EA	\$100	2	\$200
Install school speed sign with flashing beacons	EA	\$17,000	4	\$68,000
2) Douglas Avenue at 1st Street Improvements				
Remove pavement marking	SF	\$5	90	\$450
Install concrete curb extension - partial corner	EA	\$15,000	1	\$15,000
Install ADA curb ramp	EA	\$10,000	5	\$50,000
Install marked crosswalk	SF	\$10	480	\$4,800
Install crosswalk warning sign	EA	\$250	4	\$1,000
Install street light	EA	\$10,000	1	\$10,000
3) Douglas Avenue at 3rd Street Improvements				
Remove concrete sidewalk	SF	\$7	135	\$945
Install concrete curb extension - full corner	EA	\$25,000	4	\$100,000
Install ADA curb ramp	EA	\$10,000	8	\$80,000
Install marked crosswalk	SF	\$10	512	\$5,120
Install 1' wide stop line	LF	\$10	64	\$640
Install street light	EA	\$10,000	3	\$30,000
Install concrete sidewalk	SF	\$30	330	\$9,900

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
4) Douglas Avenue sidewalks (both sides between 3rd & 4th)				
Remove asphalt pavement	SF	\$5	510	\$2,550
Install underground pipe/ inlet drainage system	LF	\$145	380	\$55,100
Install catch basin	EA	\$10,000	2	\$20,000
Install concrete curb extension – partial corner	EA	\$15,000	3	\$45,000
Install concrete curb & gutter	LF	\$50	380	\$19,000
Install concrete sidewalk	SF	\$30	2280	\$68,400
Install concrete driveway	SF	\$30	320	\$9,600
Install asphalt pavement	TON	\$200	118	\$23,600
5) Douglas Avenue at 4th Street Improvements				
Remove pavement marking	SF	\$5	90	\$450
Install catch basin	EA	\$10,000	1	\$10,000
Install concrete curb extension – full corner	EA	\$25,000	1	\$25,000
Install ADA curb ramp	EA	\$10,000	2	\$20,000
Install marked crosswalk	SF	\$10	220	\$2,200
Install crosswalk warning sign	EA	\$250	2	\$500
Intall street light	EA	\$10,000	3	\$30,000
6) Douglas Avenue Railroad Crossing Improvements				
Remove asphalt pavement	SF	\$5	300	\$1,500
Install concrete sidewalk	SF	\$30	300	\$9,000
Install ADA detectable warning surface	SF	\$40	24	\$960
Install “Look” pavement marking	EA	\$100	2	\$200
7) Douglas Avenue at 5th Street Improvements				
Install ADA curb ramp	EA	\$10,000	1	\$10,000
Install marked crosswalk	SF	\$10	120	\$1,200
Install 1’ wide stop line	LF	\$10	15	\$150

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
8) Douglas Avenue at 6th Street Improvements				
Install ADA curb ramp	EA	\$10,000	6	\$60,000
Install concrete sidewalk	SF	\$30	192	\$5,760
Install marked crosswalk	SF	\$10	180	\$1,800
Install 1’ wide stop line	LF	\$10	20	\$200
9) Douglas Avenue sidewalks (north side between 5th & 7th)				
Install ADA curb ramp	EA	\$10,000	2	\$20,000
Install concrete curb extension – full corner	EA	\$25,000	1	\$25,000
Install concrete sidewalk	SF	\$30	2190	\$65,700
			Subtotal	\$1,163,525
Additional Costs				
Construction Engineering			15%	\$174,600
Contingency			30%	\$401,500
			Total Construction Cost	\$1,739,625
Soft Costs			20%	\$348,000
ROW			–	–
			Total Project Cost	\$2,087,625